

Attitude and Perception Towards Education: A Study of Higher Secondary School Students

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Abstract

The current research paper focused on higher secondary school students' attitude and perception of towards education. In the present study, descriptive survey method was used for data collection. A sample of two hundred fifty higher secondary school students (123 male and 127 female; and 73 rural and 177 urban school students) was drawn from five higher secondary schools situated in Dimapur District, Nagaland through convenience sampling technique. Results revealed that 1) majority of the school students (82%) exhibit less favourable and unfavourable perception and attitude towards education; 2) there exists no significant difference in the attitude and perception of female and male school students towards education; and 3) there exists no significant difference exists in the attitude and perception of rural and urban school students towards education with respect to gender and locale.

Keywords: Perception and Attitude, Education and Higher Secondary School Students.

Introduction

Good quality of life is definitely achieved by acquiring education. An individual prepares his/her better future with the help of right education. Being aware of education not being confined to the four walls of the classroom, educational institutions must make efforts to support and provide enough opportunity for children to learn at the maximum. Educare refers to bringing up, nourishing, developing child's inner potentialities with proper care and nourishment. Education is a life-long process, so its major goal should be to foster love of learning that stays with students throughout their lives. It is not limited to acquiring knowledge but equips a person to scientific enquiry, which is the need of the hour. It is purposeful and modifies the behavior of a person making life worth living. Education somehow contributes a lot upon the attainment of great success in life. From the beginning, there are uprising factors that considered in order to further find out student perception on education.

Perception

Perception is the way humans change effect of senses to a whole opinion of the world around them. All though its basis does not have a complete and verified notification, it is equal to reality for effective goal which leads persons' actions.

Perception involves the manner in which one responds, identify and interpret information through senses.

Perception may also be said to be an awareness of an object that is current to our senses.

Perception is a series where ones' senses gather knowledge from the surrounding areas to interact with the environment. It provides one the opportunity to put in sensory information which results to something purposeful.

Attitude

Attitudes have a relative importance, exhibiting psychological principles in association to a person's capacity to be aware, to understand, to learn in hand giving purpose to one's experience in a varied atmosphere of the society (Kretch, Crutchfield and Ballachey; 1962). Rosnow and Robinson (1967) observed attitude as structured emotions, beliefs, inclined in a person to act the way he or she does.

Frank Freeman said that an attitude is a temperamental inclination to react to definite organizations, people or things in a reliable way that is taught and has grown to be a persons' particular way of responding.

Reviews of Literature

Alkaff (2013) studied the attitudes and perceptions of students towards learning. The results of the study reveal that majority of students possess positive attitude towards learning.

Mawi and Maisnam (2014) studied higher secondary students' Perception and attitude towards Education. Results helped to make improvement on encouragement in studying, selecting the subject matters and program, instructors, co-scholastic area, syllabus, scholastic achievement and physical infrastructure. It also revealed that adaptation of high awareness, furnishing better access and excellence by parents, higher authority and instructors will affect the rate of success.

Asrat (2017) studied the association between class 9 pupil's perception towards values of education, school, academic achievement and achievement motivation using a correlation research design. A systematic sampling technique was used on 362 pupils using questionnaires for data collection. The result showed positive significant association between pupils' perception for school, educational values, academic achievement and achievement motivation; stake holders must pay interest to pupil's perception for school, achievement motivation and educational values in secondary schools; and show concern to teaching including the cognitive factors.

Dulosa et al. (2019) studied senior high school students' perception towards education. Result shows that 1) perception of senior high school students towards education is positive; 2) students' attitude has significant association with students' education (in terms of skills, knowledge and values) and goals (in terms of demands for work, self-esteem and wealth); and 3) students believe that education will act as base to provides them good opportunities for their future lives.

Mazana, Montero and Casmir (2019) investigated attitudes of Tanzanian students towards mathematics learning. The results reveal that degree or extent of positive attitude towards mathematics learning decreases as student's progress from lower to higher level of education; students' attitude has significant but weak positive association with their performance; students' performance in mathematics significantly predicted with their enjoyment while learning mathematics as well as their attitude towards mathematics learning; factors like instructions, aptitude of students and social-psychological environment plays an important role in mathematics learning; poor instructions, learning and examination strategies, institutional resources and teacher didactic strategies results into failure of students in learning process.

Statement of Problem

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Objectives

1. To assess the attitude and perception of school students towards education.
2. To explore the difference in the perception and attitude of school students towards education with respect to gender and locale.

Hypotheses

1. School students have positive attitude and perception of towards education.
2. There exists no significant difference in perception and attitude of female and male school students towards education.
3. There exists no significant difference in perception and attitude of rural and urban school students towards education.

Delimitation

The present study was delimited to the higher secondary school students of Dimapur District, Nagaland.

Design of the Study

Investigator used descriptive survey method to conduct the present research. A sample of two hundred fifty higher secondary school students was drawn from five higher secondary schools situated in Dimapur District, Nagaland through convenience sampling technique.

Tool

The tool used for data collection was Attitude and Perception towards higher secondary education by Mawi Lian Ching and Maisnam Premrata (2014).

Statistical Techniques

Mean, Standard Deviation and Percentage has been used to assess the levels of perception and attitude of school students towards education. For finding the difference in attitude and perception of school students towards education with respect to gender and locale; z'-test has been applied.

Results and Discussion

Analysis of data, result and interpretation of findings has been done keeping in view the objectives and hypotheses of the study.

Result Pertaining to Attitude and Perception of School Students towards Education

The objective was to assess the attitude and perception of school students towards education. The attitude and perception of the sample population towards education was examined through the statistical techniques of mean, standard deviation and percentage. After administering the perception and attitude towards education scale, percentage was calculated corresponding to the obtained number of higher secondary school students in each category of attitude and perception towards education.

H₀: School students have positive attitude and perception of towards education.

Table 1
Mean, SD and Percentage of School Students in different Categories of Attitude and Perception towards Education

Category	Number of Students	Mean	SD	Percentage of Students
Unfavourable	34	72.94	3.19	13.60
Less favourable	171	81.52	3.46	68.40
Favourable	45	92.24	3.47	18.00
Overall	250	82.28	6.47	100.00

Interpretation

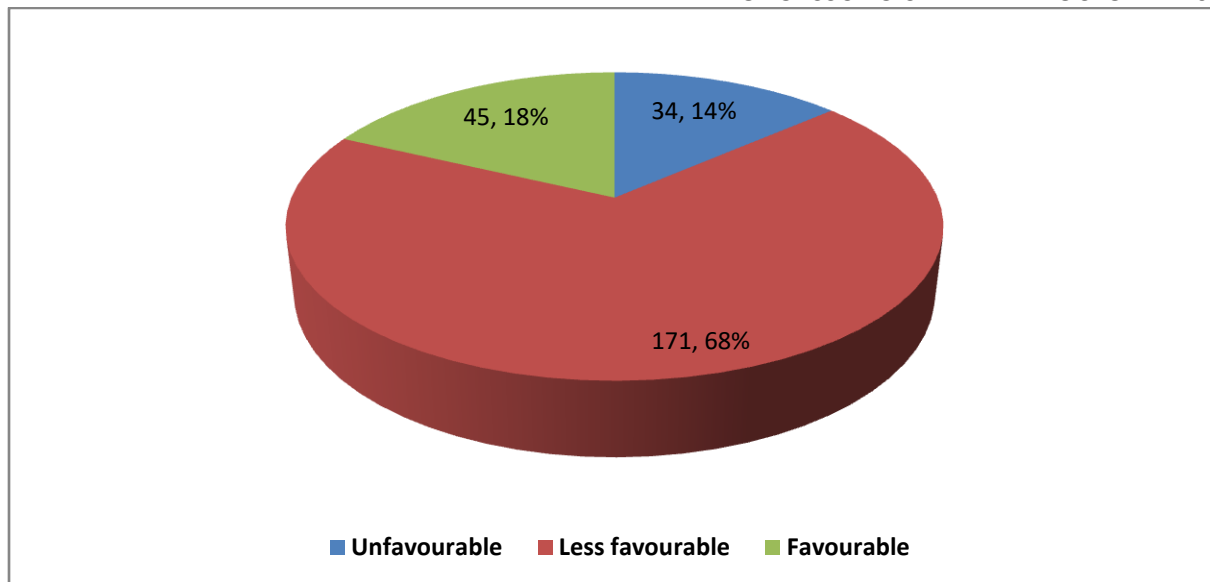
Table 1 shows out of the 250 higher secondary school students that constituted the sample population, 171 exhibit less favorable attitude and perception towards education. The number of school students with unfavorable attitude and perception towards education is 34 and those with favorable attitude and perception towards education scores are 45 school students. Further, the mean and standard deviation within the unfavorable attitude and perception towards education are 72.94 and 3.19 respectively. The mean and standard deviation within the less favorable attitude and perception towards education are 81.52 and 3.46 respectively. The mean and standard deviation within favorable attitude and perception towards education are 92.24 and 3.47 respectively.

The maximum number of higher secondary school students exhibit less favorable level of perception and attitude towards education, while unfavorable perception and attitude towards education is shown by the minimum number of students from the selected sample. The dispersion within the levels is highest in unfavorable perception and attitude towards education scores and is the lowest in favorable perception and attitude towards education scores.

The Percentage of higher secondary school students falling in the less favorable perception and attitude towards education category is 68.4 %, while that in unfavorable and favorable perception and attitude towards education category are 13.6% and 18% respectively.

Hence, the stated hypothesis that school students have positive attitude and perception of towards education is not accepted.

Figure 1 shows the number and percentage of higher secondary school students in various categories of perception and attitude towards education respectively.



Result Pertaining to difference in Attitude and Perception of School Students towards Education with respect to Gender

The objective was to find out the difference in the attitude and perception of female and male school students towards education. After administrating the attitude and perception towards education scale, mean, standard deviation, standard error of difference and z'-value of the attitude and perception towards education of female and male school students were computed and the results have been presented in table 2.

H₀: No significant difference exists in the attitude and perception of male and female school students towards education.

TABLE 2
Attitude and Perception of Female and Male Higher Secondary School Students towards Education

Gender	Mean	SD	N	SE _D	z'-value	Remark
Female	82.69	6.419	127	0.819	1.015	P>0.05
Male	81.86	6.525	123			

Table values of t' (df=248) at 0.05 and 0.01 level of confidence are 1.97 and 2.59 respectively.

Interpretation

Table 2 shows the mean scores, standard deviation, standard error of difference and z'-value of attitude and perception of female and male school students towards education. The table 2 reveals that the mean scores of female and male school students in attitude and perception towards education are 82.69 and 81.86 respectively. It may be concluded that the female school students' attitude and perception towards education is better as compared to male school students. The value of standard deviation in case of male students is 6.525 and in case of female students it is 6.419. The z'-value of female and male school students in terms of attitude and perception towards education comes out to be 1.015 which is not significant at 0.05 level of confidence. It shows that female and male school students do not differ significantly from each other in attitude and perception towards education.

Therefore, the stated hypothesis that no significant difference exists in the attitude and perception of female and male school students towards education is accepted at 0.05 level of confidence.

Result Pertaining to difference in Attitude and Perception of School Students towards Education with respect to Locale

The objective was to find out the difference in the attitude and perception of rural and urban school students towards education. After administering the attitude and perception towards education scale; mean, standard deviation, standard error of difference and z'-value of the attitude and perception of the rural and urban school students towards education were computed and the results have been presented in table 3.

H₀: No significant difference exists in the attitude and perception of rural and urban school students towards education.

TABLE 3
Attitude and Perception of Rural and Urban Higher Secondary School School Students towards Education

Residence	Mean	SD	N	SE _D	t'-value	Remark
Rural	83.32	6.749	73	0.897	1.62	P>0.05
Urban	81.86	6.32	177			

Table values of t' (df=248) at 0.05 and 0.01 level of confidence are 1.97 and 2.59 respectively.

Interpretation

Table 3 shows the mean scores, standard deviation, standard error of difference and z'-value of attitude and perception of urban and rural school students towards education. The table 3 reveals that the mean scores of rural and urban school students in attitude and perception towards education are 83.86 and 81.86 respectively. It may be concluded that the school students belongs to rural area have better attitude and perception towards education as compared to school students belongs to urban areas. The value of standard deviation in case of rural school students is 6.749 and in case of urban school students it is 6.32. The z'-value i.e. critical ratio corresponding to urban and rural school students in terms of attitude and perception towards education comes out to be 1.62 which is not significant at 0.05 level of confidence. It shows that rural and urban school students do not differ significantly from each other in attitude and perception towards education.

Therefore, the stated hypothesis that no significant difference exists in the attitude and perception of rural and urban school students towards education is accepted at 0.05 level of confidence.

Conclusions

1. Majority of the higher secondary school student's (68.40%) exhibit less favourable attitude and perception towards education and minimum number of school students (13.60%) exhibit unfavourable attitude and perception towards education. Therefore, a total of 82% higher secondary school students have less favourable and unfavourable attitude and perception of towards education is not accepted.
2. Female and male school students have same type of attitude and perception towards education.
3. Rural and urban school students have similar type of attitude and perception towards education.

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