

A Study Into The Problem Of Low Score In History Subject Among The Degree Students Of Sao Chang (Govt.) College, Tuensang, Nagaland.

L. J. Neken Jamir

Department of History, Sao Chang College Tuensang, Nagaland

Email: nekenjamir@gmail.com

Received : 25 May 2016

ABSTRACT

History is one of the premier subjects of the school of social science. It is the foundation where all the social sciences are based. The difference between the past and the present is too thin that it is very difficult to study the present as the present is constantly becoming past. The knowledge about of the past is essential for the present and the future. Present study is a research conducted on the "Low Score in History Subject among the Degree Students of Sao Chang College". It has been observed by the teaching faculty for quite some time that the marks score in history subject by the students of Sao Chang is low compared to other subjects. It necessitated this study in order to comprehend the cause(s). After comprehending the cause(s), necessary measures may be adopted for improvement.

Introduction

The word "History" is derived from the Greek word "Historia" which means enquiry or investigation. Since investigation about the future is not possible, the present is a very thin line which is constantly becoming past, the enquiry will have to be concerned with the past. The past always influences the present and the future. History has a lesson to offer. The situations which arose in the past may arise again.

History, like other social sciences, is popular among the students of Sao Chang College. A good number of students take interest in history and opt for the same as main subject. However, it has been observed that in spite of their interest in history, their performance in the examination is not satisfactory compared to other subjects. It has also been observed by the history department of the college for quite some time that the performance of the students in history subject is low in spite of the extra effort put forth by the teachers. It has, therefore, become pertinent to do research to find

out the reason(s) for low score and to suggest and adopt measures for improvement.

Statement of the study:

After carefully studying the problem, the title of the study is drawn as follows: A Study in to the Problem of Low Score in History Subject among the Students of Sao Chang College.

Objective of the Study: The following are the main objectives of the study:

- 1) To identify the reason(s) for low score.
- 2) To ascertain whether the students are satisfied with the teaching.
- 3) To suggest and adopt measures for improvement after identifying the reason

Definition of the term used:

The meaning of "Low Score" in this study is defined as degradation in the marks, points, grades, etc., obtained in regularly assessed tests or exams. Low-score in history subject means less score of marks in history subject compared to the score in other subjects.

Delimitation of the study:

This study is delimited only to the students of Sao Chang College opting history subject in degree classes.

Significance of the study:

The study will identify the reason(s) of low score in history among the students opting history subject in degree classes. The outcome of this analysis will enlighten the teachers as to ways and means of mitigating the problem indicated. This would also highlight the weaknesses and difficulties (if any) faced by the students and suggest ways and means for improvement.

Review of Related Literature

United States National Assessment Governing Board has conducted a proficiency test on eight subjects: History, Math, Science, Reading, Writing, Civics, Geography and Economics. It was a national assessment of educational progress test called the "National Report Card", conducted in 2010. There, proficiency in history subject was found to be low.

The hypotheses were: (1) United States students remain poor in history. (2) History is an uninteresting subject among United States students.

The national representatives' sample consisted of 7000 fourth graders, 11800 eighth graders and 12400 high seniors.

The findings were: (1) a heavy focus on reading and math under the Federal's "No Child Left behind Low" policy in the last decade had led to lagging performance in other subjects. (2) Priority was not given to history as that of math and science. (3) The foundation is not built in elementary schools; these students are coming to middle school lagging crucial skills. (4) History is critical to students learning how to become better citizens and understanding how the country's political and cultural system works. (5) There are lapses on the part of the teachers in teaching history. (6) The government failed to provide

children with high quality and well-rounded education.

Procedure

The investigator adopted survey type of research to collect required data.

Population of the study:

The investigator has taken all the general students who are opting history subject in degree classes of Sao Chang College.

Sample of the study:

The investigator has taken all the degree general students opting history subject who were present on the day of the administration of tools. There were altogether 128 respondents out of 263 total degree general students opting history. The investigator has taken those 128 students as the sample of the present study. The investigator feels that a larger number of the sample would give wider information to the problem. The ratio of the sample to that of the population was about 2:1

Collection of data:

After studying the general review of the research literature, the investigator has drawn a conceptual framework. The data collected through questionnaire will be taken as primary source. The information supplied by different printed materials will be taken as secondary data.

Selection of tools:

The investigator used the research tool of questionnaire to collect data from the respondents. The statistical technique of percentage was used to analyze and interpret the raw data collected through questionnaire.

Construction of tools:

The investigator constructed a questionnaire consisting of both open and close ended answers so as to get detailed information about the problem.

Tool administration:

The questionnaire was administered to 128 degree students opting history subject who were present on the day of the administration of questionnaire. Enough time was given to the respondents.

Analysis and Interpretation of Data

The investigator constructed a questionnaire containing 14 items and collected raw data. Those data are analyzed and interpreted using the statistical technique of percentage in order to get a meaningful picture.

The following table shows the views of the respondents on low score in history subject among the students of Sao Chang College.

The response to item 1 on the table revealed that 112 (87.50%) agree that history syllabus for the current academic session was completed in time. Whereas 16 (12.50%) did not agree with the statement.

In response to item 2 on the table show that 98 (76.56%) of the respondents satisfied with the lecture on all topics. While 30 (23.43%) of the respondents disagree with the statement

In response to third item, 74 (57.81%) agree that history is a low scoring subject. Among the agreed respondents, 58 (78.37%) say that history is a low scoring subject because it is voluminous. While 16 (21.32%) say that it is difficult to understand. 54 (42.18%) of the total respondents say that history is not a low scoring subject.

Responding to item 4, 70 (54.68%) respondents say that they are regular in attending history class, whereas 58 (45.31%) revealed irregularity in attendance.

The response from item 5, 98 (76.56%) respondents take interest in studying history, whereas 30 (23.43%) do not take interest in studying history.

With respect to item 6, 124 (96.87%) respondents indicated that they find difficulty in remembering dates, while 4 (3.12%) respondents do not agree with the statement.

In response to item 7, 100 (78.12%) say that studying history would be more interesting by visiting historical places, whereas 28 (21.87%) responded with negative to the statement.

Responding to item 8, 30 (23.43%) respondents study recommended history textbooks whereas 98 (76.56%) do not read recommended textbooks.

With regard to item 9 on the table show that 101 (78.90%) respondents study only the notes available in the market and given by the teachers. While 27 (21.09%) do not conform to the statement.

In response to item 10, 50 (39.06%) prefer objective types of answers in the examination, whereas 78 (60.93%) do not prefer objective types of answers.

Responding to item 11, 31 (24.21%) respondents say that college library is up to their expectation, whereas 97 (75.78%) say that college library is not up to their expectation.

With regard to item 12, 46 (35.93%) respondents indicated that there are enough reading material in the college library, while 82 (64.06%) revealed that there is not enough reading material in the library.

In responding to item 13, 68 (53.12%) say that low score in history subject is because of lack in study, while 47 (36.71%) say that low score is due to lack of library facilities and 13 (10.15%) say that it is due to lack of teaching.

In the last item 14, while inviting the suggestion of the respondents, for the improvement, majority of the respondents suggested to improve the library facilities especially, the reading materials.

Table No. 1: Opinion on Low Score in History Subject

Sl. No	Items	Yes (%)	No (%)
1	Completed Course in time	16 (12.50)	112 (87.50)
2	Lecture Satisfaction	102 (79.68)	26 (20.31)
3	a) History as a low scoring subject	74 (57.81)	54 (42.18)
	b) History as voluminous subject	100 (78.37)	28 (21.87)
	c) Difficulty in comprehending	74 (57.82)	54 (42.18)
4	Regularity in attending history class	70 (54.68)	58 (45.31)
5	Interest in history subject	98 (76.56)	30 (23.43)
6	Difficulty in remembering dates	124 (96.87)	4 (3.12)
7	Visiting historical places can help understand history	100 (78.12)	28 (21.87)
8	Studied recommended history books	30 (23.43)	98 (76.56)
9	Depended only on notes and material available in the market	101 (78.90)	27 (21.09)
10	Prefer objective type questions in examination	50 (39)	78 (60.93)
11	Library facility is below expectation	97 (75.78)	31 (24.2)
12	Sufficient reading material in college library	46 (35.93)	82 (64.06)
13	History is low scoring because of	a) lack in study	68 (53.12)
		b) poor library facility	47 (36.71)
		c) lack of teaching	13 (10.15)
14	Respondents' suggestions	Library facilities and improve reading materials	

Source : Individual Survey 2011

Note : The figure in brackets represents percentage

Findings of the study:

Following were the major findings of the study:

1. It was found that history is a low-scoring subject among the degree students of Sao Chang College. It was mainly because of vast syllabus and difficulty in recollecting dates and events.
2. It was found that most of the history students do not read recommended text books. They study only the notes from the market and given by the teachers.
3. It was found that most of the students prefer essay type of questions in the examination.
4. Library facilities and books are not up to the expectation of the students.

Recommendation of the Study:

The following are the recommendations of the study:

1. Students should be motivated to read recommended text book. They should also be imparted the importance of studying history.
2. Library facilities should improve
3. University should prepare a student friendly history syllabus.

Reference:

1. Armario, Chrisline. et. al (2011) - Students Score Low in History. Associated Press June 15, 2011
2. Reddy, Rami - Neolithic culture.
3. Srivastava, N - Historiography
4. Syiemlieh, D.R (Ed.) - Proceedings of NEIHA 13th Session Shillong 1993

4. Visiting historical places/going excursion should be a part of syllabus.

Conclusion

History is the study of the past. Some prefer to call it as social memory as well. It is the oldest of all the social sciences. The study of history has immense values, especially for the administrators, policy makers, etc. Making a policy or plan without referring to the past, may sometimes disastrous, as similar situations may arise again. It is very essential for everyone to be equipped with the knowledge of history. The student of history is expected to be more informed, as it studies all the situations, events etc. that influences or effects human society. It gives us vivid information about man and his society, right from pre-historic to the present. On the importance of studying history, Steven Paine, the superintendent of state school, West Virginia remarked, "overall the quality and success of our lives can only be enhanced by a study of our roots". Again he said, "If you don't know your past, you will not have a future". If a community or a nation has no history, that community or a nation will have no identity, consequently, will lost in oblivion. It is revealed from the record preserved by the mother earth that today's human technological progress begun with the simple stone tool making technique.