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Analysis and comparison of attitude of adolescents studying in cities and school-dropout adolescents living in slum areas

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Abstract

The present research was conducted to analyse and compare the attitude of adolescents studying in cities with that of the adolescents who were school dropouts and lived in slum areas. The research was conducted in Chandigarh and Mohali. The sample consisted of 100 adolescents between 15-23 years of age. The sample was divided into four groups. The first group included adolescent girls pursuing their studies in cities, the second group comprised of adolescent boys pursuing their studies in cities. The third group included adolescent school drop-out girls living in slum areas, and the fourth group comprised of adolescent school drop-out boys living in slum areas. The tool used in the study was T S Sodhi's Attitude Scale. The groups were compared in terms of their attitude towards Teachers and Parents, Discipline, Life and Humanity, Country and their attitude towards Religion. In order to get the refined results, the study was divided into five phases. In the first phase, adolescent girls pursuing their studies in cities were compared with the adolescent boys pursuing their studies in cities. The second phase included comparing adolescent school drop-out girls living in slum areas with the adolescent school drop-out boys living in slum areas. In the third phase, adolescent girls pursuing their studies in cities were compared with the adolescent school drop-out girls living in slum areas. In the fourth phase, adolescent boys pursuing their studies in cities were compared with adolescent school drop-out boys living in slum areas. The fifth phase involved comparison of adolescents pursuing their studies in cities with the school drop-out adolescents living in slum areas. It was reported that Adolescents pursuing their studies in cities had significantly higher positive attitude as compared with the school drop-out adolescents living in slum areas.

Keywords: adolescents, school drop-outs, attitude, Discipline, Life and Humanity, slum areas, cities

1. Introduction

"An attitude is a mental and neutral state of readiness, exerting directive or dynamic influence upon the individual's response to all objects and situations with which it is related." –Britt The concept of attitude 'is probably the most distinctive and indispensable concept in contemporary American social psychology' (Allport, 1954, p.43). This was admitted by American social psychology of mid- 1950s and is still true for contemporary social psychology (e.g., Eagly concept of attitude to denote "the sum total of a man's inclinations and feelings, prejudice about any specific topic". It is a subjective and personal affair. Attitude underlie all phases of human behaviour. Operationally, they involve an affective, a cognitive and a behavioural component. The word "attitude" is derived from the Latin word "Aptus". It has on one hand the significance of fitness or connotes a subject or mental state of preparation for action. According to Allport, "An attitude is a mental or neural set of readiness exerting directive dynamic influence upon the individual's response to all objects and situations with which it is related" Adolescence is very important stage in the process of development. The word adolescence has been originated from Latin word 'adolescere' that means 'to grow to maturity.' Thus it is a period of transition from childhood to maturity

2. Objectives of the study

The following objectives were laid down for the present study:

1. To study and compare the difference in attitude among Adolescent girls and boys pursuing their studies in cities.
2. To study and compare the difference in attitude among adolescent school drop-out girls and boys living in slum areas

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- To study and compare the difference in attitude among adolescent girls pursuing their studies in cities and the adolescent school drop-out girls living in slum areas.
- To study and compare the difference in attitude among adolescent boys pursuing their studies in cities and adolescent school drop-out boys living in slum areas.
- To study and compare the difference in attitude among adolescents pursuing their studies in cities and the school drop-out adolescents living in slum areas

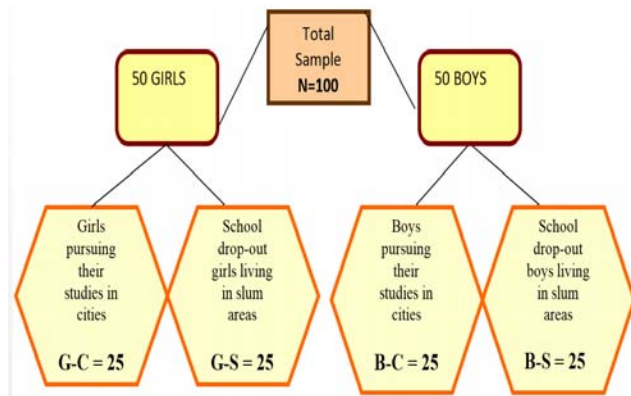
3. Significance of the study

The present study may be significant because the results of this study may provide a guide line to make efforts for the promotion of Educational aspects for every child of the nation by creating awareness among the individuals, parents, society and government bodies that education is an inevitable factor for having right attitude in life.

4. Method

The present research aimed to analyse and compare the attitude of adolescents studying in cities with that of the adolescents who were school dropouts and lived in slum areas. The research was conducted in Chandigarh and Mohali. The sample consisted of 100 adolescents between 15-23 years of age. The sample was divided into four groups. The first group included adolescent girls pursuing their studies in cities, the second group comprised of adolescent boys pursuing their studies in cities. The third group included adolescent school drop-out girls living in slum areas, and the fourth group comprised of adolescent school drop-out boys living in slum areas.

4.1 Participants



4.2 Phases of the Study

The Groups were compared in five phases.
 Phase I: In the first phase, Adolescent girls pursuing their studies in cities were compared with the adolescent boys pursuing their studies in cities.
 Phase II: The second phase included comparing adolescent school drop-out girls living in slum areas with the adolescent school drop-out boys living in slum areas
 Phase III: In the third phase, adolescent girls pursuing their studies in cities were compared with the adolescent school drop-out girls living in slum areas.
 Phase IV: In the fourth phase, adolescent boys pursuing their studies in cities were compared with adolescent school drop-out boys living in slum areas.
 Phase V: In the fifth phase involved comparison of adolescents pursuing their studies in cities with the school drop-out adolescents living in slum areas

4.3 Actual administration of the test

The first step included sample selection and then, rapport was formed with the subjects. The tool used in the study was T S Sodhi's Attitude Scale. The groups were compared in terms of their attitude towards Teachers and Parents, Discipline, Life and Humanity, Country and their attitude towards Religion. In order to get the refined results, the study was divided into five phases. The Standardized Test was given to the subjects after giving them detailed instructions. For the subjects of groups G-S and B-S, the statements were explained in Hindi/Punjabi and every effort was made to clarify and explain any doubts they had

4.4 Statistical Analysis

Once the data was obtained, it was coded, tabulated and analyzed, keeping in mind the objectives of the study. Appropriate statistical tools were used to draw meaningful inferences. The statistical tools used in the present study are given in Table 1

Table 1: Statistical tools used for analysis of data

S. No.	Statistical tools	Formula	Purpose
1.	Mean (x)	$X = \frac{\sum X}{N}$ where, X = Variable N = No. of sample	To find out the average scores of variable used in the study.
2.	Standard Deviation (S.D.)	$\sigma = \sqrt{\frac{\sum x^2}{N}}$ Where X = Deviation from actual mean X = mean. X = variable. N = number of samples.	To find out deviation from the man scores of the variables.
3.	Standard error of mean (S.E)	$S.E = \frac{\sigma}{n}$ Where $\sigma = S.D.$ n = number of observations	To find out the degree to which the mean is effected by the error of measurement and sampling.
4.	't' test	$t = \frac{(x_1 - x_2) / S}{\sqrt{\frac{n_1 n_2}{n_1 + n_2}}}$ where x1 = mean of 1 st sample x2 = mean of second sample S = combine S.D. n1 = number of observations in 1 st sample. n2 = number of observations in 2 nd sample	To compare the average score of any two groups or to find out whether the mean of the two samples vary significantly from each other.

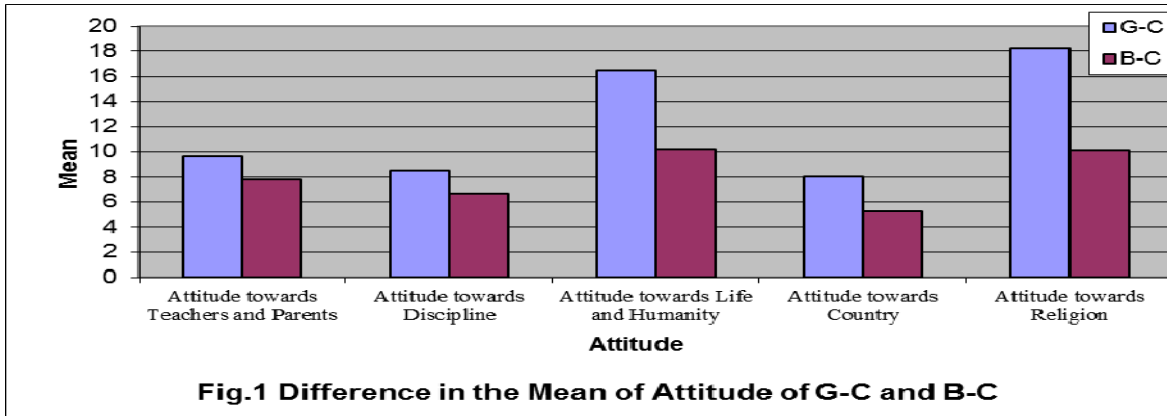
5. Results and Discussion

Description of groups:-
G-C Adolescent **girls** pursuing their studies in **cities**
B-C Adolescent **boys** pursuing their studies in **cities**
G-S Adolescent school drop-out **girls** living in **slum** areas
B-S Adolescent school drop-out **boys** living in **slum** areas
C-GB Adolescents (**girls & boys**) pursuing their studies in **cities**
S-GB Adolescents (**girls & boys**) school drop-outs living in **slum** areas

Phase I: Adolescent girls pursuing their studies in cities compared with the adolescent boys pursuing their studies in cities.

Table 2: Mean, Standard deviation, standard error and t-values for Attitude of Groups G-C and B-C

S. No	Areas	Group	N	Mean	S.D	SEM	t-value	Level of significance
1	Attitude towards teachers and Parents	G-C	25	9.6	1.32	0.26	4.2	0.01
		B-C	25	7.84	1.62	0.32		
2	Attitude towards Discipline	G-C	25	8.52	0.71	0.14	4.7	0.01
		B-C	25	6.64	1.86	0.37		
3	Attitude towards Life and Humanity	G-C	25	16.48	1.58	0.31	13.91	0.01
		B-C	25	10.2	1.607	0.321		
4	Attitude towards Country	G-C	25	8.08	1.15	0.23	6.874	0.01
		B-C	25	5.24	1.71	0.34		
5	Attitude towards Religion	G-C	25	18.2	0.91	0.18	17.45	0.01
		B-C	25	10.08	2.1	0.42		

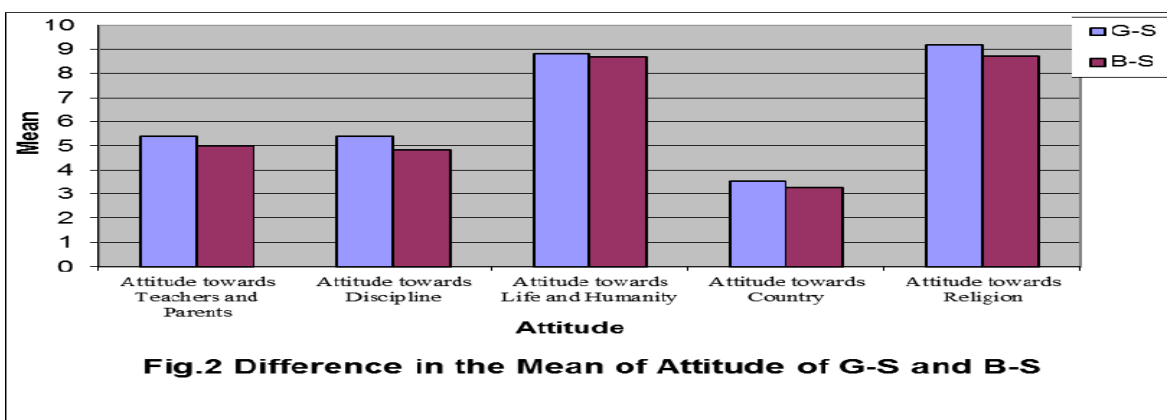


It was reported that Adolescent girls pursuing their studies in cities were having significantly high positive attitude towards their Teachers and Parents, Discipline, Life and Humanity, Country and Religion as compared to the adolescent boys pursuing their studies in cities.

Phase II Adolescent school drop-out girls living in slum areas compared with the adolescent school drop-out boys living in slum areas

Table 3: Mean, Standard deviation, standard error and t-values for Attitude of Groups G-S and B-S

S. No	Areas	Group	N	Mean	S.D	SEM	t-value	Level of significance
1	Attitude towards teachers and Parents	G-S	25	5.4	1.89	0.37	0.84	NS
		B-S	25	5	1.44	0.28		
2	Attitude towards Discipline	G-S	25	5.4	1.38	0.27	1.60	NS
		B-S	25	4.84	1.06	0.21		
3	Attitude towards Life and Humanity	G-S	25	8.8	0.64	0.12	0.458	NS
		B-S	25	8.68	0.47	0.09		
4	Attitude towards Country	G-S	25	3.56	1.44	0.28	0.76	NS
		B-S	25	3.28	1.13	0.22		
5	Attitude towards Religion	G-S	25	9.16	0.98	0.19	1.837	0.10
		B-S	25	8.72	0.67	0.13		



While comparing adolescent school drop-out girls living in slum areas with the adolescent school drop-out boys living in slum areas, it was witnessed that the former group had more positive attitude towards Teachers and Parents, Discipline, Life and Humanity, Country and Religion that although the

difference was not significant except that towards Religion

Phase III Adolescent girls pursuing their studies in cities compared with the adolescent school drop-out girls living in slum areas

Table 4: Mean, Standard deviation, standard error and t-values for Attitude of Groups G-C and G-S

S. No	Areas	Group	N	Mean	S.D	SEM	t-value	Level of significance
1	Attitude towards teachers and Parents	G-C	25	9.6	1.32	0.26	9.09	0.01
		G-S	25	5.4	1.89	0.37		
2	Attitude towards Discipline	G-C	25	8.52	0.71	0.14	10.01	0.01
		G-S	25	5.4	1.38	0.27		
3	Attitude towards Life and Humanity	G-C	25	16.48	1.58	0.31	22.44	0.01
		G-S	25	8.8	0.64	0.12		
4	Attitude towards Country	G-C	25	8.08	1.15	0.23	12.22	0.01
		G-S	25	3.56	1.44	0.28		
5	Attitude towards Religion	G-C	25	18.2	0.91	0.18	33.62	0.01
		G-S	25	9.16	0.98	0.19		

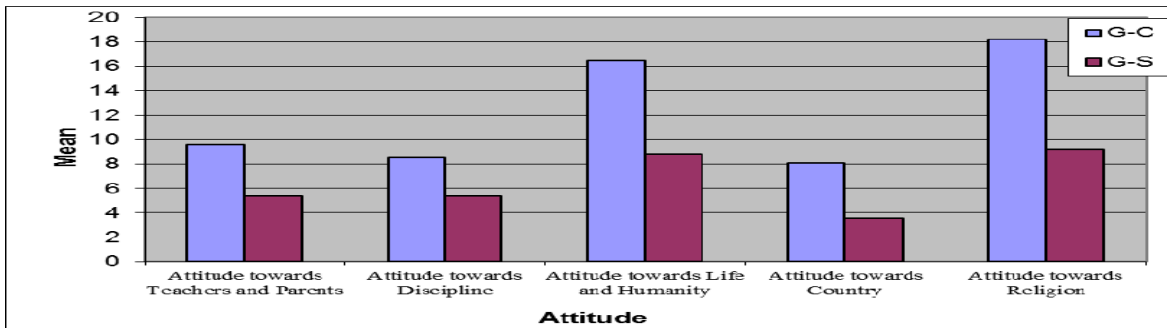


Fig.3 Difference in the Mean of Attitude of G-C and G-S

It was further revealed that adolescent girls pursuing their studies in cities had significantly high positive attitude as compared with the adolescent school drop-out girls living in slum areas.

Phase IV Adolescent boys pursuing their studies in cities compared with adolescent school drop-out boys living in slum areas

Table 5: Mean, Standard deviation, standard error and t-values for Attitude of Groups B-C and B-S

S. No	Areas	Group	N	Mean	S.D	SEM	t-value	Level of significance
1	Attitude towards teachers and Parents	B-C	25	7.84	1.62	0.32	6.53	0.01
		B-S	25	5	1.44	0.28		
2	Attitude towards Discipline	B-C	25	6.64	1.86	0.37	4.18	0.01
		B-S	25	4.84	1.06	0.21		
3	Attitude towards Life and Humanity	B-C	25	10.2	1.607	0.321	4.53	0.01
		B-S	25	8.68	0.47	0.09		
4	Attitude towards Country	B-C	25	5.24	1.71	0.34	4.76	0.01
		B-S	25	3.28	1.13	0.22		
5	Attitude towards Religion	B-C	25	10.08	2.1	0.42	3.029	0.01
		B-S	25	8.72	0.67	0.13		

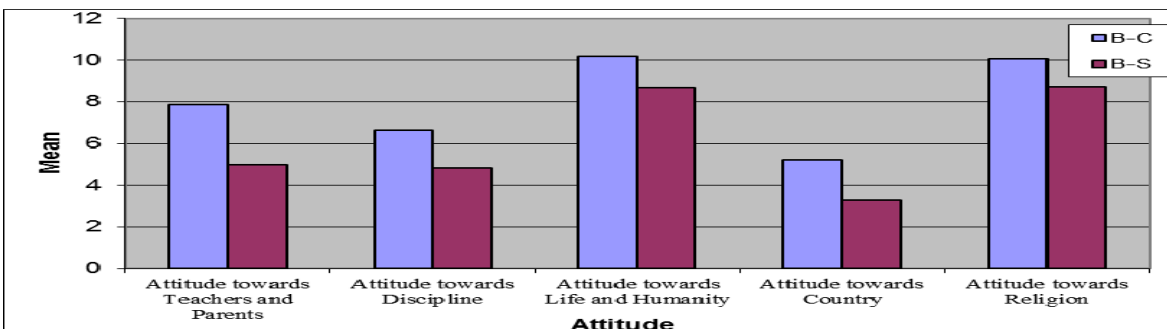


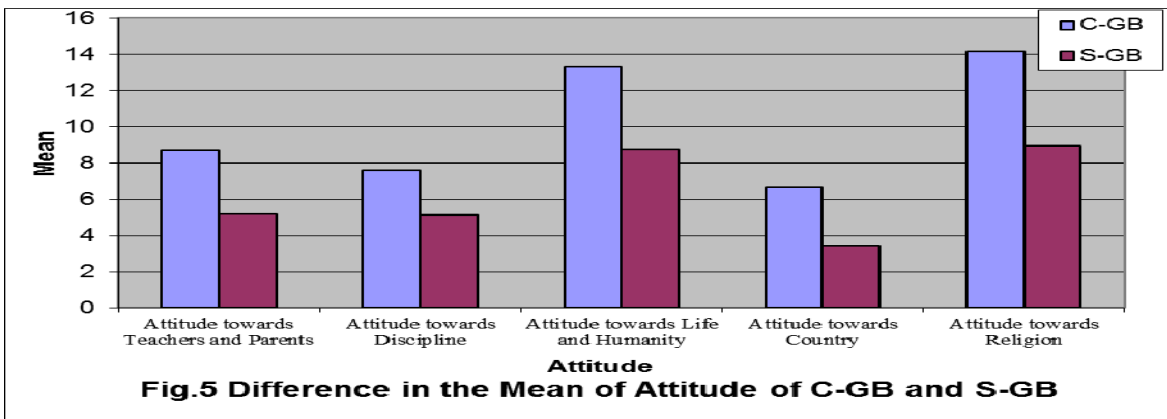
Fig.4 Difference in the Mean of Attitude of B-C and B-S

It was reported that adolescent boys pursuing their studies in cities were having statically highly significant positive attitude in all aspects as compared with adolescent school drop-out boys living in slum areas.

Phase V Adolescents pursuing their studies in cities with the school drop-out adolescents living in slum areas

Table 6: Mean, Standard deviation, standard error and t-values for Attitude of Groups C-GB and S-GB

S. No	Areas	Group	N	Mean	S.D	SEM	t-value	Level of significance
1	Attitude towards teachers and Parents	C-GB	50	8.72	1.71	0.24	10.37	0.01
		S-GB	50	5.2	1.67	0.23		
2	Attitude towards Discipline	C-GB	50	7.58	1.69	0.23	8.25	0.01
		S-GB	50	5.12	1.25	0.17		
3	Attitude towards Life and Humanity	C-GB	50	13.34	3.54	0.50	9.06	0.01
		S-GB	50	8.74	0.56	0.079		
4	Attitude towards Country	C-GB	50	6.66	2.03	0.28	9.49	0.01
		S-GB	50	3.42	1.29	0.18		
5	Attitude towards Religion	C-GB	50	14.14	4.41	0.62	8.17	0.01
		S-GB	50	8.94	0.86	0.12		



Adolescents pursuing their studies in cities had significantly higher positive attitude as compared with the school drop-out adolescents living in slum areas

6. Conclusion

As the groups were compared in terms of their attitude towards Teachers and Parents, Discipline, Life and Humanity, Country and their attitude towards Religion, it was found that Adolescents pursuing their studies in cities had significantly higher positive attitude as compared with the school drop-out adolescents living in slum areas. It was thus concluded that Education lays the foundation for over-all personality development and positive attitude towards life and living. Education ameliorates ones attitude towards life, making the life worth living.

7. Acknowledgement

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