

## Impact of Curriculum Transaction Strategies on Students Attitude Towards the Subject of Economics

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### **Abstract:**

*Attitude is one of the most important factor in helping students get through the highs and lows of life, since attitude spells how a person copes. Whatever perspective students may hold will invariably have an effect on their performance and the way they handle rejection. Thus, students who suffer consecutive rebuffs from the teachers may believe that all other potential teachers will likely reject them again and again. The present study investigates the impact of various curriculum transaction strategies on attitude of eleventh grade students towards the subject of economics studying in HPBSE and CBSE schools. The findings of the study revealed that the various transaction strategies used by the teachers of HPBSE schools did not have much effect in improving the attitude of students towards the subject of economics as compared to their counterparts studying in CBSE schools. The present study suggested that teachers should realize that how they teach, behave and interact with students in the classroom or during teaching are more vital than what they teach. Further, the teachers should have positive attitude and interest in the subject so that they can motivate and develop positive attitude in the students to learn.*

**Keywords:** Curriculum, Curriculum Transaction Strategies, Attitude, Economics.

### I. INTRODUCTION

The concept of curriculum is very broad based. According to Samuel it consists of the totality of experiences that a pupil receives through the manifold activities that go on in the school, in the classroom, library and play ground and in the numerous contacts between the teachers and the students. It is characterized by variety and flexibility and is tailored to the needs of the students at different age levels. It gives the students an increasing awareness of the environment around them so that they may fit in more efficiently in the milieu of community life. Curriculum is the core of educational system. While education is a process, curriculum is the means to the process; while education is learning, curriculum signifies situation for learning; while education deals with "how" and "when", curriculum deals with "what"; and while education is the product, curriculum is the means. Curriculum is very comprehensive in its scope. It touches all aspects of the life of the students, environment which should be educationally congenial to them, ways and manners in which their interests can be handled and warmed up, the procedures and approaches which cause effective learning among them, the social efficiency of the individuals and how they fit in with the community around them. It is intimately related with the individual as a member of the society. It embodies the educational philosophy and the values which it aims to achieve, the purpose it wants to realize and the specific goals that it wants to achieve.

Curriculum transaction is the effective and desired implementation of the curriculum contents on the basis of aims and objectives specified in the curriculum. Curriculum transaction incorporates decisions about the contents and effective planning for providing learning experiences to its learners on the basis of content, organization of planning, administration/implementation of the organized planning

and evaluation of the implementations by the implementer and the experts in the relevant field. The process of curriculum transaction is the touchstone of success of any curriculum programme. A curriculum could fail to achieve its expectations if the process of transaction is faulty and ineffective.

Economics is an evolving social science and is significantly related to the framing of economic policies of the nation and the world. It is a life related discipline and it studies how people and nations are engaged in creating wealth, using it for increasing their welfare, how they learn to manage scarce resources and how wealth grows over time. It means there is much learning and unlearning taking place almost every day. Economics cannot be tested and taught like a social science. It is about human beings who are considered rational most of the time but irrational quite often as well. It not only explains but also suggests. Therefore, teachers while teaching the subject too should keep in mind such intricacies to make the subject interesting and useful.

#### **1.1 Attitude**

The word attitude (from Latin aptus) is defined within the frame work of social psychology as subjective or mental preparations for action. Thurston (1946) defined an attitude as the degree of positive or negative affect associated with some psychological objects. By a psychological object, he means any institution, ideal, symbol, phrase, slogan, job or idea towards which people can differ with respect to positive or negative affect. The concept attitude according to him denotes the "sum total of a man's inclinations and feelings, prejudice or bias, pre-conceived notions, ideas, threats and convictions about any specific topic". The attitude is a personal disposition which impels an individual to react to an

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object, situation or proposition in favorable or unfavorable way. For any attitude, there is an attitude continuum extending from favourableness through neutral to unfavourableness.

Attitude is a “readiness of the psyche to act or react in a certain way” (Jung 1921). Attitude comes from judgment. Attitude develops on the ABC model (affect, behavioral change and cognition). The affective response is a psychological response that expresses an individual’s preference for an entity. The behavioural intention is a verbal indication of the intention of an individual. The cognitive response is a cognitive evaluation of the entity to form an attitude. Social psychologists distinguish and study three components of the responses: (a) cognitive component refers to the knowledge about an attitude object, whether accurate or not; (b) affective component involves feelings towards the object; and (c) conative or behavioural component, include the action taken towards the object. Most of the attitudes in individuals are a result of social learning from the environment. The link between attitude and behaviour exists but depends upon attitude specificity, attitude relevance, personality, social constraints and timing of measurement.

Without positive attitudes and perceptions, students have little chance of learning proficiently, if at all. There are two categories of attitudes and perceptions that affect learning: (1) attitudes and perceptions about the learning climate and (2) attitudes and perceptions about classroom tasks. A basic premise of the Dimensions of Learning model is that effective teachers continually reinforce attitudes and perceptions in both these categories. The master teacher has internalized techniques and strategies for enhancing these attitudes and perceptions to such a degree that the techniques are frequently transparent: they have become part of the fabric of instruction and are barely noticeable to the undiscerning eye, (Marzano, 1992).

Attitude is one of the most important factor in helping students get through the highs and lows of life. Since attitude spells how a person copes. Whatever perspective students may hold will invariably have an effect on their performance and the way they handle rejection. In one’s state of mind, it is often easy enough to generalize than to invest in careful analysis of a particular event. Thus, students who suffer consecutive rebuffs from the teachers may believe that all other potential teachers will likely reject them again and again. Inherently, attitudes have a basic structure and are essentially formed by us. Espousing a specific thought for a long time will inevitably make it a permanent entity in one’s mind—may it be for better or for worse. That is to say, that once a particular attitude is formed, it is highly likely that it is what often comes out of a person. The teachers have various roles to play in the process of teaching/ learning most especially in teaching of economics. They need to be competent in their own area of specialization and also be able to apply different methods of teaching and strategy and understand the learning processes of students so that they may help in developing positive attitude towards the subject among them.

**Sundrarajan and Sreenivasan (1990)** studied “Higher secondary students’ attitude towards the study of mathematics and their achievement in it.” One of the

objectives of the study was to find if there is any relationship between the higher secondary students’ attitude towards the study of mathematics and their achievement in it. The findings of the study revealed that there was significant and positive correlation between the higher secondary students’ attitude towards the study of mathematics and their achievement in it. **Gakhar (1991)** studied “Educational environment variables as determinant of attitudes of school students towards modern mathematics”. The objective of the study was to study the influence of type of faculty i.e. science and arts, types of schools i.e. private and government schools and level of study i.e. X and XI grade on the attitudes of students towards modern mathematics. The findings of the study revealed that science students’ have more positive attitude towards modern mathematics than arts students’ and students’ studying in private schools have better attitude than students’ studying in government schools towards modern mathematics. **Sundrarajan (1991)** studied science-attitude and science interest of 9th standard students. The study revealed that in the present day world of science and technology, our children should not only possess knowledge of science but also should acquire a favourable attitude towards science and develop interest in science, (Surapur, 2013). **Mazumdar (1992)** studied the relationship between attitude towards and achievement in English of standard IX students’. The study revealed that: (1) there were statistically significant differences between the achievement scores as well as attitude scores of students attending government and private schools with the latter category of students showing higher scores; (2) there were no significant differences between boys and girls in respect of their achievement and attitude scores; and (3) the co-efficient of correlation between achievement in English and attitude towards English for the entire sample was positive (Patil, 2006). **Sundrarajan and Rajashekar (1993)** studied “Higher secondary students’ perceptions and their attitude towards mathematics”. The objective of the study was to find out the nature of relationship existing between higher secondary students’ perceptions of the effectiveness of their mathematics teachers and their attitude towards the study of mathematics. The findings of the study revealed that the students’ perception of teacher effectiveness and their attitude towards the study of mathematics were significantly and positively related. **Saha (2007)** undertook a study on academic achievement in mathematics in relation to cognitive style and attitude towards mathematics among primary school students’. The findings of the study were: (1) boys differed significantly from girls on all the three measures under consideration i.e. academic achievement, cognitive style and attitude towards mathematics. Boys performed significantly better than girls on all the variables; and (2) boys showed more favourable attitude towards mathematics than girls. **Ozsoy, et. al. (2009)** investigated the relationship between metacognition knowledge & skills and study habits & attitudes of fifth grade students. The result revealed that there was a significant relation between the metacognition scores and SSHA scores of students’ in medium level. Metacognition scores are significantly related to both study habits and study attitudes. **Singh (2011)** conducted a study on achievement and attitude of scheduled tribe students in mathematics. The result indicated that boys’ achievement was higher than the girls’

and attitudes towards mathematics were more favourable in the case of boys than that of girls. No significant difference in achievement and attitude was found between hill and valley and government and private schools. High achievers had more favourable attitude than the low achievers. A significant positive relationship between achievement and five dimensions, except syllabus, was found.

## II. OBJECTIVE OF THE STUDY

The present study aims to study and compare the impact of curriculum transaction strategies on attitude of students towards the subject of economics studying in schools affiliated to Himachal Pradesh Board of School of Education (HPBSE) and Central Board of Secondary Education (CBSE).

## III. HYPOTHESIS OF THE STUDY

- (1) There will not be a significant difference in the attitude towards economics learning between the students studying in schools affiliated to HPBSE and CBSE before the use of curriculum transition strategies.
- (2) Attitude of HPBSE students towards the subject of economics will improve significantly as a result of the curriculum transaction strategies used by the teachers.
- (3) Attitude of CBSE students towards the subject of economics will improve significantly as a result of the curriculum transaction strategies used by the teachers.
- (4) There will be a significant difference in the attitude towards economics between the two groups of eleventh grade students studying in schools affiliated to HPBSE and CBSE as a result of the usage of a combination of curriculum transaction strategies by the teachers.

## IV. DELIMITATION OF THE STUDY

- (1) The study was delimited to the schools affiliated to HPBSE and CBSE and situated in urban areas of Shimla city.
- (2) The study was confined to the impact of curriculum transaction strategies on the attitude of students towards the subject of economics.
- (3) The study was delimited to the students studying economics in eleventh class in schools affiliated to HPBSE and CBSE.

## V. METHOD

The method used in the present study was Randomized Groups Pre-Test-Post-Test Design. This design was used to measure the impact of curriculum transaction strategies on attitude of students towards the subject of economics. For this, a pre-test assessing this variable was administered to the two groups of HPBSE and CBSE students at the beginning of the academic session. Then throughout the session the two groups were taught by the usage of combination of curriculum transaction strategies by their respective teachers. At the end of the session, in order to study the impact of transaction strategies on students' attitude towards the subject, the tool constructed for the measurement of attitude was re-administered to both the groups of students.

## VI. SAMPLING

For data collection multi stage sampling was used in the following manner: in the first stage the schools and teachers were selected. For these, two separate lists of all the schools affiliated to HPBSE (only government schools) and CBSE in Shimla Urban was prepared. There are a total of eleven senior secondary schools affiliated to HPBSE and thirteen senior secondary schools affiliated to CBSE in Shimla urban. For data collection four HPBSE schools and five CBSE schools were selected randomly through draw of lots. Thus nine schools were selected in the final sample.

From the sampled schools, 400 students were selected (200 from each school board) randomly by making use of random numbers table. The final data was collected in the academic session of 2015.

## VII. TOOLS USED IN DATA COLLECTION

An Attitude Scale to measure the attitude of eleventh grade students studying under HPBSE and CBSE Board towards the subject of economics was constructed and standardized by the investigator following Likert's (1932) method.

Data was analysed by using the t-ratio.

## VIII. ANALYSIS AND DISCUSSION

The major objective of the research was to study the impact of curriculum transaction strategies on attitude of students towards the subject of economics studying in plus one class in schools affiliated to HPBSE and CBSE. To achieve this objective the data were subjected to t-test. The results are given in table no. 1.1, 1.2, 1.3 and 1.4.

### 1.2 Comparison of Means of the Pre-Test Attitude towards Economics Scores of Students Studying In Schools Affiliated To HPBSE and CBSE

In order to test the significance of difference in the pre-test means of attitude towards economics scores of students studying in schools affiliated to HPBSE and CBSE before the use of curriculum transaction strategies by the teachers the t-ratio was calculated. The result is given in table no. 1.1:

**Table 1.1:** Means of Attitude towards Economics Scores, SD, MD, SED and t-Ratio

Board	N	Means of Attitude Towards Economics Pre-Test Scores	SD	MD	SE <sub>D</sub>	t-Ratio
HPBSE	200	115.54	91.4	8.49	6.53	1.29 <sup>NS</sup>
CBSE	200	107.05	13.35			

NS: Not Significant

Table no. 1.1 depicts that the calculated value of 't' for df 398, for studying the difference in the pre-test scores of attitude towards economics, came out to be 1.29, which is not significant even at the 0.05 level of significance.

Hence, the hypothesis that, “There will not be a significant difference in the attitude towards economics between the students studying in schools affiliated to HPBSE and CBSE before the use of curriculum transaction strategies by the teachers” was accepted.

It may be interpreted that students studying in HPBSE had significantly higher mean of attitude towards economics scores (115.54) than their counterparts studying in schools affiliated to CBSE (107.05) before the use of curriculum transaction strategies but this difference was not statistically significant.

**1.3 Impact of Curriculum Transaction Strategies on the Attitude of HPBSE Students towards Economics**

In order to study the impact of curriculum transaction strategies on the attitude towards economics of students’ studying in HPBSE schools, a comparison was made between their pre-test and post-test scores by calculating the t-ratio. The result is given in table no. 1.2 as under:

**Table 1.2:** Pre-Test and Post-Test Means of Attitude towards Economics Scores, MD, SED and t-Ratio

HPBSE Board	N	Means of Attitude Towards Economics Scores	MD	SE <sub>D</sub>	t-Ratio
Pre-Test	200	115.54	1.92	6.502	0.29 <sup>NS</sup>
Post-Test	200	113.61			

NS: Not Significant

It is evident from the table no. 1.2 that the t-ratio for df 398, came out to be 0.29, which is not significant even at the 0.05 level of significance (1.97). It may be said that there is no significant difference in the pre-test and post-test means of attitude towards economics scores of students’ studying in schools affiliated to HPBSE.

Therefore the hypothesis, that “Attitude of HPBSE students towards the subject of economics will improve significantly as a result of curriculum transaction strategies used by the teachers” was not accepted. It may be inferred that various curriculum strategies used by the teachers teaching in HPBSE schools had not helped in improving the attitude of students towards the subject of economics.

**1.4 Impact of Curriculum Transaction Strategies on the Attitude of CBSE School Students towards Economics**

In order to study the impact of curriculum transaction strategies on the attitude towards economics of students’ studying in CBSE schools, a comparison was made between their pre-test and post-test scores by calculating the t-ratio. The result is given in table no. 1.3 as under:

**Table 4.22:** Pre-Test and Post-Test Means of Attitude towards Economics Scores, MD, SED and t-Ratio

CBSE Board	N	Means of Attitude Towards Economics Scores	MD	SE <sub>D</sub>	t-Ratio
Pre-Test	200	107.05	5.19	1.21	4.27*
Post-Test	200	112.24			

\*:0.01 Level of Significance

It is evident from table no.1.3 that the t-ratio for comparing the means of pre-test and post-test scores of students attitude towards economics, studying in schools affiliated to CBSE came out to be 4.27, for 398 degree of freedom, which is significant at the 0.01 level (2.59) of significance.

Hence the hypothesis that “Attitude of CBSE school students’ towards the subject of economics will improve significantly as a result of the use of curriculum transaction strategies by the teachers” was accepted.

It may be inferred that various curriculum transaction strategies used by the teachers teaching in CBSE schools had helped significantly in improving the attitude of students towards the subject of economics.

**1.5 Comparison of the Post-Test Means of Attitude towards Economics Scores of Students Studying in Schools Affiliated to HPBSE and CBSE**

In order to test the significance of the difference in the means of attitude towards economics post-test scores of students studying in schools affiliated to HPBSE and CBSE the ‘t’ ratio was calculated . The result is given in table no 1.4 as under:

**Table 1.4:** Means of Attitude towards Economics Scores, SD, MD, SED, and t- Ratio

Board	N	Means of Attitude Towards Economics Post-Test Scores	SD	MD	SE <sub>D</sub>	t-Ratio
HPBSE	200	113.61	9.90	1.38	1.034	1.32 <sup>NS</sup>
CBSE	200	112.24	10.77			

NS: Not Significant

Table no 1.4 depicts that the computed value of ‘t’ for df 398, for comparing the means of post-test attitude toward economics scores between students studying in schools affiliated to HPBSE and CBSE after the use of curriculum transaction strategies, came out to be 1.32, which is not significant even at the 0.05 level of significance (1.97).

Hence the hypothesis that, “There will be a significant difference in the attitude towards economics scores between the two groups of XI grade students studying in schools affiliated to HPBSE and CBSE as a result of the usage of a combination of curriculum transaction strategies by their teachers” was not accepted.

It may be inferred that the improvement in the attitude towards the subject economics was significantly higher among students’ studying in schools affiliated to HPBSE than

their counterparts studying in CBSE schools on the basis of post-test results. Though significant improvement in the attitude towards the subject of economics was observed among the students of CBSE schools.

### IX. FINDINGS OF THE STUDY

- ❖ No significant difference was found in the attitude of HPBSE and CBSE school students towards the subject of economics before the transaction of the curriculum.
- ❖ The various curriculum transaction strategies used by the teachers of HPBSE schools did not help in improving the attitude of the students towards the subject of economics.
- ❖ The various curriculum transaction strategies used by the teachers of CBSE schools helped in improving the attitude of the students towards the subject of economics.
- ❖ The impact of curriculum transaction strategies on improving the attitude of students towards the subject of economics was higher among the CBSE schools than in HPBSE schools.

### X. CONCLUSIONS AND SUGGESTIONS

The present study revealed that the various curriculum transaction strategies used by the teachers of HPBSE schools did not have much impact in improving the attitude of students towards the subject of economics. This may be due to a number of reasons namely: lack of interest in subject of students and teachers, traditional teaching methods and styles used by the teachers, difficulty level of the subject, lack of qualified teachers and teachers overburdened with administrative work especially in government schools.

Attitudes are rooted in one's own beliefs and are unique across most individuals. They do not form overnight but rather, throughout the course of one's life. Moreover, certain attitudes create a negative impact to one's life and may even cause it to fall apart. It is simple; a positive attitude produces much more favourable results while negative attitudes only serve to generate failure. Thus the role of teachers assumes great significance. Teachers are seen by students as an authority, role model and the only source of all knowledge and information in the formal classroom setting. Students will learn and be trained if the teacher uses good methods and have positive attitude towards their teaching. Students draw from their teachers' disposition to form their own attitude which may eventually affect their learning outcomes. Thus most teachers fail to realize that they are very vital in educational effectiveness at the classroom instructional level. How they teach, behave and interact with students in the classroom or during teaching are more vital than what they teach. It is very clear that teacher's way of thinking and attitude determines student's behaviour and decision inside and outside the classroom. Attitude of teachers towards their students must be positive so as to carry them along in the teaching learning process.

It is important for teachers to recognize a negative attitude right away in the students, as it hinders growth and success. Much like how we learn attitudes, we are also able to unlearn them and develop new and more positive ones. It is vital to develop a positive attitude since it will be very difficult to retain a certain kind of integrity without directing perspective

for a higher meaning or purpose. Therefore, the teacher's attitude in the classroom is very important in the learning of any subject especially economics. According to Ololube (2009), teaching is seen as a diverse and complex activity because the goal of any teaching task is achievement. All the interrelated actions of the teacher in any given moment in the classroom must lead to students' academic achievement. Teachers are very important in educational effectiveness, they are charged with the responsibility of implementing the school curricular and pedagogical techniques. The attitude of economics teacher in the teaching of economics can lead to effective teaching and learning of the subject. You cannot give what you don't have. For this reason, for economics teaching to be effective and for developing the positive attitude of the students towards the subject, the teachers especially in HPBSE schools must themselves have a positive attitude towards the teaching of the subject. These schools teachers should be less burdened with administrative work so that they like their counterparts teaching in CBSE schools can concentrate only on teaching because it is only teachers with positive attitude and interest in the subject that can motivate and develop positive attitude in the students to learn.

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