

A STUDY ON ATTITUDE OF SECONDARY SCHOOL STUDENTS TOWARDS THE SOCIAL STUDIES SUBJECT IN SANGAREDDY DISTRICT

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ABSTRACT

The present study focused on the attitude of secondary school students towards the social studies subject. The findings of this study will have implication value in designing curriculum. The type of the present research work is 'Applied Research' and uses the 'Survey Method' of research. 'Simple Random Sampling Method' adopted for sampling. The researchers developed a questionnaire for collecting the data, which consisting of two parts and standardized. The study found that Students have positive attitude on social studies content. There is no different between Rural and Urban students', boys' and girls' attitude towards the social studies subject. There is a negative impact of parental qualification on attitude of students towards social studies subject. When parental income is increasing then student's attitude will be changes into negative attitude. Students perceive that social studies develops national integration among students. Most of the high school students are not participating in social studies exhibitions. The study recommends that, Schools must conduct field trips and educational tours in every academic year to develop positive attitude among the students towards social studies subject. Teachers need to establish social studies Lab their respective schools to develop positive attitude towards social studies subject among students. Teachers should conduct social studies exhibitions.

Keywords: attitude, social studies, high school, parental income.

1. Introduction:

Social studies are a multi – disciplinary school subject, which deals with several aspects of man and his environment. This term was first used in American schools around 1916. In India the subject social studies got its origin from the formulation of basic system of education in 1937. It became the major responsibility of the school to prepare the child to face

the problems of even troublesome world intelligently.

To achieve this goal the school, have to selected and design their curriculum keeping in view the traditions, cultures and also changes come into existence in the society and social life due to the technological and scientific development. The man themes of social studies are man's struggle with environment yesterday and today.

Social Studies:

Social studies are the “integrated study of the social sciences and humanities to promote civic competence” as defined by the United States of Americans National Council for the social studies. Social studies are most commonly recognized as the name of a course or set of courses taught in primary and secondary schools or elementary middle and secondary schools but many also refer to the study of aspects of human society at certain post-secondary and tertiary schools around the globe.

At the elementary school level, social studies generally focused first on the local community and family. By middle and high school, the social studies curriculum becomes more discipline based and contents specific. Social studies varies greatly as a subject between countries and curricula and is not synonymous with sociology or social sciences; some courses borrow hearing from the social and political sciences, whereas others are created independently for schools. By contrast with sociology, social studies courses often consist of a general and opinion – led discussion of topics without reference to academic theorists or research.

Many such courses are inter-disciplinary and draw upon various fields, including sociology but also political science, history, economics, religious studies, geography, psychology, anthropology and civics.

In oratorio, social studies are precursor for the fields of history and Geography respectively. These two stands are incorporated at grade seven and follow through to grade twelve. The Ontario curriculum also has a quarter credit requirement “Civics” which discusses Canadian political design, focusing on Canada’s Bi-Cameral System.

Social Studies as High School Subject:

Man is a social animal. Every individual life and moves and has his being in the community. The

subject social studies deal directly with man and community in which he acts as a constructive participant and develops healthy social relationship. The modern era is the age of democracy. Only social studies are capable of educating children in democratic way of life among all the school subjects.

After getting independence in 1947, India has adopted a new constitution declaring as a sovereign, secular, socialist and democratic republic. At this stage we have to face three major problems i.e. 1. We have to reconstruct our national economy on sound foundation. 2. We have to bring social justice to all members and groups, 3. At international level we have to develop friendship with all and to promote world peace. To achieve this, we have to lay sound educational foundations among young children, which develops good secular democratic citizenship. Social studies as a school subject is specially designed for the development of intellectual and social skills certain desirable social attitudes and certain basic understandings among school children which are essential for the realization of these goals mentioned above.

Students attitude on social studies subject in the present society:

The students like positive attitude towards the social studies subject in the present society. Because of students were asked to state their liking for 14 school subjects on scale ranging from like a lot (5) to dislike a lot (1). Mean scores were calculated for student responses and subject areas were ranked in accordance with their mean score.

Students were positive about social studies; however, the learning area was one of the least favored. Social studies ranked eleventh out of 14 school subjects, a head of only English, media studies and music education. The most liked subjects were physical education and art of the academic subjects, science ranked the highest in eighth position, followed by

mathematics in ninth and English in twelfth students were most positive towards subjects which focus on performance, rather than written type assessments.

There is a no significant differences were found between the genders, however, significant differences in year level responses were found social studies was ranked twelfth in year 8 and 9 and eleventh in year 10. Students liking towards social studies dropped from 3.46 in year 8 to 3.00 in year 10 giving an overall decline of 13.30, in students liking for the subject.

2. Statement of the study:

The researcher stated the problem as “**A study on attitude of secondary school students towards the social studies subject in Sangareddy District**”.

3. Significance of study:

Through this study it can come to know about the attitude of the students of social studies. If they have negative attitude towards social studies, we have to reduce it by using of different methods of teaching like demonstration method, lecture cum demonstration method, project method and so on and using different kinds of teaching learning material like charts maps, graphs and models etc.

1. Students prefer discussion type classes more than lecture type classes. They express a negative interest in lecture classes.
2. In regard to testing, students expressed a negative interest in discussion tests. They have a far greater liking for tests that are a combination of various types of test with only a few discussions.
3. Students expressed a liking for methodology that uses fieldtrips and educational tours.
4. If textbooks are interesting and readable, students expressed a high interest in methodology which uses textbooks.
5. Students expressed a negative interest in methodology that uses oral reports on social studies subject. This may be because the

student does not wish to gather information for his/her report, and it may be because students find it boring to listen to other students' reports.

4. Objectives:

1. To know the impact of locale on attitude of Government High School students towards the social studies subject.
2. To know the impact of gender on attitude of students towards social studies subject.
3. To know the impact of content of the subject on attitude of students towards social studies subject.
4. To know the impact of parental education on attitude of Government High School students towards social studies subject.
5. To know the impact of parental occupation on attitude of Government High School students towards social studies subject.
6. To know the impact of parental income on attitude of Government High School students towards social studies subject.
7. To know the student's perception of social studies subjects in related to getting a job.
8. To know the student's perception of social studies subjects in related to developing National Integration among the students.
9. To know the students participating in social studies exhibition.

5. Hypothesis:

1. There will not be any difference in attitude of rural and urban Government high school students towards social studies subject.
2. There will not be impact of gender on attitude of students towards social studies subject.
3. There will not be any impact of content on attitude of students towards social studies subject.

4. There will not be impact of parental qualification on attitude of students towards social studies subject.
5. There will not be impact of parental occupation on attitude of students towards social studies subject.
6. There will not be impact of parental income on attitude of students towards social studies subject.
7. The students will perceive that studying social studies subject will get a good job for them.
8. The students will perceive that social studies subject will develop national integration among students.
9. High school students will be participating in social studies exhibition.

6. Scope of the study:

The scope of social studies is very vast and wide. It is as wide as the world itself. The bread of social studies programmes should provide a variety of experiences to the child. The term social studies consist of two important would social and studies which emphasizes the study of society, for society and through society. It deals with the study of development of various social institutions like family, neighborhood, caste system, cultures, governance, traditions of different localities etc. social studies provide information to the child how the present-day society came into existence though the contribution of people of different races and countries, social studies deal with man from all angles.

The contents of social studies are drawn from several social Sciences. It is meant to cover the ground traditionally associated with history, geography, economics, civics etc. Social Studies enables the students to understand the social conditions and problems of past and present.

At the sometime the subject also enables the students to plan for better future. It helps the students to acquire not only the knowledge but also the attitudes and values, which are estimated for successful, group living and civic efficiency.

Social Studies is the programme of citizenship education provided by elementary and secondary schools. The Social Studies programme organizes the subject matter of social sciences for presentation to the children and young people. The subject matter drawn from social sciences fills out the story of how people have carried on the busi8c human activities is various stages.

7. Limitations of the study:

- The study is limited only Sangareddy district only.
- The sample size is 200 students hence generalization cannot be drawn.
- The study is limited to English medium students only.
- The study is limited to Government high schools only.

8. Operational Definitions

Gender: Boys and Girls

The sex is a biological factor. It is considered one of the most important characteristics of population and other related issues. Numerous studies have revealed that sex groups different many respects. These two sex groups are likely to different respect of their knowledge and practices on Environment protection also. Hence it was selected has one of the variables

Location: rural and urban

The rural and urban residences are important variables. Number of studies have revealed that people residing in there two areas differ widely in respect of many issues like living conditions work habits etc., The parents of urban children are more educated than those of rural children. It was therefore, assumed the rural, urban residences children is likely to affect their

knowledge and practice levels. Hence the location was also selected another variable.

High school students:

The students who studying the class eighth, ninth and tenth.

Sangareddy:

Sangareddy is the one of the districts of Telangana state in India, which having urban and rural population.

9. Review of related literature:

The researchers et al related literature and related researches like DR. A. A. JEKAYINFA (Faculty of Education University of Ilorin, Ilorin.), Mag (1968) and Haladyna (1982), Diener and Crandall's (1978), Mager (1978), Wheeler & Ryan (1993), Bosowski (1981), McGowan, Sutton, and Smith (1990), Chiodo and Byford's (2004), Lawson (2003), Ministry of Education (2008), WILKINS (2010), Alazzi and Aldowan in Jordan (2011) and many more.

10. Methodology:

To collect the data, questionnaire was used. To get further information, attitude scale and opinionnaire was used.

Method/Design

A research design is the arrangement of conditions for collections and analysis of data in an economical manner.

The research design consists,

- Selection of sample
- Data requirement
- Methods of gathering data
- Organization and analysis data

Population:

The population for the present study covers all the Government high school students in Sangareddy district.

Sample:

Present study covered as many as 200 the Government high school students. selection is done on the basis of simple random sampling.

Data requirement:

In the present study data is required in two levels. First level covered the personal information of students and in the second level, their attitudes and feelings were known.

Variables:

Dependent: Attitude

Independent: Parents, Education, Income

Description of tools:

TOOL-A: Personal data blank: Developed by the investigator.

It covered the details of students, such as name, gender, age, educational qualifications, job status of parents, monthly income of parents, number of family members, marks or grade in half yearly examinations etc.,

TOOL-B: Attitudes scale: Developed by the investigator.

Attitude scale contained 20 questions covering the major areas, in which students' opinions were collected. The investigator consulted expert to finalize the items in attitude scale. The scale had five points, such as 'strongly disagree', 'disagree', 'uncertain', 'agree', 'strongly agree'. It had a scope to combine the outside categories, 'strongly disagree' and 'disagree', 'uncertain' and 'agree' and 'strongly agree'. The attitude scale had both 'positive' and 'negative' statements. After finalization, data was collected.

Procedure:

The investigator personally visited the schools and distributed the tools to the student's necessary instructions were given to the students. They filed in the personal data sheets and the attitude scale was collected from the students.

11. Findings:

1. There is no different between Rural and Urban students' attitude towards the social studies subject.
2. There is no difference between boys' and girls' attitude towards the social studies subject.
3. Students have positive attitude on social studies content.
4. There is negative impact of parental qualification on attitude of students towards social studies subject.
5. There is no impact of parental occupation on attitude of students towards social studies subject.
6. When parental income is increasing then student's attitude will be changes into negative attitude.
7. Students are having positive attitude that studying social studies subject will get a job for them.
8. Students perceive that social studies develops national integration among students.
9. Most of the high school students are not participating in social studies exhibitions.

12. Suggestions:

1. Schools must conduct field trips and educational tours in every academic year to develop positive attitude among the students towards social studies subject.
2. Teachers need to establish social studies Lab their respective schools to develop positive attitude towards social studies subject among students.
3. Teachers should conduct social studies exhibitions.

13. Recommendations for further study:

1. A study on student's attitude towards social studies subject in private schools can be taken up.

2. This study can be extended to a wide area with larger samples.
3. A comparative study on the attitude of students towards different school subjects can be taken up.
4. A study on the attitude of Head Master towards different school subjects can be taken up.

14. Conclusion:

Based on the interactions of the findings of the present research and the elaborate methodology followed by the researchers, the study concludes that, students have positive attitude on social studies content. There is no different between Rural and Urban students', boys' and girls' attitude towards the social studies subject. There is a negative impact of parental qualification on attitude of students towards social studies subject. When parental income is increasing then student's attitude will be changes into negative attitude. Students perceive that social studies develops national integration among students. Most of the high school students are not participating in social studies exhibitions. The study recommends that, Schools must conduct field trips and educational tours in every academic year to develop positive attitude among the students towards social studies subject. Teachers need to establish social studies Lab their respective schools to develop positive attitude towards social studies subject among students. Teachers should conduct social studies exhibitions.

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