



## Post Basic School Students Attitude towards Gandhian Thought

### Abstract

*The main purpose of this study was to examine the attitude of Post Basic School Students towards Gandhian Thought. The participants of the study were 396 students of Post Basic School of Gujarat State, studying in 2017-2018 session. Self-constructed Five Point Likert type tool was used for data collection. In this study, random sampling method was adopted. The main objective of this research was to examine an attitude of Post Basic School students towards Gandhian Thought in the context of their gender, area of residence, social category and mother's education level. The findings of the study revealed that most of the students had negative attitude towards Gandhian Thought. There was no significant difference in Post Basic School Students' attitude towards Gandhian Thought in the context of their gender, area of residence and mother's education level but there was significant difference in context of their social category.*

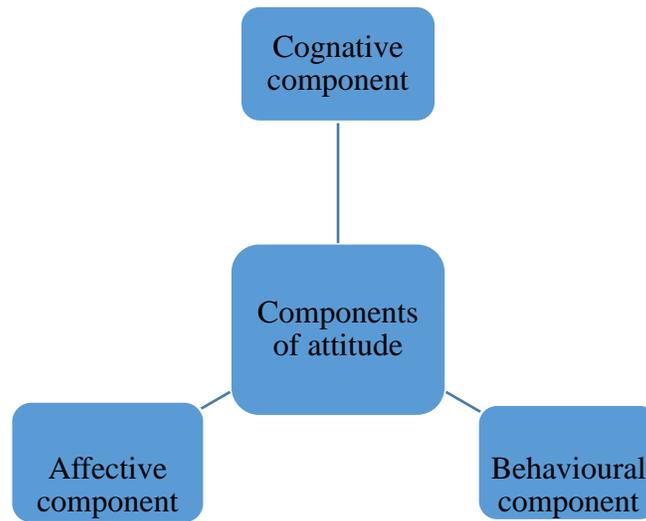
**Key Words:** Attitude, Post Basic School, Gandhian Thought

Gandhiji was not in favour of social and economic composition, which only stands on the basis of material values. The function of education is to create ideal citizens. Ideal means an individual is overwhelming with virtues and is always well behaved. The education to produce the best citizens means the education of the hearts of people. This expects education to change the hearts of individuals. Explaining the meaning of genuine education Gandhi stated, I hold that true education of the intellect can only come through a proper exercise and training of the bodily organs, e.g. hands, feet, eyes, ears, nose etc. In other words, an intelligent use of the bodily organs in a child provides the best and quickest way of developing his intellect. (Gandhi, 1947, p.190-191). Any system of effective education must be aimed at achieving social goals. Gandhi seems to be a visionary in this respect. Basic education insists on the cultivation of a high sense of social consciousness. So, it is important to find out an attitude towards Gandhian Thought of Post Basic School students. If they have not Gandhian Thought than how can we expect such qualities from normal school students? Keeping this context in mind, the researcher attempted to find out the answers of two questions through this study: firstly what is the level of Gandhian Thought Attitude of Post Basic School Students? Secondly, is there any relationship among students attitude towards Gandhian Thought in context of their gender, area of residence, social category and mother's education level respectively?

### ATTITUDE THEORY

Attitude is a social construct, which is not observable but can only be inferred from other human responses. However, there is no general agreement on a single definition of attitude. Nevertheless, there is a general agreement that attitude is a mental state that pre-disposes a person to act in a certain way towards the attitude object (Oppenheim, 1992; Sudman and Bradburn, 1982; Oskamp, 1991 cited in Alias, M; Gray, D.E. & Black, T.R; 2002, pp.165-175).

Oppenheim goes further by conceptualising attitude as an entity comprising three attitude aspects, namely, the cognitive aspect, the affective aspect and the behavioural aspect (Oppenheim, 1992). According to Oppenheim, attitudes are reinforced by beliefs (cognitive component), often attracting strong feelings (affective component), that lead to a particular form of behaviour (the action tendency component). This viewpoint is known as the tricomponential viewpoint and is illustrated in Figure-1 where the three aspects are shown to constitute the concept of attitude.



**Figure-1 Components of attitude**

The cognitive component consists of ideas and beliefs of the attitude holder about the attitude object. The affective component consists of feelings and emotions of an attitude holder towards the attitude object. The behavioural component consists of an attitude holder's action tendencies towards the attitude object.

### **Review of related Literature**

Pathan (2010) investigated on adolescent students and their attitude towards their own self in junior colleges in Pune city. The questionnaire is developed to measures attitude towards self. The researcher prepared the questionnaire cum attitude scale. The results show that boys have more positive attitude towards self. Girls feel more embarrassed.

Rama & Reddy (2014) studied the attitude of final year degree students towards value education. It was survey based study which concluded that entire sample of students had a positive but significant difference in their attitude towards value education.

Dosanjh (2015) surveyed on students' attitude toward Life Science. Life Science Attitude Questionnaire was used. The data were obtained from 25 secondary schools from the students attending 9<sup>th</sup> and 10<sup>th</sup> grade. The major finding of the study was that students' interest in life science lessons differs with gender; girls have more interest in life science.

Dzionic-Kozłowska & Rehman (2017) conducted a study on students' attitudes towards cooperation based on the survey of 341 Polish and Romanian students. The responses revealed that students were aware of the problems related to working together. There was a positive correlation between the years of study and a favorable attitude towards teamwork; however, such a trend is observable for the undergraduate students only.

Srirangam & Mahendran (2017) examined the attitude towards home work among teachers at secondary levels. The investigator adopted survey method. A sample of 300 secondary level teachers from five Govt. and Private schools which are situated in and around Coimbatore district in Tamil Nadu were selected by the investigator using random sampling technique. There was no significant difference in attitude towards homework among secondary level teachers based on gender.

There were many research conducted on the issue of attitude and its relationship with different variable. But the researcher did not find any research, which studied Post Basic School students' attitude towards Gandhian Thought. The researcher also did not find any tool in Gujarati language to measure students' attitude towards Gandhian Thought. Thus, the researcher conducted the present research.

## Objectives of the Research

1. To measure Post Basic School Students attitude towards Gandhian Thought.
2. To examine attitude towards Gandhian Thought of Post Basic School Students in context of their gender, area of residence social category and mother's education level.

## Hypotheses of the Research

1. There will be no significant difference between the mean scores obtained on Gandhian Thought Attitude scale by boys and girls of Post Basic School.
2. There will be no significant difference between the mean scores obtained on Gandhian Thought Attitude scale by Post Basic School Students of rural and urban area of residence.
3. There will be no significant difference between the mean scores obtained on Gandhian Thought Attitude scale by Post Basic School Students of reserved and unreserved social category.
4. There will be no significant difference between the mean scores obtained on Gandhian Thought Attitude scale by Post Basic School Students mothers' education.

## Operational definitions of the term

**Gandhian Attitude.** Total score obtained on the Gandhian Attitude Scale by the students is considered as a Gandhian Attitude of the students.

**Post Basic School.** The Government recognized secondary schools managed by Gandhi's principles of Nai Talim.

## Delimitation of the study

The study was delimited to Post Basic School Students of Gujarat only.

## Population and sample

All the student studying in std 9<sup>th</sup> during the year 2017-18 in Post Basic Schools of Gujarat State were population of the study. First of all, list of Post Basic School was prepared. The whole class was selected for the sample using lottery method. All the students, who were present at the time of data collection in the selected class, were included in the sample. Total 396 student, who were present at the time of data collection in the selected school was the sample. There were 205 girls and 191 boys in the sample. Thus, the random cluster sampling technique was used. Table-1 shows the characteristics of the sample.

**Table-1**  
**Characteristics of the sample**

No	Characteristics	Total	Grand Total
1	Gender	Girls	396
		Boys	
2	Area of residence	Rural	396
		Urban	
3	Social Category	Reserved	396
		Unreserved	
4	Mother's Education Level	Illiterate	396
		Up to Primary	
		Up to Secondary	
		Graduate	

## Tool of the study

The researcher applied self-constructed Gandhian Thought Attitude Scale. It was applied as a tool in this research. It was a Likert type five point rating scale. There were 20 items of measuring some factors of Gandhian Thought. Each item had five options indicating the degree of agreement. The degree of agreement was 'strongly agree', 'agree', 'Neutral', 'disagree' and 'strongly disagree'. The respondent had

to tick mark ( $\sqrt{\quad}$ ) in one of the suitable options. The reliability of the tool was established using three methods. The Cronbach's Alpha value was 0.58, Spearman Brown Coefficient value was 0.56 and Guttman Split-Half Coefficient value was 0.54.

### Data Collection and Analysis

The Gandhian Thought Attitude Scale was administrated to collect data in a normal classroom condition. The respondents were given guidance regarding responding the items. There was no time limit for responding. After data collection, the researcher proceeded to data analysis according to objectives and hypotheses. Descriptive analysis, F-test and t-test were employed to analyze the data.

### Results

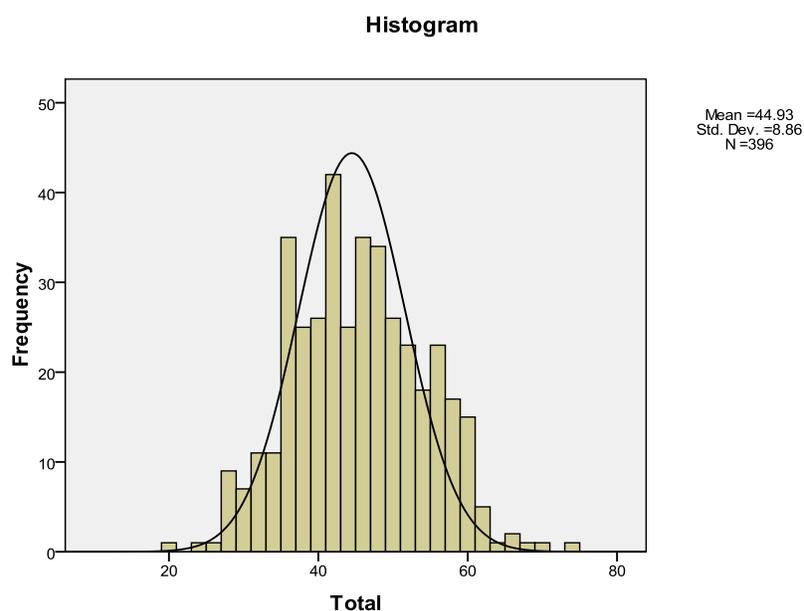
Calculation of descriptive statistics based on the scores on Gandhian Thought Attitude Scale is given in Table-2.

**Table-2**

**Descriptive statistics based on the scores on Gandhian Thought Attitude Scale**

N	396	Minimum	20
Mean	44.93	Maximum	73
Std error of mean	0.445	Skewness	0.137
Std deviation	8.86	Std error of skewness	0.123
Median	45	Kurtosis	-.310
Mode	42	Std error of kurtosis	0.245

Table-2 shows that the Mean, Median and Mode were respectively 44.93, 45.00, and 42.00; Std error of mean was 0.445 and Std. Deviation was 8.86. The value of skewness was 0.137. It shows slightly positive skewness of the data. It means the frequency of low scorer students were more than high scorer achiever in respect of mean score of the data on Gandhian Thought Attitude scale. So it was concluded that the level of students towards Gandhian Thought was negative and lower than average score. Standard error of skewness was 0.123 and kurtosis was 0.245. This indicated that the frequency of distribution was normal. Histogram of obtained scores frequency distribution on Gandhian Thought Attitude Scale is presented in Figure-2.



**Figure-2****Histogram of obtained scores frequency distribution on Gandhian Thought Attitude scale  
Hypotheses Testing**

The results of the first, second and third hypothesis testing is presented in Table-3

**Table-3****Gandhian Thought and relationship of Variables**

Variables	N	Mean	S.D	t-value
Boys	191	45.29	8.19	0.78
Girls	205	44.59	9.44	
Rural	360	44.92	8.75	0.07
Urban	36	45.03	9.99	
Reserved	346	45.25	8.85	1.96
Unreserved	50	42.68	8.64	

Table-3 shows that there were 191 boys and 205 girls. Mean were 45.29 and 44.59; standard deviation were 8.19 and 9.44 respectively for boys and girls students. The calculated t-value was 0.78 is less than the table value 1.96 at 0.05 level of significance. Therefore the null hypothesis was not rejected. There was no significant difference found in students' attitude towards Gandhian Thought in context of their gender.

There were 360 and 36 students from rural and urban area respectively. Mean were 44.92 and 45.03; standard deviation were 8.75 and 9.99 respectively for rural and urban area students. The calculated t-value was 0.07. Therefore the null hypothesis was not rejected. There was no significant difference found in students' attitude towards Gandhian Thought in context of their area of residence.

There were 346 and 50 students from reserved and unreserved category respectively. Mean were 45.25 and 42.68; standard deviation were 8.85 and 8.64 respectively for reserved and unreserved category students. The calculated t-value was 1.96. It was significant at 0.05 level. Therefore the null hypothesis was accepted. There was significant difference found in students' attitude towards Gandhian Thought in context of their social category. Reserved category students had significantly positive attitude towards Gandhian Thought than unreserved category students.

The result of the fourth hypothesis testing is presented in Table-4 and Table-5

**Table-4****Descriptive statistics of mother's education level**

Mother's Education Level	N	Mean	S.D
Illiterate	267	45.33	8.66
Up to Primary	113	44.50	9.08
Up to Secondary	10	41.60	7.86
Graduate	06	40.50	13.63

Table-4 shows that mother's education level was divided into four sections: illiterate (267), up to primary (113), up to secondary (10) and graduate (06) respectively. Mean were 45.33, 44.50, 41.60 and 40.50; Standard deviations were 8.66, 9.08, 7.86 and 13.63; Standard error of mean was 0.530, 0.854, 2.486 and 5.566 respectively for illiterate, up to primary, up to secondary and graduate mothers of post basic schools students.

**Table - 5****Gandhian Thought and mother's education relationship**

Source of Variance	Sum of Squares	df	Mean Squares	F-value
Between groups	292.539	3	97.513	1.245
Within groups	30711.481	392	78.346	

Source of Variance	Sum of Squares	df	Mean Squares	F-value
Total	31004.020	395		

Table-5 shows that Sum of squares between groups was 292.539 and within groups were 30711.481. Mean squares between groups were 97.513 and within groups were 78.346. Results showed that there was no significant difference among illiterate (M = 45.33, SD = 8.66); up to primary (M = 44.50, SD = 9.08); up to secondary (M = 41.60, SD = 7.86) and graduate (M = 40.50, SD = 13.63). The calculated F-value was 1.245 is less than the table value 2.72 at 0.05 level of significance. There was no significant difference in students' attitude towards Gandhian Thought in context of their mother's education level.

### Findings of the study

The findings emerging from the present study are as under:

The mean of scores on Gandhian Thought Attitude scale obtained by students of Post Basic School was 44.93. This shows that the attitude of students towards Gandhian Thought was negative.

There was no significant difference in students' attitude towards Gandhian Thought in the context of their gender, residential area and mother's education level. The difference between means was accidental and not real.

There was a significant difference in students' attitude towards Gandhian Thought in the context of their social category.

### Discussion

The findings showed that the students' attitude towards Gandhian Thought was negative. It is surprising that the schools stand on Gandhian Thought and values are not able to deliver as expected. So this research will help to organize intensive programmes to promote Gandhian Thought among students, particularly in Post Basic schools.

As a part of the present study, it was found that the social category of students is related with Gandhian Thought attitude and reserved category students are found having more positive towards Gandhian Thought than open category. This finding revealed that a hierarchy of caste system still prevailing in open category students. So special training programme can be designed for open category students of Post Basic School. Thus our country will adopt Gandhian values for her social, political and economic changes; it will be better for our social fabric.

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