

ATTITUDE OF HIGH SCHOOL STUDENTS TOWARDS THEIR PARENTS AND COMMUNITY

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ABSTRACT

Present study was conducted on attitude of high school students towards their parents and teachers, discipline, life and humanity, country and religion in Govt High School of district Hisar of Haryana state. Sample consisted of 60 students. Results revealed that majority respondents had favourable attitude towards parents and teachers, discipline, life and humanity and unfavourable attitude towards country and religion. A correlation study showed that attitude of adolescents towards parents and teachers and attitude towards country was positively and significantly correlated with attitude of adolescents towards religion and attitude towards life and humanity was positively and significantly correlated with attitude towards country and religion.

Key words : High school students, Attitude, Parents, Community

Attitude, a broad term covering almost all-important fields of human knowledge, is especially prominent in the field of education, psychology, sociology and politics. According to Secord and Backman (1964) the term attitude refers to certain regularities of an individual's feelings, thoughts and predispositions to act towards some aspects of his environment. Vinobha Bhave, one of the great educationists pointed out that the existing educational institutions provided narrow and one-sided education. It did not lay adequate emphasis of moral, religious and spiritual value, which is the cause of crisis in national character. He further found that education was isolated from life while it cannot be denied that education is related to life (Bhave, 1974). The important aims of education, which should be propagated, popularizes and promoted are morality, religiosity and discipline. No doubt, the vocational needs of an individual are of primary importance, yet education would become meaningless if proper attention is not given to moral and religious values. Hence, education must lead to the development of moral and religious values as well as the sense of discipline, which are foundations of national progress and unity. Education develops a sense of responsibility in students towards society and nation and enables them to know how efficiently should they play their role as the member of society in which they live and move about (Chakraborty,

1982). The need of hour is to initiate the students to participate in solving problems of society, so that they could contribute their mite for better future of the country.

METHODOLOGY

A total of 50 students of 10th class from Govt. High school of Haryana Agricultural University, Hisar were approached for their attitude towards parents and community. A standardized attitude scale (Sodhi, 1984) was used to assess the attitude of students. This scale contains items related to attitude in five areas. These areas are attitude towards parents, teachers, discipline, life and humanity and religion. The data was collected personally with help of a questionnaire. The data was analyzed to find out mean, standard deviation and correlation.

RESULTS AND DISCUSSION

Attitudes of students towards parents and teachers :

It is evident from the Table 1 that maximum number of students (34) had favourable attitude towards parents and teachers and 16 had unfavourable attitude towards parents and teachers. Mean value was 8.76 and Coefficient of variation (14.84) was also high indicating considerable variation in the response of students with regard to different categories. Fuligni and Zhang (2004) had also reported that rural children had more favourable attitude towards family obligation as compared to urban children. They further reported that attitude towards

family obligation was generally associated with the attitude towards academic achievement (Sahni, 2002).

Table 1: Distribution of attitudes of students towards parents and teachers.

Categories of attitude	Number of respondents	Mean	Standard Deviation (S.D)	Coefficient of Variation (C.V)
Favorable	34	9.21	1.50	14.84
Unfavorable	16			

Attitudes towards discipline :

It is evident from Table 2 that maximum number of students (31) belonged to favourable category followed by unfavorable (19). Coefficient of variation was sufficiently high (29.14) indicating sufficient variability in the categories of attitude. The disciplinary teaching strategies play an important role in maintaining a working atmosphere in classroom and schools. If the teachers use effective disciplinary strategies in the classroom, then the students had positive response to studies (Scheerens, 2001).

Table 2: Distribution of attitudes towards discipline

Categories of attitude	Number of respondents	Mean	Standard Deviation (S.D)	Coefficient of Variation (C.V)
Favorable	31	6.55	1.85	29.14
Unfavorable	19			

Attitudes towards life and humanity :

Table 3 indicated that the favourable category of attitude had the highest number of students (39) followed by 11 students having unfavorable attitude

Table 3: Distribution of attitudes towards life and humanity

Categories of Attitude	Number of respondents	Mean	Standard Deviation (S.D)	Coefficient of variation (C.V)
Favorable	39	13.75	2.65	23.13
Unfavorable	11			

towards life and humanity. Coefficient of variability (23.13) was considerably high which supported the view that sufficient amount of variability existed among categories. Pillai (2005) also studied the attitude of students towards values of life was on declining rate.

Attitudes towards country :

Results regarding attitudes of students towards country (Table 4) showed that highest number of respondents (40) belonged to unfavourable category and 10 towards favourable category. Coefficient of variability (28.68) was considerably high which supported the view that sufficient amount of variability existed among categories. Kailasam and Subramaniam (2003) reported that in the view of students importance of nation is disappearing. For this we have to educate our tender minds of the primary students in all the ways as possible.

Table 4: Distribution of attitudes towards country

Categories of attitude	Number of respondents	Mean	Standard Deviation (S.D)	Coefficient of variation (C.V)
Favorable	10	8.50	2.55	28.68
Unfavorable	40			

Attitudes towards religion :

Table 5 indicates that majority of students (38) had unfavourable attitude towards religion and only 12 had favourable attitude toward religion. Although coefficient of variation (15.89) was low yet it was sufficient in providing the variation for statistical calculations. George and Sreedhar (2006) had found the difference in attitude of college students towards region belief as Christian were having least belief in superstition whereas Muslim having the most and Hindu were coming in-between and urban students had more faith as compared to rural students.

Relationship among various attitudes of students :

Attitude towards parents and teachers was found to be positively and significantly correlated with attitude towards religion (Table 6). Attitude towards parents and

Table 5: Distribution of attitudes towards religion

Categories of attitude	Number of respondents	Mean	Standard Deviation (S.D)	Coefficient of variation (C.V)
Favorable	12	16.25	2.40	15.89
Unfavorable	38			

Table 6: Relationship among attitudes of students towards teachers and parents, discipline, life and humanity, country, religion

	Attitude towards parents and teachers	Attitude towards discipline	Attitude towards life and humanity	Attitude towards country	Attitude towards religion
Attitude towards parents and teachers	1.00	0.5*	0.262	0.044	0.529*
Attitude towards discipline	-----	1.00	0.285	0.287	0.133
Attitude towards life and humanity	-----	-----	1.00	0.325*	0.456**
Attitude towards country	-----	-----	-----	1.00	0.400**
Attitude towards religion	-----	-----	-----	-----	1.00

** Significant at p=0.01, * Significant at p=0.05

teachers further showed non-significant correlation with discipline, life and humanity and country. This revealed that attitude towards religion will increase with increase in attitude towards parents and teachers. Attitude towards discipline, life and humanity and country had no corresponding increase or decrease with attitude towards parents and teachers.

Attitude of students towards discipline showed non-significant correlation with parents and teachers, discipline, life and humanity and country indicating that students having favourable attitude towards discipline had no effect on other attitudes namely attitudes towards parents and teachers, discipline, life and humanity and country.

Attitude of students towards life and humanity showed positive and significant relation with country and religion. This clearly indicated that principles of life and humanity had a positive impact on country and religion.

Significant positive correlation coefficient between attitude towards country and attitude towards religion revealed that adolescents having favourable attitude towards country would also have favourable attitude toward religion.

CONCLUSION

With regard to attitudes highest mean value (15.80) was observed for attitude of students towards religion followed by life and humanity (12.27), parents and teachers (8.76) and country 8.24. Their attitudes towards discipline was found unfavourable having low mean value (5.59), coefficient of variability was found to be highest in case of attitudes of students towards discipline, country, life and humanity, religion and parents and teachers.

Correlation studies revealed that attitude of students towards parents and teachers was significantly and positively correlated with religion. Their attitude towards discipline showed non-significant correlation with parents and teachers, discipline, life and humanity. Attitude of students towards life and humanity showed positive and

significant relation with country and religion. Significant positive correlation was found between attitude towards country and attitude towards religion.

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