



Attitudes of Secondary School Students towards Govt. Aided School

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Abstract: Most of the govt aided schools were lagging behind the private schools for various reasons. This paper highlights the attitude of students towards Govt. Aided schools. The purpose of the research paper, was to analyse the nature of the attitude of secondary school students towards school and to find out the gender difference (if any) of the students' attitude towards school. The nature of the paper was quantitative and it was done through survey method. After the analysis and interpretation of the paper it was found that students' attitude towards school was average in nature and gender wise there was a difference in attitude towards school in this study it was also found that girls' attitude towards school was better than that of the boys.

Keyword: Attitude, Secondary School Students

Introduction

Education is the backbone of a nation and students are the future. Over the past few years, the school education and curriculum, evaluation system, modernization of education including the restriction on teachers have had a huge impact on the students. As for example, the tremendous trend for private school admission and it is noticed that there is a huge dropout in the govt and govt aided school. Here are lots of reports that show the dropout in the govt or govt aided school. Federation of Indian Chambers of Commerce and Industry (FICCI) is one of them. As per FICCI (2014, latest update), REPORT, in the 2011-2012 session only 25% private schools are enrolling 40% of the students. On the other hand, the numbers of dropout are increasing in Govt aided and Govt School. As an example, we can see the report of MHRD of 2016 & 2018, where the gross enrolment rate of secondary education of 2014-15 was 78.5% and in that same session, the annual dropout rate of secondary education was 17.06%. Again, Geeta Gandhi Kingdom (2017), in its 'the private schooling phenomenon in India: a review' paper, showed that the enrolment are increasing in the private schools in the year 2014-2015, and dropout are increasing in the govt and govt aided schools. Keeping these in mind, researcher considered the study as 'Attitude of secondary school students towards govt aided school'.

Objectives: Researcher considered the following as objectives of the study-

- To find out the nature of attitude of students towards school
- To find out the difference of attitude towards school between male-female students

Research Questions:

- What is the nature of the attitude of students towards school?
- Is there any difference of attitude towards school between male- female students?

Review of Related Literatures

According to the merit of importance and relevance to the study, the following related literatures had been reviewed. It was as decided by the researcher and not chronologically arranged.



1. Tonyna R. Moon & Carolyn M. Challahan (2016), in their study titled '*Middle School Students' Attitudes towards School*', they took 1326 samples to find out the attitude of students towards school. In that study, they wanted to see attitudes of students towards Teacher, Learning Process, Language Arts and Mathematics. As a result of the study, they it was found that, generally students didn't have such positive attitudes towards school in terms of achievement. But, when the students were divided into high, average and low achiever groups, it was found that high average group has more positive attitude towards school than other two groups.

2. Dragma Pavlovic, Zorica Stanisav Iyevic, Petrovic Maja Injac (2017), in their study titled '*Teachers' characteristics and development of students' attitude towards School*', they worked with 448 samples from vocational school students and grammar school students to find out how the characteristics of teachers effect on the perception of students. They found positive correlation between the perception of students to the teacher and attitude of students towards school. Also they found the motivation of teachers impacted positively on students – they felt less pressure in school & the number of absent students in the class has been decreased.

3. Mustafa Yildiz & Yusuf Kiziltas (2018), in their Study titled '*The Attitudes of Secondary School Students Towards School and Reading: A Comparison in Terms of Mother Tongue, Gender and Class Level*' they worked on 513 samples. Attitude scale towards Reading and Reading attitude scale for Elementary Second Grade Students were being used as tools which were made by Alici (2013) and Ozbay & Uyar (2009). As a result, what they found that was – moderate significant regarding the attitude toward school along with the attitude toward reading. The attitude of female students towards school was more positive than male students. According to Grade, the attitude of the students of grade 5th was more positive among the students of grade 5th, 6th, 7th & 8th. Also according to mother tongue, they found more positive attitude of Turkish students towards school than Kurdish Students.

4. Rosa Maria & Rodriguez Izquierdo (2015), in their study titled '*Study about attitudes toward School and Educational Expectations of immigrants Students*', they found that Belonging to Spanish Education, interviews were being taken from 189 samples to find out the attitude of immigrant students toward School. From the study, they/he found that the immigrant students were very much committed to their study and their educational expectations were also very high although they came from different geographical origins.

5. Ng. Khosirngak Moyon & Ph. Dhiren Singh (2018), in their study titled '*Attitude of Under-Graduate Students towards existing Government Colleges of General Students in Valley Districts of Manipur*', they found that – between tribal and non-tribal students, the attitude of non-tribal students was 'favorable toward government college even though the attitude of both two groups was same unfavorable in terms of teacher-students relationship.

6. Asrat Dagne (2017), in his study titled '*The Relationship between Students, attitude towards School, Values of Education, Achievement Motivation and Academic Achievement in Gondar Secondary School, Ethiopia*', worked on 362 sample size using systematic sampling technique, he found that positive and significant attitude towards school. Positive and significant relation was present among Students' attitude towards school, values of education, achievement motivation and academic achievement.

7. Marcela Veresova and Dana Mala (2016), in their study titled '*Attitude toward School and Learning and Academic Achievement of Adolescents*,' they took 269 numbers of samples. In that study, Marcela Veresova and Dana Mala found that between girls and boys, the attitude of girls was more positive than boys' attitude toward school and learning and another important fact was that the academic achievement (GPA) of the students, having more positive attitude, was also good. Besides that, by analyzing the components of relationship they got the significant relationship among Affective Component, behavioral component and Cognitive Component with GPA.



From the case of predictive relationship, they came to the conclusion through their study that in case of academic achievement, attitude towards school and learning acted as an important prediction.

8. Holfve-Sabel, Mary-Anne (2006) in the study titled '*A Comparison of Student Attitudes Towards School, Teachers, Peers in Swedish Comprehensive School Now and 35 Years Ago*', found that the positive attitude has been increased in present days. But they didn't find any significant changes from the factor score of individual level. Towards classes, it has been found that the difference in the present than the past. It has been also found that the positive significant changes regarding four peer relational factors: Relation with classmate, View of Peers, Lack of Anxiety and View of Fuss (disturbance).

9. Tom Haladyna and Greg Thomas (2015), in their study titled '*The Attitude of Elementary School Children toward School and Subject Matters*', they worked on 3000 samples (approximately) by applying non verbal attitude inventory. Findings from their study were – Grade level wise, attitude towards school has been declined; attitude was very low in social studies; it has been possible to differentiate the attitudes among grade six, seven & eight. Differences in attitudes have also been observed between boys and girls; and the most importantly, they shown that the attitude of boys towards school has been deteriorated very drastically than the girls' attitude.

10. Cain, Thomas and Hattie, John (2019), in their study titled '*Attitude to School and Reading achievement among Secondary School Students*', they worked on 57572 numbers of samples. They found from their study that the new Six Factor Structure (Effective Teaching Practices, Learner Characteristics & Disposition, Advocate at School, High Expectations for Success, School Connectedness and Experience of Bullying) represent students' attitude towards school more effectively than the Twenty Factor Structure. Statistically Significant relationship has been found among those new six factors. Based on the study, they developed Four Cluster Model on the basis of those new six factors.

11. Candeias, Adelinda & Rebelo, Nicole (2010), in their study titled '*Student' Attitudes Toward School, Learning, Competence and Motivation – The effects of gender, contextual background, school failure and development*', they used ANOVA to analyze the data and they found significant effects of gender, contextual background, school failure and development on attitude towards school. After regression analysis they also found that school level, school failure, socio economic and cultural background of family effect strongly on attitude toward school and learning.

12. Candeias, Adelinda; Rebelo, Nicole; Franco, Gloria and Mendes, Patricia (2010), in their study titled '*Students' Attitudes and Motivation toward learning and school – Study to exploratory models about the effects socio-demographics, personal attributes and school characteristics*', they used regression trees algorithm and socio-demographic, personal attributes and some specific characteristics related to school to predict students' attitude and motivation towards school. They found that as the effects of different combinations of factors acted importantly to understand attitudes toward school, learning, competence and motivation. And they suggested attitudes should be understood on the basis of the nature of the subject.

Method:

This study is descriptive survey type. Data was collected through close ended items and data analyzed through percentage (%) and graphical presentation.

Variable: In the study researcher considered only one variable - attitudes towards School of Secondary School Students.

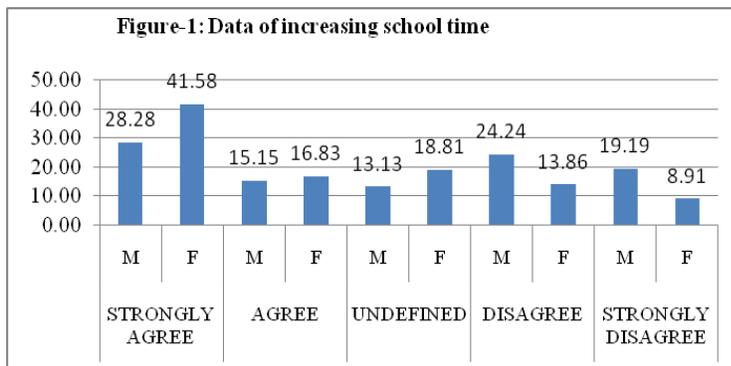
Sample: 200 students from Bengali medium govt. aided schools in the district of Murshidabad of West Bengal considered as sample and purposive sampling was used for sample selection.



Tool used: Researcher developed a tool to measure attitude towards school. The used tools were send to an expert and he standardized and validated this tools.

Analysis and Interpretation:

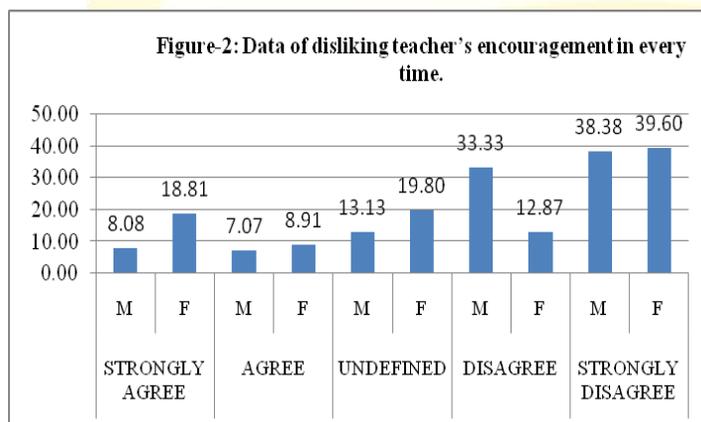
From the Figure-1: Data of increasing school time, it was found that among all female respondents, 58.3%



(strongly agreed – 41.5% and agreed – 16.8%) of the respondents were agreed for increasing school time. Whereas 43.3% (strongly agreed – 28.2% and agreed – 15.1%) among the male respondents were agreed for the same. On the other hand, 22.7% (strongly disagreed – 8.9% and disagreed – 13.8%) among the female respondents were disagreed for increasing school time, whereas, 43.3% (strongly disagreed – 19.1% and disagreed – 24.2%)

among the male respondents were disagreed with the same. Rest of the respondents (both male and female i.e.

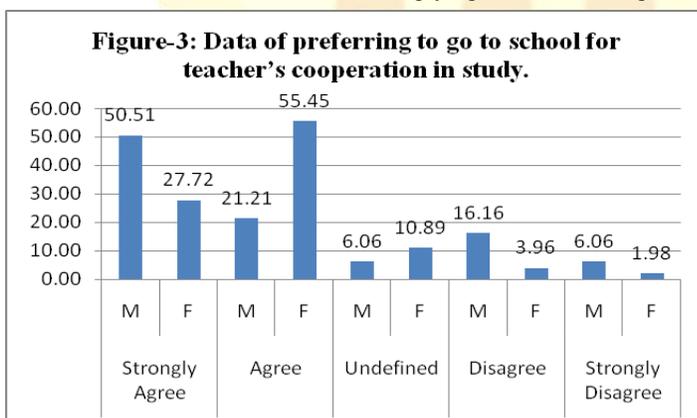
13.1% and 18.8% respectively) gave undefined opinion on the same. Therefore, it could be said that female respondents gave more positive opinion for increasing school time than the male respondents.



From the Figure-2: Data of disliking teacher's encouragement in every time, it was found that most of the respondents (both male & female) were disagreed with 'disliking teacher's encouragement in every time' that was 71.6% (strongly disagreed – 38.3% & disagreed – 33.3%) male & 52.4% (strongly disagreed – 38.3% & disagreed – 33.3%)

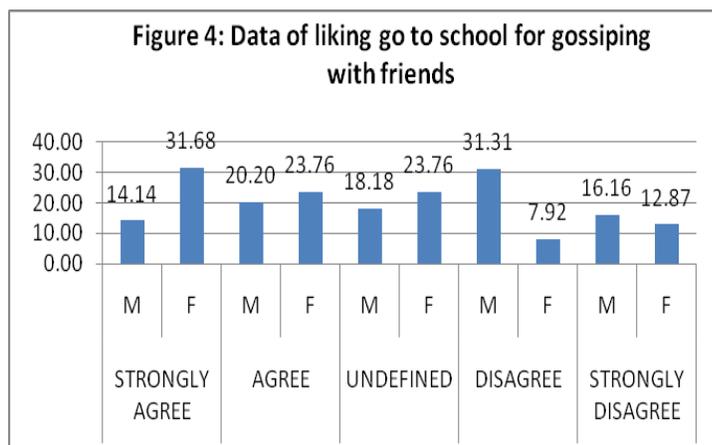
female. On the other hand, 15% (strongly agreed – 8% & agreed – 7%) of male & 27.7% (strongly agreed – 18.8%

& agreed – 8.9%) of female respondents were agreed with the same. Besides that, 13.1% of male & 19.8% of female respondents gave undefined opinion on same. Therefore, it could be said that minimum % of respondents gave negative opinion regarding teacher's encouragement in every time. Although both respondents gave positive opinion but comparatively male respondents were more positive than the female.



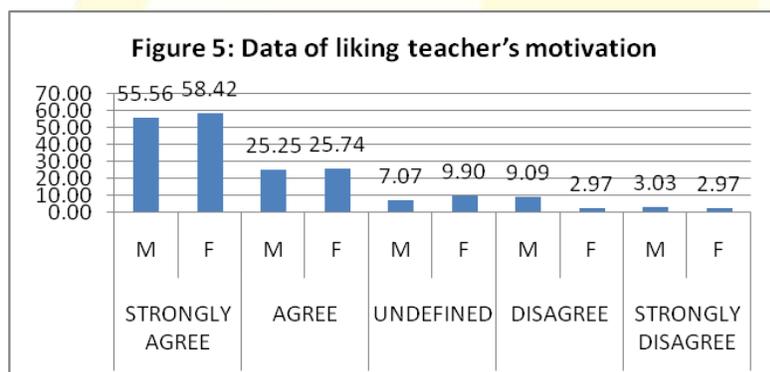


From the figure-3: Data of preferring to go to school for teacher's cooperation in study, it was found that 83.1% of female respondents were agreed with preferring to go school for teacher's cooperation in study, among them, 55.4% was agreed and 27.7% was strongly agreed. Besides that, 71.7% of male respondents were agreed, among them,



50.5% was strongly agreed and 21.2% was agreed. On the other hand, 22.1% (strongly disagreed – 6% & disagreed – 16.1%) of male respondents were disagreed, whereas 5.9% (strongly disagreed – 1.98% & disagreed – 3.96%) of female respondents were disagreed. Besides that, 6% & 10.89% (male & female respectively) respondents gave undefined opinion. Therefore, it could be said that both male & female respondents gave positive opinion although females were more positive than males.

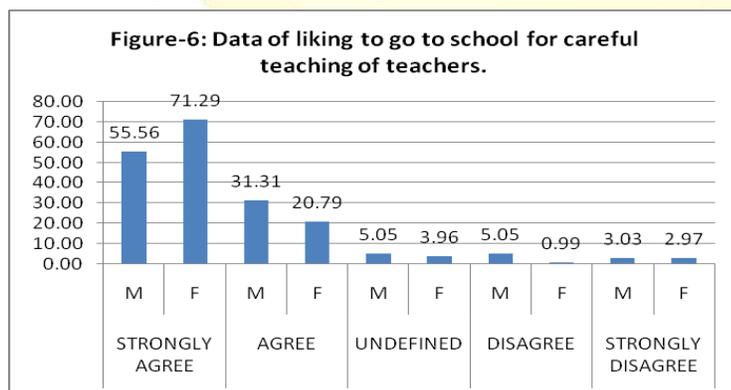
From the Figure-4: Data of liking go to school for gossiping with friends, it was found that 34.34% (strongly agreed – 14.14% & agreed – 20.20%) of male respondents were agreed, whereas 55.44% (strongly agreed – 31.68% & agreed – 23.76%) of females were agreed.



On the other hand, 47.47% (strongly disagreed – 16.16% & disagreed – 31.31%) of male respondents were disagreed, whereas, 20.79% (strongly disagreed – 12.87% & disagreed – 7.92%) of females were disagreed. Besides that, 18.18% & 23.76% respondents gave undefined opinion, male & female respectively. Therefore, it could be said that maximum of female respondents gave positive opinion whereas the male respondents

were just opposite of them.

From the Figure-5: Data of liking teacher's motivation, it was found that 81.81% (strongly agreed – 55.56% & agreed – 25.25%) of males were agreed with 'liking teacher's motivation', similarly,

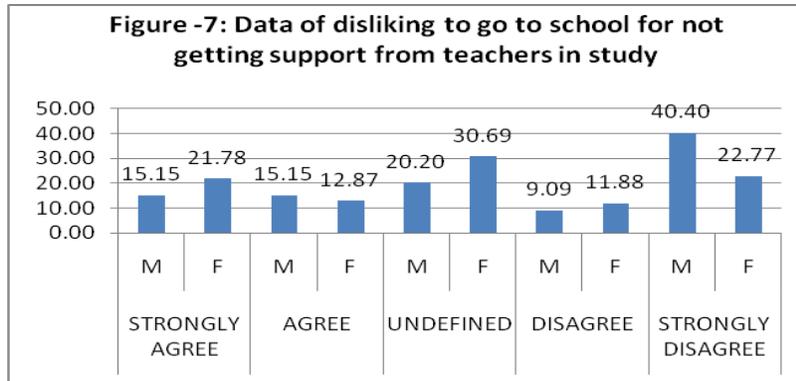


84.16% (strongly agreed – 58.42% & agreed – 25.74%) of female respondents were agreed with the same. On the other hand, only 5.94% (strongly disagreed – 2.97% & disagreed – 2.97%) of females & 12.12% (strongly disagreed – 3.03% & disagreed – 9.09%) of males respondents were disagreed with the same. Rest of them were undefined. Therefore, it could be said that both males & females respondents gave positive opinion



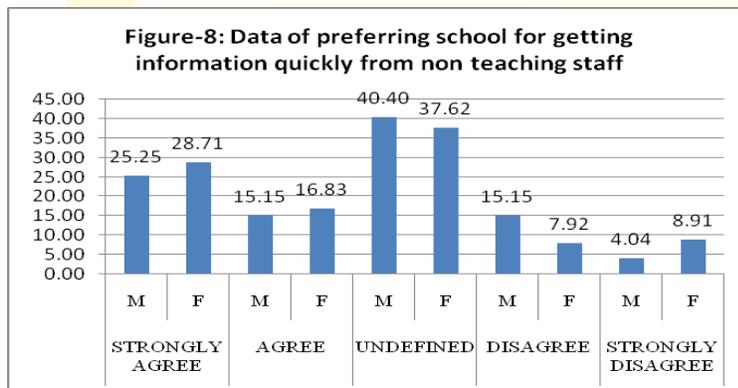
on it.

From the Figure-6: Data of liking to go to school for careful teaching of teachers, it was found that 92.08% of female respondents were agreed to like to go to school for careful learning of teachers and among them 71.29% were strongly agreed & 20.79% were agreed. Whereas, 86.87% of male respondents were agreed with the same and among them, 55.56% were strongly agreed & 31.31% were agreed. On the other hand, 3.96% (strongly disagreed -



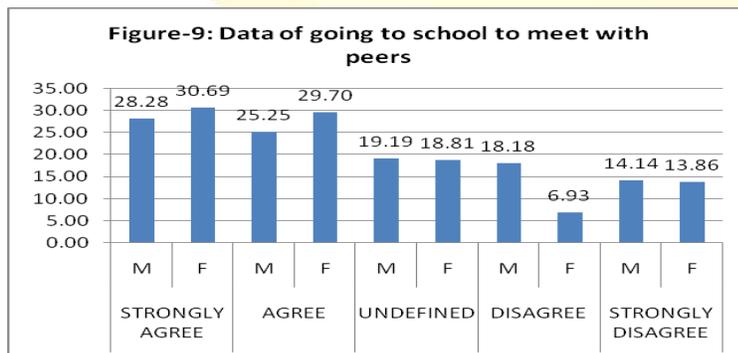
2.97% & disagreed - .99%) of female respondents were disagreed and 8.08% (strongly disagreed - 3.03% & disagreed - 5.05%) of male respondents were disagreed. Rest of them i.e. 5.05% & 3.96% respondents were undefined, male & female respectively. Therefore, it could be said that both male & female respondents gave positive opinion for the same.

From the Figure-7: Data of disliking to go to school for not getting support from teachers in study, it was found that 30.30% (strongly agreed - 15.15% & agreed - 15.15%) of the male respondents were agreed to dislike to go to school for not getting support from teachers in study. And 34.65% (strongly agreed - 21.78% & agreed - 12.87%)



of the female respondents were agreed with the same. On the other hand, 49.49% (strongly disagreed - 40.40% & disagreed - 9.09%) of the males were disagreed and 34.15% (strongly disagreed - 22.77% & disagreed - 11.88%) of females were disagreed. Remaining 20.20% males & 30.96% females gave undefined opinion. Therefore, it could be said that, male respondents gave negative opinion compare to female respondents.

From the Figure-8: Data of preferring school for getting information quickly from non teaching staff, it was found that 40.40% male and 37.62% female

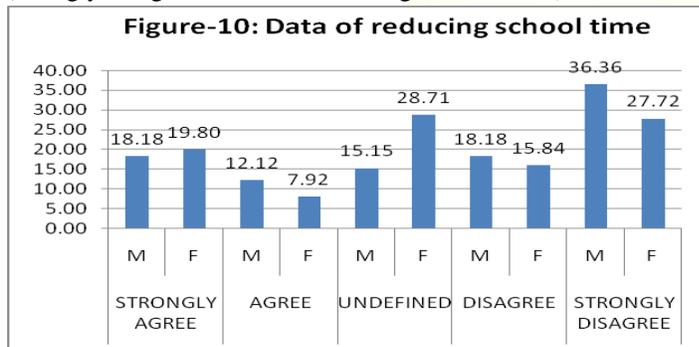


respondents gave undefined opinion. Whereas, 40.40% (strongly agreed - 25.25% & agreed - 15.15%) of male respondents and 45.54% (strongly agreed - 28.71% & agreed - 16.83%) of female respondents were agreed with preferring school for getting information quickly from non teaching staff. On the other hand, 19.19% (strongly disagreed - 4.04% & disagreed - 15.15%) male and 16.83% (strongly disagreed - 8.91% & disagreed -



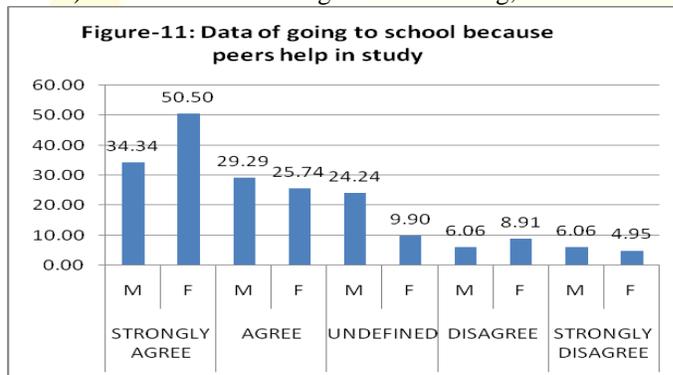
7.92%) female respondents were disagreed with the same. Therefore, it could be said that both male and female respondents gave almost similar opinion and most of the respondents were undefined in that case.

From the Figure-9: Data of going to school to meet with peers, it was found that 60.39% (strongly agreed – 30.69% & agreed – 29.70%) of female respondents were agreed with going to school to meet with peers and 53.53% (strongly agreed – 28.28% & agreed – 25.25%) of male respondents were agreed with the same. On the other hand, 32.32% (strongly disagreed – 14.14% & disagreed – 18.18%) of males were disagreed and 20.79% (strongly disagreed – 13.86% & disagreed – 6.93%) of females were disagreed with the same. Remaining 19.19% males and 18.81% females gave undefined opinion. Therefore, it could be said that female respondents gave their opinion in favor of that.



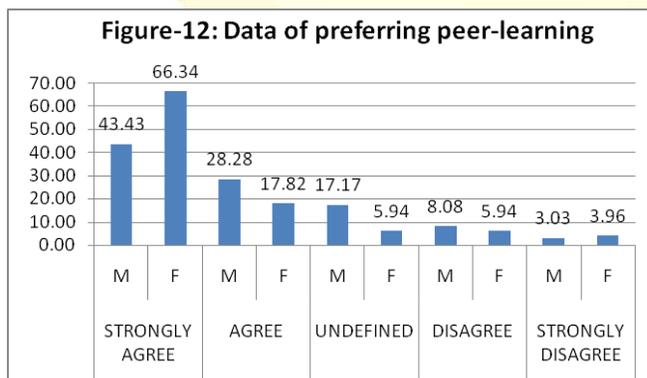
From the Figure-10: Data of reducing school time, it was found that, 30.30% (strongly agreed – 18.18% & agreed – 12.12%) of male respondents were agreed with reducing school time and 27.72% (strongly agreed – 19.80% & agreed – 7.92%) of female respondents were

agreed with the same. On the other hand, 54.54% (strongly disagreed – 36.36% & disagreed – 18.18%) of male respondents were disagreed with reducing school time and 43.56% (strongly disagreed – 27.72% & disagreed – 15.84%) of females were disagreed. Remaining, 15.15% males & 28.71% females were undefined. Therefore, it



could be said that opinion of male respondents was heavier than female respondents against reducing school time.

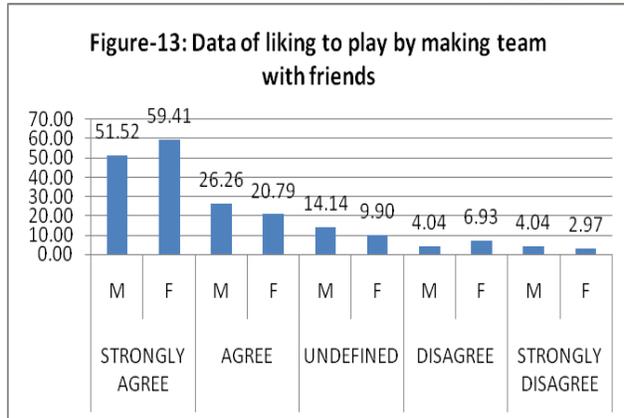
From the Figure-11: Data of going to school because peers are very supportive in study, it was found that 76.24% of female respondents were agreed, and among them 50.50% were strongly agreed & 25.74% were agreed with going to school because peers help in study. Whereas, 63.63% of male respondents were agreed, among them 34.34% were strongly agreed and 29.29% were agreed. On the other hand, 13.86% (strongly disagreed – 4.95% & agreed – 8.91%) female and 12.12% (strongly disagreed – 6.06% & agreed – 6.06%) male respondents were disagreed with the same. Remaining 24.24% male and 9.90% female respondents gave undefined opinion. Therefore, it could be said that female respondents gave more positive opinion than males.



From the Figure-12: Data of preferring peer-learning, it was found that 84.16% of female respondents were agreed with preferring peer-

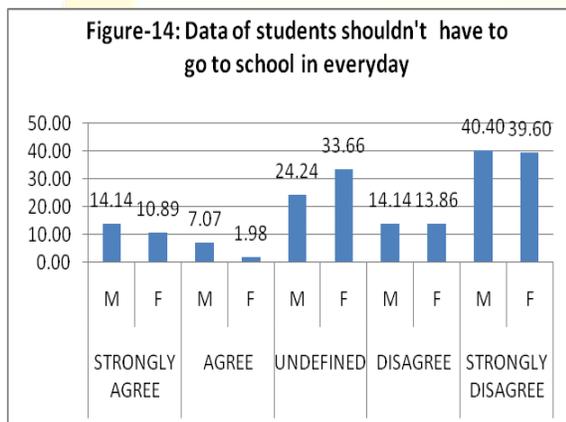


learning; out of 84.16%, 66.34% were strongly agreed and 17.82 were agreed. Whereas, 71.71% of male respondents were agreed with the same, and among them, 43.43% were strongly agreed and 28.28% were agreed. On the other hand, 11.11% (including 3.3% of strongly agreed and 8.08% of agreed) of male respondents and only 9.9% (including 3.96% of strongly agreed and 5.94% of agreed) of female respondents were disagreed with the same. Remaining 17.17% male and 5.94% female respondents were undefined. Therefore, it could be said that, female respondents gave positive opinion for preferring peer-learning than males.

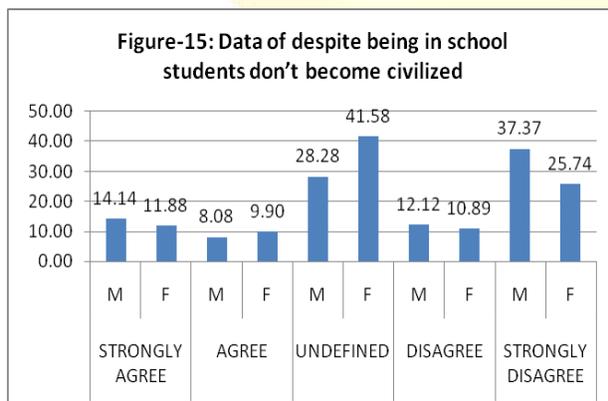


From the Figure-13: Data of liking to play by making team with friends, it was found that, 77.78% (strongly agreed 51.52% & agreed 26.26%) of male and 80.2% (strongly agreed 59.41% & agreed 20.79%) of female respondents were agreed with liking to play by making team with friends. On the other hand, 8.08% (strongly disagreed 4.04% & disagreed 4.04%) of male and 9.9% (strongly disagreed 2.97% & disagreed 6.93%) of female respondents were disagreed with the same. Remaining 14.14% of male and 9.9% of female were respondents were undefined. Therefore, it could be said that, both males & females respondents gave

positive opinion for liking to play by making team with friends although females were more positive than males.



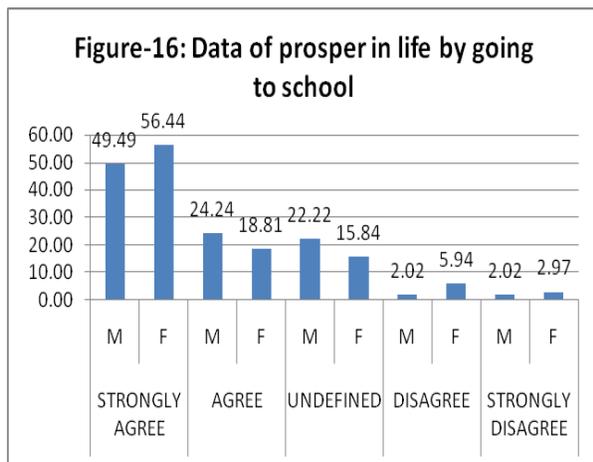
From the Figure-14: Data of students shouldn't have to go to school in everyday, it was found that, 54.54% (strongly disagreed 40.40% & disagreed 14.14%) of male respondents were disagreed and 53.46% (strongly disagreed 39.60% & disagreed 13.86%) of female respondents were disagreed. On the other hand, 21.21% (strongly agreed 14.14% and agreed 7.07%) of the male respondents were agreed and 12.87% (strongly agreed 10.89% and agreed 1.98%) of the female respondents were agreed. Remaining 24.24% male & 33.66% female respondents were undefined. Therefore, it could be said that both male and female gave their opinion against shouldn't have to go to school.



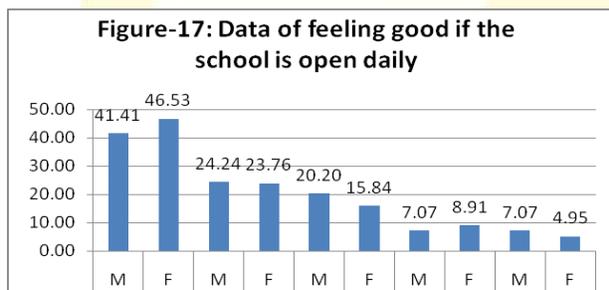
From the Figure-15: Data of despite being in school students don't become civilized, it was found that 49.49% (strongly disagreed 37.37% & disagreed 12.12%) of male and 36.63% (strongly disagreed 25.74% & disagreed 10.89%) of female respondents were disagreed. On the other hand, 28.28% of male respondents were undefined whereas females were 41.58% in the same. Rest of 22.22% (strongly agreed 14.14% & agreed 8.08%) male and 21.78% (strongly



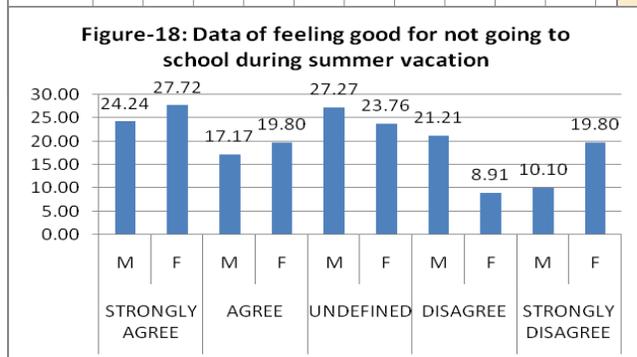
agreed 11.88% & agreed 9.9%) female respondents were agreed with the same. Therefore, it could be said that most of the male respondents didn't think despite being in school, students don't become civilized where maximum females gave undefined opinion in this case.



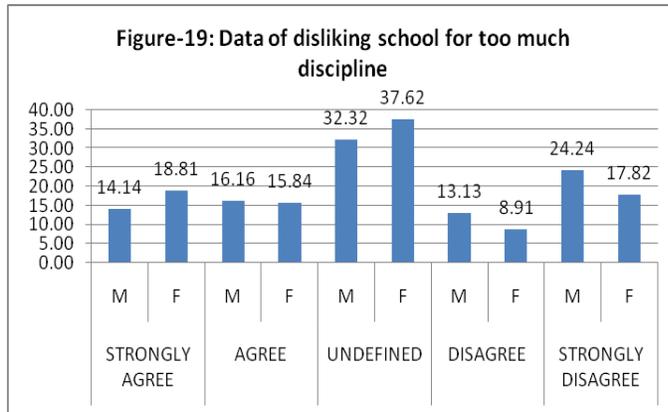
From this chart-16: Data of prosper in life by going to school, it was found that 73.73% of male respondents were agreed which was the total of 49.49% strongly agreed and 24.24% agreed respondents. Whereas, 75.25% of female respondents were agreed which was the total of 56.44% strongly agreed and 18.81% agreed respondents. On the other hand, 4.04% (strongly disagreed 2.02% and disagreed 2.02%) of male and 8.91% (strongly disagreed 2.97% and disagreed 5.94%) of female respondents were disagreed. Remaining 22.22% of male and 15.84% of female respondents gave undefined opinion in the same. Therefore, it could be said that both male & female respondents gave positive opinion regarding prosper in life by going to school though females were more than males regarding this.



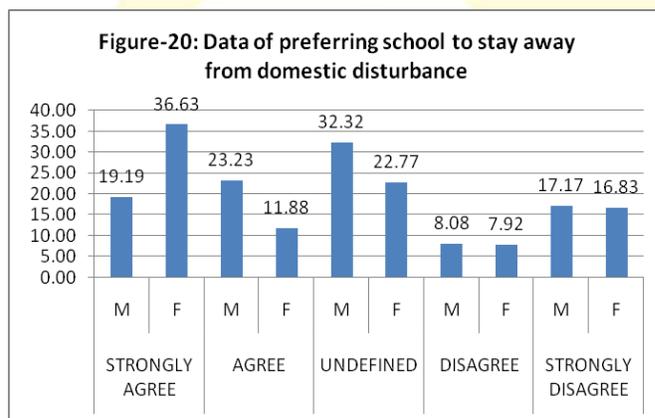
From the Figure-17: Data of feeling good if the school is open daily, it was found that, 65.65% of male respondents were agreed which was the total of 41.41% strongly agreed and 24.24% agreed respondents. Whereas, 70.29% of female respondents were agreed which was the total of 46.53% strongly agreed and 23.76% agreed respondents. On the other hand, 14.14% (strongly disagreed 7.07% and disagreed 7.07%) of male and 13.86% (strongly disagreed 4.95% and disagreed 8.91%) of female respondents were disagreed. Remaining 20.20% of male and 15.84% of female respondents gave undefined opinion in the same. Therefore, it could be said that female respondents gave more positive opinion that they feel good if the school is open daily in compare to male respondents.



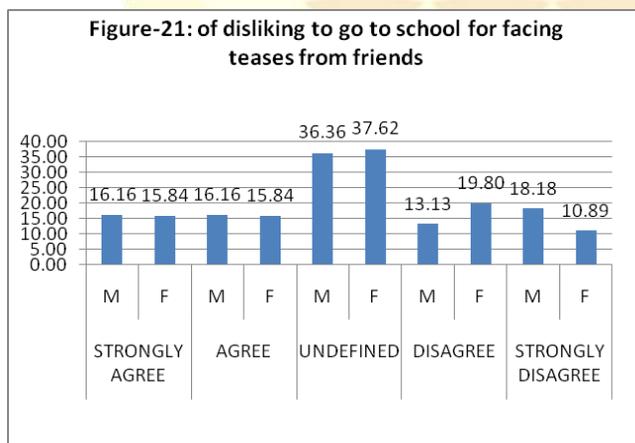
From the Figure-18: Data of feeling good for not going to school during summer vacation, it was found that 41.41% (strongly agreed – 24.24% & agreed – 17.17%) of male respondents were agreed and 47.52% (strongly agreed – 27.72% & agreed – 19.80%) of female respondents were agreed. On the other hand, 31.31% (strongly disagreed – 10.10% & disagreed – 21.21%) of males and 28.71% (strongly disagreed – 19.8% & disagreed – 8.91%) of females respondents were disagreed. Remaining 27.27% males and 23.76% females gave undefined opinion. Therefore it could be said that both male and female respondents gave positive opinion in favour of feeling good for not going to school during summer vacation although females were more positive than male respondents.



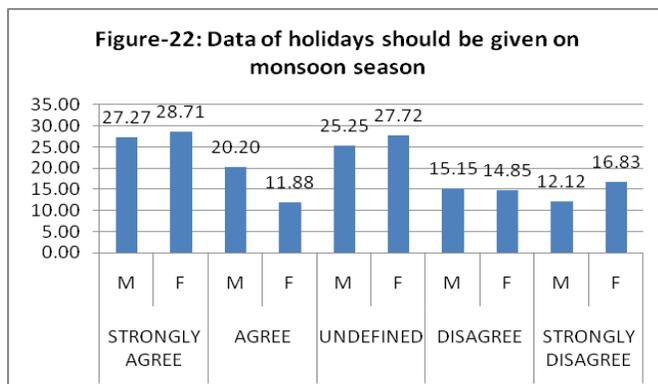
From the Figure-19: Data of disliking school for too much discipline it was found that 32.32% male and 37.62% female respondents gave undefined opinion. Whereas, 30.30% (strongly agreed – 14.14% & agreed – 16.16%) of male and 34.65% (strongly agreed – 18.81% & agreed – 15.84%) of female respondents were agreed. On the other hand, 37.37% (strongly disagreed – 24.24% & disagreed – 13.13%) male and 26.73% (strongly disagreed – 17.82% & disagreed – 8.91%) female respondents were disagreed. Therefore, it could be said that maximum female respondents gave undefined opinion whereas most of the male respondents have negative opinion to dislike school for too much discipline.



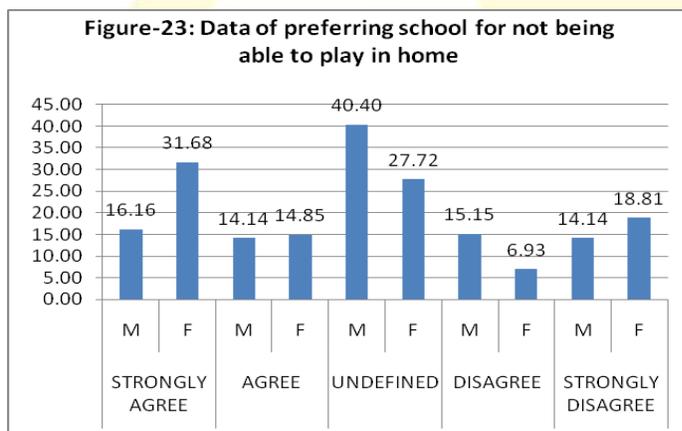
From the Figure-20: Data of preferring school to stay away from domestic disturbance, it was found that 42.42% (strongly agreed – 19.19% & agreed – 23.23%) of male and 48.51% (strongly agreed – 36.63% & agreed – 11.88%) of female respondents were agreed. On the other hand, 25.25% (strongly disagreed – 17.17% & disagreed – 8.08%) of male respondents and 24.75% (strongly disagreed – 16.83% & disagreed – 7.92%) of female respondents were disagreed. Besides that, 32.32% male & 22.77% female respondents gave undefined opinion. Therefore, it could be said both male and female respondents gave positive opinion for preferring school to stay away from domestic disturbance although females were higher than.



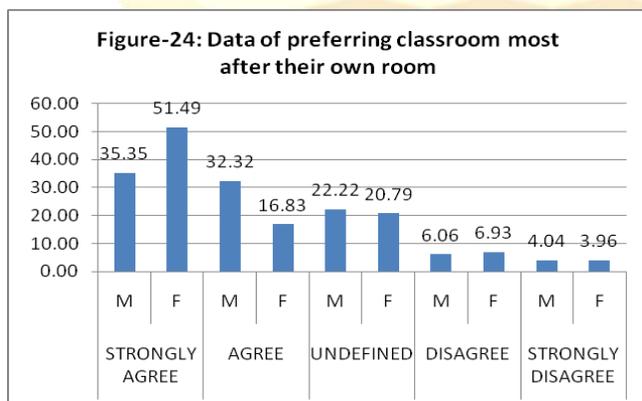
From the Figure-21: Data of disliking to go to school for facing teases from friends, it was found that 36.36% male and 37.62% female respondents gave undefined opinion. Whereas, 32.32% (strongly agreed – 16.16% & agreed – 16.16%) of male and 31.68% (strongly agreed – 15.84% & agreed – 15.84%) of female respondents were agreed. On the other hand, 31.31% (strongly disagreed – 18.18% & disagreed – 13.13%) male and 30.69% (strongly disagreed – 10.89% & disagreed – 19.80%) female respondents were disagreed. Therefore, it could be said that both male & female respondents gave undefined opinion for disliking to go to school for facing teases from friends.



could be said that both male and female respondents gave their opinion in favor of holidays should given on monsoon season and in that case males were more positive than females.



respondents gave positive opinion for preferring school for not being able to play in home where the male respondents were undefined majorly.



respondents gave undefined opinion in the same. Therefore, it could be said that both female and male respondents gave positive opinion for preferring classroom most after their own room although the percentage of female respondents were higher than male respondents.

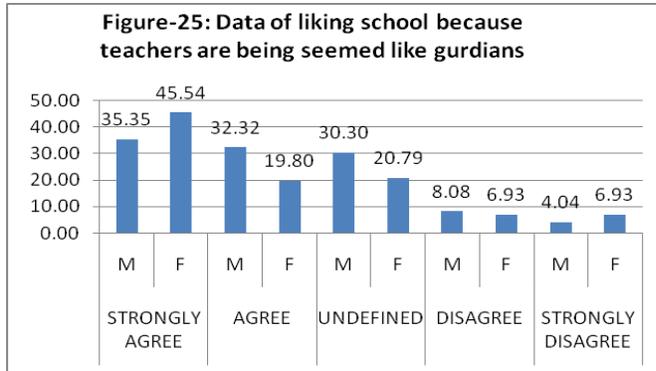
From the Figure-22: Data of holidays should be given in monsoon season, it was found that 47.47% (strongly agreed – 27.27% & agreed – 20.20%) of male and 40.59% (strongly agreed – 28.71% & agreed – 11.88%) of female respondents were agreed. On the other hand, 27.27% (strongly disagreed – 12.12% & disagreed – 15.15%) of male respondents and 31.68% (strongly disagreed – 16.83% & disagreed – 14.85%) of female respondents were disagreed. Besides that, 25.25% male & 27.72% female respondents gave undefined opinion. Therefore, it

From the Figure-23: Data of preferring school for not being able to play in home, it was found that 46.53% (strongly agreed – 31.68% & agreed – 14.85%) of female and 30.30% (strongly agreed – 16.16% & agreed – 14.14%) of male respondents were agreed. On the other hand, 29.29% (strongly disagreed – 14.14% & disagreed – 15.15%) of male and 25.74% (strongly disagreed – 18.81% & disagreed – 6.93%) of female respondents were disagreed. Besides that, 40.40% male & 27.72% female respondents gave undefined opinion. Therefore, it could be said that most of the female

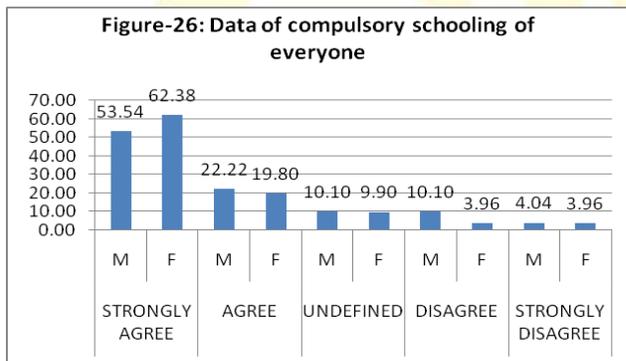
From the Figure-24: Data of preferring classroom most after their own room, it was found that 68.32% of female respondents were agreed which was the total of 51.49% strongly agreed and 16.83% agreed respondents. Whereas, 67.67% of male respondents were agreed which was the total of 35.35% strongly agreed and 32.32% agreed respondents. On the other hand, 10.10% (strongly disagreed 4.04% and disagreed 6.06%) of male and 10.89% (strongly disagreed 3.96% and disagreed 6.93%) of female respondents were disagreed. Remaining 22.22% of male and 20.79% of female



From the Figure-25: Data of liking school because teachers are being seemed like guardians, it was found that

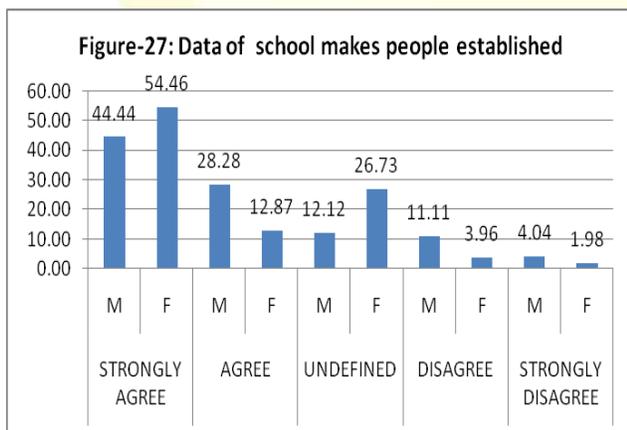


67.67% (including 35.35% strongly agreed & 32.32% agreed) of male respondents were agreed and 65.34% (including 45.54% strongly agreed & 19.80% agreed) of female respondents were agreed. On the other hand, 13.86% (strongly disagreed – 6.93% & disagreed – 6.93%) of female respondents and 12.12% (strongly disagreed – 4.04% & disagreed – 8.08%) of male respondents were disagreed. Rest of 30.30% of male and 20.79% of female respondents gave undefined opinion on it. Therefore, it could be said that, both male & female gave their opinion in favour of liking school because teachers are being seemed like guardians although the percentage of males was higher than females in that case.



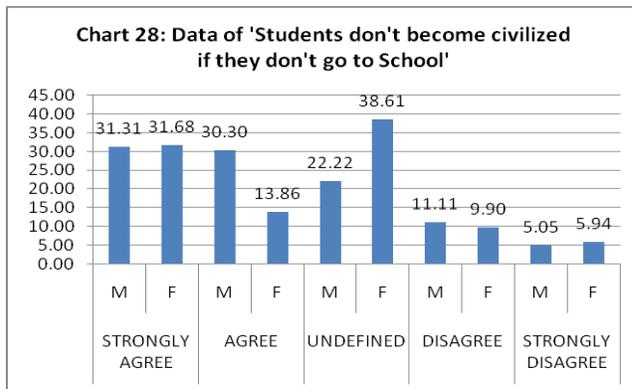
From the Figure-26: Data of compulsory schooling of everyone, 82.18% (including 62.38% of strongly agreed & 19.80% of agreed) of female and 75.76% (including 53.54% of strongly agreed & 22.22% of agreed) of male respondents were agreed. On the other hand, 14.14% (including 4.04% of strongly disagreed & 10.10% of disagreed) of male and

7.92% (including 3.96% of strongly disagreed & 3.96% of disagreed) were disagreed. Remaining 10.10% male and 9.90% of female respondents were undefined according to their opinion. Therefore, it could be said that, both male & female respondents gave positive opinion for compulsory schooling of everyone although female respondents were higher than male on it.



From the Figure-27: Data of 'School makes people established', it was found that 72.72% (strongly agreed 44.44 & agreed 28.28%) of male respondents were agreed, whereas 67.33% % (strongly agreed 54.46 & agreed 12.87%) of female respondents were agreed. On the other hand, 15.15% (strongly disagreed 4.04% & disagreed 11.11%) of male and 5.94% (strongly disagreed 1.98% & disagreed 3.96%) of female respondents were disagreed. Rest of 12.12% of male and 26.73% of female respondents were undefined on it. Therefore, it could be said that, both male & female respondents gave their opinion in favor of 'School makes people established' although the percentage of

male respondents was higher than female respondents.

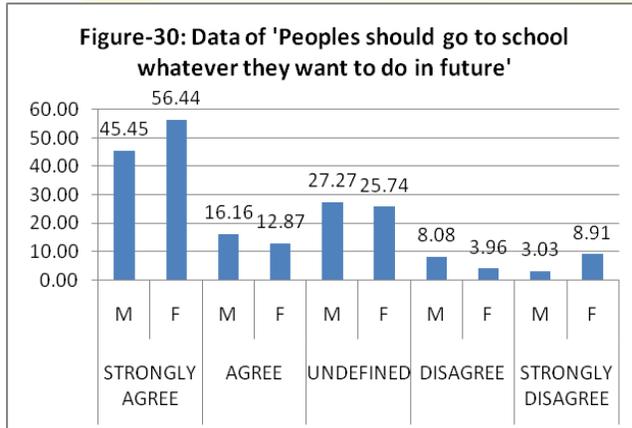
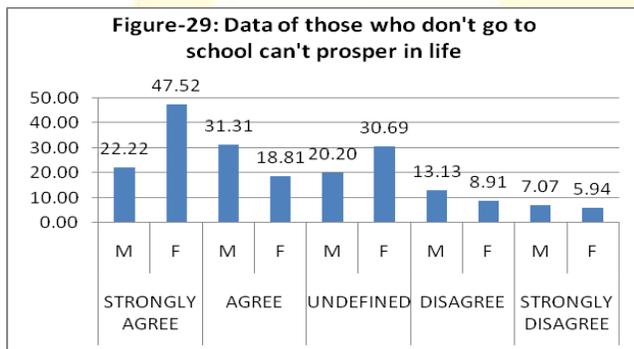


From the Figure-28: Data of 'Students don't become civilized if they don't go to School', 61.61% (strongly agreed 31.31% & agreed 30.30%) of male and 45.54% (strongly agreed 31.68% & agreed 13.86%) of female respondents were agreed. On the other hand, 16.16% (strongly disagreed 5.05% & disagreed 11.11%) of male and 15.84% (strongly disagreed 5.94% & disagreed 9.90%) of female respondents were disagreed. Remaining 22.22% male and 38.61% of female respondents were undefined according to their opinion. Therefore, it could be said that most of the

male respondents gave positive opinion in favour of 'Students don't become civilized if they don't go to School'.

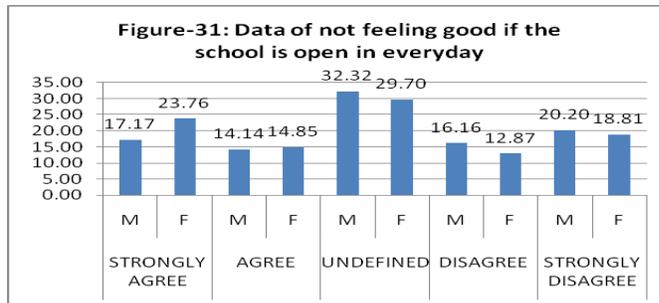
From the Figure-29: Data of those who don't go to school can't prosper in life, it was found that 66.33% (strongly agreed – 47.52% & agreed – 18.81%) of female and 53.53% (strongly agreed – 22.22% & agreed – 31.31%)) of male respondents were agreed whereas 20.20% (strongly disagreed 7.07% & disagreed 13.13%) of male and 14.85% (strongly disagreed 5.94% & disagreed 13.13%) of female respondents were disagreed. Rest of 20.20% of male and 30.69% of female respondents gave undefined opinion. Therefore, it could be said that both male and female respondents gave their opinion in favour of 'those who don't go to school can't prosper in life' although

opinion of female respondents were more positive than male.

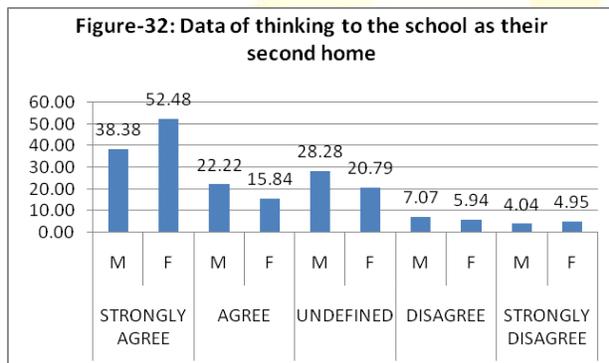


From the Figure-30: Data of 'Peoples should go to school whatever they want to do in future', it was found that 69.31% (including 56.44% strongly agreed & 12.87% agreed) of female and 61.61% (including 45.45% strongly agreed & 16.16% agreed) of male respondents were agreed. On the other hand, 12.87% (strongly disagreed 8.91% & disagreed 3.96%) of female and 11.11% (strongly disagreed 3.03% & disagreed 8.08%) of male respondents are agreed. Rest of 27.27% male and 25.74% female respondents gave undefined opinion. Therefore, it could be said that both male and female respondents gave their opinion in

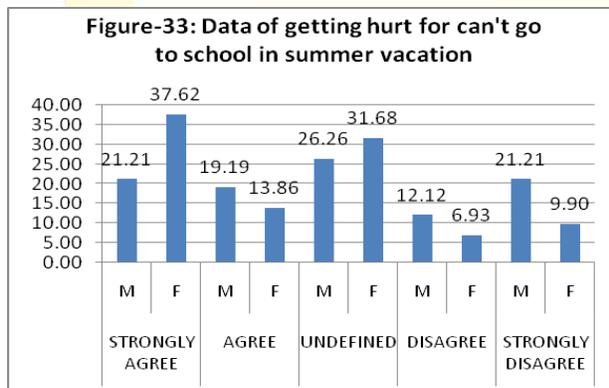
favour of 'Peoples should go to school whatever they want to do in future', and females were more positive than male on it.



From the Figure-31: Data of not feeling good if the school is open in everyday, it was found that 38.61% (strongly agreed – 23.76% & agreed – 14.85%) of female and 31.31% (strongly agreed – 17.17% & agreed – 14.14%) of male respondents were agreed. On the other hand, 36.36% (strongly disagreed – 20.20% & disagreed – 16.16%) of male and 31.38% (strongly disagreed – 18.81% & disagreed – 12.87%) of female respondents were disagreed. Remaining 32.32% male and 29.70% female respondents were undefined. Therefore, it could be said that most of the female respondents were agreed with they don't feeling good if the school is open in everyday, but male respondents gave undefined opinion in majorly.



From the Figure-32: Data of thinking to the school as their second home, it was found that 68.32% (including 52.48% of strongly agreed & 15.84% of agreed) of female and 60.60% (including 38.38% of strongly agreed & 22.22% of agreed) of male respondents were agreed. On the other hand, 11.11% (including 4.04% of strongly disagreed & 7.07% of disagreed) of male and 10.89% (including 4.95% of strongly disagreed & 5.94% of disagreed) of female respondents were disagreed. Rest of 28.28% male and 20.79% female respondents gave undefined opinion. Therefore, it could be said that both male and female respondents gave positive opinion although females were more positive for the thinking to the school as their second home.



From the Figure-33: Data of getting hurt for can't go to school in summer vacation, it was found that 51.48% (strongly agreed – 37.62% & agreed – 13.86%) of female and 40.40% (strongly agreed – 21.21% & agreed – 19.19%) of male respondents were agreed. On the other hand, 33.33% (strongly disagreed – 21.21% & disagreed – 12.12%) of male and 16.83% (strongly disagreed – 9.90% & disagreed – 6.93%) of female respondents were disagreed. Remaining 26.26% male and 31.68% female respondents were undefined. Therefore, it could be said that most of the female respondents accepted that they are getting hurt for can't go to school in summer vacation, followed by male respondents.

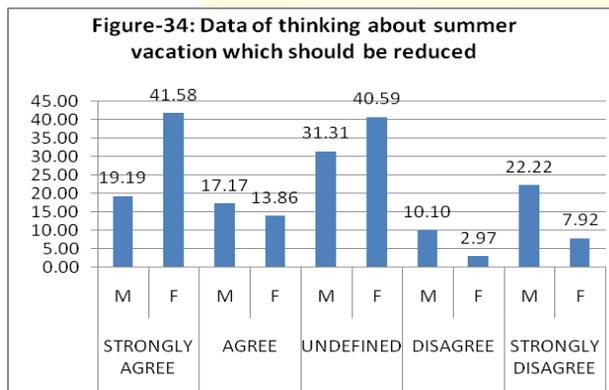


Figure-34: Data of thinking about summer vacation



which should be reduced, it was found that 55.44% (strongly agreed – 41.58% & agreed – 13.86%) of female and 36.36% (strongly agreed – 19.19% & agreed – 17.17%) of male respondents were agreed. On the other hand, 32.32% (strongly disagreed – 22.22% & disagreed – 10.10%) of male and 10.89% (strongly disagreed – 7.92% & disagreed – 2.97%) of female respondents were disagreed. Rest of 31.31% of male and 40.59% of female respondents were undefined. Therefore, it could be said that most of the female respondents think summer vacation should be reduced significantly a major percentage of female respondents were undecided.

Findings: By analyzing the obtained data from the study titled ‘Attitudes of Secondary School Students towards Govt. aided School’, the results that found were: in case of ‘increasing school time’, the attitude of female respondents were very positive whereas the attitude of males were not positive in case of both ‘increase’ or ‘reduce’ School time. Male respondents gave positive opinion on ‘to go to school daily’ and they thought that school make people civilized – in both the cases male respondents were more positive than female respondents. But it was found that female respondents were more positive than males regarding ‘everyone should go to school’. Female respondents showed very positive attitude (54% of them were strongly agreed) about ‘school makes people established’ and in the same way, 52% of them thought about the school as their ‘second home’. It was also found from the study that most of the female respondents put their opinion in favor of ‘reducing summer vacation’. As a result of analyzing the attitude towards teacher and teaching, the things which were found that both male and female respondents have same ‘moderate attitude’ toward teacher and teaching, although both respondents have very positive attitude towards the teachers for their cooperation in study (in figure-3) and female respondents were more positive than males regarding ‘students like to go to school for the careful teaching of teachers (71% female respondents were strongly agreed, in figure-6). Even though, male respondents have a better view comparatively towards the non teaching staff, but both have an average attitude. Attitude of female respondents were better than male towards peers in different way like storytelling, playing, peer learning, meeting, helping in study etc. Besides that, attitude of female respondents was also very positive towards the classroom than male respondents. On the other hand, many respondents used to go to school because they have either domestic problem or they were not allowed to play in their home, but they have an average attitude in this regard.

Conclusion:

‘Attitudes of Secondary School Students towards Govt. aided School’ was a positive study, like Marcela Veresova and Dana Mala (2016) & Asrat Dagne (2017) found ‘positive attitude’ in their study but here, the attitude which was found was ‘positive moderate’ in this study. Besides that Marcela Veresova and Dana Mala (2016), Mustafa Yildiz & Yusuf Kiziltas (2018), Tom Haladyna and Greg Thomas (2015) found from their study that attitude of females was better than males which was also found from this study, but the difference was that along with the attitude, academic achievement was also very good of those students with whom Marcela Veresova and Dana Mala worked/studied, which was not found in this study. On the other hand, Tom Haladyna and Greg Thomas (2015) found from their study that the attitude of males toward school was drastically decreasing in compare to females but from the result of this study, it was found that the attitude of female respondents was better than male respondents towards school but their (male) attitude was not drastically decreasing. In special cases, it was found that attitude of male respondents was better than females like ‘school makes people civilized’ and in this regards their attitude was better than females’ attitude. Beside that they also have very positive attitude to the teaching. Thomas Cain and John Hattie (2019) showed the teacher-student relationship as a prediction towards school, in their study. Where, Ng. Khosirngak Moyon & Ph. Dhiren Singh (2018) found unfavourable teacher-student relationship, there, from the result of this study it was found that students have very positive attitude to the teacher. Dragma Pavlovic, Zorica Stanisav Iyevic & Petrovic Maja Injac (2017) found from their study that motivation of teachers impacted positively on the students; now from this study it was found that attitude of students was good



towards the motivation of teachers but it was different according to gender and attitude of females was better than males. Besides that, those things which were important were - attitude of females was better than attitude of males. Overall, it could be said that attitude of female respondents was better than attitude of male respondents.

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