

A COMPARATIVE STUDY OF ATTITUDE TOWARDS SCIENCE OF COLLEGE-LEVEL STUDENTS IN RELATION TO SEX & SOCIO-ECONOMIC STATUS

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Abstract

In a developing country like India, it is expected from every individual to utilize his full potential & make maximum contribution to the progress of our country. If a country is very rich in its natural resources but not having high talent and technology that country will remain past forever its scientific and technological development has no value. We see the foreign country have a lot of programs due to well-educated scientists in every region of life. In this report, we need scientists and talented brains for the development and progress of our country. Scientists have to play a remarkable role in the production, consumption, and distribution. Our country is one of the backward countries of the world in industrial development. Therefore, emphasis should be given on science education and development of attitude towards science & scientific interest. The justification of a research project lies in the contribution to the society for its welfare. Science makes the man master of this world and has brought about revolutionary changes in men's life. Science has given machines, which work very fast and make men's life very easy & comfortable.

Keywords

Scientific attitude, Attitude, Socio-economic status, Technological, Revolutionary, Science

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Introduction

The present investigation entitled “A Comparative Study of Attitude towards Science of College Level Students in Relation to Sex & Socioeconomic Status” was conducted on a sample of 100 students, both 50 boys, and 50 girls, studying at the college level in Muzaffarnagar District. The data were collected with the help of the following tools -

1. Science Attitude Scale.
2. Socioeconomic Status Scale.

The data were analyzed using statistical techniques consonant with the objectives and hypothesis of the study.

Objectives of the Study

Following are the specific objectives of the study -

1. To compare the attitude towards science of boys and girls at the college level.
2. To compare the attitude towards science of high socio-economic status boys with high socio-economic status girls.
3. To compare the attitude towards science of high socio-economic status boys with low socio-economic status girls.
4. To compare the attitude towards science of low socio-economic status boys with high socio-economic status girls.
5. To compare the attitude towards science of low socio-economic status boys with low socio-economic status girls.
6. To compare the attitude towards science of high socio-economic status boys with low socio-economic status boys.
7. To compare the attitude towards science of high socio-economic status girls with low socio-economic status girls.

Hypotheses

1. There is no significant difference between attitudes towards science of boys and girls at the college level.
2. There is no significant difference between attitudes towards science of high socio-economic status boys and high socio-economic status girls.
3. There is no significant difference between attitudes towards science of high socio-economic status boys and low socio-economic status girls.
4. There is no significant difference between attitudes towards science of low socio-economic status boys and high socio-economic status girls.
5. There is no significant difference between attitudes towards science of low socio-economic status boys and low socio-economic status girls.

6. There is no significant difference between attitudes towards science of high socio-economic status boys and low socio-economic status boys.

7. There is no significant difference between attitudes towards science of high socio-economic status girls and low socio-economic status girls.

Delimitation

Present study is exploratory in nature has the following delimitations -

1. Only college-level students are taken who are studying in various government and private colleges of Muzaffarnagar District.

2. Assessment of attitude towards science is limited to those subjects only which are given by Dr. Anivash Grewal Science Attitude Scale.

3. Measurement of socio-economic status is limited to those factors which are measured by Dr. Bhardwaj's Socioeconomic Status Scale.

4. The study is limited to a sample of 100 students at the college level.

Sample

For reliable conclusions, a large representative sample is a prerequisite but due to the limitation of financial resources and time at the disposal of the investigator. The study was conducted on an initial sample of 100 students, 50 boys & 50 girls were selected out of all the college level students studying in various government and private schools in Muzaffarnagar District. Hence the sample used is purposive,

Sample of college of Muzaffarnagar District

Sr. No.	Name of the Colleges	No. of Students	
		Boys	Girls
1	D.A.V. (P.G.) College, Muzaffarnagar	15	10
2	S. D. (P.G.) College, Muzaffarnagar	15	17
3	Shri Ram College, Muzaffarnagar	20	-
4	Jain Kanya Degree College, Muzaffarnagar	-	23
	Total Number of Students	50	50

The procedure of data collection

The following tests were administered to the students of the sample in the order described Science Attitude Scale and Socioeconomic Status Scale. Before administration of the test, rapport with the students was established, and told them that the results of these tests would be kept secret and will not affect in any way their examination. The objectives of these tests were explained. The investigator made instructions clear to them before they started responding. Proper testing

conditions were maintained as specified in the test booklets and strict adherence to the instructions was maintained as required by the authors of the tests in different manuals and printed test booklets. Each session ended with an expression of thanks to the respondents and the helping teachers for the co-operation. The test administered is attached in appendices. After collecting the response sheets, they were scored with the help of scoring keys and calculator, etc.

Description of tools

The following tools were used for their respective goals :

1. Science Attitude Scale by Dr. Avinash Grewal.
2. Socioeconomic Status Scale by Dr. R.L. Bhardwaj.

Statistical Techniques

To find significant information from the data collected, the following statistical techniques have been used : -

1. Calculation of mean.
2. Calculation of S.D.
3. Calculation of 't' value.

Conclusion & Findings

1. There is a significant difference between the attitude towards science of boys & girls at college level. Therefore the hypothesis, "There is no significant difference between attitude towards science of boys & girls at college level" is rejected. Thus it may be concluded that the attitude towards science of boys is better than girls at the high school level.

2. There is a significant difference between the attitude towards science of high socio-economic status boys and high socio-economic status girls at college level. Therefore the hypothesis, "There is no significant difference between attitude towards science of high socio-economic status boys and high socio-economic status girls at college level" is rejected. Hence it may be concluded that attitude towards science of high socio-economic status boys is better than high socio-economic status girls.

3. There is a significant difference between the attitude towards science of high socio-economic status boys and low socio-economic status girls at college level. Therefore the hypothesis, "There is no significant difference between attitude towards science of high socio-economic status boys and low socio-economic status girls at college level" is rejected. Hence it may be concluded that attitude towards science of high socio-economic status boys is better than low socio-economic status girls at the college level.

4. There is a significant difference between the attitude towards science of

low socio-economic status boys and high socio-economic status girls at college level. Therefore the hypothesis, “There is no significant difference between attitude towards science of low socio-economic status boys and high socio-economic status girls at college level” is rejected. Hence it may be concluded that attitude science of high socio-economic status girls is better than low socio-economic status boys at the college level.

5. There is a no significant difference between the attitude towards science of low socio-economic status boys and low socio-economic status girls at college level as stated in the hypothesis. So the hypothesis, “There is no significant difference between attitude towards science of low socioeconomic status boys and low socio-economic status girls at college level” is retained in this case and it may be observed that boys & girls do not show any difference in their attitude.

6. There is a significant difference between the attitude towards science of high socio-economic status girls and low socio-economic status girls at college level. Therefore the hypothesis, “There is no significant difference between attitude towards science of high socio-economic status girls and low socio-economic status girls at college level” is rejected. Here we concluded that girls belonging to high socio-economic status show a better attitude towards science than the low socio-economic status girls.

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