

# A STUDY OF HIGH SCHOOL STUDENTS' ATTITUDE TOWARDS SOCIAL SCIENCE IN PONDICHERRY REGION

Research  
Paper

## ABSTRACT

*This study explores the attitude of boys and girls of different communities towards social science. It is found that there is significant difference between boys' and girls' attitude towards social science. Hence, the entire community has been divided into four groups and they are significantly differing in their attitude towards social science.*

## INTRODUCTION

The study of social science should not be thought of as being synonymous with "social education." As was noted earlier, the study as part of the elementary school curriculum draws subject content from the social sciences - geography, history, sociology, political science, economics, anthropology and social psychology. In fact, some authors define social studies as "those portions of the social sciences ... selected for instructional purposes." Social education, on the other hand, is a more inclusive, broader concept embracing the entire interpersonal, social life of the child. Social science as an area of the curriculum is a regular part of instruction in schools. Social education takes place whenever the child is in a social situation. This may occur in an arithmetic lesson, in the school lunchroom, on the playground, in and out of school. It is true that the study of social science makes an important contribution to the social education of children. In fact, the study assists children to learn social living skills. But a distinction should be drawn between the broad term "social education" and the specific area of the elementary school curriculum referred to as "social studies."

## REVIEW OF RELATED LITERATURE

Anthony D. Griffith (1999) This two-part monograph examines two aspects of social studies education in the Caribbean - instruction and assessment. Among the major findings is a rather heavy emphasis on knowledge-recall questions and on low-level cognitive objectives, with only

superficial attention being paid to testing for values and higher order thinking. It is suggested that a properly structured normative evaluation component to the examination may provide an ideal mechanism for testing affective objectives, decision making, and other critical social studies processes.

Khaled Alazzi and John J. Chiodo (2004) The research revealed that the students in both middle school and high school valued social studies, while at the same time they did not rate social studies as their favorite course. Students indicated that many teachers continued to depend on textbooks and lectures as the main tool for teaching. In addition, students put a high value on teacher enthusiasm and interactive learning. Generally, students were not as negative toward social studies as indicated by previous research studies in the United States.

## SIGNIFICANCE OF THE STUDY

Today's learners have to be fit to face the different challenges in their future. India has lots of religions, cultures, languages, dress codes, variety of foods, landscapes, different climates, etc., Against this background the researcher has to probe the secondary school students' attitude towards social science. Social science has a very significant role in human life. The continuing importance

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of social science reflects 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. Though the social science is important for all walks of our life, the students are finding it difficult to study. So the investigator wants to study the attitude of high school students towards social science.

### STATEMENT OF THE PROBLEM

The researcher has selected the problem: "A Study of High School Students' Attitude towards Social Science in Pondicherry Region."

### OBJECTIVES OF THE STUDY

1. To find out whether there is any significant difference in the attitude of standard X students towards social science with respect to their
  - a) Gender (Boys /Girls)
  - b) Community (OC/BC/MBC/SC&ST)

### HYPOTHESES

1. There is no significant difference between the attitude towards social science of the standard X students with respect to their
  - a) Gender (Boys/Girls)
  - b) Community (OC/BC/MBC/SC&ST)

### METHODOLOGY

The research design is an inevitable part of any research. It is a blue print for research. In the present study, the investigator followed the Normative Survey Method.

### SAMPLE

Simple random sampling technique has been used by the researcher in order to draw the sample from schools. The sample consisted of 1026 secondary school standard X students in Pondicherry region. The researcher collected the sample from 38 schools of different types (Govt./Self- finance/Govt. Aided) in Pondicherry region.

## RESEARCH TOOL USED IN THE STUDY

The investigator of this study prepared and validated an attitude towards social science scale.

### ANALYSIS OF THE STUDY

The researcher collected the data and analyzed them through appropriate statistical techniques for this study.

#### Null Hypothesis 1

There is no significant difference between boys and girls in their attitude towards social science.

**Table 1**  
**MEAN, STANDARD DEVIATION AND 't' VALUE OF SECONDARY SCHOOL BOYS AND GIRLS ATTITUDE TOWARDS SOCIAL SCIENCE**

Sample	Sub sample	N	Mean	S.D	t-value
Gender	Boys	584	144.49	23.52	6.03
	Girls	442	154.00	26.07	

From the above 't' value, it is evident that there is a significant difference in the attitudes of boys and girls towards social science. Hence the framed hypothesis is rejected. The analysis shows that the girls have a more favourable attitude towards social science than the boys.

#### Null Hypothesis 2

There is no significant difference between FC and BC community secondary school students in their attitude towards social science.

**Table 2**  
**MEAN AND STANDARD DEVIATION SCORES AND 't' VALUE OF FC AND BC COMMUNITY SECONDARY SCHOOL STUDENTS' ATTITUDE TOWARDS SOCIAL SCIENCE**

Sample	Sub sample	N	Mean	S.D	t-value
Community	FC	33	140.54	21.51	2.14
	BC	364	149.11	26.14	

An analysis of the t-test concluded that there is a significant difference between FC and BC community students with regard to their attitude towards social science. The analysis clearly reveals that the students belonging to BC community possess a favourable attitude towards social science whereas the students belonging to FC community are not so favourably disposed towards the subject. Hence, the stated hypothesis is rejected.

**Null Hypothesis 3**

There is no significant difference between FC and MBC community secondary school students in their attitude towards social science.

**Table 3**

**MEAN AND STANDARD DEVIATION SCORES AND 't' VALUE OF FC AND MBC COMMUNITY SECONDARY SCHOOL STUDENTS' ATTITUDE TOWARDS SOCIAL SCIENCE**

Sample	Sub sample	N	Mean	S.D	t-value
Community	FC	33	140.54	21.51	1.59
	MBC	426	146.80	24.72	

From the above 't' value, it is evident that there is no significant difference in the attitudes of FC and MBC students towards social science. Hence the framed hypothesis is accepted. The analysis shows that the MBC community students have a more favourable attitude towards social science than the FC community students.

**Null Hypothesis 4**

There is no significant difference between FC and SC&ST community secondary school students in their attitude towards social science.

**Table 4**

**MEAN AND STANDARD DEVIATION SCORES AND 't' VALUE OF FC AND SC&ST COMMUNITY SECONDARY SCHOOL STUDENTS' ATTITUDE TOWARDS SOCIAL SCIENCE**

Sample	Sub sample	N	Mean	S.D	t-value
Community	FC	33	140.54	21.51	2.96
	SC&ST	203	152.69	23.9	

The analysis of t-test concluded that there is a significant difference between FC and SC&ST community students with regard to their attitude towards social science. The analysis clearly reveals that the students belonging to SC&ST community possess a more favourable attitude towards social science than the students belonging to FC community. Hence, the stated hypothesis is rejected.

**Null Hypothesis 5**

There is no significant difference between BC and MBC community secondary school students in their attitude towards social science.

**Table 5**

**MEAN AND STANDARD DEVIATION SCORES AND 't' VALUE OF BC AND MBC COMMUNITY SECONDARY SCHOOL STUDENTS' ATTITUDE TOWARDS SOCIAL SCIENCE**

Sample	Sub sample	N	Mean	S.D	t-value
Community	BC	364	149.11	26.14	1.27
	MBC	426	146.80	24.72	

From the above 't' value, it is evident that there is no significant difference in the attitudes of BC and MBC students towards social science. Hence the framed hypothesis is accepted. The analysis shows that the BC community students have a more favourable attitude towards social science than the MBC community students.

**Null Hypothesis 6**

There is no significant difference between BC and SC&ST community secondary school students in their attitude towards social science.

**Table 6**

**MEAN AND STANDARD DEVIATION SCORES AND 't' VALUE OF BC AND SC&ST COMMUNITY SECONDARY SCHOOL STUDENTS' ATTITUDE TOWARDS SOCIAL SCIENCE**

Sample	Sub sample	N	Mean	S.D	t-value
Community	BC	364	149.11	26.14	1.65
	SC&ST	203	152.69	23.90	

From the above 't' value, it is evident that there is no significant difference in the attitudes of BC and SC&ST students towards social science. Hence the framed hypothesis is accepted. The analysis shows that the SC & ST community students have a more favourable attitude towards social science than the BC community students.

**Null Hypothesis 7**

There is no significant difference between MBC and SC&ST community secondary school students in their attitude towards social science.

**Table 7**

**MEAN AND STANDARD DEVIATION SCORES AND 't' VALUES OF MBC AND SC&ST COMMUNITY SECONDARY SCHOOL STUDENTS' ATTITUDE TOWARDS SOCIAL SCIENCE**

Sample	Sub sample	N	Mean	S.D	t-value
Community	MBC	426	146.80	24.72	2.86
	SC&ST	203	152.69	23.90	

The analysis of t-test concluded that there is a significant difference between MBC and SC&ST community students with regard to their attitude towards social science. The analysis clearly reveals that the students belonging to SC&ST community possess a more favourable attitude towards social science than the students belonging to MBC community.

**MAJOR FINDINGS**

1. There is a significant difference between boys and girls in their attitude towards social science.
2. There is a significant difference between FC and BC community students with regard to their attitude towards social science.
3. There is no significant difference between FC and MBC students in their attitude towards social science.
4. There is a significant difference between FC and SC&ST community students with regard to their attitude towards social science.
5. There is no significant difference between BC and MBC students in their attitude towards social science.
6. There is no significant difference between BC and SC&ST students in their attitude towards social science.

7. There is a significant difference between MBC and SC&ST community students with regard to their attitude towards social science.

**RECOMMENDATIONS**

The following are the major recommendations that have been made on the basis of this study to tackle the problem of a gloomy attitude towards social science.

1. Only real life situations in classroom teaching will generate the required interest in the students and this will help to develop a favourable attitude towards social science.
2. Methods of teaching associated with the school library will promote a societal attitude among the students.
3. Frequent classroom demonstration and group practice by pupils in the social science laboratory will develop a favourable attitude towards social science.
4. Encouraging co-curricular activities in social science like social science club activities, participation in quiz, field trips, small projects, social service activities, conducting map drill programs, coin collection, stamp collection etc. will promote a favourable attitude towards the study of social science.

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