STUDY ON RELATIONSHIP BETWEEN ATTITUDE TOWARDS EDUCATION AND ACADEMIC ACHIEVEMENT

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Abstract

The way one sees themselves and the world around them is their attitude. In the classroom, a cheerful disposition may lead to better grades. The current study also highlights other primary elements, such as anxiety, socio-economic position, etc., that may cause obstacle for academic progress. The current study aimed to compare the academic motivation and performance of minority male and female students to see whether there were any significant differences. The study's authors also tried to establish a link between participants' positive outlook on school and their performance in the classroom. A convenience sample of 257 students from underrepresented groups in high school's tenth grade was drawn at random (127 boys and 130 girls). According to the data analysis, there is no statistically significant difference in the academic attitudes and test results of male and female pupils. The correlation between one's outlook on schooling and their performance in school was determined to be very small (-0.10) and not statistically significant.

Keywords: *Attitude, Education, Academic Achievement*

Introduction

An attitude is a fixed set of beliefs, emotions, and actions toward a person, group, or thing. The word "attitude" was first used in French, and its root, "attitude," comes from the Latin word "aptitude," where "aptus" refers to a state of fitness. One possible definition of attitude is a person's overall impression of their immediate environment. Our attitudes are formed by our thoughts, plans, and deeds and they manifest themselves in our positive or negative evaluations of many things Silverman and Subramonium argue that students' levels of optimism and pessimism about their own abilities and the world shape their views. One's attitude might be either conscious or unconscious, based on one's beliefs and actions. Attitude formation in students has been broken down into numerous different components based on research. How one feels about something is shaped by their own experiences, those of their peers, and societal conventions. Students who have a positive outlook in any circumstance tend to do well. So, it is beneficial to cultivate or build a good attitude in one's life before confronting adversity of any kind. Attitude development is crucial in a classroom setting; without it, the teaching-learning process might struggle. Under our grading system, a student's academic achievement is their cumulative grade point average or %. Academic success is a standard by which schools and their graduates are judged in our culture. Reynolds (2002) claims that the ability to read and write in addition to quantitative calculation are the most important aspects of academic success. Having a successful academic career after high school requires strong academic performance. Students' test scores in relation to their potential in a given topic are a measure of their academic success Academic performance may be affected by a student's attitude. Achievement tests are used to evaluate how effectively a student has learned the material. This suggests that topic mastery is crucial for academic success.

OBJECTIVES OFTHE STUDY

i. To find out the difference between attitude towards education scores of minority male and female students.
ii. To investigate the difference between academic achievement scores of minority male and female students.
iii. To explore the relation between the attitude towards education and academic achievement scores of minority students.

Method

This research was predicated on the relational screening model, an approach that attempts to analyze the current state of affairs between two or more variables (Karasar, 2014).

The Study Group

The research was carried out in the public schools of the high school level in the Kadkoy district of Istanbul during the 2015-2016 academic year with the students who were randomly selected from the schools that enrolled students with scores between 450 and 500 points out of 500 in the exams that were carried out during the transition from secondary education to high school, with the institutional permission provided by the Governorship of Istanbul Provincial Directorate of National Education, with the students who were randomly selected from the schools who enrolled students with scores between 450 and 500 points These schools are also regarded to be the schools that provide the biggest number of students to the universities that accept students who have high points or upper percentage points in their transition to higher education. This is a significant distinction. The researcher and the administrations of the schools where the research was conducted came to the conclusion that the 12th grade students should not be included in the scope of the study because these students were in the process of preparing for an exam that would allow them to move on to higher education. The information of 335 students, 158 of whom were 177 and female, was examined for the study. These students were picked at random from ninth, tenth, and eleventh grades.

Data Collection Tools

The Learning Attitude scale was utilized so that attitudes towards learning on the part of pupils could be measured. In order to determine whether or not someone is addicted to the Internet, a scale called the Internet Addiction scale was utilized. Also, a personal information form that had been produced by the researcher was utilized in order to collect demographic information about the students.

Learning Attitude Scale

The learning attitude scale was developed by Kara (2010) as a five-point Likert style questionnaire with a total of forty items and four sub-dimensions. Both the test-retest correlation coefficient and the Cronbach Alpha internal consistency coefficient of the scale came in at.73, while the test-retest correlation coefficient came in at.87. The Cronbach Alpha value for the research project was determined to be.775 based on the findings of the factor analysis conducted on the study group.

Computer Addiction Scale

The computer addiction scale was developed by Ayas, akr, and Horzum (2011). It consists of two factors: addiction to games and addiction to the internet. There are a total of 26 questions on the gaming addiction component, whereas there are a total of 28 questions on the internet addiction element. The load value of the Internet addiction element of the scale may range anywhere from.512 to 795, and it's responsible for 29.49% of the scale's overall variation. The gaming value of the Internet addiction element of the scale has a range that goes from 424 to.788 and is responsible for 19.13% of the scale's total variation. The Internet addiction factor group of this study was employed as the data collecting method for the study group. The factor analysis that was done revealed that the Cronbach Alpha value was.952 and that it had a high reliability.

Sampling Procedures

In this investigation, the demographic characteristics of the pupils were categorized according to factors such as the average amount of time spent on gender, academic performance, and activities carried out after school (doing homework, doing family activities, playing computer games). The results of the study were found by running the data via the t test, the one-way analysis of variance (ANOVA), and the correlation statistical research tools that are included in the SPSS 22.0 program. Within the realm of applied statistics, a significance level of.05 was chosen to serve as the foundation.

Data Analysis Process

For the purpose of this investigation, the demographic characteristics of the students were determined to be their average amount of time spent on gender, level of academic accomplishment, and activities undertaken after school (doing homework, doing family activities, playing computer games). The results of the study were determined by running the data through the SPSS 22.0 program and applying the t test, one-way analysis of variance (ANOVA), and correlation statistical research approaches. For the sake of the applied statistics, a significance level of.05 was used as the foundation.

Results

16.1% of the students who participated in the research were in the 9th grade, 33.7% were in the 10th grade, and 50.1% were in the 11th grade (See Table 1).

Table 1. Demographic Characteristics of Students

Gender	f	%	Age	f	%	Grade	f	%
Female	158	47.2	15	37	11.0	9th grade	54	16.1
Male	177	52.8	16	154	46.0	10th grade	113	33.7
Total	335	100.0	17	144	43.0	11th grade	168	50.1
			Total	335	100.00	Total	355	100.0

Table 2. Information on Demographic Characteristics of the Parents of Students

Level of education	No education		Primary school		Secondary school		High School		University		Total
	f	%	f	%	f	%	f	%	f	%	f/%
Mother	6	1.8	43	12.8	43	12.8	119	35.6	124	36.8	335/100.0
Father	3	0.9	24	7.2	35	10.4	99	29.6	174	51.8	335/100.0
Working status	Unemployment		Housewife		Retired		Works part-time		Works full-time		Total
	f	%	f	%	f	%	f	%	f	%	f/%
Mother	26	7.8	47	14.0	134	40.0	16	4.8	112	33.2	335/100.0
Father	21	6.3	-	-	34	10.1	19	5.7	261	73.1	335/100.0

The outcome of the t test that was applied to determine whether or not the students in the sample group had a significant difference in the averages of the total scores of the Internet Total in comparison to the gender variable revealed that there were significant differences (t (282.89) = 2.260; p .05). According to the information that was gathered, the scores that are considered to be the average for male students (64.47 points) are higher than the scores that are considered to be the average for female students (58.67 points) (See Table3).

Table 3. T Test Results According to Gender Variable of Internet Addiction Scale Scores

Scales	Group	N	x̄	SD	T	df	p
						t test	
Internet Addiction	Male	158	64.47	26.67	2.260	282.89	.025
	Female	177	58.67	19.29			

The findings of the one-way analysis of variance (ANOVA) that was carried out to determine whether or not there was a significant difference in the average of internet addiction scale total scores of the students forming the sample group according to the school achievement (depending on students' perceptions) variable revealed that there were significant differences found between groups' arithmetic averages (F = 3.349; p 0.001).

Table 4. The findings of a variance analysis performed on scores obtained from the Internet Addiction Scale with regard to the School Achievement Variable

Group	N	x̄	SD		Sum of Squares	df	Mean square	F	p
		Results of ANOVA				F and Sd Values			
Very good	39	53.46	21.74	Between Groups	7023.94	4	1755.98	3.349	0.011
Good	162	60.48	22.54	Within Groups	167279.58	319	524.39		
Average	100	64,84	21.98	Total	174303.52	323			
Bad	15	76.00	34.98						
Very bad	8	65.00	19.18						

Tukey Post-Hoc analysis was performed after the variance analysis to determine where the significance difference was among the groups. As a result of this analysis, there was a significant difference in the internet addiction total scores average between the students who stated that their school success was very bad (=76.00) and those who stated that it was very good (=53.46), and the difference was in favor of those students who stated that their school success was very bad. This difference was in favor of those students who stated that their school success was (See Table 5).

Table 5. The Variations in Scale Points Across Grades Based on the Scores Obtained from the Internet Addiction Scale

Dependent Variable		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					LowerBound	Upper Bound
Internet Total Bad Very good		22.5385*	6.9574	.035	.982	44.095

There was a significant difference found between the arithmetic average of the groups, according to the results of a one-way ANOVA that was conducted to determine whether or not the average of the Internet addiction scale total scores of the students in the study group showed a significant difference according to the time period they spared to do homework in a one-week period variable. The results showed that there was a significant difference between the groups (F = 7.497; p .05). (See Table 6).

Table 6. The findings of a variance analysis performed on scores obtained from an internet addiction scale with respect to the variable of the amount of time spared to do homework over the course of one week

Scale	Results of ANOVA					F and Sd Values				
	Group	N		SD		Sum of squares	Sd	Mean Square	F	p
	Never	62	74.44	28.67	Between Groups	14991.37	4	3747.84	7.497	0.000
Internet addiction	1-2 hours a week	120	59.49	21.38	Within Group	164963.42	330	499.89		
	3-5 hours a week	85	60.41	21.79	Total	179954.79	334			
	6-7 hours a week hours a week	39	56.13	18.51						
	8 hours, more a week	29	51.48	16.42						
	Total	335	61.41	23.21						

Tukey Post-Hoc analysis was performed after variance analysis to determine where the significant difference was among the groups. The results of this analysis showed that there was a significant difference between the students who said "never" for sparing time to do homework in one-week period (=74.44) and those who said they spared "1-2 hours" (=59.44), "3-5 hours" (=60.41), "6-7 hours" (=56.13), and "more than 8 hours" ((See Table 7).

Table 7. The Scale Differences Between Grades According to the Scores Received from the Internet Addiction Scale

Dependent Variable			Mean Difference (I-J)	Std. Error	Sig.	95% ConfidenceInterval	
						Lower Bound	Upper Bound
Internet Total	Never	1-2 hours a week	14.9438*	3.4969	.001	4.111	25.776
		3-5 hours a week	14.0237*	3.7341	.008	2.456	25.591
		6-7 hours a week	18.3073*	4.5695	.003	4.152	32.462
		8 hours, more a week	22.9527*	5.0299	.000	7.371	38.534

One-way ANOVA conducted to determine whether the average of internet addiction scale total scores of the students of the study group showed a significant difference according to the variable of participating in an activity with their families in one-week period, there was a significant difference found between the arithmetic average of the groups (F=6.806; p<0.5) (See Table 8)

Table 8. The Results of Variance Analysis of Internet Addiction Scale Scores According to the Variable of Participating in an Activity with Their Families in One-Week Period

| | Results of ANOVA | | | | | F and Sd Values | | | | |
Scale	Group	N	x̄	SS		Sum of Squares	Sd	Mean Square	F	p
	Never	38	76.82	30.71	Between Groups	13713.53	4	3428.38	6.806	0.000
Internet Total	1-2 hours a week	74	63.57	25.26	Within Group	166241.26	330	503.76		
	3-5 hours a week	137	59.61	19.74	Total	179954.79	334			
	6-7 hours a week	45	58.84	21.31						
	8 hours, more a week	41	52.02	17.18						
	Total	335	61.41	23.21						

As a result of Tukey Post-Hoc analysis after variance analysis performed to determine where the significant difference was, there was a significant difference found according to the participation in an activity with the family in one-week period variable among the students who said "never" (76.82=ي) and those who said "3-5 hours" (659.61=ي, 6-7 hours" (58.84=ي) and "more than 8 hours" (52.02=ي) in favor of those who said never (See Table 9).

Table 9. The Scale Differences Between Grades According to the Scores Received from the Internet Addiction Scale

Dependent Variable			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Internet Total	Never	3-5 hours a week	17.2027*	4.1151	.002	4.455	29.950
		6-7 hours a week	17.9713*	4.9449	.011	2.653	33.289
		8 hours, more a week	24.7914*	5.0541	.000	9.135	40.448

There was a significant difference found between the arithmetic average of the groups when a one-way ANOVA was performed to determine whether or not the average of internet addiction scale total scores of the

students in the study group showed a significant difference according to the variable of time period they spared for computer games in a one-week period. The results showed that there was a significant difference between the groups (F = 4.453; p 0.05).

Table 10. The Results of a Variance Analysis Conducted on Scores Obtained from an Internet Addiction Scale with Respect to a Variable Determining the Amount of Free Time Spent Playing Computer Games During a Period of One Week

Scale	Group	N	$\bar{x}$	SS		Sum of Squares	df	Mean Square	F	p
					Results of ANOVA — **F and Sd Values**					
Internet Total	Never	153	57.62	21.32	Between Groups	9217.51	4	2304.38	4.453	0.002
	1-2 hours a week	76	60.45	24.31	Within Group	170269.58	329	517.54		
	3-5 hours a week	35	61.11	24.21	Total	179487.09	333			
	6-7 hours a week	21	64.52	20.56						
	8 hours, more a week	49	73.14	24.36						
	Total	334	61.34	23.22						

There was a significant difference found between the students who indicated that they spared "8 hours and over" (=73.14) for computer games in one-week period and those who indicated that they do not spare any time "no" (=57.62) for computer games in one-week period in favor of the students who stated "8 hours and over" per week as a result of the Tukey Post-Hoc analysis that was performed after variance analysis was performed in order to determine where the significant difference was among (See Table 11).

Table 11. The Variations in Scale Points Across Grades Based on the Scores Obtained from the Internet Addiction Scale

Dependent Variable			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Internet Addiction Scale Total	8 hours, more a week	Never	15.5219*	3.7342	.002	3.954	27.090

There was a significant difference discovered as a result of the independent groups t test that was carried out to determine whether or not the students of the sample group had a significant difference in the averages of the total scores of the internet addiction according to the variable of availability of internet connection at home (t(22.28)=4.411; p 05). According to the data that were collected, the averages of the students who said that there is an online connection in their house were greater than those who declared that there was not any internet connection in their home (No =47.29) (See Table 12).

Discussion

The findings of the study that was carried out to determine whether there is a connection between students' attitudes toward learning, academic accomplishment, and addictions to the internet bring attention to the connection that exists between addiction to the internet and attitudes toward learning. The findings of the analysis that was carried out in accordance with the secondary objectives of the research demonstrate that the independent factors do, in fact, create a difference in the dependent variables, which are addiction to the internet and attitude toward learning. While there is a difference in favor of male students in terms of internet addiction, there is no difference in their attitudes towards learning, according to the findings of the study that examined whether there is a difference in the internet addiction and attitude towards learning with respect to gender independent variable. Accordingly, while some of the results of the studies examining the gender factor in terms of attitudes towards information communication technologies support the relevant data, some of them have revealed different results While the findings are in line with the results of the literature related to the research on game addiction as well as the research on internet addiction, studies have shown that attitudes change according to gender in regards to the use of internet technologies and games. (Also, researches stress that the levels of utilization of social environmental resources such as expectations of social roles for men and women and the periods of development in which they began to benefit from these resources may vary depending on the dynamics of social life of men and women.) Research findings on socio-psychological dynamics, family roles and duties of Turkish society reveal that the expectations of male and female gender identity role behaviors can vary. These differences can be attributed to the fact that males and females are expected to behave differently in certain social roles

Conclusion

As a consequence of the findings of this investigation, which was carried out with the intention of determining whether or not there is a connection between students' internet addictions and attitudes toward learning, it was discovered that there was an inverse relationship between students' internet addictions and attitudes toward learning. In addition, it was discovered that the internet addiction scores of students who perceived their academic performance as being high and who devoted more time to doing homework were low. This was one of the findings of the investigation. The findings suggest that if people's perspectives about education shift, there may be a corresponding reduction in the behaviors associated with internet addiction. According to the findings of the research, there is a distinction between the gender variable, which favors male students, and the variables of having an activity with the family, playing computer games, and having an internet connection at home, which favor the students who were more likely to play computer games, spend less time in a week with his family, and have an internet connection at home in terms of internet addiction. On the other hand, the data demonstrate that there were no variations in the ways in which students felt about learning in relation to the relevant factors. When the findings of the research are taken into consideration, it is possible to state that the positive differentiation of students' attitudes towards learning can support the effective and efficient use of information technologies, whereas the negative differentiation of the attitudes towards learning can generate Internet addiction as a result of inefficient use of the information technologies.

Recommendations

According to the findings of this study, which served as a relational screening model for the purpose of determining whether or not there is a connection between the students' attitudes toward learning, academic

achievement, and addiction to the Internet, it is believed that the dynamics that have the potential to make a difference in the students' attitudes toward learning should be discussed in a multidimensional manner. It is easy to see that the incorporation of information technology into the classroom does not have the desired effect of influencing the students' desire to learn, and it is also easy to see that this circumstance generates a number of issues that are associated with the utilization of such technologies. It has been stated that it is important, when considering the student as a "human," in the education environment to establish effective communication networks in the contexts of administrators, teachers, and the family. It has also been stated that the learning process should be taken out of the understanding that it is based on performance and examinations. In particular, if we want our pupils to become digitally literate, it is vital to improve the leadership and guiding responsibilities that fall on the shoulders of their instructors. Certain changes in the scope of the research have been made as a result of particular unfavorable aspects that have been witnessed and experienced throughout the preliminary and application phases of this research. The purpose of this study was to investigate the attitudes that instructors have toward education, as well as the attitudes that students have, as well as the link that exists between the students' academic success and their addiction to the Internet. It was decided that the opinions of instructors about students' ability to learn would not be included because data could only be collected from 40 of the teachers working in the schools that the kids in the research group attended. It has not been able to collect information on the instructors' perspectives on learning, maybe because of the amount of work that they have to do, but also possibly because of other considerations. One of the issues that the researcher has noticed throughout the applications in the various studies is related to the significance of the contributions of the scientific studies on teaching to the teaching process as well as to the teachers themselves, rather than the occupational burnout of the teachers. This is one of the issues that the researcher has observed. As a result, it is suggested that the process of in-service education for teachers should be updated and controlled in accordance with the new requirements. In addition, it is stated that it is necessary to take measures to prevent the aforementioned training events from producing a "inadequacy perception" and to place an emphasis on the significance of the role of the teacher in addition to the importance of the role played by school administrators, students, and parents.

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