



An Investigation of Responsibility Feelings Among Secondary School Students

KEYWORDS

Responsibility, Secondary school students, Scholastic Achievement, nation

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ABSTRACT Responsibility is a healthy trait for a successful life. Teenage is the time for learning and recognizing responsibilities so that one can grow into a successful adult. The attribute called responsibility is responsible for active participation of a student in whatever he/she do which leads to their academic success. Students are required to have skills of- peservance, commitment, decision-making, motivation, time management and communication to become a responsible citizen. The aim of the study is to see the responsibility feelings among X class students. For this descriptive survey method was used. 200 students of X class were selected. Findings shows that the girls are more responsible than the boys and I divisioners are more responsible than the III divisioners and failures. So there is positive correlation between Scholastic achievement and Responsibility feelings.

We are breathing in the quin-quennium of the post-independence era of the biggest democratic nation of the world and by virtue of it are enjoying the fundamental rights bestowed upon us by our Nobel constitution which guarantees the freedom of one and all. But now a day's our nation is very badly suffers from the lack of personal responsibility, upon which the progress, prosperity and the prestige of a nation solely depends. This entire means that our citizens, the coming generation of Mother India, must grow up to be responsible individuals. Responsibility is a healthy trait for a successful life. Teenage is the time for learning and recognizing responsibilities so that one can grow into a successful adult. The attribute called responsibility is responsible for active participation of a student in whatever he/she does which leads to their academic success (Dilek Cetindamar & Tara Hopkins, 2008). Students are required to have skills of- peservance, commitment, decision-making, motivation, time management and communication to become a responsible citizen.(Cawelti ,1993) But there is challenging role of teachers also to manage the behavior of problematic children and provoke them for their responsibilities. if there is no weightiness to the responsibility, then it won't make an impression. It won't affect how they see themselves and what they're capable of. Building up self-esteem is often cited as a key to helping difficult student (Michael Linsin, 2015).

In this current era, such support for education for personal and social responsibility helps to illuminate the need felt by many inside and outside the academy that we must educate students well beyond narrowly focused vocational skills so as to enable their full participation in a lifetime of responsible civic and workplace involvements. Barbara McCombs 2014 studied the Developing Responsible and Autonomous Learners: A Key to Motivating Students and concludes that higher academic performance, self-regulation of learning such as doing schoolwork, feelings of competence and self-esteem, enjoyment of academic work, and satisfaction with school only reflect by highly responsibility feelings. Maloney Margarte 2014 studied the Influence of a Community-Based Service-Learning Experience on the Development of Occupational Therapy Students' Feelings of Civic Responsibility. so by above researches it's a prime need to investigate the students responsibility feelings for school, home and nation as well.

Objectives

The objectives of this study are-

1. To study the pattern of responsibility- feeling among secondary school students.
2. To study the impact of gender on the responsibility – feelings of the secondary school students.
3. To assess the extent of relationship between responsibility-feelings and Scholastic achievement of secondary school students.

Hypothesis

1. There is no impact of gender on the responsibility- feelings of secondary school students.
2. There is no significant relationship between the responsibility feelings and scholastic achievement of secondary school students.

Design of the study

Method- Descriptive survey method was used for the present study.

Sample- 200 students of X class were randomly selected from the four secondary schools of Agra. Two urban and two rural schools were chosen by the random sampling method and from these 100 boys and 100 girls were selected respectively.

Tools- the investigator used the following tools-

1. The responsibility-feelings rating scale (Self form).
2. Responsibility-feelings rating form (Teacher form)
Both the above mentioned tools were divided in three areas i) school, ii) home and society and nation and contained identical items.
3. School marks of the last final examination- for the Scholastic Achievement of X class students

Delimitations of the study-

1. The investigation is confined to 200 students of secondary schools of Agra only
2. Study is confined to X class students only.

Findings

The sample studied showed the levels of responsibility as:

Table 1.1

Levels	No of students	Percentage
Very highly responsible	5	2.5
Highly responsible	14	7
Average responsible	57	28.5
Below average responsible	91	45.5
Irresponsible	33	16.5

From the table 1.1 it concluded that only 5 students are responsible on the basis of data and 124 or 62% of the sample students were found to be falling in the categories below average.

The urban students showed the mean responsibility feeling score of 123.00 with an S.D of 28.95 and S.E.M of 3.74, the rural students exhibited the mean score of 130.25 with an S.D of 26.85 and S.E.M 3.40. The critical ratio applied to their mean score was found to be 1.43 meaning thereby that they did not show significant divergence in their responsibility-feelings on the whole.

Comparison of Rural and urban Students in the three areas of Responsibility-School Area-

In this area of Responsibility feelings the urban students showed the mean score of 78.52, with an S.D. of 16.27 and S.E.M 2.09 whereas the mean score of the rural students was 83.30, S.D 14.21 and S.E.M 1.83. The C.R was found to be 1.72 which implied that the rural X class students did not differ significantly in the Responsibility-feelings in the school area then compared with the urban students.

Home Area-

The mean score of the urban students in this area was 21.85 with an S.D of 9.06 and S.E.M being 1.97 and Mean score of the Rural X class Students was 29.75 with an S.D of 31 and S.E.M being 1.07. The C.R when calculated came up to be 2.94, which is significant at .01 levels. This gave that rural students showed significant divergence from the urban students in their responsibility feelings in the home area.

Society and Nation-

In this area the urban students mean was 22.65 with a standard deviation of 6.87 and S.E.M of 1.01 and the rural students mean came up to 21.40 with an S.D of 7.77 and S.E.M being 1.01. The C.R calculated for them was .94 which meant the students coming from rural and urban areas did not show any significant difference in this area.

Thus the rural students showed more responsibility-feelings than the urban students in the home area only.

Impact of gender on responsibility-feelings

Table 1.2

	mean	S.D	S.E.M	C.R
Boys	123.0	28.95	3.74	.18
Girls	127.25	24.0	3.09	

From the above table 1.2 it shows that the girls in general did not show any significant difference in their responsibility-feelings when compared with boys.

School Area-

The mean score of boys in this area was 78.52 with an S.D of 16.27 and S.E.M 2.09, the mean score of girls was 79.33 with an S.D of 16.69 and S.E.M 2.15 and C.R for all boys and girls found to be .95 this implied that the girls did not differ from the boys in their responsibility feelings in the school area.

Home area-

In this area boy's means was 21.85, S.D. 9.06 and S.E.M. 1.97 and girls mean was 28.00 with an S.D. of 6.57 and S.E.M. 0.85. The C.R for boys and girls found to be 2.36 which were significant at 0.05 and 0.01 level. This shows that the girls show an upper hand in the home area and differ from boys significantly in the home area.

Society and Nation-

The mean of the boys was 22.65 with an S.D. of 6.57 and S.E.M. being .89 whereas girls mean was 19.60 with an S.D. of 6.81 and S.E.M. being .65. the C.R for boys and girls was 2.44 which is significant at 0.05 level which means that in this area the boys showed more responsibility feelings than the girls.

Scholastic Achievement Vs Responsibility Feelings

Table 1.3

Division wise Responsibility Feeling Score			
Divisions	Mean	S.D.	S.E.M
I	159.82	9.25	1.93
II	140.20	16.92	1.87
III	113.3	16.25	2.2
Failures	91.14	13.9	2.96

Table 1.3 shows that there is a descending order which implies that with the coming down division, a decrease in the mean score also. The C.R. 's according to divisions, I & II divisions, I & III divisions, I & failures, II & III divisions, II & Failures and III divisions & Failures were found to be 7.28, 16.55, 19.4, 10.0, 14.17 and 5.19 respectively. All of these were noted significant at .01 level and showed that the mean scores differed statistically significantly which means I divisions were more responsible than the II divisions and so on.

The coefficient of correlation was calculated to found the extent of relationship between Scholastic Achievement and Responsibility feeling which is .77 for boys, 0.65 for girls and 0.71 for entire sample. All these r's were significant at 0.01 level which shows that there is positive relationship between Scholastic achievement and responsibility feelings.

Conclusion

Responsibility feelings are necessary in every student to become a good citizen so there is a vital role of teachers to reflect their mind towards their responsibility. The most effective strategies involve enhancing students' abilities to recognize and manage their emotions, appreciate the perspectives of others, establish pro-social goals, solve problems and use a variety of interpersonal skills to handle developmentally relevant tasks. Training programs in social and emotional skills can be effectively integrated into the academic program so that students learn to work collaboratively with others and manage negative emotions and become responsible for their duties.

In addition to enhancing student motivation to learn, re-

search shows a number of other benefits that come from providing more learner choice and control. Greater the responsibility feeling higher the achievement. Once students understand their own role in creating and constructing their thoughts and beliefs, they can take increased responsibility in regulating their thinking, feelings and behavior. This will often lead to higher levels of motivation, learning and achievement. These include greater displays of active planning and self-monitoring of learning, higher levels of student awareness of their own progress and achievement, more resourcefulness and efficiency in using learning resources, and higher levels of sensitivity to the social learning context which ultimately gives the better future to themselves and nation also.

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