

Poor and Disliking Subjects in Relation to Residence - A Case Study on High School Students

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ABSTRACT

Liking and Disliking towards a subject is a common feature among the high school students. Some students feel easy about some subjects and tough about some other. The response was taken from 2743 students, studying 8th to 10th classes (Rural: 869 and Urban: 1874) in Government High schools of Guntur District, Andhra Pradesh. The study found that High percent of rural students are Poor in almost all the subjects, except Natural Science compared to the urban students. In both cases, Telugu subject is easy for them. High percent of rural students disliking all the subjects compared to the urban.

Keywords : Poor In Subjects, Disliking, Residence, High School, Solution

I. INTRODUCTION

II. METHODOLOGY

Students' success depends on their interest in studies. Further, brain functioning controls a student's ability to understand the subject. Some students are sharp in mathematics, some in science and some others in languages. Even among the languages, some are bright in mother tongue or Hindi or English. The present study examined the students' interest with reference to various subjects.

A total of 2743 students, studying 8th to 10th in Government high schools was participated, out of them 869 are rural and 1874 are urban school students. The details are shown in Tables 1 and 2. Students were assembled in a classroom of the respective schools and asked them to give their response about poor and disliking subjects. The purpose of the study and the details were explained in their mother tongue.

Causes

Some students are poor in some subjects or they may dislike some subjects. The reasons may be;

- feel tough to learn
- opinion formed at lower classes
- unable to understand
- poor teaching genes
- negative opinion about teacher
- heredity (Sankara Pitchaiah and Anjani, 2019)

TABLE - 1 POOR IN SUBJECTS-RURAL AND URBAN STUDENTS

Poor in Subjects	Rural	Urban
Telugu	30	75
Hindi	369	397
English	254	446
Mathematics	658	806
Natural Science	95	301
Physical Science	182	270
Social Science	171	210

TABLE - 2 DISLIKING SUBJECTS-RURAL AND URBAN STUDENTS

Disliking Subjects	Rural	Urban
Telugu	132	65
Hindi	443	221
English	286	151
Mathematics	346	226
Natural Science	174	116
Physical Science	171	169
Social Science	105	116

III. RESULTS AND DISCUSSION

Variation of percentage of the Poor and Disliking subjects with reference to rural and urban students was shown in table 3.

Poor in Subjects

Rural

The highest percent of rural students expressed that they are poor in Mathematics (75.72), followed by Hindi (42.46) and English (29.23). The lowest percent of students are poor in Telugu (3.45), followed by Natural science (Table 3 and Figure 1).

TABLE -3 POOR AND DISLIKING SUBJECTS – RURAL AND URBAN (%)

Subjects	Rural		Urban	
	Poor in Subjects	Disliking Subjects	Poor in Subjects	Disliking Subjects
Telugu	3.45	15.19	4.00	3.47
Hindi	42.46	50.98	21.18	11.79
English	29.23	32.91	23.80	8.06
Mathematics	75.72	39.82	43.01	12.06
Natural Science	10.93	20.02	16.06	6.19
Physical Science	20.94	19.68	14.41	9.02
Social Science	19.68	12.08	11.21	6.19

Urban

In the urban school students, also more students are poor in Mathematics (43.01%). Next to Mathematics, problem reported with English (23.80%), followed by Hindi (21.18). Here, also less percent of students felt poor in Telugu (4.00), followed by Social Science (Table 3 and Figure 1).

High percent of rural students are Poor in almost all the subjects, except Natural Science compared to the urban students. In both cases, Telugu subject is easy for them.

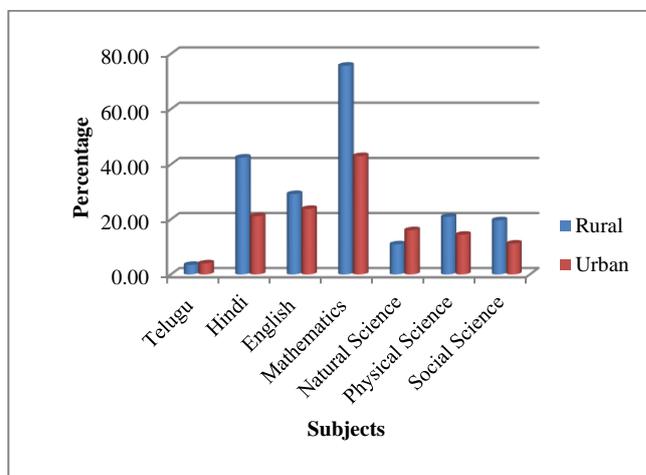


Figure 1. Poor in Subjects-Rural and Urban

Disliking subjects

Rural

The highest percent of rural school students pointed (Table 3 and Figure 2), that they dislike the Hindi subject (50.98), followed by Mathematics (39.82) and English (32.91). The lowest percent of students are disliking Social Science (12.08), followed by Telugu (15.19).

Urban

In Urban schools more students dislike Mathematics (12.06%), followed by Hindi (11.79%) and Physical science (9.02%). Less percentage of students dislike the Telugu subject (3.47).

High percent of rural students expressed disliking all subjects compared to the urban.

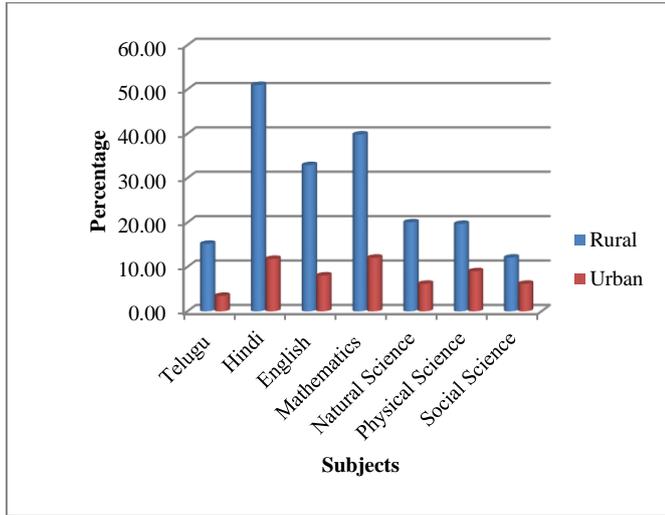


Figure 2. Disliking subjects –Rural and Urban

Poor in subjects Vs Disliking subjects

Rural students

It is observed that those students dislike the particular subject are also poor in such subjects, for ex: Hindi, English and Physical science (Table 3 and Figure 3).

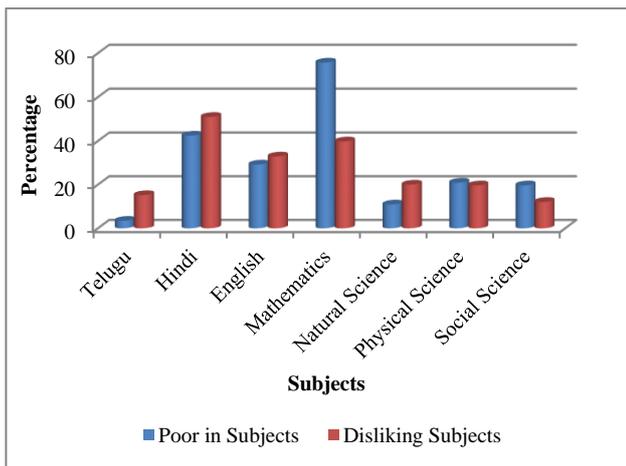


Figure 3. Poor and Disliking subjects –Rural

Urban Students

Though most of the students like the certain subjects, they are poor in almost all the subjects (Table 3 and Figure 4).

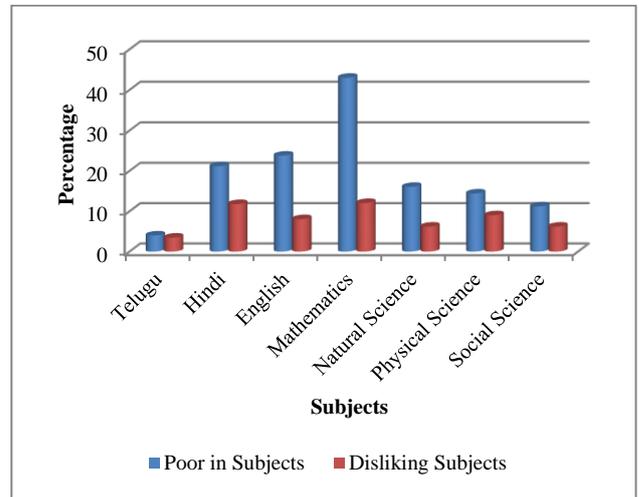


Figure 4. Poor and Disliking subjects –Urban

Takeuchi et al., (2014) studied on brain structures in the sciences and humanities. The authors examined 312 science students (225 males and 87 females) and 179 humanities students (105 males and 74 females). Whole-brain analyses of covariance revealed that after controlling for age, sex, and total intracranial volume, the science students had significantly larger rGMV in an anatomical cluster around the medial prefrontal cortex and the frontopolar area, whereas the humanities students had significantly larger rWMV in an anatomical cluster mainly concentrated around the right hippocampus. The results may support the ideas that autistic traits and characteristics of the science students compared with the humanities students share certain characteristics from neuro imaging perspectives.

One may like a subject or not, students shall remember that each subject is important to score good marks. If they spend more time for liking subjects and less time for disliking and tough subjects,

the students get less marks (Sankara Pitchaiah and Anjani, 2019).

IV. CONCLUSION

The study concentrates on the students those poor in subjects. It is also observed in the relation between poor and disliking subjects. It is observed that those students dislike the particular subjects are also poor in such subjects, for ex: Hindi, English and Physical science. Urban students, though most of the students like the subjects they are poor in almost all the subjects. It is suggested to spend more time with poor and disliking subjects.

IV. REFERENCES

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