Attitude development through students learning activism: a study

K. Chinnasamy, PhD[1], P. Muthumari, PhD[2] and S. Aravind, PhD[3]

[1]Head, Department of Library and Information Science, Madurai Kamaraj University, Madurai, Tamilnadu, India,
[2]Librarian, Alagappa University of College, Paramagudi, Tamilnadu, India,
[3]Librarian, G.T.N. Arts College, Dindigul, Tamilnadu, India,

Abstract. This case study focuses on attitude development of student's to challenge learning activism for gender individuals in higher education. There is a hope that this study will stimulate further in depth studies which may help to improve the learning habit and to develop the attitude among the college students. This research is mainly based on primary data which has been collected through a well-structured questionnaire. The questionnaire has been distributed in Postgraduate Students and collected to 374 respondents on different locations of college in Madurai District, Tamilnadu, India. Using participant observation deliberate and lists previously studied constraints from existing literature.
Keywords: Introduction, Literature Review, Methodology, Finding And Conclusion

1. Introduction

Research and anecdotal evidence overwhelmingly support the claim that students learn best when they engage with course material and actively participate in their learning. And yet the traditional teaching model has positioned students as passive receptors into which teachers deposit concepts and information. The model has emphasized the delivery of course material and rewarded students adept at reflecting the course content on assessments. The spoils tended to go to students with good short-term memories and reading skills. Among the student population, there have always been those who have the wherewithal to make connections among course concepts, generate and ask themselves meaningful questions and then search for answers, and interact with readings through annotations (i.e., dialoguing with the texts through notes in the margins rather than the copious highlighting that leaves most textbooks filled with more secondary colors than black on white). But the majority of students need to be provided with active learning opportunities to approach this ideal;

Received: 31.3.2017 Accepted: 21.5.2017 ISSN 2241-1925

and even those who are self-directed will learn more and be able to apply their learning more adeptly when course activities are based on active learning. Active learning techniques are not educational magic bullets. Of course some of your students may not be willing to abandon their passive roles. But between those who are self-motivated and those who choose to sink, there is most likely a large middle group who, with some facilitating from you, will be active learners and markedly improve their performance and long-term command of the material. Visual media, such as films, videotapes, demonstrations, and even TV, have the advantage of being easy to deliver in most classroom or online environments and are inherently interesting to the current generation of students. In addition, because many visual media are temporal and active, rather than static, they can be used to show change and dynamic qualities, which can be especially useful in teaching the sciences or even dance. But the same qualities that make visual media eye-catching may also mitigate its educational value. Although students may watch images on a screen with apparent interest, without your guidance, they likely will become passive receptors of visual data. Activism is essentially about raising awareness and promoting education to help liberate and empower our communities. Awareness and education open people to new ways of thinking and new ways of looking at the world around them. New ways of thinking enable people to confront and solve problems in different ways. What is needed in the current period is a new kind of education an education for our liberation. On the one hand, this requires activists to expand the content of education by bringing to the forefront issues of globalization, corporate accountability, human rights, racism and sexism, and a host of other topics to help people understand the world. But developing an education for our liberation goes beyond questions of content. It also requires activists to adopt a new approach to education an approach that sees education as a process linked to organizing and centered on human interactions. This new approach to education is related to latest insights coming from cognitive scientists and brain-based educational research as well as the wisdom passed down to us by indigenous peoples around the world. Humans are essentially social beings. According to the latest research focusing on learning and the human brain, the vast majority of people learn through social interactions. In many ways, the latest scientific information about human learning validates the approach to education used for centuries in indigenous peoples' cultures emphasizing mentoring relationships between children and elders, learning by doing, and a learning environment marked by rich, intergenerational interactions.

2. Literature review

Case (2012)Using an approach we refer to as "critical laboratory feminist pedagogy," this study examined the psychological, social, and institutional processes influencing student leadership for change and faculty pedagogical methods for encouraging student-initiated activism beyond the classroom. Student and faculty change agents described obstacles to change, action strategies, and the influence of privilege and power dynamics on the institutional change process. The insights gained from the collaborative faculty–

student partnership are presented to inform others seeking innovative pedagogical practices and to create avenues for challenging privilege and power imbalances. Kezar(2014) this chapter explores the ways faculty and staff work with students to support their activism as well as the way students tap faculty and staff to support their movements. Brian (2014) this article focuses on the findings from a qualitative case study research project involving two Christian colleges in the Midwest. Data were received through 23 individual interviews with elite samples of student activists and were triangulated through two follow-up focus groups, 15 individual interviews with elite samples of staff and faculty, campus observation, and archival records. One finding to emerge from the within-case analysis and multicast synthesis was that these Christian college student activists' understanding of activism is shaped by their institution and through an educational paradigm. These student activists were also found to embrace and work within institutional systems that control student activism, making meaning of their activism through the lens of their institutional construct. Katherine (2006) to identify some of the barriers to mobilizing students of higher education in sustainable initiatives, in order to enhance project success on campuses. Uses a case study of a model green building retrofit on the College of Charleston campus in Charleston, South Carolina, USA. Several constraints already identified in the literature are pin- pointed in this case study as well as additional barriers important for understanding success (or the lack of success) of sustainability efforts. Using participant observation delineates new impediments and lists previously studied constraints from existing literature. Previous barriers identified include: stereotypes associated with activism; apathy among students; lack of tangible results; lack of coordination among the campus community; troubling national policies; cuts in state budgets; lack of project funding; and lack of sufficient time to implement satisfactory projects. New barriers include: the emotional dynamics between students and the issues associated with an urban, municipal, historic campus.

3. Objectives of the study

The main objectives of the study are:

i. To identify the interest to learning methods.
ii. To study learning activism of students.
iii. To analyse way of learning for development attitude

1. Methodology

The questionnaire was used for this study. The questionnaire has been designed based on the objective types. This study attempts to find out the familiarity, students learning activism by the Post graduate students of Madurai Kamaraj University. Among the 400 questionnaires distributed and Only 374 questionnaires (73.36%) were received, remaining 26 questionnaires is incomplete. So only 74 questionnaires are used for this study.

2. Period of study

The study covers a period of academic year 2015 - 2016. Data related to their period have been collected from the sample respondents.

3. Data analysis and interpretation

The data collected have been further analyzed. The Demographic characteristics of respondents are shown in Table 1. Describes the gender-wise distribution of respondents. In this study, 191(51.07%) respondents belong to the category of male. 183(48.93%) respondents belongs to the category of female. The Age-wise distribution of respondents, in this study, 141(37.70%) respondents belong to the category of below 20 years. This is followed by 233(62.30%) respondents belonging to to the category of 21 years and above. The Post Graduate students study year wise distribution of respondents, in this study, 148(39.57%) respondents belong to the first year and 226(60.43%) respondents belong to second years.

Table 1. Demographic factors of respondents

Male	191	**51.07%**
Female	183	**48.93%**
Total	**374**	**100.00%**
Below 20 Years	141	**37.70%**
21 Years and above	233	**62.30%**
Total	**374**	**100.00%**
Post Graduate – First Year	148	**39.57%**
Post Graduate- Second Year	226	**60.43%**
Total	**374**	**100.00%**

Source: Primary data

Table 2. Methods of attitude development activism

LEARNING ATTITUDE	***LEVEL OF OPINION***					
	AGREE		**NEUTRAL**		**DISAGREE**	
	Male	**Female**	**Male**	**Female**	**Male**	**Female**
Reading	74	54	48	69	69	60
	19.79%	14.44%	12.83%	18.45%	18.45%	16.04%
Hearing	89	97	71	57	31	29
	23.80%	25.94%	18.98%	15.24%	8.29%	7.75%
Seeing demonstration diagrams	99	108	81	75	11	0
	26.47%	28.88%	21.66%	20.05%	2.94%	0.00%
Feeling	45	81	18	57	128	45
	12.03%	21.66%	4.81%	15.24%	34.22%	12.03%

Active Participation	117	129	51	47	23	7
	31.28%	34.49%	13.64%	12.57%	6.15%	1.87%

Source: Primary data

Table 2 Describes the methods of attitude development activism. In this study, majority 128 respondent's opinion agree that learning attitude is reading, majority 186 respondents opinion agree that learning attitude is hearing, majority 207 respondent's opinion agree that learning attitude is seeing demonstration diagrams, majority 185 respondent's opinion disagree that learning attitude is feeing, majority 246 respondents opinion agree that learning attitude is active participation.

The table no. 3 describes gender based studies learning activism in lecturer based courses. Among Gender wise 128 (34.22%) Male respondents and 104 (27.81%) female respondents accept learning at my own place. 118 (31.55%) Male respondents and 121 (32.35%) female respondents accept to recognize when they did not understand something. 106 (28.34%) Male respondents and 116 (31.02%) female respondents accept extra information beyond library material. 124 (33.16%) Male respondents and 115 (30.75%) female respondents accept that learning is more during class time. 107 (28.61%) Male respondents and 115 (30.75%) female respondents accept that learning is more outside of class time. 104 (27.81%) Male respondents and 108 (28.88%) female respondents accept that learning as good from the teacher.

Table 3. Students learning activism – lecturer based

Lecturer Based Courses	***Gender***						***Coefficient of Correlation Result***	
	Male		**Female**		**Total**		**=ϒ**	**Result**
	No.	**%**	**No.**	**%**	**No.**	**%**		
To Learn at my Own Place								
Yes	128	34.22%	104	27.81%	232	62.03%	1	Significant
No	63	16.84%	79	21.12%	142	37.97%		
To Recognize When I didn't Understand Something								
Yes	118	31.55%	121	32.35%	239	63.90%	-1	Insignificant
No	73	19.52%	62	16.58%	135	36.10%		
Extra Information beyond library Material								
Yes	106	28.34%	116	31.02%	222	59.36%	1	Significant

No	85	22.73%	67	17.91%	152	40.64%		
Learned More During Class Time								
Yes	124	33.16%	115	30.75%	239	63.90%	1	Significant
No	67	17.91%	68	18.18%	135	36.10%		
Learned More Outside of Class Time								
Yes	107	28.61%	115	30.75%	222	59.36%	1	Significant
No	84	22.46%	68	18.18%	152	40.64%		
Good as Learning form the Teacher								
Yes	104	27.81%	108	28.88%	212	56.68%	1	Significant
No	87	23.26%	75	20.05%	162	43.32%		

Source: Primary data

The table no. 4 describes gender based studies learning activism in group study learning. Among Gender wise 103 (27.54%) Male respondents and 103 (27.54%) female respondents accept working with partner during lab and class activities generally helped to understand the code and concepts better. 105 (28.07%) Male respondents and 112 (29.95%) female respondents accept that they generally help their my partner to understand the code and concepts while working on lab/ class assignments. 102 (27.27%) Male respondents and 112 (29.95%) female respondents accept to that they to get help the right answers while discussing. 116 (31.06%) Male respondents and 111 (29.68%) female respondents accept that explaining things to other students help to understand better. 108 (28.88%) Male respondents and 111 (29.68%) female respondents accept that it was helpful to updating knowledge effectively.

Table 4. Students learning activism – group study learning

Group Study Learn	***Gender***						***Coefficient of Correlation Result***	
	Male		**Female**		**Total**		**=ϒ**	**Result**
	No.	**%**	**No.**	**%**	**No.**	**%**		
Lab/Class Room Activities is Better								
Yes	103	27.54%	103	27.54%	206	55.08%	1	Significant
No	88	23.53%	80	21.39%	168	44.92%		

Effective Assignment Preparation								
Yes	105	28.07%	112	29.95%	217	58.02%	-1	Insignificant
No	86	22.99%	71	18.98%	157	41.98%		
Easy Discussing								
Yes	102	27.27%	112	29.95%	214	57.22%	1	Significant
No	89	23.80%	71	18.98%	160	42.78%		
Easily Understand								
Yes	116	31.02%	111	29.68%	227	60.70%	1	Significant
No	75	20.05%	72	19.25%	147	39.30%		
Updating Knowledge Effectively								
Yes	108	28.88%	111	29.68%	219	58.56%	1	Significant
No	83	22.19%	72	19.25%	155	41.44%		

Source: Primary data

Table 5. Students learning activism – overall learning

Gained knowledge of how to work effectively								
Yes	108	28.88%	111	29.68%	219	58.56%	1	Significant
No	83	22.19%	72	19.25%	155	41.44%		
Subject Concepts has advanced Learning								
Yes	103	27.54%	110	29.41%	213	56.95%	-1	Insignificant
No	88	23.53%	73	19.52%	161	43.05%		
Communication skills								
Yes	111	29.68%	104	27.81%	215	57.49%	1	Significant
No	80	21.39%	79	21.12%	159	42.51%		
Confident in my ability to knowledge and skills acquired								

Yes	115	30.75%	86	22.99%	201	53.74%	1	Significant
No	76	20.32%	97	25.94%	173	46.26%		
Adequately prepared								
Yes	105	28.07%	108	28.88%	213	56.95%	1	Significant
No	86	22.99%	75	20.05%	161	43.05%		

Source: Primary data

The table no. 5 describes gender based studies learning activism in overall learning. Among Gender wise 108 (28.88%) Male respondents and 111 (29.68%) female respondents accept that knowledge Is gained to work effectively. 103 (27.54%) Male respondents and 110 (29.41%) female respondents accept that Subject concepts has advanced the learning. 111 (29.68%) Male respondents and 104 (27.81%) female respondents accept the acquirement of communication skills. 115 (30.75%) Male respondents and 86 (22.99%) female respondents accept that confidence is acquired update in student's ability to knowledge and skills. 105 (28.07%) Male respondents and 108 (28.88%) female respondents accept to prepare adequately.

Table 6. Students learning system of attitude development

Age	**AGREE**		**NEUTRAL**		**DISAGREE**		**Chi-Square Analysis ***	
	N	**%**	**N**	**%**	**N**	**%**	**Calculated χ^2 value**	**Remarks**
TEXT BOOKS / READING MATERIALS								
Below 20 Years	55	14.71%	49	13.10%	37	9.89%	**0.18**	**Accepted**
21 Years and above	86	22.99%	85	22.73%	62	16.58%		
Total	**141**	**37.70%**	**134**	**35.83%**	**99**	**26.47%**		
Individual Home Work / Assignments								
Below 20 Years	55	14.71%	48	12.83%	38	10.16%	**0.42**	**Accepted**
21 Years and above	88	23.53%	75	20.05%	70	18.72%		

Total	**143**	**38.24%**	**123**	**32.89%**	**108**	**28.88%**		
Online Forums / Discussions								
Below 20 Years	62	16.58%	54	14.44%	25	6.68%	**2.89**	**Accepted**
21 Years and above	99	26.47%	76	20.32%	58	15.51%		
Total	**161**	**43.05%**	**130**	**34.76%**	**83**	**22.19%**		
Journals / blogs								
Below 20 Years	51	13.64%	52	13.90%	38	10.16%	**0.10**	**Accepted**
21 Years and above	88	23.53%	83	22.19%	62	16.58%		
Total	**139**	**37.17%**	**135**	**36.10%**	**100**	**26.74%**		
Social Media								
Below 20 Years	53	14.17%	55	14.71%	33	8.82%	**1.21**	**Accepted**
21 Years and above	75	20.05%	96	25.67%	62	16.58%		
Total	**128**	**34.22%**	**151**	**40.37%**	**95**	**25.40%**		
Quizzes / Clickers								
Below 20 Years	63	16.84%	52	13.90%	26	6.95%	**0.25**	**Accepted**
21 Years and above	108	28.88%	80	21.39%	45	12.03%		
Total	**171**	**45.72%**	**132**	**35.29%**	**71**	**18.98%**		
Online Instructional Videos								
Below 20 Years	58	15.51%	44	11.76%	39	10.43%	**1.08**	**Accepted**

21 Years and above	88	23.53%	85	22.73%	60	16.04%		
Total	**146**	**39.04%**	**129**	**34.49%**	**99**	**26.47%**		
Video Collaboration / Commentary								
Below 20 Years	57	15.24%	41	10.96%	43	11.50%	**1.31**	**Accepted**
21 Years and above	88	23.53%	81	21.66%	64	17.11%		
Total	**145**	**38.77%**	**122**	**32.62%**	**107**	**28.61%**		
In-Class Teams								
Below 20 Years	61	16.31%	44	11.76%	36	9.63%	**0.57**	**Accepted**
21 Years and above	93	24.87%	81	21.66%	59	15.78%		
Total	**154**	**41.18%**	**125**	**33.42%**	**95**	**25.40%**		
Paired in Class activities								
Below 20 Years	57	15.24%	52	13.90%	32	8.56%	**1.00**	**Accepted**
21 Years and above	95	25.40%	76	20.32%	62	16.58%		
Total	**152**	**40.64%**	**128**	**34.22%**	**94**	**25.13%**		
Group out-of-Class Assignments								
Below 20 Years	54	14.44%	55	14.71%	32	8.56%	**0.35**	**Accepted**
21 Years and above	83	22.19%	92	24.60%	58	15.51%		

Total	**137**	**36.63%**	**147**	**39.30%**	**90**	**24.06%**		
Small Group Discussions /Activities in Class								
Below 20 Years	55	14.71%	62	16.58%	24	6.42%	**6.15**	**Rejected**
21 Years and above	114	30.48%	73	19.52%	46	12.30%		
Total	**169**	**45.19%**	**135**	**36.10%**	**70**	**18.72%**		
Partner Projects-Writing								
Below 20 Years	58	15.51%	50	13.37%	33	8.82%	**0.66**	**Accepted**
21 Years and above	89	23.80%	81	21.66%	63	16.84%		
Total	**147**	**39.30%**	**131**	**35.03%**	**96**	**25.67%**		
Guest Speakers								
Below 20 Years	54	14.44%	48	12.83%	39	10.43%	**0.37**	**Accepted**
21 Years and above	83	22.19%	86	22.99%	64	17.11%		
Total	**137**	**36.63%**	**134**	**35.83%**	**103**	**27.54%**		

* **Degree of freedom is 2 and Chi-square Table value (0.05) is 5.99**
Source: Primary data

The table no. 6 explains age wise analysis of learning system of attitude development. Among total respondents, 37.70% respondents are agree, 35.83% respondents are neutral and 26.47% respondents disagree about text books or reading materials in to developing students attitude, the chi-square value is 0.18 and that hypothesis is accepted. 38.24% respondents agree, 32.89% respondents is neutral and 28.88% respondents disagree about individual home work and assignment in developing students attitude, the chi-square value is 0.42 and that hypothesis is accepted. 43.05% respondents are agree, 34.76% respondents neutral and 22.19% respondents disagree about online forums and online

discussions in developing students attitude, the chi-square value is 2.89 and that hypothesis is accepted. 37.17% respondents agree, 36.10% respondents are neutral and 26.74% respondents disagree about journals and blogs in developing students attitude, the chi-square value is 0.10 and that hypothesis is accepted. 34.22% respondents agree, 40.37% respondents are neutral and 25.40% respondents disagree about social media in developing student's attitude, the chi-square value is 1.21 and that hypothesis is accepted. 45.72% respondents agree, 35.29% respondents are neutral and 18.98% respondents disagree about quizzes and clickers in developing student's attitude, the chi-square value is 0.25 and that hypothesis is accepted. 39.04% respondents agree, 34.49% respondents are neutral and 26.47% respondents disagree about online instructional videos in developing student's attitude, the chi-square value is 1.08 and that hypothesis is accepted. 38.77% respondents agree, 32.62% respondents are neutral and 28.61% respondents are disagree about video collaboration and commentary through to develop students attitude, the chi-square value is 1.31 and that hypothesis is accepted.41.18% respondents agree, 33.42% respondents are neutral and 25.40% respondents disagree about in class teams in developing students attitude, the chi-square value is 0.57 and that hypothesis is accepted. 40.64% respondents agree, 34.22% respondents are neutral and 25.13% respondents disagree about paired in class activities in developing students attitude, the chi-square value is 1.00 and that hypothesis are accepted. 36.63% respondents agree, 39.30% respondents are neutral and 24.06% respondents disagree about group out-of-class assignments in developing student's attitude, the chi-square value is 0.35 and that hypothesis is accepted. 45.19% respondents agree, 36.10% respondents are neutral and 18.72% respondents disagree about small group discussions and activities in class in developing student's attitude, the chi-square value is 6.15 and that hypothesis is rejected. 39.30% respondents agree, 35.03% respondents are neutral and 25.67% respondents disagree about partner projects – writings in developing student's attitude, the chi-square value are 0.66 and that hypothesis is accepted. 36.63% respondents agree, 35.83% respondents are neutral and 27.54% respondents disagree about guest speakers in developing student's attitude, the chi-square value is 0.37 and that hypothesis is accepted.

7. Findings and conclusion

The overall study has given the researcher on clear understanding of the students learning process observation are obtained which are as follows:

- Students spine that learning is more effective in a fair work through discussions
- Through learning communication skills becomes highly effective.
- Confidence is acquired and ability to respond is gained.
- Through discussions and class room activies like preparing assignments its knowledge is improved.
- Learning has imbibed self confidence to present papers and conduct seminars and conference.
- Behavioral attitude is developed through learning activism

Above all library learning is a ladder to success without which knowledge cannot be updated in this present scenario.

Reference

Case, K. A., Kanenberg, H., "Arch" Erich, S. and Tittsworth, J. (2012), Transgender Inclusion in University Nondiscrimination Statements: Challenging Gender-Conforming Privilege through Student Activism. Journal of Social Issues, 68: 145–161. doi:10.1111/j.1540-4560.2011.01741.x

Kezar, A. and Maxey, D. (2014), Collective Action on Campus Toward Student Development and Democratic Engagement. New Directions for Higher Education, 2014: 31–41. doi:10.1002/he.20103

Brian E. Cole, Student Activism Within Christian College Cultures: A Symbolic Interactionist Perspective, Christian Higher Education, 2014, 13, 5, 317-339

Katherine S. Zimmerman, Angela Halfacre- Hitchcock, (2006) "Barriers to student mobilization and service at institutions of higher education: A green building initiative case study on a historic, urban campus in Charleston, South Carolina, USA", International Journal of Sustainability in Higher Education, Vol. 7 Iss: 1, pp.6 - 15