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Assessing Secondary School Students' Attitudes Towards Education: A Structured Survey In Gomati District Of Tripura State

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Abstract:

This study examines students' attitudes towards studies, perceptions of education, and demographic differences, focusing on rural and urban students as well as gender disparities. Findings indicate that rural students generally show higher enjoyment and commitment to their studies compared to urban students, who face distractions that hinder engagement. Gender differences reveal that female students exhibit a stronger desire for academic success, while male students often adopt a more relaxed attitude. Negative attitudes towards education are prevalent, with many students feeling disconnected from academic materials and viewing libraries as unappealing resources. Disparities between government and private school students highlight the need for increased investment in government schools. To address these challenges, the study advocates for a holistic approach that balances academics with extracurricular activities, fosters supportive learning environments and implements mentorship programs. Understanding diverse student perspectives is essential for creating an educational environment that values academic achievement and empowers students.

Keywords: Students' attitudes, education, rural vs. urban, gender differences, academic engagement, negative perceptions, government schools, mentorship programs.

1. Introduction

Education is a key tool for social, economic and cultural change in India. At the secondary level, it shapes students' intellect, values and aspirations. Students' attitudes towards education impact their academic success, career choices and role in society. Hence, understanding these attitudes is essential for teachers, policymakers and researchers to ensure inclusive growth and national development. Education in India is progressing with reforms like NEP 2020, promoting holistic and inclusive learning. However, rural and tribal areas, like Gomati district of Tripura, still face challenges in student motivation and engagement. Various socio-cultural and economic factors, including teaching quality, family background and gender roles, significantly shape students' attitudes towards schooling. Therefore, understanding student attitudes in such regions is essential for effective educational development.

Tripura, a small northeastern state of India, is inhabited by a diverse mix of tribal and non-tribal communities. Tripura, though having a good literacy rate, still faces educational challenges in tribal-dominated areas like Gomati district, including school dropouts and low secondary participation. Despite improving infrastructure, students' attitudes towards education remain under-studied. As Gomati includes both rural and urban regions with diverse populations, understanding students' emotional, motivational and

cognitive outlooks on education is essential to address barriers and improve academic engagement effectively. Attitude in education refers to students' positive or negative outlook towards school, teachers and learning. It develops over time through experiences, social interaction and culture. A positive attitude leads to regular attendance, active participation and better academic results, while a negative one may cause absenteeism and dropouts. Therefore, understanding student attitudes is important for planning effective teaching strategies and educational policies.

The secondary stage (Classes IX–XII) is a crucial period marked by physical, emotional and psychological growth in students. Their educational and career goals begin to form and attitudes towards school and learning become stable. A positive school atmosphere, encouraging teachers and engaging lessons boost motivation, while rigid methods, outdated teaching and socio-cultural pressures can adversely affect students' interest and emotional well-being. Research studies in India and abroad have shown that attitude is a reliable predictor of academic achievement. It not only affects how much effort a student puts into their studies but also how they perceive challenges and failures. For instance, a student with a positive educational attitude will treat a poor test result as a motivation to improve, while one with a negative attitude might feel defeated and withdraw from future attempts. Furthermore, attitude towards education is strongly linked with long-term life outcomes such as employability, income levels, civic participation, and social well-being.

Most educational studies in Northeast India, especially in Gomati district, focus mainly on enrolment, infrastructure and exam results, overlooking students' attitudes. This study aims to bridge that gap by using a structured attitudinal scale to assess secondary students' views on education. It seeks a detailed understanding of their mindset, linking it with factors like gender, school type, location and socio-economic background for better educational insights.

The selection of Gomati district for this study is purposeful and appropriate due to its socio-cultural diversity, including both tribal and non-tribal populations and a mix of urban and rural settings. This makes it a suitable microcosm for understanding varied student attitudes towards education. The study recognises education as a transformative process beyond mere academic achievement. Focusing on secondary school students' attitudes, it aims to explore their inner perceptions—an often overlooked area in educational research. Given the district's heterogeneous context, findings from this study could offer valuable insights not only for Tripura but also for the wider northeastern region. By adopting a structured survey and scientific analysis, the research aspires to contribute significantly to academic understanding and educational policy formulation in the state and beyond.

2. Statement of the problem

Education is the key to national growth and individual empowerment, especially in North-East India. Tripura has seen progress in literacy and enrolment, but true success depends on students' attitudes. A positive attitude encourages motivation and performance, while a negative one leads to disinterest and dropouts. Hence, understanding students' attitudes towards education is crucial for assessing real educational progress beyond infrastructure and enrolment figures. The Gomati district of Tripura, marked by tribal–non-tribal diversity and rural settings, offers a distinct context to examine students' educational attitudes. Despite government efforts to improve education, the actual impact on students' mindset remains underexplored. Key factors like gender, family background and school type need systematic study. However, limited research using structured attitudinal scales exists for secondary students, creating a gap in data essential for effective, locally relevant educational policies and planning in the district. This study explores secondary students' attitudes towards education in Gomati district using a structured survey. It aims to reveal students' perceptions, challenges and motivations, along with the influence of demographic and institutional factors, to help educators and policymakers develop more student-friendly and effective educational strategies.

3. Review of literature

A plethora of studies has been conducted across the Indian subcontinent to explore the attitudinal orientation of school-going children. Some significant contributions are discussed below:

The study aimed to assess the status of co-curricular activities in government primary schools of Khowai District, Tripura by Annu Devi and Madhurima Das (2025) [1]. It found that all students (100%) benefited from participation, showing positive effects on overall development. The study recommends introducing a diverse range of co-curricular activities to support varied interests and promote holistic growth and engagement among students.

The study investigated by Noatia, Alam and Dutta (2025) compares academic performance of secondary students in West and Gomati districts of Tripura [2]. West district students performed better overall. Gender differences were minimal, but urban and private school students significantly outperformed rural and government school peers. The study highlights that locality and school type notably influence academic achievement.

Moreover, another study conducted by those authors, the study compares creativity and academic achievement among secondary students in West and Gomati districts of Tripura [3]. West district students showed higher creativity. Females, urban and private school students outperformed their counterparts. A moderate positive correlation between creativity and achievement was found, highlighting regional disparities and calling for policy measures to promote equitable creative development.

The study by Saha, Bhattacharya and Debbarma (2025) explores how formative assessments influence academic performance [4] in science among secondary students in West Tripura. Using surveys from 118 students, it found positive student attitudes and a beneficial link between assessments and learning, highlighting their value in enhancing teaching strategies and educational outcomes.

The study conducted by Prasain and Salui (2024) reviews women's education in Tripura [5], highlighting improved enrolment and gender equality at basic levels. However, high female drop-out rates after elementary education persist. District-wise analysis reveals lack of facilities as a key cause. The authors suggest that effective implementation of NEP 2020 can promote women's empowerment and access to higher education.

A study conducted by U. K. Das (2023) [6], socio economic factors & the enrolment rate of minority girls in secondary school education in unakoti district, tripura reveals that significant efforts are needed to improve educational conditions for Muslim girls, who face high dropout rates. To ensure continued education and better livelihood opportunities, the government, community and society must work together through sustained and focused support for their education.

S. S. Shah (2022), studied to examine the attitudes of 1080 students from Madurai district towards science using a structured scale [7]. The findings revealed no significant difference in science attitudes between urban and rural students. The study emphasizes the need to foster positive attitudes towards science among both students and teachers.

S. Banerjee (2022) explores the status of Tripuri women in Tripura [8], highlighting their unique cultural traits similar to Arunta and Iroquois women. Despite matrilineal traditions, they face limited socio-political rights. The study aims to assess their current position in both rural and urban settings, reflecting societal attitudes toward women in North-East India's tribal communities.

S. Debbarma & P. Chakraborty (2020) [9] investigated educational attitudes among tribal students in Dhalai district, Tripura and found that despite economic challenges, there existed a strong aspirational value attached to education, especially among girls.

D. Mahapatra (2018) present a study was mean to observe the teaching aptitude among trainees of Teachers Education [10] belonging to rural areas and to find out the extents and limits up their professionalism after completion of their school internship. On the basis of findings it can be interpreted that the attitude of the teacher trainees from rural areas found decrease and sex wise attitude differences were found towards teaching profession.

The study by Nilanjan De (2014) [11] explores the historical development of modern education in Tripura from 1862 to 1971. It highlights the role of Tripura's rulers in initiating educational reforms, starting with the establishment of the first school in 1862, leading to notable educational progress before the statehood of Tripura in 1972.

The study investigated by Ahmar and Anwar (2013) the impact of gender and socio-economic status on academic achievement among higher secondary students in Lucknow [12]. It found no gender-based difference in science achievement but revealed that students from higher socio-economic backgrounds performed better academically. The findings highlight the significance of socio-economic factors and suggest recommendations for educational practice and future research.

The study examines teaching aptitude among student teachers in Kerala's Malabar region by K. S. Sajan (2010), focusing on gender and academic achievement [13]. Results show most students possess good teaching aptitude. Female students outperform males significantly, while academic achievement at the graduate level shows no significant correlation with teaching aptitude. Stratified random sampling was used to select participants from teacher education institutions.

Tripura, a small but culturally rich state in the North-Eastern region, presents a unique socio-educational context. The State has made considerable strides in primary and secondary education in the past two decades. However, disparities still exist, especially in tribal-dominated districts like Gomati, Dhalai, Tripura. According to the State Education Report of Tripura (2021), the Gross Enrollment Ratio (GER) at the secondary level is reasonably high [14], but the dropout rate among tribal students remains a concern. The report emphasized the need for attitudinal interventions, especially in districts with high tribal populations.

The review of literature clearly indicates that while student attitudes towards education have been studied extensively in various parts of India, there is a noticeable research vacuum in North-East Indian states, especially in Tripura. Studies conducted so far have been limited in scope or methodology, often lacking psychometric rigor. Hence, there is a pressing need for comprehensive, structured and statistically validated attitudinal studies in the Gomati district of Tripura.

4. Significance of the study

This study focuses on understanding the attitudes of secondary school students towards education in Gomati district of Tripura, a culturally diverse and developing region. Using a structured attitudinal scale, the research aims to provide data-based insights into how students perceive and value education. The findings will be valuable for teachers, administrators, curriculum planners and policymakers in adopting student-friendly teaching approaches. It will help in designing inclusive and effective educational reforms by considering students' motivations and challenges. Moreover, the study highlights the impact of socio-cultural and economic factors on students' educational attitudes in a lesser-studied North-Eastern context, thereby contributing to more balanced and representative educational research in India. This study, using a reliable attitudinal scale, offers a valid baseline for future comparisons, highlights gender and socio-economic differences and supports the NEP 2020 vision of equitable, quality education with academic and social relevance.

5. Objective of the study

The main objective of this study is to assess the level of interest, motivation and perception students hold regarding their educational journey.

- (i) To assess the overall attitude of secondary school students towards education in the Gomati district of Tripura.
- (ii) To identify the differences in attitudes towards education among students based on gender (male and female).
- (iii) To compare the attitudes of students from rural and urban secondary schools towards education.
- (iv) To examine the differences in students' attitudes towards education in government and private secondary schools.

6. Methodology of the study

6.1. Design of the Study

The present study was conducted using a descriptive survey research design. This design was found to be most appropriate as the study aimed at assessing and interpreting the attitudes of secondary school students towards education in the Gomati district of Tripura. A carefully constructed and implemented questionnaire has been prepared to achieve the goals stated above. The questionnaire has been prepared with the help of a standardized questionnaire as a tool for collecting a data. A five-point Likert scale with options for SA-Strongly Agree, A-Agree, UD-Undecided, DA-Disagree and SD-Strongly Disagree was used to analyze each response.

6.2. Population

The population of the study comprised all secondary school students studying in government and government-aided schools in the Gomati district of Tripura. These include students from both urban and rural areas, from diverse cultural backgrounds. The population included both boys and girls studying in classes IX and X during the academic session 2024–2025. Students under the Department of School Education, Govt. of Tripura, government registered and non-government secondary educational institutes from Gomati district of the state of Tripura, have been considered as population.

6.3. Sample

For the purpose of this study, a random sampling technique was used to select the sample. Stratification was done on the basis of school type (government and private), location (rural and urban) and gender (male and female), to ensure that the sample reflected the diversity present in the overall population. Using the random sample technique, 72 students (including 36 Males and 36 Female) of the government registered and non-government secondary educational institutes from Gomati district of the state of Tripura were chosen for this study.

7. Analysis and Interpretations of data

The focus is primarily on the demographic characteristics (Table-1) of the participants in the study. It provides detailed information about the composition of the sample based on variables such as gender, school type and location. The sample comprises 36% males and 36% females, indicating a balanced representation of both genders. Participants are categorized into students from government schools (approximately 29%) and private schools (around 20%). This segmentation allows for comparisons between different educational settings. The students are also distinguished based on their geographic setting—rural (about 26%) and urban (roughly 23%). This distinction is crucial in understanding how geographic factors influence students' attitudes toward studies.

The data set lays the groundwork for analyzing variations in students' perceptions, attitudes and engagement levels based on these demographic factors. This foundation helps contextualize findings discussed later in the study, such as differences in interest, enjoyment and perceptions related to studies and books among different groups.

Table-1: Demographics characteristics

Variables		Male= 36 (%)	Female = 36 (%)
School type	Government	21 (29.17)	20 (27.78)
	Private	15 (20.83)	16 (22.22)
Location	Rural	19 (26.39)	22 (30.56)
	Urban	17 (23.61)	14 (19.44)

The Tables 2(a) and 2(b) collectively provide valuable insights into students' attitudes, interest levels and emotional engagement with their academic pursuits. They shed light on how students perceive studying, their relationship with books and their overall enjoyment of academic activities.

Table-2(a): Participants' views on "Interest and Enjoyment in Studies."

Sl. No	Items	Male (in %)					Female (in %)				
		SA	A	UD	D	SD	SA	A	UD	D	SD
1.	I take books as my best toys	32.1 3	15.4	25.6 1	12.2 7	14.5 9	35.3 5	14.1 8	26.2 6	10.7	13.5 1
2.	I like studies very much	28.1 5	20.31	17.5 4	16.6 9	17.3 1	31.3 7	19.0 9	18.1 9	15.1 2	16.2 3
3.	I can sacrifice everything for my studies	22.2 8	21.34	15.5 4	23.2 3	17.6 1	25.5	20.1 2	16.1 9	21.6 6	16.5 3
4.	It is a pleasure to make friends with books	31.2 7	19.42	8.72	16.5 2	24.0 7	34.4 9	18.2	9.37	14.9 5	22.9 9
5.	I enjoy doing home task	18.7 3	17.94	20.3 9	15.8 1	27.1 3	21.9 5	16.7 2	21.0 4	14.2 4	26.0 5
6.	For me, there is nothing better than studies	23.7 3	15.87	31.9 2	16.6 7	11.8 1	26.9 5	14.6 5	32.5 7	16.1	10.7 3

Table-2(a) examines the students' self-reported interest and enjoyment regarding their studies, focusing on specific statements about their reading habits and emotional connection to learning. Notably, a significant number of students display positive attitudes toward books and studying. For instance, 32.13% of male students and 35.35% of female students strongly agree that they take books as their best toys, indicating

that for many students, books are not merely educational tools but also sources of enjoyment and play. This suggests an intrinsic interest in reading activities among a considerable portion of the student body, which can positively influence their academic motivation.

Similarly, high percentages of students, especially in the “Strongly Agree” category (SA), express a liking for studies—28.15% males and 31.37% females—highlighting a promising trend of interest and enthusiasm towards academic work. The data also show that students are willing to make sacrifices for their studies, with over 22% strongly agreeing that they can sacrifice everything for their studies, indicating a high level of motivation and dedication.

Moreover, the responses reveal that students enjoy making friends with books (31.27% males and 34.49% females SA), demonstrating an emotional bond and comfort with reading, which can foster sustained interest and better learning outcomes. However, responses regarding enjoyment of homework or home tasks are comparatively lower, with about 15-20% expressing strong agreement, suggesting that while students like books and studies, they may not find homework particularly pleasurable. This distinction points to the importance of designing engaging assignments to maintain interest.

Table-2(b): Participants' views on "Interest and Enjoyment in Studies."

Sl. No	Items	Rural (in %)					Urban (in %)				
		SA	A	UD	D	SD	SA	A	UD	D	SD
1.	I take books as my best toys	26.9 5	14.65	32.5 7	16.1	10.7 3	25.5	20.1 2	16.1 9	21.6 6	16.5 3
2.	I like studies very much	31.3 7	19.09	18.1 9	15.1 2	16.2 3	22.2 8	21.3 4	15.5 4	23.2 3	17.6 1
3.	I can sacrifice everything for my studies	31.2 7	19.42	8.72	16.5 2	24.0 7	34.4 9	18.2	9.37	14.9 5	22.9 9
4.	It is a pleasure to make friends with books	18.7 3	17.94	20.3 9	15.8 1	27.1 3	21.9 5	16.7 2	21.0 4	14.2 4	26.0 5
5.	I enjoy doing home task	23.7 3	15.87	31.9 2	16.6 7	11.8 1	32.1 3	15.4	25.6 1	12.2 7	14.5 9
6.	For me, there is nothing better than studies	35.3 5	14.18	26.2 6	10.7	13.5 1	28.1 5	20.3 1	17.5 4	16.6 9	17.3 1

Table-2(b) revisits students' overall interest and enjoyment in their studies, possibly serving as verification or expanded perspective on the earlier data. It shows that a substantial proportion of students still find studies rewarding, with many recognizing the value of books and the pleasure derived from academic pursuits. For example, nearly 26-27% strongly agrees that there is nothing better than studies, indicating a core appreciation for academics among these students.

The data also emphasize students' positive emotions toward reading and academic engagement, with many students enjoying making friends with books and finding reading a pleasurable activity. These attitudes are essential for fostering lifelong learning habits and intrinsic motivation. Interestingly, the consistency in responses across different statements suggests that students' interest in studies is broad-based and deeply rooted.

Figure-1 illustrates the responses of male and female students regarding their statement, “I always work for achieving some merit in studies.” The figure presents a comparative visual analysis of the percentage distribution across different response categories: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D) and Strongly Disagree (SD).

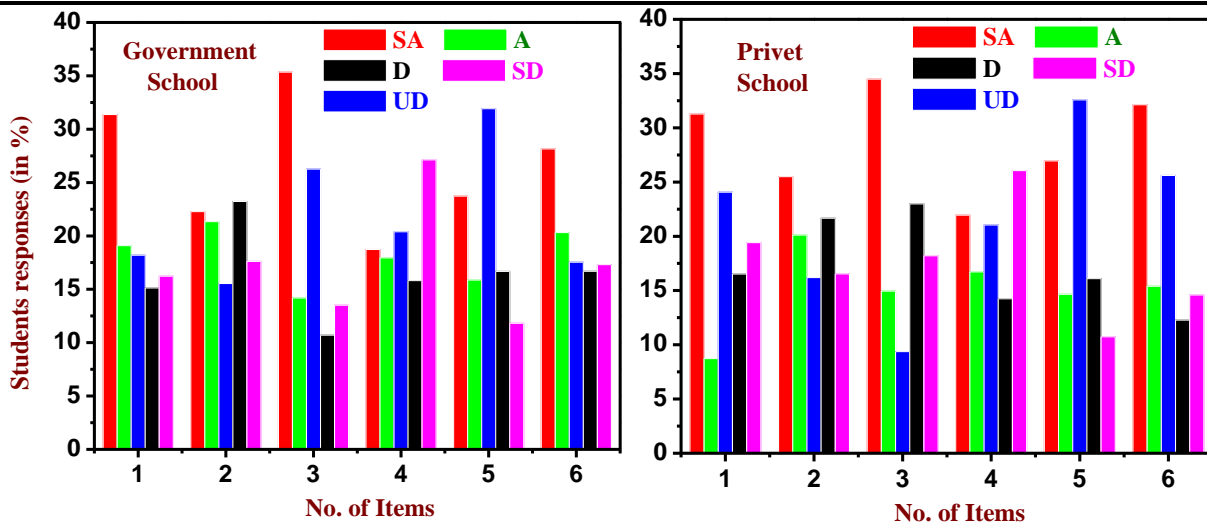


Figure-1: The opinions of the participants regarding "Interest and Enjoyment in studies."

From the figure, approximately 22% of male students strongly agree that they work diligently for merit, with an equivalent percentage also agreeing. Similarly, about 20–22% of female students strongly agree or agrees with this statement. The largest portion of students—around 37% of males and 32% of females—are in the 'Agree' category, indicating a substantial minority. The proportions expressing neutrality or disagreement are relatively lower, with a small percentage in the 'Strongly Disagree' category.

This pattern suggests that a significant number of students across both genders are motivated by the desire to earn merit, reflecting a positive attitude toward diligent study and academic achievement. The slight difference between male and female responses indicates that both groups recognize the importance of striving for merit, although males show marginally higher motivation levels in this respect. Overall, the figure underscores a prevalent motivational trend among students to pursue academic excellence through dedicated effort.

The Table-3(a) highlights students' emotional and perceptual attitudes towards school and teachers. Notably, around 34–35% of both rural and urban students perceive school as "nothing but a jail" or "a fever time," indicating feelings of confinement and anxiety associated with school life. Despite this negativity, a majority still regard school as the "best place for learning," suggesting a recognition of its value despite emotional struggles.

Table-3(a): Student feelings about school with perception of teachers and teaching.

Sl. No	Items	Male students (in %)					Female students (in %)				
		SA	A	UD	D	SD	SA	A	UD	D	SD
1.	I dislike spending time with teachers	34.0 2	14.88	24.5 2	13.0 8	13.5	34.4 9	14.3 3	24.6 5	13.0 5	13.4 7
2.	I have great respect for teachers	30.0 4	19.79	16.4 5	17.5	16.2 2	30.5 1	19.2 4	16.5 8	17.4 7	16.1 9
3.	School teachers are no-good people	24.1 7	20.82	14.4 5	24.0 4	16.5 2	24.6 4	20.2 7	14.5 8	24.0 1	16.4 9
4.	I always want to get my teachers favor.	33.1 6	18.9	7.63	17.3 3	22.9 8	33.6 3	18.3 5	7.76	17.3	22.9 5
5.	School teachers are real guides in life	20.6 2	17.42	19.3	16.6 2	26.0 4	21.0 9	16.8 7	19.4 3	16.5 9	26.0 1
6.	In teachers, I find no ideals	25.6 2	15.35	30.8 3	17.4 8	10.7 2	26.0 9	14.8	30.9 6	17.4 5	10.6 9
7.	School is the best place for learning	39.0 5	16.77	7.5	14.3 2	22.3 6	39.5 2	16.2 2	7.63	14.2 9	22.3 3
8.	I usually feel uneasy in school	38.5 8	13.45	22.6 5	12.4 5	12.8 7	39.0 5	12.9	22.7 8	12.4 2	12.8 4

9.	School is nothing but a jail for me	34.6	18.36	14.5 8	16.8 7	15.5 9	35.0 7	17.8 1	14.7 1	16.8 4	15.5 6
10.	School time is a fever time for me	28.7 3	19.39	12.5 8	23.4 1	15.8 9	29.2	18.8 4	12.7 1	23.3 8	15.8 6
11.	I would never miss school, if I could	37.7 2	17.47	5.76	16.7	22.3 5	38.1 9	16.9 2	5.89	16.6 7	22.3 2
12.	Sitting in the class is a hard task for me	25.1 8	15.99	17.4 3	15.9 9	25.4 1	25.6 5	15.4 4	17.5 6	15.9 6	25.3 8

Regarding teachers, many students dislike spending time with them (over 33%), but respect for teachers remains relatively high (around 30%). Conversely, a significant minority (around 20%) view teachers negatively as “no-good people,” reflecting a segment with possible strained relationships or dissatisfaction. Additionally, about 38% of students feel uneasy in school, which could hinder learning engagement.

The Table-3(b) reveals that a fair proportion of students enjoy studying—about 26-27% see books as “their best toys,” and similar percentages express a strong liking for studies. Rural students tend to show slightly higher enthusiasm compared to urban students. Many students are willing to sacrifice everything for their studies (around 31%), indicating high levels of motivation among a segment of learners.

Table-3(b): Student feelings about school with perception of teachers and teaching.

Sl. No	Items	Rural (in %)					Urban (in %)				
		SA	A	UD	D	SD	SA	A	UD	D	SD
1.	I dislike spending time with teachers	35.0 7	17.81	14.7 1	16.8 4	15.5 6	33.6 3	18.3 5	7.76	17.3	22.9 5
2.	I have great respect for teachers	30.0 4	19.79	16.4 5	17.5	16.2 2	30.5 1	19.2 4	16.5 8	17.4 7	16.1 9
3.	School teachers are no-good people	28.7 3	19.39	12.5 8	23.4 1	15.8 9	29.2	18.8 4	12.7 1	23.3 8	15.8 6
4.	I always want to get my teachers favor.	24.6 4	20.27	14.5 8	24.0 1	16.4 9	20.6 2	17.4 2	19.3	16.6 2	26.0 4
5.	School teachers are real guides in life	25.1 8	15.99	17.4 3	15.9 9	25.4 1	25.6 5	15.4 4	17.5 6	15.9 6	25.3 8
6.	In teachers, I find no ideals	30.8 3	25.62	15.3 5	17.4 8	10.7 2	30.9 6	26.0 9	14.8	17.4 5	10.6 9
7.	School is the best place for learning	16.7 7	39.05	7.5	22.3 6	14.3 2	39.5 2	16.2 2	7.63	14.2 9	22.3 3
8.	I usually feel uneasy in school	38.5 8	13.45	22.6 5	12.4 5	12.8 7	39.0 5	12.9	22.7 8	12.4 2	12.8 4
9.	School is nothing but a jail for me	21.0 9	16.87	19.4 3	16.5 9	26.0 1	24.1 7	20.8 2	14.4 5	24.0 4	16.5 2
10.	School time is a fever time for me	33.1 6	18.9	7.63	17.3 3	22.9 8	18.3 6	34.6	14.5 8	15.5 9	16.8 7
11.	I would never miss school, if I could	14.3 3	34.49	24.6 5	13.0 5	13.4 7	14.8 8	34.0 2	24.5 2	13.0 8	13.5
12.	Sitting in the class is a hard task for me	16.9 2	38.19	5.89	22.3 2	16.6 7	17.4 7	37.7 2	5.76	22.3 5	16.7

However, there is still a notable portion who are neutral or less engaged, highlighting room for improving interest and motivation. The data suggests that students' attitudes towards studies are mixed but generally positive, especially among rural students. Both tables underscore that while many students recognize the importance of school and studies, negative perceptions of school environment and teacher relationships need addressing to enhance motivation and engagement further.

Table-4(a) presents the perspectives of rural and urban students regarding their study habits and commitment to education. The data indicates a notable difference in attitudes between these two groups. Rural

students tend to express a higher level of commitment to their studies, with a significant percentage indicating that they view books as essential tools for learning. This suggests that rural students may have a more traditional view of education, valuing the role of books and formal study in their lives. In contrast, urban students exhibit a more varied response, with a higher percentage indicating indifference or negative attitudes towards studying. This could be attributed to the availability of alternative resources and distractions in urban settings, which may lead to a diminished emphasis on traditional study methods. The urban environment often provides more extracurricular activities and social engagements, which could detract from the focus on academic commitments.

Table-4(a): Student feelings about school with perception of teachers and teaching.

Sl. No	Items	Male students (in %)					Female students (in %)				
		SA	A	UD	D	SD	SA	A	UD	D	SD
1.	I enjoy doing home task	38.1 7	15.38	22.1 4	11.5 1	12.7 9	33.0 5	16.1 4	26.5 3	11.4	12.8 8
2.	I am always in search of new books	34.1 9	20.29	14.0 7	15.9 3	15.5 1	29.0 7	21.0 5	18.4 6	15.8 2	15.6
3.	I never forget my studies	28.3 2	21.32	12.0 7	22.4 7	15.8 1	23.2	22.0 8	16.4 6	22.3 6	15.9
4.	I always work for achieving some merit in studies	37.3 1	19.4	5.25	15.7 6	22.2 7	32.1 9	20.1 6	9.64	15.6 5	22.3 6
5.	Book reading is a very good habit	24.7 7	17.92	16.9 2	15.0 5	25.3 3	19.6 5	18.6 8	21.3 1	14.9 4	25.4 2
6.	I take books as my best toys	29.7 7	15.85	28.4 5	15.9 1	10.0 1	24.6 5	16.6 1	32.8 4	15.8	10.1
7.	A library is no attraction for me	43.2	17.27	5.12	12.7 5	21.6 5	38.0 8	18.0 3	9.51	12.6 4	21.7 4
8.	Investment in books is the best form of investment	42.7 3	13.95	20.2 7	10.8 8	12.1 6	37.6 1	14.7 1	24.6 6	10.7 7	12.2 5

Moreover, the data reveals that rural students are more likely to agree with statements emphasizing the importance of studies in shaping their future. This could reflect a cultural perspective where education is seen as a pathway to better opportunities, particularly in rural areas where access to resources may be limited. Urban students, while still recognizing the importance of education, may feel more pressure to balance academic responsibilities with other interests, leading to a more complex relationship with their studies.

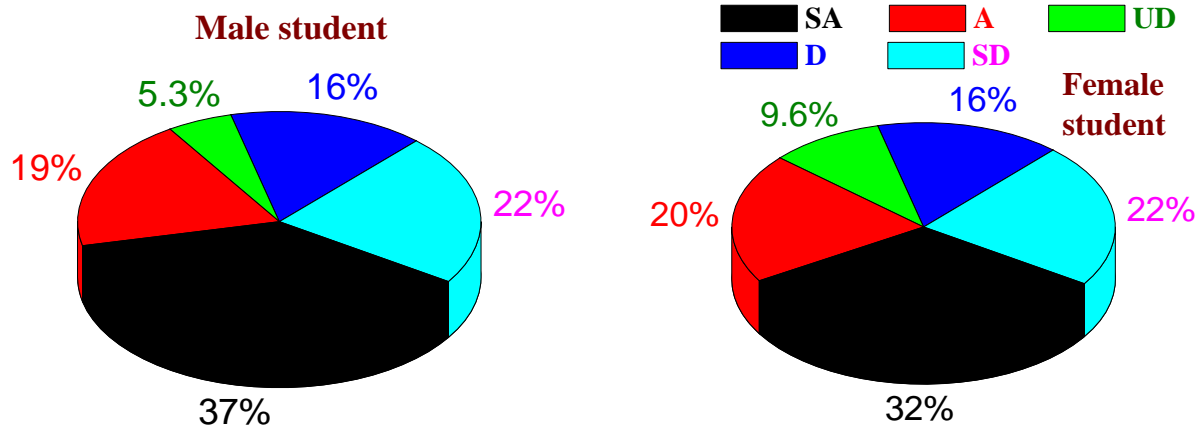


Figure-2: Response of male & female students on “I always work for achieving some merit in studies”.

Figure-2 illustrates the responses of male and female students regarding their motivation to achieve merit in their studies. The data shows a clear distinction in the levels of ambition between genders. Female students tend to express a stronger desire to achieve academic success compared to their male counterparts. This trend may indicate a growing recognition among female students of the importance of education in achieving personal and professional goals.

The figure also highlights that while both genders value academic achievement, the motivations behind their ambitions may differ. Female students may be driven by a desire to break stereotypes and prove their capabilities in a traditionally male-dominated academic environment. On the other hand, male students may exhibit a more relaxed attitude towards academic merit, possibly influenced by societal expectations that prioritize other forms of success.

Both Table-4(a) and Figure-2 underscore the varying attitudes towards education among different demographics, revealing insights into how cultural, social and environmental factors shape students' commitment to their studies. Understanding these differences is crucial for educators and policymakers to tailor approaches that foster a positive learning environment for all students.

Table-4(b): Student feelings about school with perception of teachers and teaching.

Sl. No	Items	Government (in %)					Private (in %)				
		SA	A	UD	D	SD	SA	A	UD	D	SD
1.	I enjoy doing home task	24.6 5	16.61	32.8 4	15.8	10.1	24.7 7	17.9 2	16.9 2	15.0 5	25.3 3
2.	I am always in search of new books	19.6 5	18.68	21.3 1	14.9 4	25.4 2	29.7 7	15.8 5	28.4 5	15.9 1	10.0 1
3.	I never forget my studies	38.0 8	18.03	9.51	12.6 4	21.7 4	43.2	17.2 7	5.12	12.7 5	21.6 5
4.	I always work for achieving some merit in studies	37.6 1	14.71	24.6 6	10.7 7	12.2 5	42.7 3	13.9 5	20.2 7	10.8 8	12.1 6
5.	Book reading is a very good habit	23.2	22.08	16.4 6	22.3 6	15.9	28.3 2	21.3 2	12.0 7	22.4 7	15.8 1
6.	I take books as my best toys	32.1 9	20.16	9.64	15.6 5	22.3 6	37.3 1	19.4	5.25	15.7 6	22.2 7
7.	A library is no attraction for me	33.0 5	16.14	26.5 3	11.4	12.8 8	38.1 7	15.3 8	22.1 4	11.5 1	12.7 9
8.	Investment in books is the best form of investment	29.0 7	21.05	18.4 6	15.8 2	15.6	34.1 9	20.2 9	14.0 7	15.9 3	15.5 1

Table-4(b) presents the responses of participants regarding their interest and enjoyment in studies, highlighting differences between rural and urban students. The data indicates that rural students generally express a higher level of enjoyment in their studies compared to urban students. This could be attributed to the limited access to extracurricular activities in rural areas, leading students to find greater satisfaction in academic pursuits. Additionally, rural students may perceive education as a vital means to improve their socio-economic status, thus fostering a more positive attitude towards their studies.

Table-4(c): Rural and Urban students' views on their study habits and commitment.

Sl. No	Items	Rural (in %)					Urban (in %)				
		SA	A	UD	D	SD	SA	A	UD	D	SD
1.	I enjoy doing home task	33.0 5	16.14	26.5 3	11.4	12.8 8	24.7 7	17.9 2	16.9 2	15.0 5	25.3 3
2.	I am always in search of new books	37.6 1	14.71	24.6 6	10.7 7	12.2 5	42.7 3	13.9 5	20.2 7	10.8 8	12.1 6
3.	I never forget my studies	32.1 9	20.16	9.64	15.6 5	22.3 6	29.7 7	15.8 5	28.4 5	15.9 1	10.0 1
4.	I always work for achieving some merit in studies	19.6 5	18.68	21.3 1	14.9 4	25.4 2	43.2	17.2 7	5.12	12.7 5	21.6 5
5.	Book reading is a very good habit	29.0 7	21.05	18.4 6	15.8 2	15.6	28.3 2	21.3 2	12.0 7	22.4 7	15.8 1
6.	I take books as my best toys	23.2	22.08	16.4 6	22.3 6	15.9	37.3 1	19.4	5.25	15.7 6	22.2 7
7.	A library is no attraction for me	24.6 5	16.61	32.8 4	15.8	10.1	38.1 7	15.3 8	22.1 4	11.5 1	12.7 9
8.	Investment in books is the best form of investment	38.0 8	18.03	9.51	12.6 4	21.7 4	34.1 9	20.2 9	14.0 7	15.9 3	15.5 1

Table-4(c) further explores the study habits and commitment of rural versus urban students. The findings reveal that rural students are more likely to view studies as an integral part of their lives, with a significant percentage agreeing that they prioritize academic success. In contrast, urban students show a more divided perspective, with some expressing indifference towards their studies. This divergence may stem from the diverse opportunities available in urban settings, which can lead to distractions and a less focused approach to academics. Moreover, Tables 4(b) and 4(c) illustrate the contrasting attitudes towards education between rural and urban students, emphasizing the need for tailored educational strategies that address these differences and promote a positive learning environment for all.

Table-5(a) examines male and female students' perceptions of the importance of studies in shaping their future. The data reveals that a significant percentage of both male and female students agree that neglecting studies can lead to regret later in life, with 28.32% of males and 23.2% of females strongly agreeing. This highlights a shared understanding of the long-term consequences of educational neglect, suggesting that students recognize the critical role education plays in their future opportunities.

Table-5(a): Understanding the importance of studies for future life.

Sl. No	Items	Male students (in %)					Female students (in %)				
		SA	A	UD	D	SD	SA	A	UD	D	SD
1.	If we don't study, we are bound to repent in life	28.3 2	21.32	12.0 7	22.4 7	15.8 1	23.2	22.0 8	16.4 6	22.3 6	15.9
2.	The real boon of life lies in studies	37.3 1	19.4	5.25	15.7 6	22.2 7	32.1 9	20.1 6	9.64	15.6 5	22.3 6
3.	Studies are a part and parcel of my life	24.7 7	17.92	16.9 2	15.0 5	25.3 3	19.6 5	18.6 8	21.3 1	14.9 4	25.4 2
4.	Studies interest me the most	29.7 7	15.85	28.4 5	15.9 1	10.0 1	24.6 5	16.6 1	32.8 4	15.8	10.1
5.	If we don't study, we might just be worthless people.	37.3 1	19.4	5.25	15.7 6	22.2 7	32.1 9	20.1 6	9.64	15.6 5	22.3 6

Furthermore, the table indicates that a larger proportion of female students (37.31%) view studies as a "real boon of life" compared to their male counterparts (37.31%). This could reflect a growing awareness

among female students of the empowerment that education can provide, particularly in contexts where gender disparities exist. However, both genders show a notable percentage of students who are undecided or disagree, indicating that not all students are convinced of the intrinsic value of education.

Table-5(b) contrasts the perceptions of students from government and private schools regarding the importance of studies. The data shows that private school students (34.19%) are more likely to agree that neglecting studies leads to regret compared to government school students (19.65%). This disparity may be attributed to the differing educational environments and resources available in private institutions, which often emphasize academic achievement more strongly. Additionally, a higher percentage of private school students (38.17%) view studies as a boon compared to their government school peers (33.05%). This suggests that the private school system may foster a more positive attitude towards education, potentially due to better access to resources and support. Overall, both tables underscore the varying perceptions of educational importance among different demographics, highlighting the need for targeted interventions to enhance students' appreciation of their studies across all educational settings.

Table-5(b): Understanding the importance of studies for future life.

Sl. No	Items	Government (in %)					Private (in %)				
		SA	A	UD	D	SD	SA	A	UD	D	SD
1.	If we don't study, we are bound to repent in life	19.65	18.68	21.31	14.94	25.42	34.19	20.29	14.07	15.93	15.51
2.	The real boon of life lies in studies	33.05	16.14	26.53	11.4	12.88	38.17	15.38	22.14	11.51	12.79
3.	Studies are a part and parcel of my life	32.19	20.16	9.64	15.65	22.36	37.31	19.4	5.25	15.76	22.27
4.	Studies interest me the most	32.19	20.16	9.64	15.65	22.36	37.31	19.4	5.25	15.76	22.27
5.	If we don't study, we might just be worthless people.	24.65	16.61	32.84	15.8	10.1	29.77	15.85	28.45	15.91	10.01

The Figure-3 illustrates the significance of education in shaping an individual's future, emphasizing students' beliefs about the consequences of neglecting their studies. A substantial percentage of respondents agree that failing to study can lead to feelings of worthlessness, with 37.31% of male students and 32.19% of female students expressing strong agreement. This indicates a shared recognition among students of the critical role education plays in personal development and future opportunities. The figure also highlights a notable percentage of students who are undecided or disagree, suggesting that some may not fully grasp the long-term implications of educational neglect. This divergence in perspectives underscores the necessity for educational institutions to foster a deeper understanding of the value of studies, ensuring that all students appreciate the importance of their academic pursuits in achieving their life goals. Finally, Figure-3 reflects a significant awareness of education's impact on future success among students.

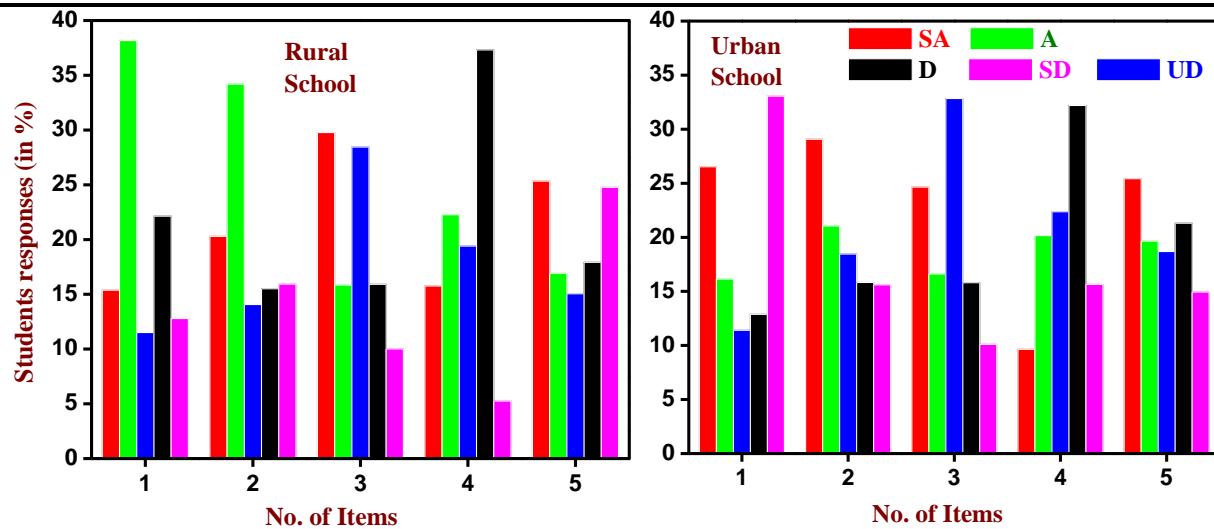


Figure-3: The significance of education in to an individual's future.

The Table-6(a) explores the negative attitudes towards studying among male and female students. The data reveals that a significant percentage of male students (25.48%) feel that "books give me no company," indicating a sense of isolation or disconnection from their studies. In contrast, female students show a higher percentage (29.56%) expressing similar sentiments, suggesting that both genders experience challenges in finding engagement and companionship in their academic materials. This could reflect broader societal attitudes towards education, where students may feel overwhelmed or unsupported in their learning environments. Additionally, the statement "a library is no attraction for me" resonates with both genders, with 19.61% of males and 23.69% of females agreeing. This highlights a concerning trend where students do not view libraries as valuable resources for learning, potentially limiting their academic growth. The perception that "studies have made my life difficult" is also prevalent, with 24.77% of male students and 19.65% of female students expressing this view. This suggests that students may associate their educational experiences with stress and difficulty, which could hinder their motivation and commitment to their studies.

Table-6(a): Negative attitudes to study in between male & female students.

Sl. No	Items	Male students (in %)					Female students (in %)				
		SA	A	UD	D	SD	SA	A	UD	D	SD
1.	Books give me no company	25.48	21.22	18.32	18.13	16.85	29.56	19.33	17.28	17.53	16.3
2.	A library is no attraction for me	19.61	22.25	16.32	24.67	17.15	23.69	20.36	15.28	24.07	16.6
3.	Studies have made my life difficult	24.77	17.92	16.92	15.05	25.33	19.65	18.68	21.31	14.94	25.42
4.	I am least interested in studies	29.77	15.85	28.45	15.91	10.01	24.65	16.61	32.84	15.8	10.1
5.	I take studies as burden	43.2	17.27	5.12	12.75	21.65	38.08	18.03	9.51	12.64	21.74
6.	Studies bore me	24.17	20.82	14.45	24.04	16.52	24.64	20.27	14.58	24.01	16.49
7.	It makes no difference in life	33.16	18.9	7.63	17.33	22.98	33.63	18.35	7.76	17.3	22.95
8.	Childhood is lost, if we are lost on books	20.62	17.42	19.3	16.62	26.04	21.09	16.87	19.43	16.59	26.01

Table-6(b): Negative attitudes to study in between Govt. & privet school students.

Sl. No	Items	Government (in %)					Private (in %)				
		SA	A	UD	D	SD	SA	A	UD	D	SD
1.	Books give me no company	43.2	17.27	5.12	12.7 5	21.6 5	29.5 6	19.3 3	17.2 8	17.5 3	16.3
2.	A library is no attraction for me	38.0 8	18.03	9.51	12.6 4	21.7 4	25.4 8	21.2 2	18.3 2	18.1 3	16.8 5
3.	Studies have made my life difficult	24.6 4	20.27	14.5 8	24.0 1	16.4 9	20.6 2	17.4 2	19.3	16.6 2	26.0 4
4.	I am least interested in studies	23.6 9	20.36	15.2 8	24.0 7	16.6	24.1 7	20.8 2	14.4 5	24.0 4	16.5 2
5.	I take studies as burden	24.6 5	16.61	32.8 4	15.8	10.1	24.7 7	17.9 2	16.9 2	15.0 5	25.3 3
6.	Studies bore me	21.0 9	16.87	19.4 3	16.5 9	26.0 1	19.6 1	22.2 5	16.3 2	24.6 7	17.1 5
7.	It makes no difference in life	33.6 3	18.35	7.76	17.3	22.9 5	33.1 6	18.9	7.63	17.3 3	22.9 8
8.	Childhood is lost, if we are lost on books	19.6 5	18.68	21.3 1	14.9 4	25.4 2	29.7 7	15.8 5	28.4 5	15.9 1	10.0 1

Table-6(b) examines the negative attitudes towards studying among students from government and private schools. The data indicates that government school students (38.08%) are more likely to agree that "books give me no company" compared to private school students (18.90%). This disparity may reflect the differences in resources and support systems available in government versus private institutions, where private schools may offer more engaging learning environments. Furthermore, the statement "a library is no attraction for me" shows that government school students (17.30%) are less likely to view libraries positively compared to their private school counterparts (21.65%). This suggests that government school students may have limited access to library resources or may not be encouraged to utilize them effectively. The perception that "studies have made my life difficult" is similarly echoed, with both groups expressing concerns about the challenges associated with their academic experiences.

In the Table-6(c) consolidates the findings from Tables 6(a) and 6(b), providing a comprehensive view of students' negative attitudes towards studies across different demographics. The data highlights a pervasive sense of disconnection and difficulty associated with academic pursuits, regardless of gender or school type. This underscores the urgent need for educational institutions to address these negative perceptions by fostering a more supportive and engaging learning environment.

Table-6(c): Negative attitudes to study in between rural & urban students.

Sl. No	Items	Rural (in %)					Urban (in %)				
		SA	A	UD	D	SD	SA	A	UD	D	SD
1.	Books give me no company	38.0 8	21.74	9.51	12.6 4	18.0 3	18.9	33.1 6	17.3 3	22.9 8	7.63
2.	A library is no attraction for me	17.3	22.95	7.76	33.6 3	18.3 5	21.6 5	12.7 5	5.12	43.2	17.2 7
3.	Studies have made my life difficult	24.6 7	17.15	19.6 1	22.2 5	16.3 2	24.0 7	23.6 9	16.6	20.3 6	15.2 8
4.	I am least interested in studies	21.2 2	25.48	18.1 3	16.8 5	18.3 2	17.5 3	29.5 6	17.2 8	16.3	19.3 3
5.	I take studies as burden	32.8 4	15.8	24.6 5	16.6 1	10.1	29.7 7	28.4 5	10.0 1	15.8 5	15.9 1
6.	Studies bore me	24.6 4	24.01	16.4 9	20.2 7	14.5 8	24.1 7	24.0 4	16.5 2	20.8 2	14.4 5
7.	It makes no difference in life	26.0 4	20.62	17.4 2	19.3	16.6 2	26.0 1	16.8 7	19.4 3	21.0 9	16.5 9

8.	Childhood is lost, if we are lost on books	21.3 1	14.94	25.4 2	19.6 5	18.6 8	24.7 7	17.9 2	15.0 5	25.3 3	16.9 2
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In summary, Tables 6(a), 6(b) and 6(c) collectively illustrate the challenges students face in their academic journeys, emphasizing the importance of addressing negative attitudes towards studies. By understanding these sentiments, educators can implement strategies to enhance student engagement and motivation, ultimately leading to a more positive educational experience.

8. Findings of the study

The analysis of the data reveals several key findings regarding students' attitudes towards studies, perceptions of education and demographic differences. Below are the major findings presented to address the identified the matters.

(i) **Interest and enjoyment in studies:** Rural students show more interest and dedication towards studies, often treating books as their favourite companions, while urban students display mixed attitudes, possibly due to greater distractions and varied opportunities in city life.

(ii) **Gender differences in attitudes towards education:** Female students show greater academic ambition, valuing studies as a life boon, while male students often see education as a burden, likely due to societal pressures favouring non-academic success.

(iii) **Perceptions of the importance of studies for future life:** Both boys and girls acknowledge education's vital role in their future, though some remain unsure or disagree on its true value, highlighting the need for schools to promote deeper awareness about the importance of academic learning.

(iv) **Negative attitudes towards studies:** Many students feel disconnected from studies, as shown by their belief that books offer no company and libraries hold no appeal. This lack of engagement with learning resources may hinder their overall academic development.

(v) **Differences between government and private school students:** Government school students show more negative attitudes towards studies, while private school students perceive education positively and value its role in shaping their future aspirations.

(vi) **The role of extracurricular activities:** Urban students, having more extracurricular choices, may face distractions from studies, while rural students, with fewer such options, often show better academic focus and more positive attitudes towards education.

(vii) **The need for supportive educational environments:** The findings stress the need for schools to improve student attitudes by fostering engaging environments, especially supporting male and government school students through targeted efforts to overcome their specific educational challenges.

(viii) **Importance of academic resources:** Low library use shows need for awareness. Schools must promote libraries, give more support, and encourage students to see studies as key to life and success.

(ix) **Holistic educational approach:** The findings stress the need for balancing academics and extracurriculars, urging schools to promote holistic student development through supportive and inclusive educational environments.

The data analysis shows key insights into students' views on studies and education, revealing demographic differences and stressing the need for focused efforts and supportive environments to improve students' academic engagement.

9. Conclusion

The study highlights key differences in students' attitudes towards education. Rural students show more interest and dedication to studies than their urban counterparts, who often face distractions. Female students are more focused on academic success and value education more than males, who display a casual approach. Many students, overall, have negative attitudes, feeling disconnected from their studies and showing little interest in using libraries. Such disengagement affects motivation and performance. The findings stress the need for schools to improve learning environments and encourage effective use of academic resources to foster a better educational experience. Furthermore, the needs for better support in government schools, as students there often show negative attitudes towards studies. To improve this, a balanced focus on academics and extracurricular is suggested. Key strategies include mentorship, parental involvement, and supportive learning environments. The report concludes that understanding student

perspectives is essential for promoting positive attitudes and academic motivation. Educational reforms must address these challenges to help students' value education for their future success.

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