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Research Paper

## A Study of Science Stream Students' Attitude towards Their Teachers in Urban Area of Ahmedabad city

\* **Ms. Medha K Pandya\*** and **Dr. Harikrishna A Patel**, Asst. Prof.  
G.L.S University, Ahmedabad  
E-mail: medhadivecha@gmail.com:9426128082(M)

**Key words:** Attitude, Higher secondary students, Teachers, Urban area of Ahmedabad city etc.

### Abstract

An Attitude is an enduring system that includes a cognitive component, a feeling component and an action tendency. Attitudes involve an emotional component too. Attitudes have been defined in a number of different ways. Allport (1935) defined an attitude as a "Mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related". At present, the problem of students' attitude towards teachers is very worse and often there is much disharmony in students' attitude towards teachers. And that is why the investigator decided to study students' attitude towards teachers. The main objective of the study is to know the students' attitude towards their teachers. Null hypothesis were formulated to know the effect of independent variables on students' attitude towards teachers. Survey method is used in this study. 100 higher secondary students of 2 Gujarati medium schools of rural area of Ahmedabad City were selected by stratified random sampling. In the present study two types of tools are taken: 1) Attitude Scale 2) Emotional Quotient. Findings were derived on the base of objectives, hypothesis, statistical analysis and interpretation. The major findings are as follows: 1) In gender there is no significance difference between boys and girls on attitude scale. 2) In stream there is a significance difference between science and general. Attitude of general stream is more (different) than the science stream. 3) As far as emotional quotient is concerned, there is a significance difference between high emotional quotient and low emotional quotient on attitude scale.

### 1. Introduction

Attitude: The concept of attitudes has since long been one of the most generally applied concepts by psychologists and sociologists (Allport, 1935; Ajzen, 2001). Attitudes have been

defined in a number of different ways. Allport (1935) defined an attitude as a “Mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related”. He looked upon attitude primarily as a set to respond in a particular way.

An Attitude is an enduring system that includes a cognitive component, a feeling component and an action tendency. Attitudes involve an emotional component. An attitude determines a certain expectation; if the events are in line with these expectations, then there is satisfaction. But if the events are contrary to the attitude then there will be dissatisfaction. In this study, we are not dealing with attitudes in general. Attitudes could be formed to social as well as non-social aspects of the environment. We are concerned only with social attitudes, that is, the attitudes formed in relation to social stimulus situations. Thus social attitudes may be formed towards groups of persons or persons; towards the product of human interaction.

Measurement of attitudes: Attitude measurement can take many forms. Common practice is to measure attitudes by surveys. Direct measurement in surveys by just one question takes place rather often, but those cases might better be qualified as measuring just one aspect of a more general attitude or as tracking an opinion on a related but specific issue. Measurement of attitudes is a highly technical process. So an attempt is made to give a general indication of the various procedures used to measure attitudes. 1. Self-report measure. Typically attitudes are assessed on the basis of a series of carefully constructed, standardized, statements each with an index. The subject is asked to specify whether he “agrees” or “disagrees” with the statement. Usually each statement is assigned a scale value so that a quantitative index of the attitude may be obtained. When a scale 12 constructed by the Thurston (1959) method is used, the subject simply selects those items with which he agrees. Another procedure which yields similar results is that developed by Likert (1932). In this method the subjects has to indicate his response to a statement on a five-point scale-strongly agree, agree, undecided, disagree and strongly disagree; weights of 1,2,3,4, and 5 are given to these responses. The final attitude score is obtained by summing the scores for each statement.

## 2. Area of Research

A Study of Science Stream Students’ Attitude towards Their Teachers in Urban Area of Ahmedabad city

### 3. Background and related research

1) GCPI (1981), studied, Relationship of Academic Achievement with attitude towards teaching among teacher -trainees. All the ninety teacher-trainees enrolled in the L.T.course (general) of the government and Central Pedagogical Institute, Allahabad, during the 1980-81 sessions, constituted the sample. The Ahulwalia Teacher Attitude Inventory was employed for findings the attitude of the teacher - trainees towards teaching. Their academic achievement was taken from the entrance records in the L.T. Course. Product movement correlation was computed between the academic achievement score and the score for the attitude towards teaching. The findings of the study showed no relationship between academic achievement and attitude towards teaching among the teacher-trainees.

2) PAIKARAY (1981) made - A comparison of different types of feedback in micro teaching upon teaching competence and attitude towards teaching of student -teachers. The pre-test and post-test parallel group design was used in this experiment. There was one control group consisting of ten student teachers who were trained by the traditional training method and six experimental groups having ten student-teachers in each group who were trained by the microteaching method. The control group received feedback by the traditional method while each experimental group received a different type of feed-back provided by supervisor, peers, audio tape. Supervisor and peers, peers and audio tape and supervisor and audiotape. A stratified random sampling procedure was followed to form seven matched groups on the basis of their intelligence, attitude, age, sex, qualification and previous teaching experience. Cattell's culture fair Test scale 3, Form A and Ahluwalia's teacher Attitude Inventory were used for description of the sample while teaching competence scale was used for the criterion measure.

**Some of the findings of the study were:** 1.The means of the four experimental groups that were provided feedback by the supervisor, supervisor and peer, peer and audiotape, and supervisor and audiotape differed significantly at 0.01 level from the mean of the control group. But there was no significant difference between the mean of the control group and the other two experimental groups that were provided feedback by both the peers and audiotape was much more effective than the feedback by peer or audiotape only. 2. The means of the experimental groups had two distinct trends. The means of the groups that were provided peer feedback and audiotape feedback were of one type and the other groups were of another type. The means of latter groups are

distinctly higher than those of the former groups. When any of the means of the former groups was compared with any of the means of the latter groups, the differences between the means became significant but when the means of the former or the latter groups were compared between themselves no significant difference was noticed. 3. Analysis of the gain scores for teaching skills only gave the same result except in one case where the means of the control group and the experimental group with audiotape feedback differed significantly at 0.05 levels for 5 scores of the teaching skills only. However, this departure was a favourable one as regards the experiment. 4. Analysis of attitude scores for each of the seven groups involved in the experiment by the difference method as well as by the sign test method for paired observations indicated that for five groups the change was significant while for two groups, i.e. the control group and audiotape feedback group, it was not. 5. Analysis of teaching competence scores and attitude scores indicated that greater teaching competence and more favourable attitude towards teaching in most cases were associated with the supervisor's presence in the groups. The supervisor's role emerged as a very important factor in a microteaching setting.

#### 4. Importance of Study

One can't build anything without a solid foundation. The "A" is for Attitude - the foundation sustaining all successful people. Attitude is the "advance man" of our true selves. The roots spread inward and are anchored in past experiences, and the fruit branch outward exposed for all to see. Attitude is both, our best friend and our worst enemy. It is more honest and more consistent than our words. It is a manner which draws people to us, or repels them. It is never content unless it is expressed. It is the librarian of our past, the speaker of our present, and the prophet of our future.

Emotions sometimes lead to disintegration of our actions. Emotions play a crucial role in contributing towards adjustment of the individual people who are emotionally mature, they can manage their feelings well and deal effectively with other people. So, an emotionally matured person can have better adjustment with himself as well as others.

The various stakeholders were: **Students**

The present study helped the students to understand their attitude and their level of EQ. This will help the students to identify what can be done to enhance their EQ at personal

level. With the help of school counsellors, they get an opportunity to get remedy for their attitude and thus take a step forward being a resilient individual.

### **Teachers**

The research enabled the teachers to foster the EQ levels in students by enhancing student's strengths rather than focusing on their deficits. It guided teachers to make classroom activities meaningful and relevant to students' lives, culture, and future.

### **Principals**

The research findings helped the schools principals understand the levels of EQ of students. This enabled the principals to make remedial measures if necessary. It also helped the principals to provide conducive school climate, supportive human resources and opportunities for meaningful participation of the students in various activities.

### **Parents**

The research helped parents to realize the need to encourage students to gather more experiences and help them appreciate the learning that the school and policy makers plan with respect various programmes, subjects, etc. Parents often fail to understand the need for children to study new subjects related to the environment, sex education, disaster management, stress management. This research helped the parents to understand about the need for the subjects as they help face adversities in the future.

## **5. Objective of the study**

Following was the objective outlined for the present study:

- 1) To compare the higher secondary school students attitude towards their teachers with respect to their gender

## **6. Hypothesis of the study**

To accomplish the objectives of this research, the following hypothesis is tested:

Ho<sub>1</sub> There will be no significance difference in the mean scores of attitude of boys and girls.

## **7. Limitation of the study**

The Researcher has used Self Constructed Inventory for collecting the data regarding attitude of students. The limitation of tool will be the limitations of the study.

## **8. Delimitations of the study**

Following are the delimitations of the study:

1. The study is delimited to urban area of Ahmedabad City only.
2. The study is delimited to 11<sup>th</sup> standard Gujarati Medium Schools only.

### 9. Variable of the study

Following variables would be taken as variable for the study.

1. Dependent Variable: Attitude
2. Independent Variable: Gender: Boys - Girls
3. Controlled Variable: 1) Gujarati medium school  
2) 11<sup>th</sup> standard students  
3) Urban area of Ahmedabad City

### 10. Research Method

The present study was a descriptive type of survey research because in this study researcher studied about the current status of attitude of science stream students in urban area of Ahmedabad City.

### 11. Population

Higher secondary students of Gujarati medium urban area of Ahmedabad city is the population of the study.

### Sample

To select the sample for the study, two schools were selected randomly in urban area of Ahmedabad City. Then samples of 100 higher secondary students were selected by stratified random sampling.

### 12. Tool

The Researcher prepared a self-constructed attitude inventory with 5 point scale (Likert scale). Two types of tools are used for this present study

- They are as follows: 1) Attitude Scale  
2) Emotional Quotient

### 13. Data Collection

For collection of data, permission from school principals was taken by explaining the attitude, significance and expected outcome of the study. The principals of the schools were assured that the findings of the study would be used purely for the research purpose only and would be kept confidential. Then the data was collected from the students. The researcher took the permissions for two different schools of their school principals of urban area of Ahmedabad

City. After completion of data collection data analysis is done with the help of Excel sheet and find out t-test.

### 13. Analysis of Data and Discussion

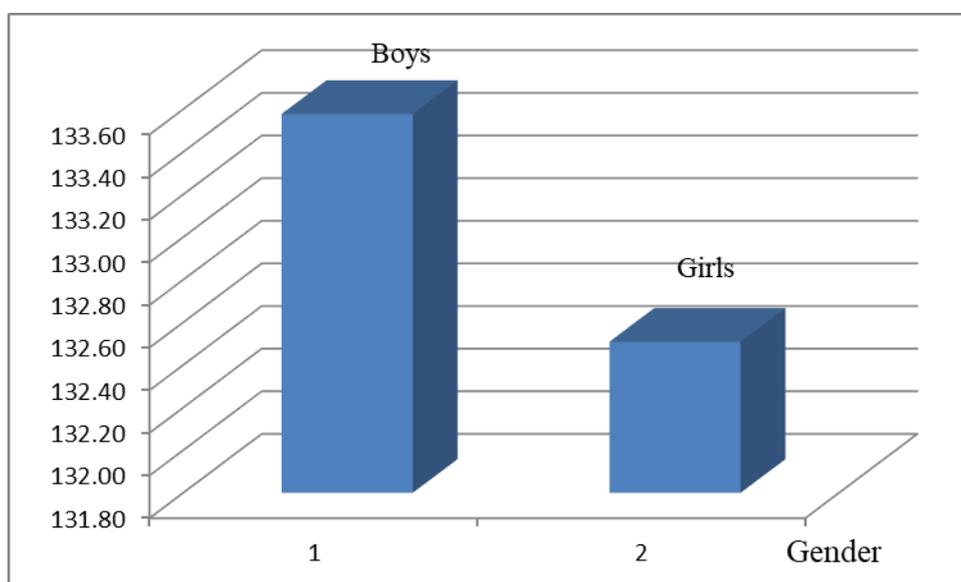
To check the objectives and hypothesis, of higher secondary school students' attitude towards their teachers, the investigator used mean, standard deviation, S.D., and t-value as statistical techniques on the basis of variables.

❖ For Ho1: Comparison of attitude of boys and girls of higher secondary school students

**Table-1.1 Comparison of mean scores of attitude of boys and girls of higher secondary school students.**

Variables	Evaluation	N	Mean	S.D.	SD <sup>2</sup>	SD <sup>2</sup> / N	Sed	D=M1 -M2	T	Sign of t
Gender	Boys	45	133.5	3.180	10.113	0.224	0.597	1.068	1.789	NS
	Girls	55	132.5	2.693	7.254	0.131				

**Bar Chart 1.1 Comparison of mean scores of attitude of higher secondary students with respect to Gender (boys and girls)**



(1) The mean score of higher secondary students' attitude towards their teachers found as per their gender respectively-- for boys it is 133.5 and for girls it is 132.5. The t-value of higher secondary students' attitude towards their teachers was found 1.789, so there is no significance difference for the same. That means Ho1 is accepted.

## 15. Major Findings

- (1) It was found that the science students' attitude of boys was high as compared to the girls of urban area of Ahmedabad City.

## 16. Educational Implication

In the present study it was found that the higher secondary boy-students' attitude towards their teachers was comparatively more than the girl students' of urban area of Ahmedabad City. In near future we will try to focus for the same, understand their problems and give them some good solutions to improve their attitude towards their teachers.

## 17. Conclusion

Research results will give new information and data support to educational institutions that is responsible to overcome the attitude of students towards their teachers. This research is useful for higher secondary students as reference to their attitude towards their secondary school teachers. Furthermore, school authority will also have some useful information from the research to help motivate the students. The result of this study will be very important because that will serve as an eye opener to the faculty and administrators that any form of attitude of the students should not be taken for granted as that could hamper the performance of the faculty if it will not be addressed early. For the school organization, the study could be a good source of information for planning a value system in order to help the faculty members improve their teaching performance. Also, they could develop techniques on how to manage students better. For that they may conduct possible continuing training program and attitude management seminars. For the Administrators, it would aid them in assessing the strengths and weaknesses of the faculty and could help provide insights in formulating policies to upgrade the teaching performance of the faculty. For the faculty, the results would help them to identify their weak and strong points thereby find ways and means to improve their weaknesses and capitalize their strengths in order to enhance their teaching methods and techniques. Students on one hand, since they are the recipients of the evaluative process, it would help them to be get efficiency in their output. As effectiveness of the teaching performance of the faculty would improve, the students' academic performance would also improve. Moreover, it is recommended that more studies should be undertaken to test inter correlation among various types of attitudes.

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**\* Corresponding Author:**

**Ms. Medha K Pandya\* and Dr. Harikrishna A Patel, Asst. Prof.**

*G.L.S University, Ahmedabad*

*E-mail: medhadivecha@gmail.com:9426128082(M)*