

A Study of Attitudes of Arts and Science College Students with Special Reference to Anja College at Sivkasi

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Abstract

An individual's attitude is a conviction they have about the people and environment they work with. Positive attitudes in students may have an impact on their sexuality and how their subjects relate to one another. In the current study, researchers looked at undergraduate-level disciplines including science and the arts as well as any differences, if any, between male and female students. A sample of 62 Students in their final year of undergraduate studies (38 men, 24 women, 27 science students, and 35 art students) were chosen at random from the Virudhunagar District population. According to the research, female students outperformed male pupils in terms of attitude toward education, teachers, and families. In a similar vein, science students outperformed arts students solely in terms of attitude toward learning.

Keywords: Attitude towards education, teachers, family and society, sex, science and arts students

Introduction

The Higher Education Commission said that colleges need to be leaders in the community, industry, and diverse professions in addition to politics and administration. Due to the diverse nature of their disciplines, students from different streams may have differing mindsets. Students studying science and the arts may not be same in some ways. Students in these two disciplines may differ greatly from one another due to their distinct natures. An established style of feeling, thinking, or acting toward something or someone is called an attitude. Our attitudes are a result of our intentions, behaviors, and beliefs. It also refers to the level of affect, either good or negative, connected to particular psychological things. Stated differently, it might be characterised as a propensity to respond positively or negatively to a specific group of triggers. The researchers' focus in the current study is on students' attitudes regarding education, teachers, families, and society.

As a concept, attitude always refers to a person's or a group's more or less consistent and noticeable inclination to act, perceive, think, and feel a certain way in regard to a particular object. Researchers propose a number of elements, including behavioral, emotional, and cognitive elements, explaining how

pupils establish their attitudes. Students that possess a positive attitude towards any given scenario are more likely to achieve their goals and create positive attitudes as a result of observation, personal experience, and social standards. As a result, the growth of pleasant experiences or education can have a significant impact on attitudes. But since attitude is influenced by both environment and experience, it is also acknowledged that in the sense that they are both permanent and malleable, attitudes are dynamic.

Researchers have discovered a link between intentions to do research and attitudes about it. Studies on nursing students' views have been attempted. Researchers have looked at secondary school students' attitudes toward learning and academic performance. While some of the participants in these studies have a positive attitude about research, the majority have a negative view toward it. Thus, the current study sought to investigate students' attitudes on sex and the disciplines' nature (arts and science).

Objectives of the study

The following were the goals of the current investigation:

1. To find out the difference between attitude scores of male and female students.
2. To look into how the attitudes scores for Science and Arts differ from one other.

Hypotheses of the study

In this investigation, the following theories were confirmed and put to the test:

1. There is no distinction between male and female pupils' attitude scores.
2. Students in the arts and sciences scored equally on attitude.

Methodology of the Study

a) Population and sample

In the current study, every B.A. and B.Sc. student the study's participants were final-year students in Virudhunagar District's assisted colleges. Six pupils—38 males and 24 girls—were chosen at random to be included in the sample by the researchers. There were 27 in the arts and 35 in science.

b) Tools of the study

The researchers employed Manav's (1988) College Student Attitude Inventory, a psychological test, to gather data from the population. For the sake of his research, Manav classified attitudes into four categories: attitudes toward society, families, teachers, and education. The inventory had 64 statements. We used the Likert method to score. After receiving the results, the participants were instructed to check any one of the following five options for each item: Strongly disagree, strongly agree, Agree, Undecided, and Disagree.

c) Collection of the data

In their individual colleges' classrooms, the chosen students completed the College Student Attitude Inventory. Following the administration of this inventory, each student's response sheet was scored in accordance with the instructions provided.

d) Statistical technique used

The study's goal is to compare students' perspectives about sex and the arts and sciences programs they offer. To acquire the results, the mean, S.D., and t-value were calculated.

Result and Discussion

The study's data was evaluated by researchers using disciptive and inferential statistics. The following data have been analyzed.

Table I Comparison of Attitudes of Boys and Girls student

Attitudes Towards	Boys(N=19)		Girls (N=2)		t-value	Level of significance
	Mean	S.D.	Mean	S.D.		
Education	39.32	7.21	42.51	6.04	2.66	'01 level
Teachers	31.64	10.01	39.92	8.43	2.96	'01 level
Family	50.02	8.31	54.81	8.89	1.88	NS*
Society	31.39	7.11	39.52	7.89	4.16	'01 level

*NS=not significant.

Table I makes clear that girls' attitudes are nearly always greater than boys'. There was no discernible mean difference between boys and girls on the family dimension. On this dimension, it was discovered that the boys and girls were similar. However, the mean difference was shown to be significant at the *01 level for other mean dimensions, such as education, instructors, and society. It was also observed that female students had greater attitudes about these topics than did male students. Consequently, the null hypothesis 1—that there is no difference in the means of attitudes toward families between boys and girls—is accepted, while the hypothesis is rejected at the *01 level of significance for attitudes toward teachers, society, and education (Table value at the '01 level for 123 degrees of freedom).

Table 2 Comparison of Attitudes of Science and Arts students

Attitudes Towards	Science(N=27)		Arts(N=35)		t-value	level of significance
	Mean	S.D.	Mean	S.D.		
Education	39.80	7.81	34.6	6.01	3.20	'01 level
Teachers	34.01	9.43	30.80	8.32	1.23	NS*
Family	51.02	7.53	50.60	8.31	0.203	NS*
Society	30.69	7.92	31.42	7.96	0.77	NS*

*NS=Not significant.

Table 2 above makes it evident that scientific students' attitudes tend to be higher than those of arts students in terms of education, teachers, and families, but arts students' attitudes seem to be higher in terms of society than those of science students. Only the attitude toward education was shown to have a significant mean difference; the dimensions of teachers, families, and society did not show a significant mean difference. It is possible to draw the conclusion that the null hypothesis on the attitude toward teachers was accepted. Family and society were rejected at the first level of significance, but the attitude toward education was accepted. It might also be discovered that science students have a more positive attitude toward learning than arts students do. However, students in science and the arts were found to be similar on other aspects, such as attitude toward teachers, family, and society.

Conclusions

There is a widespread idea that students studying science and the arts should have different attitudes than those of males and girls. The current study indicated that female students had a greater attitude toward

education, teachers, and families than did male students. In a similar vein, scientific students had a more positive attitude regarding learning than did arts students. Thus, these results provide credence to the widespread notion.

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