

ATTITUDE OF HIGHER SECONDARY STUDENTS TOWARDS THEIR HIGHER STUDIES – A STUDY

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Abstract

Education is the culmination of all processes that enable a person to acquire skills and other behaviours that are beneficial to the society in which they live. One definition of education is the methodical process of assessing the level of student achievement of instructional goals. Education is a crucial component of how a living state is organised and how people cooperate to attain goals. We are addressing the following goals in this study. (a) To gauge higher secondary students' attitudes toward higher education; (b) To create a tool to gauge higher secondary students' attitudes toward higher education; (c) To determine whether higher secondary students have different attitudes about higher education; (d) To determine whether there is a relationship between higher secondary students' attitudes and academic success.

Keywords: *Attitude, Higher Secondary Students, Social Behavior, Cognitive Approach.*

Introduction

Attitude has been crucial in explaining social behaviour throughout the development of social psychology. It is typically described as a tendency to react favourably or unfavourably to a thing, person, place, or event. People are capable of having varied levels of favorability toward both themselves and any sexist elements of their surroundings. Values are broadly held, favorable attitudes toward comparatively abstract aims (freedom, honesty, security).

Since attitude cannot be directly observed, it must be inferred via quantifiable responses that express positive or negative opinions about the attitude object. Following a classification that at least dates back to Plato, three categories of responses are distinguished: conative responses, affective responses, and cognitive responses. Attitudes can be inferred from cognitive responses or beliefs (reflecting the individual's perception of, and information about, the attitude object), affective responses, and cognitive responses (behavioral intentions, tendencies, and actions with respect to the object). Such affective or evaluative responses as expressions of liking or disliking for the ethnic group, intentions or over actions that reflect tendencies to approach or avoid members of the group under consideration, and stereotyped beliefs (whether true or biased) that attribute specific traits, abilities, manners, and life styles to members of the group in question can all be used to infer attitudes toward that group.

Behavioural Approach

Social psychologists have used the concepts of classical conditioning to define and explain attitude formation as an implicit, evaluative response to a stimuli. It is believed that an advantageous or unfavourable affective reaction (attitude) to the attitude object (conditioned stimulus) results from repetitively and consistently associating the attitude object with a favourably or negatively valued event (unconditioned stimulus). The issue of awareness centres on whether or not being aware of the object-event implications is a prerequisite for the conditioning of affect. Despite the fact that the problem has been fully solved, only a few research have convincingly shown automatic conditioning of emotion without contingency awareness.

Cognitive Approach

The priority given to wants and automatic conditioning processes has decreased in response to a broader trend away from biological explanations of social behaviour and toward cognitive or information-processing explanations. The importance of information as a foundation for forming attitudes is now emphasised. This point of view contends that attitudes are primarily determined by beliefs, which represent people's subjective knowledge of themselves and their environment. According to either belief, the attitude object—smoking—causes lung cancer, depending on whether the attribute is positively or negatively valued (the attribute). The more favourable the resulting attitude toward the object is, generally speaking, the bigger the number of beliefs that identify the object with positive traits and the lower the number of beliefs that associate it with negative attributes. Expectancy value or anticipated utility models of attitude offer more exact formulations. These theories propose that the importance or utility of each feature influences the attitude in direct proportion to the subjective likelihood (degree of belief) that the object possesses the attribute in issue. The overall attitude toward the object is considered to be determined by the sum or average of these weighted attribute utilities.

Origins of Beliefs

Since opinions about ourselves and our social environment are based on information, the topic of how attitudes develop is connected to the sources of such beliefs.

Direct Experience

Direct experience is a crucial source of knowledge about things, people, and events. Thus, one might discover that smoking cigarettes causes unpleasant odours, that a particular television programme featured a lot of violence, or that being overweight lowers one's physical stamina. These kinds of ideas, in my experience, are typically maintained with considerable confidence and resistance to change. Most of the time, they fairly mirror reality. However, numerous factors have a tendency to cloud memories of events over time,

which lowers the accuracy of beliefs based on first-hand experience. In most cases, these distortions help to make remembered events more internally consistent and coherent.

Methodology

Research Questions

The purpose of the study was to learn the answers to the following questions:

1. What does "attitude toward higher education" mean?
2. Can the XI standard pupils' attitudes influence their academic success?
3. How do the academic success of students in the XI standard relate to their attitudes toward further education?

Objectives

1. To ascertain the level of students in the XI grade who attend Further Secondary schools in various kinds of institutions with regard to their attitude toward higher education.
2. To determine the gender differences in the students in the XI grade who attend higher secondary schools' attitudes about higher education.
3. To determine the level of academic achievement in science among XI grade students attending various types of higher secondary schools.
4. To determine, by gender, the level of academic achievement in science among students in the XI grade attending higher secondary schools.
5. To determine the level of academic achievement in the arts among XI grade students attending various types of higher secondary schools.

Hypotheses

1. There is no discernible difference between students from Government Higher Secondary Schools in the Science Group and those from the Arts Group in terms of their attitudes toward Higher Studies as measured by their mean scores.
2. There is no discernible difference between the students of Management Higher Secondary Schools who belong to the Science group and the Arts group in terms of their mean scores in Attitude to Higher Studies.
3. There is no appreciable difference between the students of Corporation Higher secondary schools who belong to the Science group and the Arts group in terms of their attitudes toward higher education.
4. Between students attending Government Higher Secondary Schools and Management Higher Secondary Schools, there is no appreciable variation in the mean scores for Attitude to Higher Studies.
5. There is no discernible difference between students attending Corporation Higher Secondary Schools and Students Attending Government Higher Secondary Schools in terms of their Mean Scores in Attitude to Higher Studies.

Population and Sample for the Study

Any group of people that share one or more traits that are important to the researcher constitutes a population. The population may consist of all people of a certain type or only a smaller subset of that group. People are also referred to as the universe. We refer to any and all genuine or fictitious groups of individuals, occasions, or things with which we intend to generalise the findings of our study. A sample is a segment of the population that has been chosen for observation and examination. It is possible to draw conclusions about the features of the population from which the sample was drawn by looking at the sample's characteristics.

It is crucial to remember that sampling studies seek to learn as much as possible about the phenomenon they are studying while making the fewest sacrifices in terms of resources (time, money, and effort). A sample is a chosen member of the population or universe, which is a defined and recognisable set of people or objects. 4

210 students from both genders enrolled in Higher Secondary Schools managed by the Government, Management, and Corporation make up the study's sample.

The sample is drawn at random. The sample's students were chosen at random.

The information is shown in the table below.

S.No	Type of Institutions	No. of Students	Total
1	Government	70	70
2	Management	70	70
3	Corporation	70	70
	Total	210	210

Tools

Depending on the strategy, the proper tools were used to gather pertinent data. The following resources were employed in the current investigation.

1. Attitude toward graduate study
2. Academic success.

Statistical Techniques

To carry out the inquiry, it was necessary to determine the mean, standard deviation, and correlation coefficient. to determine the relevance of the differences in the students' gender, kind of institution, and group composition.

Data Analysis and Interpretation

Level of Significance

The 0.05 and 0.01 levels of significance are the most frequently utilised ones among the arbitrary standards termed level of significance that the experimenters and research

personnel have selected for convenience. Depending on the chosen level of significance, an experimenter may reject or keep the null hypothesis with varying degrees of confidence.

The 1 percent 0.01 alpha level is a more rigorous test of significance. Rejecting a null hypothesis at the 0.01 level would imply that in more than 1 in 100 replications of the study, a difference as significant as the one between the two tests' mean results would not likely have been caused by sampling error.

With an alpha of 0.001, there is just a one in a thousand chance of being incorrect.

Data analysis and study interpretations are presented in the section that follows. The dependent and independent variables are covered in detail in this section.

Null Hypothesis

Students from Government Higher Secondary Schools in the Science Group and the Arts Group do not significantly differ in their mean scores for Attitude to Higher Studies.

Table1 Difference in Students due to Groups

Groups	N	Mean	SD	"t" value	Significance
Science	36	191.61	11.05	1.54	NS
Arts	34	188.15	7.45		

df=68 $t_{(0.05)} = 1.96$ $t_{(0.01)} = 2.58$

The following details are displayed in the table:

Because the predicted "t" value is less than the table value, it is irrelevant at all levels. The research hypothesis is therefore disproved, and the null hypothesis is accepted.

The mean scores for Attitude to Higher Studies among students from Government Higher Secondary Schools in the Science Group and the Arts Group do not substantially differ from one another.

Hypothesis-2

Research Hypothesis

In the category of Attitude to Higher Studies, students from Management Higher Secondary Schools in the Science and Arts groups had considerably different average scores.

Null Hypothesis

The average results for the Management Higher Secondary School students in the Science group and the Arts group differ significantly in the domain of Attitude to Higher Studies.

Table 2 Difference in Students due to Groups

Groups	N	Mean	SD	"t" value	Significance
Science	36	190.15	7.07	0.83	NS
Arts	34	188.83	6.24		

$$df=68 \quad t_{(0.05)} = 1.96 \quad t_{(0.01)} = 2.58$$

The table shows the following information.

The estimated "t" value is lower than the table value; hence, it has no bearing at any level. As a result, the null hypothesis is accepted and the research hypothesis is rejected.

There is no discernible difference between the students of Management Higher Secondary Schools who belong to the Science group and the Arts group in terms of their mean scores in Attitude to Higher Studies.

Hypothesis-3

Research Hypothesis

There exists significant difference in the mean scores in Attitude to Higher studies between the students of Corporation Higher secondary schools belonging to Science group and Arts group.

Null Hypothesis

There is no discernible difference between the students of Corporation Higher secondary schools who belong to the Science group and the Arts group in terms of their mean scores in Attitude to Higher Studies.

Table 3 Difference in Students due to Groups

Groups	N	Mean	SD	"t" value	Significance
Science	34	199.03	12.37	1.08	NS
Arts	36	196.06	10.54		

$$df=68 \quad t_{(0.05)} = 1.96 \quad t_{(0.01)} = 2.58$$

The table shows the following information.

The estimated "t" value is lower than the table value; hence, it has no bearing at any level. As a result, the null hypothesis is accepted and the research hypothesis is rejected.

There is no discernible difference between the students of Corporation Higher secondary schools who belong to the Science group and the Arts group in terms of their mean scores in Attitude to Higher Studies.

Hypothesis-4

Research Hypothesis

Between students attending Government Higher Secondary Schools and Management Higher Secondary Schools, there is a large disparity in the mean scores for Attitude to Higher Studies.

Null Hypothesis

Between students attending Government Higher Secondary Schools and Management Higher Secondary Schools, there is no appreciable variation in the mean scores for Attitude to Higher Studies.

Table 4 Difference in Students due to Type of Institutions

Type	N	Mean	SD	"t" value	Significance
Government	70	189.92	10.07	0.21	NS
Management	70	189.64	4.43		

$$df=138 \quad t_{(0.05)} = 1.96 \quad t_{(0.01)} = 2.58$$

The table shows the following information.

The estimated "t" value is lower than the table value; hence, it has no bearing at any level. As a result, the null hypothesis is accepted and the research hypothesis is rejected. Between students attending Government Higher Secondary Schools and Management Higher Secondary Schools, there is no appreciable variation in the mean scores for Attitude to Higher Studies.

Hypothesis-5

Research Hypothesis

Between students attending Corporation Higher Secondary Schools and Students Attending Government Higher Secondary Schools, there is a considerable disparity in the mean scores for Attitude to Higher Studies.

Null Hypothesis

Between students attending Corporation Higher Secondary Schools and Students Attending Government Higher Secondary Schools, there is no appreciable difference in the mean scores for Attitude to Higher Studies.

Table 5 Difference in Students Due to Type of Institution

Type	N	Mean	SD	"t" value	Significance
Government	70	189.92	10.07	3.61	S
Corporation	70	197.50	14.43		

$$df=138 \quad t_{(0.05)} = 1.96 \quad t_{(0.01)} = 2.58$$

The table shows the following information.

The calculated "t" value exceeds the table value and is significant at the level of 0.0.1. As a result, the null hypothesis is rejected and the research hypothesis is accepted. Between students attending Corporation Higher Secondary Schools and Students Attending Government Higher Secondary Schools, there is a considerable disparity in the mean scores for Attitude to Higher Studies.

Conclusion

For pupils in the XIIth grade, similar studies may be conducted. It is possible to determine how students feel about taking professional courses. (c) It is possible to conduct research about the students' aptitude for careers in teaching, law, engineering, and medicine. (d) Research on the effectiveness of counseling and guidance about career choice may be conducted. (e) It is possible to identify the students' intellectual aptitude and professional interests and conduct a correlation analysis.

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