A Study On Attitudes Of High School Students Towards Learning Of History Subject In Hasan District Of Karnataka

Abstract
The purpose of this study was to investigate students’ attitudes towards learning History. The samples from Hassan districts of Karnataka randomly selected. The students’ questionnaire prepared by author himself. The students’ questionnaire used a 5 point-Likert scale ranging from strongly agrees to strongly disagree. The data collected was analyzed by use of descriptive statistics and presented with the aid of tables, percentage and graphs. From the analyzed data major discussions were made and reported. Most of the students were found to be having positive attitude towards learning History.

1. INTRODUCTION
History is a means to understand the past and present. The different interpretations of the past allow us to see the present differently and therefore imagine and work towards different futures. Through the study of history we can investigate and interpret why society developed as it has and determine what influences have affected the past and present and shape the future. It helps one to understand the immense complexity of our world and provides insights to help cope with the problems and possibilities of the present
and future. History also provides a sense of identity to understand the collective past that has made us what we are today. In one sense history is the only thing that is real. The way in which people identify and interact with one another is by and large a consequence of history, which shapes and conditions individuals and societies whether they fully understand it or not.

2. NEED OF THE LEARNING HISTORY

i.) **History helps us understand the world:** History enables us to understand how the world worked then and how it works now. History provides us with the framework of knowledge that we need to build our entire lives. It takes us closer to happenings and events in the past we can know about and learn how things have changed ever since, and who were the figures and personalities that helped change the scenario.

ii.) **History tells us who we are:** History is a story of the past happenings, events and transformations. It is a depiction of what happened in the years since the inception of human race. Therefore study history to understand the origin of our existence. It helps us understand who we are? Where our ancestors came from? What was the society and culture that they lived in? What is that we have inherited from them? What is it that we have to do to be like them? It helps us understand everything about our past.

iii.) **History helps understand cultures:** History is a deep rooted knowledge and study of the past. Given its vastness and the diversity that it covers, we can know almost everything that happened in the past and the then demography of any part of the world. We can learn the types of cultures and traditions people followed as well as their way of living. All cultures that we know of today have their roots in the cultures of the past.

iv.) **History helps us judge wisely:** History serves as a laboratory that helps us experiment with the past. The past serves as evidence in our quest to know why people behave in a particular manner. Therefore, decision makers have to resort to history to make factual judgments based on the happenings of events and related facts. By understanding the past behavior, one can analyze the present behavior without bias.

v.) **History helps understand change:** With a deep rooted study of history one can know best how people, communities, nations and the world that we live in has changed over time. Each person’s view of the world is shaped by his/her individual experiences and the experience of the group he lives in. If a person isn’t aware of the historical experiences of cultures and nations, he cannot fully understand need of changes and development that sweep a society every now and then.

vi.) **History helps us become good citizens:** History helps us imbibe and develop essential skills required to become good citizens of the nation and the world as a whole. Informed and well versed citizens, who know their roots, cultures and cultural diversities, understand the need for a wise and fair development of their society. A democracy, or any other form of governance, is reformist only when it is filled with informed citizens.

vii.) **History helps us learn of world events:** Our world has borne witness to countless incidents of importance or otherwise. If one has to know of any of these happenings or
events that changed the world, he/she has to dive to the depths of history books to know why a certain event happened. There is no better way to know the world like the back of your palm than to study history.

viii.) History is interesting: There may be different takes to this point but the truth is that history is very interesting. History for some can be monotonous but for others it is like watching a blockbuster film entirely based on true events. History is full of real drama, action and emotions; it is a chronicle of life. Those who enjoy life will also enjoy knowing about someone who conquered the world or someone who died for love.

ix.) History makes you a better student: History is the study of the past but it is capable of shaping the present. History helps students know where we come from, how the past has shaped us, and how we can shape the future. History makes students all-round individuals who accumulate a balanced understanding of both the past and present. Because we ourselves make history every day, the study of it helps us in knowing what our forefathers did in the past and whether or not it was right.

x.) History repeats itself: I have detailed nine of the best reasons to study history, but by far the most important and the biggest reason to study history is because history repeats itself. It is important to read and learn about others mistakes in the past so that we do not commit the same mistakes in the future. It is very important to not repeat the kind of things that have not really helped the world in anyway but have only added to the miseries of mankind. It is believed that those who cannot learn from history are doomed to repeat it. This paper studies the attitude of Secondary school students of Hassan district of Karnataka towards learning of history subject.

3. STATEMENT OF THE PROBLEM

The problem of the present study is specially stated as: “A Study on Attitudes of High School Students towards Learning of History Subject in Hasan District of Karnataka”

4. OBJECTIVES OF THE STUDY:

i.) To analyze the attitude of Secondary school students of Hassan district of Karnataka towards learning of history subject.

ii.) To compare the attitude of male and female Secondary school students of Hassan district of Karnataka towards learning of history subject.

iii.) To compare the attitude of urban and rural Secondary school students of Hassan district of Karnataka towards learning of history subject.

iv.) To compare the attitude of Govt. Aided and private Secondary school students of Hassan district of Karnataka towards learning of history subject.

v.) To compare the attitude of Kannada and English medium Secondary school students of Hassan district of Karnataka towards learning of history subject.

vi.) To compare the attitude of different taluka’s Secondary school students of Hassan district of Karnataka towards learning of history subject.
5. HYPOTHESIS

1st. \( H_0 1: \) There is no significant difference between the attitude of male and female Secondary school students towards learning of history subject.

2nd. \( H_0 2: \) There is no significant difference between the attitude of urban and rural Secondary school students towards learning of history subject.

3rd. \( H_0 3: \) There is no significant difference between the attitude of Govt., Aided and private Secondary school students towards learning of history subject.

4th. \( H_0 4: \) There is no significant difference between the attitude of Kannada and English medium Secondary school students towards learning of history subject.

5th. \( H_0 5: \) To compare the attitude of different taluka’s Secondary school students of Hassan district of Karnataka towards learning of history subject.

6. DESIGN OF THE STUDY

6.1. Population of the study
500 Secondary school students of Hassan district of Karnataka comprised the population of this study.

6.2. The Sample and Sampling Procedure
500 Secondary school students of Hassan district of Karnataka were taken as representative sample of the whole population. Among those 250 male and 250 female students, 250 urban and 250 rural students, 167 govt., 167 private and 166 aided school students were selected randomly.

6.3. The Tool Used
An attitude scale (Likert Type) was used for knowing the attitude of Secondary school students of Hassan district of Karnataka towards learning of history subject. The tool was prepared by researcher himself.

7. ANALYSIS OF DATA
Both "t" and "F"-test were used to analyse the collected data and verify the hypotheses.

8. RESULTS AND DISCUSSION

Objective-1: To compare the attitude of male and female Secondary school students of Hassan district of Karnataka towards learning of history subject.

Table -1: Showing significant difference between attitude of children in male and female Secondary school students group

<table>
<thead>
<tr>
<th>Group</th>
<th>Total Sample (N)</th>
<th>Mean</th>
<th>Standard Deviation (SD)</th>
<th>Standard Error (SE)</th>
<th>Difference</th>
<th>df</th>
<th>t- Value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>250</td>
<td>245.2</td>
<td>17.96</td>
<td>1.13</td>
<td>60</td>
<td>498</td>
<td>230</td>
<td>Sign</td>
</tr>
<tr>
<td>Female</td>
<td>250</td>
<td>185.2</td>
<td>17.07</td>
<td>1.08</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Table -1 Shows, the Mean Attitude Score of male secondary school students being greater than that of male secondary school students. Hence, it can be said that the attitude of male secondary school students towards education is more favourable than that of female secondary school students. It may be due to the fact that the male students have realized more the importance of education for their better future.

Graph- 1: Showing significant difference between attitude of children in male and female Secondary school students

Objective -2: To compare the attitude of urban and rural Secondary school students of Hassan district of Karnataka towards learning of history subject.

Table-2: Showing significant difference between attitude of urban and rural Secondary school students of Hassan district of Karnataka towards learning of history subject

<table>
<thead>
<tr>
<th>Group</th>
<th>Total Sample (N)</th>
<th>Mean</th>
<th>Standard Deviation (SD)</th>
<th>Standard Error (SE)</th>
<th>Difference</th>
<th>df</th>
<th>t- Value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>250</td>
<td>230.4</td>
<td>31.89</td>
<td>2.01</td>
<td>30.4</td>
<td>498</td>
<td>109.9</td>
<td>Sign</td>
</tr>
<tr>
<td>Female</td>
<td>250</td>
<td>200.0</td>
<td>30.72</td>
<td>1.94</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Table-2, Shows, at df = 498 the critical value of t at both 0.01 and 0.05 level is 109.9. The obtained value of 109.9 is much more than table value. Hence, Ho2 is rejected and alternative hypothesis accepted. We conclude that there is significant difference between the attitude of urban and rural Secondary school students towards learning of history subject.
Graph- 2: Showing significant difference between attitude of urban and rural Secondary school students of Hassan district of Karnataka towards Learning of history subject

Objective-3: To compare the attitude of Govt. Aided and private Secondary school students of Hassan district of Karnataka towards learning of history subject.

Table-3: Showing significant difference between attitude of Govt. Aided and private Secondary school students of Hassan district of Karnataka towards learning of history subject

<table>
<thead>
<tr>
<th>Variable</th>
<th>Type</th>
<th>Mean</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>Govt. (164)</td>
<td>225.26</td>
<td>33599.7</td>
<td>2</td>
<td>16799.87</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aided (168)</td>
<td>215.57</td>
<td>570023.9</td>
<td>497</td>
<td>1146.93</td>
<td>14.64</td>
</tr>
<tr>
<td></td>
<td>Private (168)</td>
<td>205.14</td>
<td>603623.7</td>
<td>497</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table-3, Shows that, the obtained F, value of 14.64 is much more greater than table value. Hence, Ho is rejected. We conclude that there is significant difference between the attitude of Govt., Aided and private Secondary school students towards learning of history subject. The mean attitude score of Govt. school students group being greater than that of aided and private secondary school students. Hence, the attitude of Govt. school students group towards learning of history subject is more favourable than that of aided and private secondary school students group.

Graph – 3: Showing significant difference between attitude of Govt. Aided and Private Secondary school students of Hassan district of Karnataka towards learning of history subject
Objective-4: To compare the attitude of different taluka’s Secondary school students of Hassan district of Karnataka towards learning of history subject.

Table-4: Showing significant difference between attitude of different taluka’s Secondary school students of Hassan district of Karnataka towards learning of history subject

<table>
<thead>
<tr>
<th>Variable</th>
<th>Name of the Taluka</th>
<th>Mean</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taluka</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aluru (63)</td>
<td>267.33</td>
<td>Between Groups</td>
<td>7</td>
<td>8390.00</td>
<td>2517.66</td>
</tr>
<tr>
<td></td>
<td>Arakalugudu (63)</td>
<td>254.30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arsikere(63)</td>
<td>236.03</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Beluru (62)</td>
<td>222.44</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Channaraya P (62)</td>
<td>206.69</td>
<td>Within Groups</td>
<td>492</td>
<td>33.32</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hassan (62)</td>
<td>192.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Holenarasapur (62)</td>
<td>177.13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sakaleshpura (63)</td>
<td>164.19</td>
<td>Total</td>
<td>499</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table-4, Shows that, the obtained F, value of 2517.66 is much greater than table value. Hence, Ho5 is rejected. We conclude that the attitude of different taluka’s Secondary school students towards learning of history subject. The mean attitude score of Aluru Secondary school students group is greater than that of all other talukas secondary school students. Hence, the attitude of Aluru Secondary school students group towards learning of history subject is more favourable than that of other talukas secondary school students group.

Graph – 4: Showing significant difference between attitude of different taluka’s Secondary school students of Hassan district of Karnataka towards learning of history subject

H.N. Narasingappa, Dr. Smt. N. Laxmi: A Study On Attitudes Of High School Students Towards Learning Of History Subject In Hasan District Of Karnataka
9. CONCLUSION
Results from the present study indicate that attitudes on learning history are indeed an important factor in social studies. Curriculum developers and instructional designers, and also teacher and educators need to consider how to insert effective history method and activities into curricula and plan. It implies the need for fostering favourable attitude and to develop interest among students in the study of science. The necessity for improving gains in the affective areas of learning has also been reinforced and suggested for good academic achievement among the students in future.

10. REFERENCES