

STUDENTS' ATTITUDE TOWARDS HIGHER EDUCATION

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Summary:

It is very frequently observed that students sign up for higher studies with less interest or take it casually. Moreover, there are very few institutions in India who are giving quality inputs so as to instill the learning skills amongst students. Higher Education System in India compared to developing and developed countries needs considerable improvement. The percentage of students taking higher education is hardly about 13 % whereas the same is varying between 28 to 90 %, across the world. It is often heard that the Institutions must also concentrate on giving away quality inputs to the students. Institutions must look into constantly updating the syllabus in order to help students adapt with the changing market scenario. But our opinion is that efforts should also be taken to guide, mentor students and parents to develop and retain interest amongst students. The present study is to determine the student attitude towards higher education. The purpose of survey is to explore attitude of students towards education and also to know their opinion regarding inclusion of research into the curriculum. This survey investigates 78 second year under graduate students of Business Administration from the Bhopal School of Social Sciences (BSSS College) and ascertain the level of attitude towards education among the students in various factors. The researchers conducted interviews and obtained quantitative as well as qualitative data. The results revealed that the majority of the students have decided to pursue their higher studies for getting good employment. Also, it is found that the girls' attitude towards education (positive) is more than boys' and they all have a strong desire to get admitted in top B Schools for their MBA.

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Introduction

Our country has more than 1.4 million schools with over 227 million students enrolled and more than 36,000 higher education institutes. India has one of the largest higher education systems in the world. However, there is still a lot of potential for further development in the education system. India's higher education system is the third largest in the world, next to the United States and China. India holds an important place in the global education industry. The main governing body at the tertiary level is the University Grants Commission, which enforces its standards, advises the government, and helps coordinate between the centre and the state. Though UGC has done a lot to promote university education by maintaining the standards of teaching, examination and research in universities still we lag behind our international counterparts in higher education enrolment.

Attitude is an idea charged with emotion which predisposes an action in particular social situation (Antonak, 1998). The attitude of Students' towards higher education is a matter of debate and discourse. Personal attitudes are the major reason unable to continue the higher education; and determine like place, family background, curiosity in the study, friends, income, occupation, accommodation, illness, parenting support etc. Similarly the students faced employment attitude such as own business, placement opportunities, find the job immediately, get high salary etc. Students feel that seeking admission to the post-graduate course is an extension of undergraduate course.

Good teachers have always tried to encourage positive attitudes and perceptions about learning. In a well-run classroom, many of the ways they do so seem to be simply a part of the natural flow of activity. But apparently transparent behaviors are usually the result of conscious decisions, of teacher planning. Because attitudes and perceptions do play such an important role in learning, teachers must clearly plan and carry out behaviors to ensure that they are reinforced.

Review of Literature

The research aims to study the student's attitudes and the influence of the personal and employment attitudes. Suresha and Mylarappa (2010), investigate into the career patterns and

role activities of the university rural students and to ascertain the level of attitudes among the rural students. Bornholt et al (2004) emphasized salient personal and social factors in the context of changing educational aspirations and opportunities. They suggest a general model of the personal and social factors to give details of pathways to higher education. Silver (2003) reviews some of this literature, but suggests that the idea of one unitary culture within higher education. Archer et al (2001) researched the higher education was seen almost solely as a route to a higher salary. Many made no connection between the skills gained on a higher education course and those, which would be rewarded by this salary in jobs requiring graduate-level education. Higher education and employment is complex in the Indian context as a number of socio-economic and technological variables are involved. These studies signifies that there is need of research in this field to find out personal and employment related to attitudes and also the effect of higher education at present. The researchers study centers around these problems leading investigation to have a purpose. Powar (2012) argues that the co-relation between higher education and employment is complex in the Indian context as a number of socio-economic and technological variables are involved. These studies signifies that there is need of research in this field to find out personal and employment related to attitudes and also the effect of higher education at present.

Objectives of the Study:

1. To determine the attitude of students towards education.
2. To know is there any gender wise difference in the attitude towards education.
3. To know the attitude of students towards research.
4. To determine the personal attitude towards students in post-graduation programs.
5. To determine the academic attitudes influencing the post graduation programs.

Research Hypothesis:

There will be no significant difference in gender and personal attitudes of students towards higher education.

Methodology

Tools Used: To measure the student's attitude towards higher education; the investigators constructed a five-point Likert type attitude scale. The scale was constructed after identification of the component/dimensions of attitude towards the post-graduation programs through reviewing literature related to higher education. The collected data were analyzed quantitatively as well as qualitatively. Correlation Analysis and the t-test were utilized to find out the influence of different variables on attitude. Content analysis was done in frequency and percentage of the open-ended questions. The subjective answers (attitude towards research questions) of the respondents supporting their choice were qualitatively analyzed.

Sampling

Stratified random sampling was used to select students from the undergraduate second-year Business Administration Course: Other than male and female, the students were categorized into: Regular students, Not very Regular Students, Students who scored 1st division and second division in the previous semesters. The selected 78 students constituted 71% of the population of 110 BBA II year students. According to Weiten (1989), 25% is a good representative sample for research purposes. As former similar researches in Zimbabwe had used students at lower levels of education, for example in secondary schools, for instance Rwodzi (2006), it was deemed essential to use university students in the present research.

The students study basics of research through "Research methodology" which is a compulsory subject in their Fourth semester (second year) and the researchers made an attempt through open ended questions to know their attitude towards research.

Statistical Procedures

The structured part of the questionnaire items facilitated statistical analysis and the open-ended part allowed for individualistic qualitative responses.

The Attitudes Toward Education (ATE) scale that was created by the authors of this paper, consisted of items listed on a 5-point Likert scale. The score 1 represented the option "strongly disagree" while option 5 on the scale represented the category "strongly agree". An initial pool of 50 Likert-type attitudinal items regarding attitudes toward research was constructed. Some items were positively worded and some negatively worded. For the analysis of the data, all

negatively worded items were reversed so that a higher numbered response on the Likert scale would represent positive attitudes.

Results and Discussion

Data Analysis

Basing on the Likert type questionnaire, the students' responses to the items were scored as follows: strongly agree-5, agree-4, undecided-3, disagree-2, strongly disagree-1, for positive items and reversed for negative ones. Then, to obtain a total score, scores for each respondent were added and a maximum possible score (of $N \times 5$) and a minimum score (of $N \times 1$) were got. N = the number of items on the questionnaire. The t-test was done to find out the influence of different variables on attitude. Content analysis was done in frequency and percentage of the open-ended questions. The subjective answers of the respondents supporting their choice were qualitatively analyzed. Then the findings from the observation schedule were analyzed to reveal the attitude of students towards their post graduation.

Correlation Analysis

There found a significant correlation between homework * Academic work (0.393) significant at 0.01 level (2 tailed). Good grades and admission to top university (0.403) significant at 0.01 level (2 tailed). Regarding the attitude of students towards research

Finally, the research difficulty factor was significantly correlated with the research anxiety factor ($r=0.52$).

Test of Hypothesis: Personal Attitude and Gender

Gender affects on Total attitude Score

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Gender	Male	34	19.04	2.463	.422
	Female	44	23.41	1.969	.297

Independent Sample Test

	Levene's test for	t-test for equality of Means	95% confidence interval of the
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		Equality of Variance							Difference	
		F	Sig	t	df	Sig(2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Total Score	Equal variance assumed	5.618	.020	-1.988	76	.050	-.997	.502	-1.997	.002
	Equal variance not assumed			-1.932	62.017	.058	-.997	.516	-2.029	.035

The independent samples t-test analysis indicates that the 34 male had a mean 22 and the female students had a mean of 23.41. Levene’s test for equality of variance indicates that the male and female students differ significantly in their attitude towards education.

Thus the null hypothesis got rejected.

The research revealed that female students' attitude towards education is higher than that of male students. Female students are more diligent and conscientious, and accept a higher degree of responsibility, they abide by the requirements set by teachers and allot more time to studies. Female students spend more time on homework and more often consult their teachers. They basically strive for higher education. Male students, however, display greater indifference. The descriptive type answers show that, contrary to female students, males most often see no sense in studying harder and fail to achieve good results in certain subjects. Males do not seem motivated to consult teachers for help. They indicated that they attend college because of the Continuous Comprehensive Examination marks.

Their opinion regarding research in education was also taken into account to reach to the conclusion of the study. 30% male and 78% female students like research. They admit the fact

that only research can help us to identify various demanding courses and job opportunities. To get a proper knowledge about the changing sectoral composition of our GDP and employment demand can be better identified through research. So they believe that research should be an integral part of higher education.

Discussion

The major objective of this study was to find the attitudes towards education among undergraduate (sophomore) students. The instrument ranging from one to five dimensions has been used to measure their attitude towards education along with some open ended questions to measure their attitude towards research in higher education. An interaction with the students as a part of this research study further revealed that some are curious about the research. They were enquiring about the usefulness of research in the student's professional life. And they had a positive attitude toward research. The same study can be replicated with other samples of students as well as with different populations. It would also be useful to examine the factors which influence the attitude changes in the students and its process as they move from one semester to another during the course of their studies. Also we can find out the extent of influence of each variable on the other.

Conclusion

This study focused on the attitude of our youth's toward the higher education system. The majority of the students were in continuation of higher education with certain personal and employment attitude related enhancement. Their opinion revealed in this study helps to analyze various problems faced by the students to continue the higher studies. But in a traditional oriented Indian society, there is always the tendency that the employment is the major factor that decides student's educational choice. In today's global business, graduates need to give importance and develop their skills and knowledge through higher studies.

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