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### **A Study of Attitudes between students in government and private schools toward geography subject**

**Sandeep Kumar**

M.Ed. Scholar

**Dr. Shailja Dubey**

B.Ed.-M.Ed. Supervisor, Assistant Professor

Gyan Vihar School of Education, Suresh Gyan Vihar University, Jaipur

E-mail: sk280037@gmail.com, Mobile: 9649074950

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#### **Abstract**

*The purpose of introducing Geography had, to some extent at least, its root in trade and business interests. It was partly the value of Geography for surveying and mapping of the resources, which gave imperial rulers its precise image and substance as a tool fundamental for the statecraft. This concept of using Geographic knowledge as a tool was conceived and nourished in European environment with Napoleon founding the first Chair in Sorbonne. Since the later half of the nineteenth century, Geography became a regular part of the elementary school curriculum in Britain and came in the purview of the secondary schools in 1902. In India, the British introduced Geography in schools along with arithmetic and English. This initiative became more serious with the establishment of the first Geography department in the Punjab university in 1928.*

**Keywords:** Geography and Government and Private Students etc.

#### **Introduction**

Geography is a compulsory school subject in India. When the self-motivated or self-conscious study of human environment started in India is difficult to say with authenticity. Geographical knowledge existed in pre-British India. But formal education of Geography, as a course of study, took shape in the early part of the twentieth century under the British tutelage. First steps in this direction, however, were already taken in the nineteenth century.

#### **Geography in School Curriculum**

Geography has a significant role in the education of all students. Close attention must be paid by curriculum planners to learners with special needs as well as to the changing needs of students as they proceed in their development. While many aspects of Geographical education are common to all stages, the specific focus may change from primary, through secondary and higher education to its role in vocational, adult and in-service education.

Geography is an integral component of social science. Learners are introduced to the basic concepts necessary for understanding the world in which they live. Geography will be introduced to promote the understanding of interdependence of various region and countries. Learners are introduced to the

contemporary issues such as global distribution of economic resources, gender, marginalized group, and environment and ongoing process of globalization. The course comprises the study of the earth as the habitat of humankind, study of environment, resources and development at different scales local, regional, national and the world.

According to Abul (2007), Geography is a science of spatial relationships which focuses attention mainly on the interaction between man and his environment. Geography is a science of synthesis which seeks to understand a given area in terms of the total integration of various phenomena which characterized it.

Aman (2012) views Geography as an inter-disciplinary field of study that influences Agriculture, Industry, Economic Development, Spacecraft, Environmental Studies and National Development.

#### **Geography and Geographical Education:**

The study of Geography may be described generally as "the study of the earth's surface as the space within which the human population lives." It has three key characteristics: an emphasis on location and spatial variations; an ecological emphasis on people-

environment relations; and regional analysis that correlates these two emphases.

The way people learned about these different approaches to Geography, developed the skills to conduct geographical investigations, embraced the values associated with these approaches, and practiced them in their lives became known as Geographical education. "Geography in the school curriculum involves the education of young people about, in and for the environment and society in which they live." Geography becomes the medium for education. It contributes to education through:

- knowledge with understanding about people and environments anywhere in the world,
- field work enabling learning in the community and in the local environment, and
- learning for the society and for environments that the people live in.

Geography education means the presence, role, and purposes of Geography in the primary and secondary education system (and we are not concerned here with the Geographies of education). In other words we are concerned mainly with the educational provision deemed appropriate for the vast majority of children and young people in state-mandated education systems and the contribution Geography make to this. The visibility of Geography in schools also varies enormously, while others support more integrated and/or competence- based approaches to the curriculum.

#### **Nature of Geography Education:**

Geography in the late twentieth century has moved far beyond the description implied by its name. Geography is commonly divided into two major branches: Physical and Human Geography. Understanding the scope of the field poses some challenges for the novice Geographer. Geography is concerned with all phenomena that have a special dimension, that is ,anything that can be identified in terms of location. In fact, Geography is better defined in terms of its methodology and means of data presentation than by any particular body of knowledge .Geography has four tradition: a) The special Tradition focuses on location and pattern and emphasizes the relationship of places in space. b) The area studies tradition, often referred to as "Regional Geography," is probably the subfield that is most closely associated with social science. c) The man land tradition arose out of early attempts to explain human behavior as a response to specific physical environments. d) The earth science tradition embraces the interest of physical geographers at a variety of scale from global to extremely local.

According to Pattison"s traditions, five fundamental themes in Geography as a conceptual base for organizing Geographic study. The "five themes" have emerged since 1984 as the principal organizational components in school Geography. The themes area) Location: position of Earth"s surface; b) Place: Human and Physical characteristics; c) Relationship within places: Human and environments; d) Movement:

Humans interacting on Earth; ande) Region: How they form and change.

Geography is an integral component of social science. At this stage learners are introduced to the basic concepts necessary for understanding the world in which they live. Geography will be introduced to promote the understanding of interdependence of varies regions and countries. The child will be introduced to the contemporary issues such as global distribution of economic resources, gender, marginalized group, and environment and on going process of globalization.

The course at this stage comprises study of the earth as the habitat of humankind, study of environment, resources and development at different scales local, regional, national and the world. Now a day, Geography has adopted wide range of concept and theory which has needed basic science to explain. So, basic scientific knowledge is necessary to understanding the concept and theory of Geography.

Geography is both a powerful medium for promoting the education of individuals and a major contribution to International, Environmental and Development Education. Although the development of knowledge, understanding, skill, attitudes and values constitutes the holistic process of education, these aspects may be grouped into three classes of objectives. Through their studies in Geography, students are encouraged to explore and develop knowledge and understanding, skills and attitudes and values.

#### **Attitude**

Attitude refers to a person's feelings, beliefs, and predispositions to respond positively or negatively toward a particular subject, object, or situation. In the context of education, attitude plays a crucial role in shaping students' interest, motivation, and achievement.

In Geography education, students' attitudes determine:

- Their level of interest in the subject
- Willingness to participate in learning activities
- Engagement in fieldwork and practical learning
- Understanding of environmental and social issues

A positive attitude toward Geography helps students:

- Develop better understanding of environmental concepts
- Improve academic performance
- Build awareness about global and local issues.

Therefore, it is important for teachers and educational institutions to create a supportive and engaging learning environment to develop positive attitudes toward Geography

**Statement of the Problem**

A Study of Attitudes between students in government and private schools toward geography subject.

**Population**

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

**Sample**

The study, which comprised 50 government and 50 private Secondary students, used the random sampling method.

**Research Method**

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

**Objectives of the study**

To study the differences in attitudes between students in government and private schools toward geography subject.

**Hypotheses of the study**

**H<sub>0</sub>1:** There is no significant difference in attitudes toward opting for geography between students of government and private schools.

**Tools**

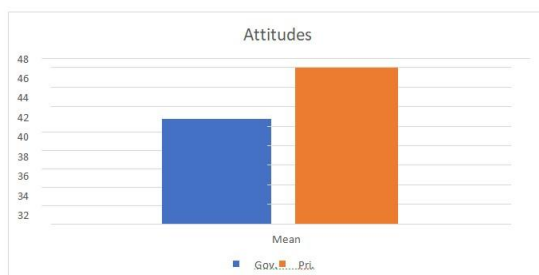
Researcher will be used self-made non-standardise questionnaire.

**Data Analyses**

**H<sub>0</sub>1:** There is no significant difference in attitudes toward opting for geography between students of government and private schools.

**Table – 1**

Student	N	Mean	SD	SED	z-value	df	Significance	Interpretation
Government	50	41.43	1.784	0.732	6.311	458	0.05 = 1.962	Hypothesis Rejected
Private	50	46.05	3.09	0.01 = 2.581				



**Interpretation:** From the above table 4.3, the mean score of Attitudes in Government students is 41.43. The mean score of Attitudes of Private is 46.05. The standard deviation of Government is 1.784 The standard deviation of Private is 3.09, SED is 0.732, z - value is 6.311

**Discussion:** This study reveals Attitudes of male and female secondary school students in educational, social, emotional is a multifaceted process influenced by social, cultural, and psychological factors. In many educational

institutions, efforts are made to create an inclusive environment where both genders can thrive. Such Attitudes involve promoting equal opportunities, fostering respect for diversity, and addressing any gender-based discrimination or stereotypes. Educational institutions often implement strategies such as gender-neutral policies, providing support systems for students facing challenges related to gender identity or expression, and offering gender sensitive curriculum and teaching methods. Moreover, promoting healthy relationships and communication skills can aid in interpersonal Attitudes among male and female students. Encouraging participation in extracurricular activities, leadership roles, and collaborative projects can also contribute to the Attitudes process by fostering positive interactions and breaking down gender barriers. Overall, creating an environment that values and supports the Attitudes of male and female secondary school students equally is essential for promoting their academic success and holistic development. Females have more Attitudes than males. They have more responsibilities in family, society than males.

**Finding**

**Result-** df is 458, z-value is 6.311 at 0.05 significance level. z-value is larger than table value. So hypothesis 2 There is no significant difference in attitudes toward opting for geography between students of government and private schools is rejected.

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