



A Comparative Study of Achievement in Science of Muslim and Non Muslim Students at Secondary Level Relation to their Attitude Towards Science and Types of School

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ABSTRACT

The present paper is an attempt to study "Achievement in Science of Muslim and Non Muslim student at secondary level in relation to their attitude towards science and types of school." The sample comprised to 268 students, in which 125 were Muslim and 143 were non Muslim. Science attitude scale (SAS) developed by Smt. Avinash Grewal was used. Result showed that there is no significant differences in Muslim and Non Muslim students in respect to achievement in science. Government, private and Government added schools has no significant relationship with achievement in science. And there is high co- relation between achievement in science and attitude towards science.

KEYWORDS :

INTRODUCTION

Education plays a pivotal role in shaping a person. It is fundamental to all round development of human potential material and spiritual. It refines sensibility and perceptions that contribute to national cohesion scientific temperament and independence of mind and spirit. **The NPE-1986** also emphasized must play a positive and interventionist role in correcting social and regional imbalances empowering women.

Science Education is a part of Education which makes a man rational, develops his independent thinking and helps in removing the superstitions prevalent in the society in various forms. In view of modern science and its importance in today's world. Science Education and scientific outlook have assumed a significant place.

There is hardly any need to justify the place of science in a scheme of general education for school children. The objective of secondary level as spelt out by the national council and educational research and training in 1988 clearly reveals that the basic purpose of science education at secondary level is to make children understand the nature of science, its processes, method and scope so that they can use scientific method to solve their problems and developed a scientific attitude. Science is to provide a sound foundation for those seeking to continue the study of science at higher level. It is said that science education in the school should make a revolution in attitude and interest of children.

The attitude of Indian students towards science is changing because of a feeling that science can solve our national problems of over population, mass illiteracy, abysmal ignorance, backwardness and low standard of living. The power of the modern weapons of the speed of transportation on land, air and water. Therefore, everyone is every walk of life must know quantum of science and technology. Science education must become an integral part of school education and ultimately some study of science should become a part of all courses in the humanities and social science at all stages from school to university stage. The quality of science teaching is also to be raised considerably.

Achievement In Science

In the present study Achievement refers to the extent to which the students of 8th standard grasping the subject matter of science.

The construct of science achievement can be interpreted according to the conceptual framework of intended, implemented), and attained curriculum in TIMSS (Robitallie et al., 1993, pp. 25-30

The development of favourable attitude towards science and achievement in science is considered important for two main reasons. First the attitude which an individual has influences to a considered degree his learning of science and his use of the science information.

Several attempts have therefore, been made to identify students

attitude towards science and to investigate some means by which desirable changes in their attitude could be induced and fostered. The influences of attitude up on such psychology process as learning, remembering, perception, reasoning and thinking has also been investigated in some details. However much less attention have and their achievement in science. That is why measurement of attitude towards science and achievement in science is necessary.

Attitude Towards Science

Attitude plays a very dominant part in determining human behaviour. There is good that one consists good and bad acceptable and unacceptable.

According to Guilford (1959) says that "an attitude is a disposition a person has to favour or not to favour a type of social object or social action."

Science attitude are also positive or negative feeling that an individual collect about the science subject.

According to Allport (1967), "Attitude towards science refers to the feelings, opinion, belief in and about appreciation which individuals have formed as a result of interacting directly or indirectly with various aspect of the scientific enterprise and which exert a directive influence on their behaviour towards science."

Objectives of the study

1. To compare the muslim and non muslim students achievement in science of secondary level.
2. To study the relationship between achievement in science attitude towards science.
3. To study the relationship between achievement in science and types of schools.

Hypothesis

1. Muslim and non muslim students at secondary stages do not differ significantly on academic achievement in science.
2. There is no significant difference between achievement in science and attitude in science.
3. The type of school has no relationship with achievement in science of secondary school students.

Research Design

Sample

Two hundred sixty eight (268) students were considered as the sample. Out of them 125 Muslim and 143 were non Muslim, again out of 68 private school and 47 government schools and 153 were government aided schools.

Tool Used

Science Attitude Scale (SAS) developed by Smt. AVINASH GREWAL as the most appropriate tool was used for this study to know the student's attitude towards science.

Data collection

For the present study the total sample of 268 students were selected. The researcher personally visited different types of school and collect data from 8th grade students systematically by the using of above said tool.

Result and Discussion

Table-1:Analysis related to comparision of Muslim and Non Muslim Students achievement in science

Category	N	Mean	SD	t-value
Muslim	125	55.28	9.567	1.5242
Non Muslim	143	53.58	8.553	

Table 1 presents the result of statistical comparision between all Muslim and non muslim student's achievement in science. The mean and standard deviation for both the group along with corresponding t-ratio are given in the relevant columns of the table. On achievement in science the mean score of muslim and non muslim students were compared by using t-test, which was found not to be significant.

This result shows that the students of muslim and non muslim students at secondary level do not differ significantly.

Table-2:Analysis related to the relationship between Achievement In science and attitude towards science

Category	Correlation
Achievement	0.74
Attitude	

Here it can be seen in table 2 that academic achievement in science is positive and significant correlation between two variables. The value of corelation coefficient is 0.74 that shows their exists a high level of correlation between achievement in science and attitude towards science. The students who obatined highest marks in attitude test get highest marks in achievement in science also, and who obtain minimum science in attitude test, he also get minimum marks in achievement in science also increase.

Table-3.1: Analysis related to compare between Government and Private school's Achievement in science

Schools	N	Mean	SD	t-value
Private	68	47.926	10.179	0.1024
Government	47	56.29	10.38	

Table-3.2:Comparison of achievement in science of Govt. Aided and Private

Schools	N	Mean	SD	t-value
Private	68	47.926	10.179	6.542
Govt.Aided	153	56.71	6.555	

Table-3.3: Comparision of achievement in science of Govt. and Govt. Aided

Schools	N	Mean	SD	t-value
Govt.	47	56.297	10.38	0.261
Govt.Aided	153	56.71	6.555	

The result of these tables shows that in **the table 3.1** the mean standard deviation for both school along with corresponding t-ratio are given in the relevent columns on the table. On achievement in science the mean scores of private and govt.schools were compared by using t-test which was found not to be significant.

The result led to the conclusion that the achievement in science of govt. and private schools student's at secondary level do not differ significantly.

In table 3.2 the result of statistically comparision between private and govt. aided school student's achievement. The result shows that the achievement in science of the govt. and private school's student has differ with each other.

In table 3.3On achievement in science the mean score of govt. and govt. aided schools compared by using t-test which was found to be not significant.

This result shows that the achievement of govt. and govt. aided schools do not differ significantly.

Findings

1. In this present study it has been found that there is no significant difference in muslim and non muslim student's achievement in science.
2. The study has found that there is high correlation between achievement in science and attitude towards science.
3. The students of private and government school has no significant relationship with achievement in science.
4. The student of private and government aided school has significant relationship with achievement in science.
5. The students of government and government aided schools has no significant relationship with achievement in science.

So we can say that types of school has no matter in achievement in science.

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