



A COMPARATIVE STUDY OF OCCUPATIONAL ATTITUDE OF SECONDARY LEVEL BOYS AND GIRLS

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ABSTRACT :

The present investigation is to find out the difference in the Occupational attitude of secondary level boys & girls in Ahmedabad city. The sample consisted of 240 boys & girls. Out of which 120 were secondary level boys and 120 were secondary level girls. For this purpose of investigation “Occupational attitude Inventory” by Dr. Surekha Amin & Dr. J.H.Shah was used. The obtained data was analyzed through the ‘t’ test to know the mean difference between secondary level boys & girls. The results show that there is a significant difference in the attitude of Art & the attitude of music of secondary level boys & girls. And there is no significant difference in the mechanical attitude, the scientific attitude & the clerical attitude of secondary level boys & girls.

INTRODUCTION :

The net product of the socialization process in the formation of the social attitudes among individuals. These attitudes are reflected by the words and deeds individual. In this interaction with other persons and groups, in his dealing with the cultural products, in all these we see the influence of the social attitudes. It is by forming the appropriate social attitudes that one becomes a Hindi or a Muslim or a Christian: a Congressman or a Socialist or a Communist; a Capitalist or a labour leader. Nobody is born one way or the other. He becomes one by the formation of the appropriate social attitudes. In the last 40 years, considerable work has been regarding the formation, the change and measurement of social attitudes. Studies have been made the way in which groups of people incline towards the church, the school, the political party, the economic programmes, war and such other institutions.

Attitudes have been defined in a number of different ways. Allport (1935) defined an attitude as a “Mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related”. He looked upon attitude primarily as a set to respond in a particular way.

An Attitude is an enduring system that includes a cognitive component, a feeling component and an action tendency. Attitudes involve an emotional component. This is why an attitude is formed it becomes resistant to change; it does not generally respond to new facts. An attitude involves beliefs as well as evaluations.

The upper caste man has an unfavorable attitude towards a Harijan. The Indian had an unfavorable attitude towards the Pakistanis or the Chinese. These attitudes involve some knowledge about the other groups (the cognitive component), some feelings of dislike (the affective, evolutionary component) and a predisposition to avoid, attack etc. (the action component).

An attitude an adjustment of the individual towards some selected person, group or institution. In forming an attitude towards some persons of the environment an individual shows a readiness to respond. In reaction-time experiments, it has been found that there are differences in reaction time depending upon the attitude taken by the individual. It is conceived as a state of preparation for discriminating among stimuli (sensorial attitude) or as state of preparation for reacting as quickly as possible upon the occurrence of a definite stimulus (motor attitude). Thus an attitude results in a state of preparation or a state of readiness to respond in a particular manner under particular circumstances. An attitude determines a certain expectation; if the events are in line with these expectations then there is satisfaction. But if the events are contrary to the attitude then there will be dissatisfaction. In this chapter, we are not dealing with attitudes in general. Attitudes could be formed to social as well as non-social aspects of the environment. We are now concerned only with social attitudes, that is, attitudes formed in relation to social stimulus situations. Thus social attitudes may be formed towards persons groups or persons; towards the product of human interaction. These products of human interaction may be material like the technological devise or they may be non-material like the values or norms of a group.

Attitude is an important factor of every person's personality. It helps everyone in their educational & occupational achievement. A Study of attitude is also helpful in educational & occupational guidance. If every person obtains right work related to his attitude, he will be successful in his work & shall realize personal satisfaction. Knowledge alone is not important because if a person is not interested in his work, he will not be successful but if he is interested in his work, he will work very well & shall become a successful person. In this study we try to measure occupational attitude like mechanical attitude, scientific attitude, attitude of art, attitude of music & clerical attitude of secondary level boys & girls. The purpose of this study was to measure the difference between secondary level boys & girls.

OBJECTIVES:

The purpose of the present investigation was occupational attitude like mechanical attitude, scientific attitude, attitude of art, attitude of music & clerical attitude of secondary level boys & girls & how is it being investigated through this study.

HYPOTHESIS:

- (1) There is no significant difference in the mechanical attitude of secondary level boys & girls.

- (2) There is no significant difference in the scientific attitude of secondary level boys & girls.
- (3) There is no significant difference in the attitude of art of secondary level boys & girls.
- (4) There is no significant difference in the attitude of music of secondary level boys & girls.
- (5) There is no significant difference in the clerical attitude of secondary level boys & girls.

METHOD :

(A) SAMPLE :

The sample of the present study consisted of 240 secondary level boys & girls living in Ahmedabad.

(B) TOOL:

The present study to measure occupational attitude, “Occupational attitude Inventory” by Dr. Surekha Amin & Dr. J.H.Shah was used, which is a very reliable tool in this inventory.

STATISTICAL STRATEGY:

‘t’ test was applied to know the significant differences between mechanical attitude, scientific attitude, attitude of art, attitude of music & clerical attitude of secondary level boys & girls.

RESULTS AND DISCUSSION:

Table-I : Mechanical attitude of secondary level boys & girls

Group	(N)	Mean	S.D.	‘t’ value	level of sig.
Secondary level boys	120	30.92	6.55	0.30	NS
Secondary level girls	120	31.17	6.38		

Table no. I shows the mechanical attitude of secondary level boys & girls. For secondary level boys the mean is 30.92 & secondary level girls the mean is 31.17 and S.D. is 6.55 and 6.38 for both the groups ‘t’ level value is 0.30 which is not significant.

Table-II : Scientific attitude of secondary level boys & girls

Group	(N)	Mean	S.D.	‘t’ value	level of sig.
Secondary level boys	120	33.23	7.52	0.62	NS
Secondary level girls	120	32.64	7.12		

Table no. II shows the scientific attitude of secondary level boys & girls. For secondary level boys the mean is 33.23 & secondary level girls the mean is 32.64 and S.D. is 7.52 and 7.12 for both the groups ‘t’ level value is 0.62 which is not significant.

Table-III : Attitude of Art of secondary level boys & girls

Group	(N)	Mean	S.D.	't' value	level of sig.
Secondary level boys	120	30.98	6.06	2.87	0.01
Secondary level girls	120	33.48	7.36		

Table no. III shows attitude of art of secondary level boys & girls. For secondary level boys the mean is 30.98 & secondary level girls the mean is 33.48 and S.D. is 6.06 and 7.36 for both the groups 't' level value is 2.87 which is significant at 0.01 level.

Table-IV : Attitude of Music of secondary level boys & girls

Group	(N)	Mean	S.D.	't' value	level of sig.
Secondary level boys	120	29.19	7.29	2.90	0.01
Secondary level girls	120	31.92	7.07		

Table no. IV shows attitude of music of secondary level boys & girls. For secondary level boys the mean is 29.19 & secondary level girls the mean is 31.92 and S.D. is 7.29 and 7.07 for both the groups 't' level value is 2.90 which is significant at 0.01 level.

Table-V : Clerical Attitude of secondary level boys & girls

Group	(N)	Mean	S.D.	't' value	level of sig.
Secondary level boys	120	29.28	7.00	1.80	NS
Secondary level girls	120	30.88	6.53		

Table no. V shows clerical attitude of secondary level boys & girls. For Secondary level boys the mean is 29.28 & secondary level girls the mean is 30.88 and S.D. is 7.00 and 6.53 for both the groups 't' level value is 1.80 which is not significant.

CONCLUSION:

- (1) There was no significant difference between secondary level boys & girls regarding mechanical attitude.
- (2) There was no significant difference between secondary level boys & girls regarding scientific attitude.
- (3) There was significant difference between secondary level boys & girls regarding attitude of art.
- (4) There was significant difference between secondary level boys & girls regarding attitude of music.
- (5) There was no significant difference between secondary level boys & girls regarding clerical attitude.

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