

# Attitude Towards Geography Subject of Secondary School Students in Jaipur District

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**Abstract:** Education plays a pivotal role in shaping the intellectual, social, and economic development of individuals and societies. It is a fundamental tool that empowers individuals with knowledge, skills, and values necessary for personal and professional growth. Over time, the field of education has evolved, offering diverse subjects that cater to different interests and career aspirations. Among the numerous academic streams available at the higher secondary level, the arts stream holds a significant place, attracting students with varied interests in humanities, social sciences, and creative fields. Within the arts stream, students have the opportunity to explore a wide range of subjects, including history, political science, sociology, psychology, and geography.

**Keywords:** Attitude, Geography and Secondary School Students.

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## I. INTRODUCTION

Geography, as a subject, holds a unique and indispensable position within the arts stream due to its dual focus on theoretical and practical knowledge. It is an interdisciplinary field that bridges the gap between the natural and social sciences, providing students with a comprehensive understanding of the earth's physical features, human-environment interactions, and spatial distributions. Geography helps students develop analytical and critical thinking skills by studying topics such as landforms, climate patterns, urbanisation, migration, and global environmental issues. Despite its relevance and broad applicability, geography is often overlooked by students in favor of more traditionally popular subjects such as history and political science. The decision to opt for geography is influenced by various factors, including personal interest, perceived career prospects, availability of resources, and societal perceptions of the subject.

Theoretically Geography provides students with a deep understanding of the earth's physical and human systems, including landforms, climate patterns, population dynamics, urbanisation, and global environmental challenges. This theoretical foundation equips students with the ability to analyse spatial relationships, interpret data, and understand the interconnectedness of natural and human phenomena. It fosters critical thinking, problem-solving skills, and a global perspective, enabling students to address complex issues

such as climate change, resource management, and sustainable development.

On the Practical Side, geography emphasizes hands-on learning through fieldwork, map analysis, GIS (Geographic Information Systems), and remote sensing technologies. These practical applications allow students to engage directly with real-world scenarios, enhancing their observational, analytical, and technical skills. Fieldwork, for instance, provides students with first-hand experience in data collection and environmental assessment, bridging the gap between classroom learning and real-world challenges. Similarly, the use of modern tools like GIS and remote sensing prepares students for careers in urban planning, environmental management, disaster mitigation, and geospatial analysis.

Despite its interdisciplinary nature and broad applicability, geography often remains underappreciated compared to subjects like history and political science. This is largely due to misconceptions about its career prospects and societal perceptions that undervalue its importance. However, geography's combination of theoretical and practical knowledge makes it a versatile and dynamic subject, offering students a holistic understanding of the world and preparing them for diverse career opportunities in academia, research, environmental conservation, urban planning, and beyond. By integrating both theoretical

insights and practical skills, geography empowers students to become informed, responsible, and proactive global citizens capable of addressing the pressing challenges of the 21st century. In recent years, there has been a growing interest in examining students' attitudes towards different academic subjects to better understand their motivations, preferences, and challenges. Attitude plays a crucial role in shaping students' academic choices and performance. It encompasses cognitive, affective, and behavioural components that influence how students perceive and engage with a subject. A positive attitude towards geography can lead to higher motivation, better learning outcomes, and an increased likelihood of pursuing geography-related careers. Conversely, a negative attitude may result in disinterest, lower academic achievement, and limited career opportunities in the field.

Understanding the attitude of arts stream students towards opting for geography subjects is essential for educators, policymakers, and curriculum developers. It provides valuable insights into the factors that encourage or discourage students from choosing geography and helps in designing effective strategies to enhance interest and engagement in the subject. This study aims to explore the attitudes of higher secondary school students in the arts stream towards geography, examining the various influences that shape their decisions and the implications for educational practices.

Several factors contribute to students' attitudes towards geography. One of the primary factors is personal interest and aptitude. Some students are naturally drawn to the subject due to their curiosity about the physical world, environmental issues, and spatial relationships. Others may find geography challenging or less engaging compared to subjects that focus on historical narratives or political ideologies. The role of teachers is also critical in shaping students' attitudes. An inspiring and knowledgeable geography teacher can make the subject more engaging, relatable, and enjoyable, while a lack of effective teaching methods may lead to disinterest and disengagement.

Parental influence and societal perceptions also play a significant role in students' subject choices. In many cases, parents encourage their children to opt for subjects that are perceived to have better career prospects, such as economics or political science, while overlooking geography. The societal perception of geography as a secondary or less lucrative subject further impacts students' attitudes and decisions. Additionally, the availability of resources, such as textbooks, maps, and digital tools, can affect students' interest and performance in geography. Schools with well-equipped geography labs and interactive teaching methods are more likely to foster a positive attitude towards the subject.

Career prospects associated with geography also influence students' decisions. While geography offers diverse career opportunities in fields such as environmental management, urban planning, disaster management,

cartography, and geographic information systems (GIS), many students and parents are unaware of these possibilities. A lack of awareness about career options in geography can lead students to perceive it as a subject with limited professional scope, thereby reducing their inclination to opt for it.

The curriculum structure and examination patterns can also impact students' attitudes towards geography. If the syllabus is perceived as overly theoretical, complex, or outdated, students may lose interest in the subject. Incorporating practical and field-based learning experiences can enhance students' engagement and appreciation of geography. Moreover, assessment methods that emphasise rote memorisation rather than conceptual understanding can deter students from choosing geography.

This study seeks to analyse the various factors influencing the attitudes of arts stream students towards geography and explore ways to improve their interest and engagement in the subject. By examining students' perceptions, motivations, and challenges, the study aims to provide recommendations for educators, policymakers, and stakeholders to promote geography as an attractive and valuable academic discipline. In conclusion, geography is a vital subject that offers significant academic and professional benefits. However, the attitude of arts stream students towards opting for geography is influenced by multiple factors, including personal interest, teacher effectiveness, parental guidance, societal perceptions, resource availability, career prospects, and curriculum design. Understanding these factors is crucial for developing strategies to enhance students' interest in geography and ensure that it receives the recognition it deserves as a valuable field of study. This research will contribute to the ongoing discourse on subject selection in higher secondary education and provide insights for fostering a more positive attitude towards geography among students.

#### ➤ *Statement of the Problem*

“Attitude towards Geography Subject of Secondary School Students in Jaipur District.”

#### • *Population*

This study's target population comprises Secondary student of the Jaipur region.

#### • *Sample*

The study, which comprised 100 Secondary students, used the random sampling method.

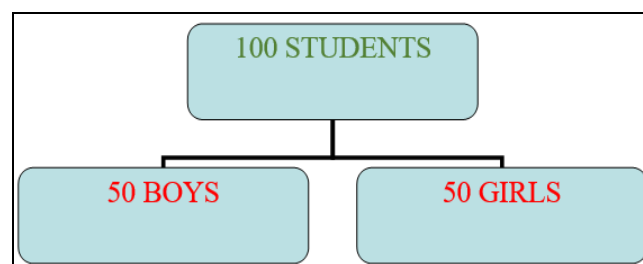


Fig 1 Sampling Method

## II. RESEARCH METHOD

Descriptive Survey method has been used for the present study entitled.

### ➤ Objectives of the study

- To compare the attitudes of male and female students toward geography subject.

### ➤ Hypotheses of the study

- $H_{01}$ :

There is no significant difference between the attitudes of male and female secondary arts stream students toward geography subject.

- *Tools*

Researcher will be used self-made non-standardise questionnaire.

## III. DATA ANALYSES

### ➤ $H_{01}$ :

There is no significant difference between the attitudes of male and female secondary arts stream students toward geography subject.

Table 1 Difference Between the Attitudes of Male and Female Secondary Arts Stream Students Toward Geography Subject

Variables	N	Mean	SD	SED	z-value	df	Significance	Interpretation
male	50	39.96	4.61	1.02	5.99	458	0.05 = 1.962	Hypothesis Rejected
female	50	33.85	2.05	0.01 = 2.581				

- *Interpretation*

From Table 4.1, the mean score for Attitudes among male students is 39.96, while for female students, it is 33.85. The standard deviation for males is 4.61, and for females, it is 2.05. The standard error of the difference (SED) is 1.02, with a Z-value of 5.99.

## IV. DISCUSSION

The research findings suggest that gender does not exert a significant influence on Attitudes, consistent with Umar's (2019) study on senior secondary students. However, Malik (2017) contends that males experience higher Attitudes, while Akeela & Ashok (2018) find no gender disparity in Attitudes among secondary students, regardless of school type. This underscores the nuanced nature of gender's impact on academic Attitudes across studies. Overall, both genders appear vulnerable to academic Attitudes, emphasizing the importance of gender-inclusive Attitudes management approaches in education.

## V. FINDING

### ➤ *Result*

df is 458, z-value is 5.99 at 0.05 significance level. z-value is larger than table value. So hypothesis 1 There is no significant difference between the attitudes of male and female secondary arts stream students toward geography subject is rejected.

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