

IMPACT OF ATTITUDE ON ACADEMIC ACHIEVEMENT OF MUSIC STUDENTS OF SENIOR SECONDARY SCHOOLS OF HIMACHAL PRADESH

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ABSTRACT

This study aimed to examine the impact of attitude on the academic achievement of senior secondary school music students. A total of 184 students, who had music as their main subject, were randomly selected. The study followed a survey method. Based on their attitude levels, the students were categorized into three groups: low, mid, and high. Their academic achievement scores were compared using the 't-test' for data analysis. The obtained t-values (0.613 for low and high attitude groups, 0.613 for low and mid attitude groups, and 0.238 for mid and high attitude groups) were not significant at the 0.05 level of confidence. The results indicate that there is no significant relationship between attitude towards the subject and academic achievement scores. Thus, it was concluded that students' attitude towards music, whether low, mid, or high, does not have a significant impact on their academic performance.

Keywords: Attitude, Academic Achievement, Senior Secondary Music Students

Introduction

The attitude of students towards their subjects plays a crucial role in shaping their learning experiences and engagement levels. In the field of music education, where both theoretical knowledge and practical skills are essential, attitude is often considered an influential factor in academic achievement. This study investigates the impact of music students' attitudes on their academic achievement in senior secondary school. By categorizing students into different attitude groups like low, mid, and high attitude and analyzing their academic achievement, the research aims to determine whether attitude significantly affects academic achievement. The findings contribute to a better understanding of the role of attitude in music education and offer insights for educators and policymakers to enhance teaching methodologies.

Music Education

Music education is an important part of a student's overall development, helping to enhance creativity, discipline, and critical thinking skills (Shastri, 2015). It involves both practical and theoretical learning of Indian classical music. The practical side focuses on vocal and instrumental performance, stage presentation, voice training, playing techniques, and aspects like sound engineering and music production. The theoretical side includes subjects such as the history and philosophy of music, music psychology, acoustics, aesthetics, grammar, iconography, research methods, and teaching techniques. Music education benefits those who wish to pursue careers as musicians, music teachers, researchers, critics, producers, therapists, or knowledgeable listeners by providing them with a strong foundation in both performance and academic aspects of music.

Academic Achievement

Academic achievement refers to the level of success in academic work and the acquisition of knowledge or skills in school subjects (Steinberger, 1993). It is measured through test scores or marks given by teachers, reflecting the extent of learning (Goods, 1973), and is considered the final outcome of all educational efforts (Parveen et al., 2013). The factors influencing academic achievement are broadly classified into personal, school, and socio-cultural factors. Personal factors include intelligence, motivation, self-concept, study habits, and anxiety. Intelligence, which involves cognitive abilities like problem-solving, has a strong connection with academic achievement (Wechsler, 1958). Motivation plays a key role, with task-oriented goals being more beneficial than performance-based goals (Tucker et al., 2002). Anxiety negatively affects attention, memory, and concentration, leading to poor performance (Davis, 2004), while good study habits improve academic achievement (Gahir, Sahu, & Sahoo, 2022). School factors like classroom environment, student-teacher relationships, and teaching methods

also influence academic success (Sharma, 2014). The arrangement and atmosphere in the classroom can affect both student and teacher behaviour (Fraser, Malone, & Neale, 1989). Socio-cultural factors, including family background, parental education, income level, and learning resources at home, significantly impact academic achievement (Arias, 1986). Gender and social class also play a role, though their influence varies by subject (Fergusson & Horwood, 1997). Parental education and socioeconomic status are strong predictors of academic achievement (Hoff et al., 2002), and family structure and parenting style further shape a student's academic journey (Van Laar & Sidarians, 2001).

Attitude

Attitudes are fundamental to human psychology, consisting of cognitive, affective, and behavioral components (Banaji & Heiphetz, 2010). They influence decision-making and behavior, shaping responses to various objects and situations. Some attitudes are more emotion-driven, while others rely on beliefs or actions (Stangor, Sullivan, & Ford, 1991). Attitudes guide quick decisions, impacting social interactions, consumer choices, and survival instincts (Duckworth, Bargh, Garcia, & Chaiken, 2002). They are stored in the prefrontal cortex, with emotional attitudes linked to the amygdala (Cunningham, Raye, & Johnson, 2004). The strength of an attitude determines its influence on behavior, with strong attitudes being stable and action-oriented (Fazio, 1990). The theory of planned behavior suggests that attitudes, subjective norms, and perceived behavioral control collectively predict actions (Ajzen, 1991). However, attitudes predict behavior reliably only under specific conditions, influenced by social situations and individual differences (Glasman & Albarracín, 2006).

Attitude and Academic Achievement

Students' attitudes towards subjects play a vital role in their academic achievement. Sejčová (In Verešová & Malá, 2016) states that a student's attitude towards a subject can directly affect their academic achievement, while Pavelková and Prochádzková (In Verešová & Malá, 2016) highlight that the popularity of a subject, reflected in students' attitudes, influences their engagement and satisfaction. Kubiátko (2013) supports this by emphasizing that positive attitudes towards school and subjects lead to better academic achievement, as motivated students attend classes regularly and complete assignments with dedication. Additionally, Holúbková and Glasová (In Verešová & Malá, 2016) stress that a positive attitude towards school helps students perform their best, even if their academic achievements are not exceptional. Enthusiasm for learning and active class participation enable students to reach their full potential. Therefore, fostering a positive attitude towards learning is crucial, as it acts as an internal motivator for better performance. Teachers can enhance academic achievement by creating a supportive and encouraging learning environment.

Review of related literature

Several studies have highlighted the significant relationship between students' attitudes toward a subject and their academic achievement. Research has shown a positive correlation between attitude and achievement in history among senior secondary students using multimedia learning (Ramaswamy, 2007) and among university students across various subjects (Kamariah et al., 2010). Mao et al. (2021) further examined this relationship in science education through a three-level meta-analysis and found a moderate positive correlation ($r = 0.248$, $p < 0.001$), with self-efficacy showing the strongest effect. Similarly, Melad (2022) investigated attitudes toward statistics among 560 business students and found that five attitude components— affective, cognitive competence, value, interest, and effort—were significantly linked to academic achievement. These findings emphasize the importance of fostering positive attitudes to enhance student performance in different subjects.

Research Methodology

Survey method was used in this study.

Significance of the study

This study is significant as it explores the impact of students' attitudes on their academic achievement in music education at the senior secondary level, an area with limited research. The findings can guide educators, policymakers, and curriculum developers in creating effective teaching.

Objective

- To investigate the impact of attitude on the academic achievement of the music students of senior secondary schools.

Hypothesis

- There is no significant difference in the academic achievement of senior secondary music students having low and high attitude.
- There is no significant difference in the academic achievement of senior secondary music students having low and mid attitude.
- There is no significant difference in the academic achievement of senior secondary music students having mid and high attitude.

Sample

A random sample of 184 students from seven different Government Senior Secondary schools across various districts of Himachal Pradesh was selected for this study. All the chosen schools offered music as a main subject, and the sample included students from both eleventh and twelfth grades. Among the selected students, 27 were male, and 157 were female. The selection process was conducted entirely at random to ensure unbiased representation.

SAMPLE	
Boys	27
Girls	157

Tools

- Criterion reference test (developed by the Dr. Ravinder Thakur)
- Attitude towards classical music scale (developed by Dr. Mritunjay Sharma)

Variable

Dependent Variable- Academic Achievement.

Independent Variable - Attitude.

Results

Analysis of Academic Achievement Scores of Low and High Attitude Group

Table 1: Mean, S.D. and Value of 't' of Academic Achievement Scores of Low and High Attitude Group

Group	Mean	SD	N	't'
Low	12.18	3.97	49	0.613
High	12.65	3.60	49	

df=96, t=2.626 at 0.01 level, t=1.984 at 0.05 level

As delineated in Table 1, the mean score of the low and high attitude group amounts to 12.18, whereas the mean score of the high attitude group is 12.65. The low attitude group exhibits a standard deviation of 3.97, while the high attitude group demonstrates a standard deviation of 3.60. The disparity between the means of the low and high attitude groups can be calculated as 12.65-12.18, which yields a marginal value of .47. The calculated 't' value of 0.613, with degrees of freedom (df) equal to 96, is significantly lower than the critical 't' value i.e. 2.62, at confidence level of 0.01.

Hence, the hypotheses stating that there is no significant difference in the academic achievement of senior secondary music students of Himachal Pradesh having low and high attitude towards music subject taught through multimedia package and conventional teaching method is accepted.

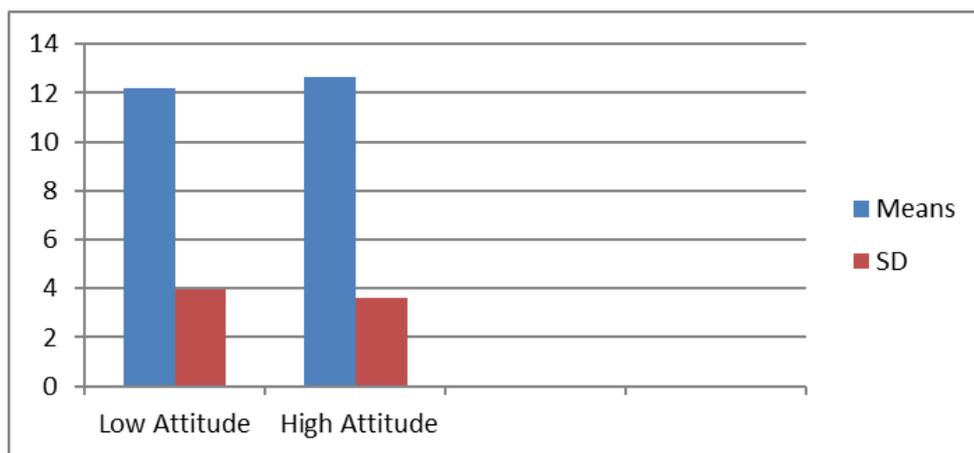


Fig 1 showing mean and standard deviation of academic achievement scores of music students having mid and high attitude towards music subject.

Analysis of Academic Achievement Scores of Low and Mid Attitude Group

Table 2: Mean, S.D. and Value of 't' of Academic Achievement Scores of Low and Mid Attitude Group

Group	Mean	SD	N	't'
Low	12.18	3.97	49	0.613
Mid	12.02	3.37	86	

df=133, t=2.58 at 0.01 level, t=1.962 at 0.05 level

As evident in Table 2, the arithmetic mean of the low attitude group amounts to 12.18, whereas the mean score of the mid attitude group is 12.02. The low attitude group exhibits a standard deviation of 3.97, while the mid attitude group demonstrates a standard deviation of 3.37. The disparity between the means of the low and mid attitude groups can be calculated as 12.18-12.02, which yields a marginal value of 0.16. It is noteworthy that such a minute difference can be considered negligible. The calculated 't' value of 0.613, with degrees of freedom (df) equal to 133, is significantly lower than the critical 't' value i.e. 1.962, at confidence level of 0.05.

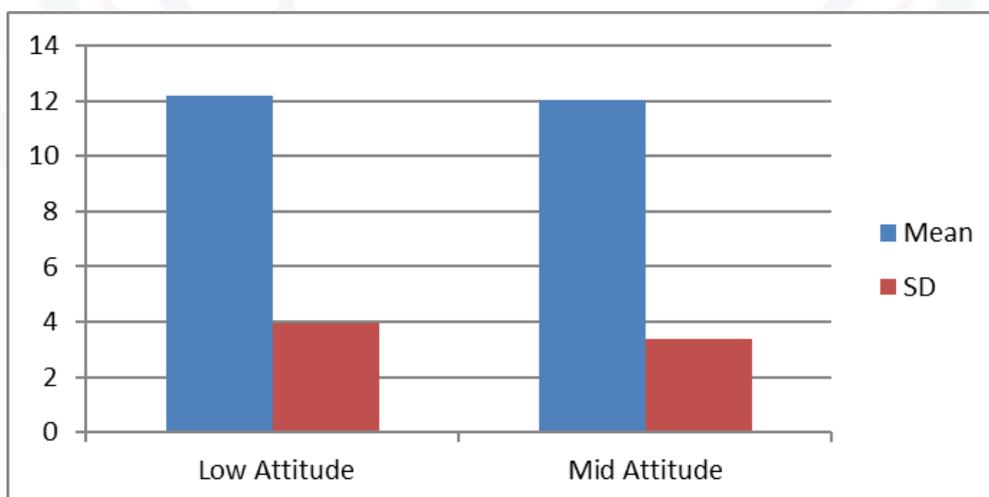


Chart 2 showing mean and standard deviation of academic achievement scores of music students having low and mid attitude towards music subject.

Analysis of Academic Achievement Scores of Mid and High Attitude Group

Table 3: Mean, S.D. and Value of ‘t’ of Academic Achievement Scores of Mid and High Attitude Group

Group	Mean	SD	N	‘t’
Mid	12.02	3.37	86	0.238
High	12.65	3.67	49	

df=133, t=2.58 at 0.01 level, t=1.962 at 0.05 level

As delineated in Table 3, the arithmetic mean of the mid attitude group amounts to 12.02, whereas the mean score of the high attitude group is 12.65. The mid attitude group exhibits a standard deviation of 3.37, while the high attitude group demonstrates a standard deviation of 3.67. The disparity between the means of the mid and high attitude groups can be calculated as 12.65-12.02, which yields a marginal value of 0.63. It is noteworthy that such a minute difference can be considered negligible. The calculated ‘t’ value of 0.238, with degrees of freedom (df) equal to 133, is significantly lower than the critical ‘t’ value i.e. 1.962, when applying a confidence level of 0.005.

Hence, the hypothesis stating that there is no significant difference in the academic achievement of senior secondary music students having mid and high attitude is accepted.

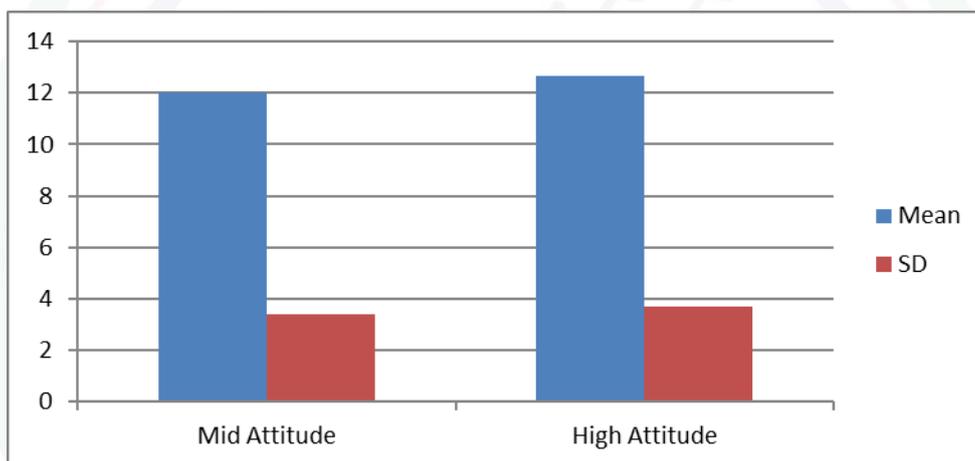


Chart 3 showing mean and standard deviation of academic achievement scores of music students having mid and high attitude towards music subject.

Conclusion

Thus, it was concluded that students' attitude towards music, whether low, mid, or high, does not have a significant impact on their academic performance. This finding contrasts with previous studies that have established a positive relationship between students' attitudes toward subjects like history (Ramaswamy, 2007), science (Mao et al., 2021), and statistics (Melad, 2022) and their academic achievement. While prior research suggests that a positive attitude enhances learning outcomes, the present study indicates that in the context of music education, Academic achievement may be influenced by other factors beyond attitude.

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