



**RESEARCH PAPER**

**Exploring Factors Influencing Non-Serious Attitudes among College Students: A Comparative Analysis of Male and Female Perspectives**

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**ABSTRACT**

This study investigates the factors that contribute to nonchalant attitudes among college students, taking into account the viewpoints of both males and females. The researcher used a quantitative study approach and applied a descriptive survey method to collect data from graduate and postgraduate students in Sahiwal division. The aims of the study were to understand how students perceive non-serious attitudes, determine the elements that influence these attitudes, and compare these attitudes between male and female college students. The findings highlight the important influence of non-serious attitude characteristics, especially among adolescents in the collegiate setting. The study proposes that by addressing and adjusting these elements, it may be possible to transform non-serious attitudes into a more serious and focused approach. This insight enhances comprehension of the dynamics of student behaviour, providing useful implications for educational tactics and interventions.

**KEYWORDS** College Students, Non-Serious Attitude, Performance

**Introduction**

The term "education" originates from the Latin terms "educere" and "educare," which respectively denote the actions of extracting and nurturing. It involves fostering and cultivating an individual's strengths, moulding them into socially skilled persons in established communities. Education functions as a means of conveying a country's ideology, safeguarding cultural legacy, and imparting moral and ethical principles to individuals (Baker, 2014). The preservation of a society's civilization, beliefs, art, and social standards is significantly influenced by it (Barchok et al., 2013).

The education system in Pakistan is highly structured, encompassing primary, elementary, secondary, higher secondary, and tertiary levels, which include intermediate, degree, and postgraduate colleges (Shakoor, Azeem & Dogar, 2011). Attitude, being a psychological construct, impacts an individual's viewpoint, inclinations, and actions. Attitudes can assume positive, negative, or neutral dispositions, influencing an individual's approach and reaction to different stimuli (Breakwell, 2012).

The role of attitude in the realm of education is of utmost importance, and the existence of a lackadaisical attitude among students can have a substantial influence on their academic achievements. A non-serious attitude is defined as a lackadaisical approach towards studies, wherein pupils may not prioritise their educational obligations

seriously (Franklin, 2010). The attitudes can be influenced by several elements, originating from both internal and external sources within the educational setting.

This study seeks to investigate the elements that contribute to the lackadaisical attitudes of college students. Gaining insight into these elements is crucial for formulating ways that promote a more earnest and committed commitment to schooling. The importance of education as a fundamental element for the advancement and growth of a nation is of utmost significance (Inelmen, 2011). Therefore, it is essential to identify and tackle the factors that contribute to non-serious attitudes in order to improve the overall standard of education and, consequently, secure the future of the nation.

### **Review of literature**

The word education is derived from two Latin words “educere” and “educare” which means respectively to bring out and to bring up. It means education is the process which not only brings out the capabilities of an individual but also responsible for the nourishment of these qualities. In terms education is the process which in the light of nature and rationale human knowledge, polishes the qualities of an individual and help him making a suitable person in the established society. It is an activity through which ideology of a nation is developed and transmitted to next generation. Education is the best tool for the preservation of heritage, ideology, social norms, and transmission of culture of the nation. Education is a continuous process which continues throughout the life and every society arrange this for the preservation of its civilization, culture, beliefs, ideology, art, social norms (Baker, 2014).

Education includes positive thinking, attitude of helping, moral values, attitude of giving to society and ethical values. Only acting on such line’s students can be able to fetch changes in society. They will turn into good citizen of country and significantly, one good human being. Such students are able to discover something novel, out breaking. They will surely become successful in their life. It happens only when education prevails in true sense in the country (Barchok, et al., 2013).

As far as the education system of Pakistan is concerned, it is divided into segregated parts i.e. primary level, elementary level, secondary level, higher secondary level, and graduation and post-graduation level, whereas level of college studies is further classified into intermediate college, degree college and post graduate college (Shakoor, Azeem & Dogar, 2011).

Being a hypothetical build attitude specifies the liking and disliking of a human being. An attitude may be positive, negative and neutral in construct. This might be a sensation, approach, temperament, or an approach of behaving in particular way. Attitude is an especial prospect of view that firmly related to a concerned person, so, it is only because of this that attitude highly vary from one person to another person (Breakwell, 2012).

According to M.S. Farooq (2015) different researchers define attitude differently There are a variety of factors inside and outside colleges that share for the quality of educational performance of students. There are a variety of opinions which have been expressed by a number of psychologists about the understanding an attitude. Attitude may be positive and negative; their association is the main purpose of psychology (Hefferon, 2011).

Education is one of the main pillars of the government set up. It is quite necessary for the progress and solidarity of a nation. In other words the overall development of a country is highly dependent upon the quality and availability of the country. The main ingredient of the development of a country is man power and production and as far as the man power is concerned, it should be highly trained and educated. For the good quality of production, you need to improve your expertise and techniques and consequently, you will have to develop your educational system on modern lines and with pace of time (Inelmen, 2011).

Attitude is elaborated as an established way of thinking or feeling about something is called attitude. As far as non-serious attitude is concerned it is a way of thinking and feelings carelessly about something. Usually student's attitude towards study is not serious. They do not take it seriously and show careless towards study. Attitude may be positive or negative towards a peculiar subject. Bi dimensional description of attitude includes beliefs as well concerning subject. Comprehensive definition of attitude may elaborate as the state of mind which includes beliefs, emotions, behaviors, and their interaction (Franklin, 2010).

Another attractive highlighted the function of the classroom factors (space, size, the relationship student-classroom) in influential academic performance. The results prove that, when these factors are considered in interface, student performance changes significantly (Ghagar, et al., 2011).

According to M.S. Farooq (2015) attitudes are the mental dispositions which people have towards the others people and the situation before making decisions. People chiefly develop their attitudes from fundamental values and beliefs. In the terms of psychology, attitude is a psychological construct, a mental and emotional entity that inheres in or classifies a person. Attitudes normally can be stated as predispositions to the respond in a positive or negative way to definite stimuli. Expressing an attitude involves making an evaluative conclusion about an attitude object. A huge variety of factors found inside the college and outside the college as well are the ingredients that involve evaluating the academic quality of college students. So, researcher tends to identify "The Factors of Non-Serious Attitude of College Students"

## **Material and Methods**

The researcher used the quantitative research method for the present study. The study was descriptive in nature so the survey technique was used to collect data for study. The students of the graduate and post graduate male and female colleges were comprised the population of the study at Sahiwal division. The researcher selected the sample of the study at the rate of 10 boys' colleges and 10 girls' colleges from the target population. The researcher used the simple random sampling technique for the selection of respondents that participated in the research study. A sample is a subset of a population that is used to represent the entire group as a whole (MSEd, 2023). Sampling is the process in which selection is made for a group of subjects for a research study in such a way that the individuals represent the larger group from which they were selected (Gay, 2012). Keen interest will be shown out in this study to select a sample of logical size representing the whole population. Out of total population 150 male college teachers from both urban and rural area and 150 females from both urban and rural area were selected from 20 colleges of Sahiwal division at the rate of 42% as stratified sample of the study.

## Results and Discussion

This chapter holds the presentation of data analysis and the interpretation of data. The study was designed to identify factors of non-serious attitude of college students. The respondents were male teachers and female teachers of colleges from District Okara. Descriptive statistics such as frequency, percentage, mean score, t-test and significance were used for data analysis, which was tabulated below;

**Table 1**  
**Students with non-serious attitude has no specific objective**

Respondents	Responses										Mean
	SA		A		UD		DA		SDA		
	F	%	F	%	F	%	F	%	F	%	
Male	47	31.3	67	44.7	14	9.3	11	7.3	11	7.3	3.85
Female	70	46.7	47	31.3	14	9.3	7	4.7	12	8.0	4.04

Table 1 highlights the results with statistical technique of frequency, mean score, standard deviation and t-value. The data in this table present teachers' perceptions about the statement, "Students with non-serious attitude have no specific objective". The male and female respondents ( $47+67 = 114$  &  $31.3\%+44.7\% = 76\%$ ) and ( $70+47 = 117$  &  $46.7\%+31.1\% = 77.8\%$ ) respectively responded in an agree way toward the above-mentioned statement whereas male and female responses ( $11+11 = 22$  &  $7.3\%+7.3\% = 14.6\%$ ) and ( $7+12 = 19$  &  $4.7\%+8.0\% = 12.7\%$ ) respectively show disagreement to the statement. While the male and female respondents ( $14: 9.3\%$ ) and ( $14: 9.3\%$ ) respectively are undecided regarding the statement. The mean score of male response (3.85) is less than the mean score of female response (4.04). It is also evident that majority (77.8%) of respondents were agreed that students with non-serious attitude have no specific objective.

**Table 2**  
**Student's lack of interest in class is the result of non-serious attitude**

Respondents	Responses										Mean
	SA		A		UD		DA		SDA		
	F	%	F	%	F	%	F	%	F	%	
Male	59	39.3	51	34.0	22	14.7	10	6.7	8	5.3	3.95
Female	53	35.3	50	33.3	17	11.3	23	15.3	7	4.7	3.79

Table 2 highlights the results with statistical technique of frequency, mean score, standard deviation and t-value. The data in this table present teachers' perceptions about the statement, "Student's lack of interest in class is the result of non-serious attitude". The male and female respondents ( $59+51=110$  &  $39.3\%+34.0\%=73.3\%$ ) and ( $53+50=103$  &  $35.3\%+33.3\% =68.6\%$ ) respectively responded in an agree way toward the above-mentioned statement whereas male and female responses ( $10+8=18$  &  $6.7\%+5.3\%=12\%$ ) and ( $23+7=30$  &  $15.3\%+4.7\%=20\%$ ) respectively show disagreement to the statement. While the male and female respondents ( $22:14.7$ ) and ( $17:11.3$ ) respectively are undecided regarding the statement. The mean score of male response (3.95) is greater than the mean score of female response (3.79). It is also evident that majority (73.3%) of respondents were agreed that student's lack of interest in class is the result of non-serious attitude.

**Table 3**  
**Lack of concentration during class is due to non-serious attitude**

Respondents	Responses										Mean
	SA		A		UD		DA		SDA		
	F	%	F	%	F	%	F	%	F	%	
Male	51	34.0	37	24.7	28	18.7	23	15.3	11	7.3	3.63

Female	52	34.7	64	42.7	15	10.0	9	6.0	10	6.7	3.93
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Table 3 highlights the results with statistical technique of frequency, mean score, standard deviation and t-value. The data in this table present teachers' perceptions about the statement, "Lack of concentration during class is due to non-serious attitude". The male and female respondents (51+37=86 & 34.4%+24.7% = 59.1%) and (52+64 = 116 & 34.7%+42.7% =77.4%) respectively responded in an agree way toward the above-mentioned statement whereas male and female responses (23+11 = 34 & 6.73 % +15.33 % =7.3 %) and (9+10 = 19 & 6.03 % +6.73 % = 12.7%) respectively show disagreement to the statement. While the male and female respondents (28:18.7) and (15:10.0) respectively are undecided regarding the statement. The mean score of male response (3.63) is lesser than the mean score of female response (3.39). It is also evident that majority (77.4%) of respondents were agreed that Lack of concentration during class is due to non-serious attitude.

**Table 4**  
**Disobedience of institution's rules is result of non-serious attitude**

	Responses										Mean
	SA		A		UD		DA		SDA		
	F	%	F	%	F	%	F	%	F	%	
Male	51	34.0	55	36.7	14	9.3	18	12	8.0	5.3	3.77
Female	58	38.7	50	33.3	21	14.0	14	9.3	7.0	4.7	3.92

Table 4 highlights the results with statistical technique of frequency, mean score, standard deviation and t-value. The data in this table present teachers' perceptions about the statement, "Disobedience of institution's rules is result of non-serious attitude". The male and female respondents (51+55 =106 & 34.03 % +36.73 % = 70.7%) and (58+50 = 108 & 38.73 % +33.33 % =72%) respectively responded in an agree way toward the above-mentioned statement whereas male and female responses (18+8.0 = 34 & 12% +5.3% =17.3 %) and (14+7 = 21 & 9.3 % +4.7 % = 14%) respectively show disagreement to the statement. While the male and female respondents (14:9.3) and (21:14.0) respectively are undecided regarding the statement. The mean score of male response (3.77) is lesser than the mean score of female response (3.92). It is also evident that majority (72%) of respondents were agreed that disobedience of institution's rules is result of non-serious attitude.

**Table 5**  
**Talk aimlessly in class is the result of non-serious attitude**

Respondents	Responses										Mean
	SA		A		UD		DA		SDA		
	F	%	F	%	F	%	F	%	F	%	
Male	57	38.0	46	30.7	19	12.7	17	11.3	11	7.3	3.81
Female	61	40.7	52	34.7	17	11.3	11	7.3	9	6.0	3.97

Table 5 highlights the results with statistical technique of frequency, mean score, standard deviation and t-value. The data in this table present teachers' perceptions about the statement, "Talk aimlessly in class is the result of non-serious attitude". The male and female respondents (57+46 =103 & 38.0 % +30.7 % = 68.7%) and (61+52 = 113 & 40.7 % +34.7 % =75.4%) respectively responded in an agree way toward the above-mentioned statement whereas male and female responses (17+11 = 28 & 11.3 % +7.3 % =18.6 %) and (11+9=20 & 7.3 % +6.0 % =13.3%) respectively show disagreement to the statement. While the male and female respondents (19:12.7) and (17:11.3) respectively are undecided regarding the statement. The mean score of male response (3.81) is lesser than the mean score of female response (3.97). It is also evident that majority (75.4%) of respondents were agreed that talk aimlessly in class is the result of non-serious attitude.

**Table 6**  
**Absence from class lectures is due to non-serious attitude**

Respondents	Responses										Mean
	SA		A		UD		DA		SDA		
	F	%	F	%	F	%	F	%	F	%	
Male	67	44.7	54	36.0	18	12.0	5	3.3	6	4.0	4.14
Female	86	57.3	37	24.7	13	8.7	9	6.0	5	3.3	4.27

Table 6 highlights the results with statistical technique of frequency, mean score, standard deviation and t-value. The data in this table present teachers' perceptions about the statement, "Absence from class lectures is due to non-serious attitude". The male and female respondents (67+54 =121 & 44.7 % +36.0 % = 80.7%) and (86+37 =123 & 57.3 % +24.7 % =82.4%) respectively responded in an agree way toward the above-mentioned statement whereas male and female responses (5+6 = 11 & 3.3 % +4.0 % =7.3%) and (9+5 = 14 & 6.0 % +3.3 % = 9.3%) respectively show disagreement to the statement. While the male and female respondents (18:12.0) and (13:8.7) respectively are undecided regarding the statement. The mean score of male response (4.14) is lesser than the mean score of female response (4.27). It is also evident that majority (82.4%) of respondents were agreed that absence from class lectures is due to non-serious attitude.

**Table 7**  
**Wastage of class time is result of non-serious attitude**

Respondents	Responses										Mean
	SA		A		UD		DA		SDA		
	F	%	F	%	F	%	F	%	F	%	
Male	68	45.3	40	26.7	18	12.0	14	9.3	10	6.7	3.95
Female	75	50.0	50	33.3	14	9.3	4	2.7	7	4.7	4.21

Table 7 highlights the results with statistical technique of frequency, mean score, standard deviation and t-value. The data in this table present teachers' perceptions about the statement, "Wastage of class time is result of non-serious attitude". The male and female respondents (68+40 =108 & 45.3 % +26.7 % = 72%) and (75+50=125 & 50.0 % +33.3 % =83.3%) respectively responded in an agree way toward the above-mentioned statement whereas male and female responses (14+10 = 24 & 9.3 % + 6.7 % = 16%) and (4+7 = 11 & 2.7 % +4.7 % = 7.4%) respectively show disagreement to the statement. While the male and female respondents (18:12.0) and (14:9.3) respectively are undecided regarding the statement. The mean score of male response (3.95) is lesser than the mean score of female response (4.21). It is also evident that sig= (.019<0.05), whereas t-value= (-2.012<1.960) which also shows that both groups are in the favor of statement but majority (83.3%) of respondents were agreed that wastage of class time is result of non-serious attitude.

**Table 8**  
**Improper activities in college are due to non-serious attitude**

Respondents	Responses										Mean
	SA		A		UD		DA		SDA		
	F	%	F	%	F	%	F	%	F	%	
Male	28	18.7	54	36.0	30	20.0	23	15.3	15	10.0	3.38
Female	27	18.0	52	34.7	20	13.3	23	15.3	28	18.7	3.18

Table 8 highlights the results with statistical technique of frequency, mean score, standard deviation and t-value. The data in this table present teachers' perceptions about the statement, "Improper activities in college are due to non-serious attitude". The male and female respondents (28+54 =82 & 18.7 % +36.0 % = 54.7%) and (27+52=79 & 18.7 % +34.7 % =53.4%) respectively responded in an agree way toward the above mentioned

statement whereas male and female responses (23+15=38 & 15.5 % + 10.0 % = 25.5%) and (23+28 =51 & 15.3 % +18.7 % = 34%) respectively show disagreement to the statement. While the male and female respondents (23:20) and (20:13.3) respectively are undecided regarding the statement. The mean score of male response (3.38) is greater than the mean score of female response (3.18). It is also evident that majority (53.4%) of respondents were agreed that improper activities in college are due to non-serious attitude.

**Table 9**  
**Making noise in class is a result of non-serious attitude**

Respondents	Responses										Mean
	SA		A		UD		DA		SDA		
	F	%	F	%	F	%	F	%	F	%	
Male	69	46.0	47	31.3	16	10.7	12	8.0	6	4.0	4.07
Female	52	34.7	59	39.3	19	12.7	13	8.7	7	4.7	3.91

Table 9 highlights the results with statistical technique of frequency, mean score, standard deviation and t-value. The data in this table present teachers' perceptions about the statement, "Making noise in class is a result of non-serious attitude". The male and female respondents (69+47 =116 & 46.0 % +31.3 % = 77.3%) and (52+59=111 & 34.7 % +39.3 % =74%) respectively responded in an agree way toward the above mentioned statement whereas male and female responses (12+6 =18 & 8.0 % + 4.4 % = 12.4%) and (13+7 =20 & 8.7 % +4.7 % = 13.4%) respectively show disagreement to the statement. While the male and female respondents (16:10.7) and (19:12.7) respectively are undecided regarding the statement. The mean score of male response (4.7) is greater than the mean score of female response (3.91). It is also evident that majority (77.3%) of respondents were agreed that making noise in class is a result of non-serious attitude.

**Table 10**  
**Student does not feel hesitation at late arrival in class is due to non-serious attitude**

Respondents	Responses										Mean
	SA		A		UD		DA		SDA		
	F	%	F	%	F	%	F	%	F	%	
Male	53	35.3	50	33.3	20	13.3	13	8.7	14	9.3	3.77
Female	37	24.7	67	44.7	18	12.0	18	12.0	10	6.7	3.69

Table 10 highlights the results with statistical technique of frequency, mean score, standard deviation and t-value. The data in this table present teachers' perceptions about the statement, "Student does not feel hesitation at late arrival in class is due to non-serious attitude". The male and female respondents (53+50 =103 & 35.3 % +33.3 % = 68.6%) and (37+67 =104 & 24.7 % +44.7 % =69.4%) respectively responded in an agree way toward the above mentioned statement whereas male and female responses (13+14 =27 & 8.7 % + 9.3 % = 18%) and (18+10 =28 & 12.0 % +6.7 % = 18.7%) respectively show disagreement to the statement. While the male and female respondents (20:13.3) and (18:12.0) respectively are undecided regarding the statement. The mean score of male response (3.77) is greater than the mean score of female response (3.69). It is also evident that majority (69.4%) of respondents were agreed that student does not feel hesitation at late arrival in class is due to non-serious attitude.

**Table 11**  
**Less importance to home work is result of non-serious attitude**

Respondents	Responses										Mean
	SA		A		UD		DA		SDA		
	F	%	F	%	F	%	F	%	F	%	
Male	66	44.0	50	33.3	11	7.3	15	10.0	8	5.3	4.01

Female	55	36.7	54	36.0	19	12.7	14	9.3	8	5.3	3.89
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Table 11 highlights the results with statistical technique of frequency, mean score, standard deviation and t-value. The data in this table present teachers' perceptions about the statement, "Less importance to home work is result of non-serious attitude". The male and female respondents (66+50=116 & 44.0 % + 33.3 % = 73.3%) and (55+54 =109 & 36.7 % + 36.0 % = 72.7%) respectively responded in an agree way toward the above mentioned statement whereas male and female responses (15+8 =23 & 10.0 % + 5.3 % = 15.3%) and (14+8 =22 & 9.3 % + 5.3 % = 14.6%) respectively show disagreement to the statement. While the male and female respondents (11:7.3) and (19:12.7) respectively are undecided regarding the statement. The mean score of male response (4.01) is greater than the mean score of female response (3.89). It is also evident that majority (73.3%) of respondents were agreed that less importance to home work is result of non-serious attitude.

**Table 12**  
**Less importance to home work is result of non-serious attitude**

Respondents	Responses										Mean
	SA		A		UD		DA		SDA		
	F	%	F	%	F	%	F	%	F	%	
Male	37	24.7	48	32.0	36	24.0	16	10.7	13	8.7	3.53
Female	50	33.3	50	33.3	19	12.7	11	7.3	20	13.3	3.66

Table 12 highlights the results with statistical technique of frequency, mean score, standard deviation and t-value. The data in this table present teachers' perceptions about the statement, "Less importance to home work is result of non-serious attitude". The male and female respondents (37+48 =85 & 24.7 % + 32.0 % = 56.7%) and (50+50 =100 & 33.3 % + 33.3 % = 66.6%) respectively responded in an agree way toward the above mentioned statement whereas male and female responses (16+13 =29 & 10.7 % + 8.7 % = 19.4%) and (11+20 =31 & 7.3 % + 13.3 % = 20.6%) respectively show disagreement to the statement. While the male and female respondents (36:24.0) and (19:12.7) respectively are undecided regarding the statement. The mean score of male response (3.53) is lesser than the mean score of female response (3.66). It is also evident that majority (66.6%) of respondents were agreed that less importance to home work is result of non-serious attitude.

**Table 13**  
**Irregular personality is a result of non-serious attitude**

Respondents	Responses										Mean
	SA		A		UD		DA		SDA		
	F	%	F	%	F	%	F	%	F	%	
Male	36	24.0	55	36.7	29	19.3	20	13.3	10	6.7	3.58
Female	53	35.3	52	34.7	20	13.3	18	12.0	7	4.7	3.84

Table 13 highlights the results with statistical technique of frequency, mean score, standard deviation and t-value. The data in this table present teachers' perceptions about the statement, "Irregular personality is a result of non-serious attitude". The male and female respondents (36+55 =91 & 24.0 % + 36.7 % = 60.7%) and (53+52 =105 & 35.3 % + 34.7 % = 70%) respectively responded in an agree way toward the above mentioned statement whereas male and female responses (20+10 =30 & 13.3 % + 6.7 % = 20%) and (18+7 =25 & 12.0 % + 4.7 % = 16.7%) respectively show disagreement to the statement. While the male and female respondents (29:19.3) and (20:13.3) respectively are undecided regarding the statement. The mean score of male response (3.58) is lesser than the mean score of female response (3.84). It is also evident that majority (70%) of respondents were agreed that irregular personality is a result of non-serious attitude.



**Table 14**  
**Urge class fellows to leave the class is due to non-serious attitude**

Respondents	Responses										Mean
	SA		A		UD		DA		SDA		
	F	%	F	%	F	%	F	%	F	%	
Male	70	46.7	41	27.3	16	10.3	12	8.0	11	7.3	3.98
Female	82	54.7	43	28.7	12	8.0	7	4.7	6	4.0	4.25

Table 14 highlights the results with statistical technique of frequency, mean score, standard deviation and t-value. The data in this table present teachers' perceptions about the statement, "Urge class fellows to leave the class are due to non-serious attitude". The male and female respondents (70+41 =111 & 46.7 % +27.3 % = 74%) and (80+43 =123 & 54.7 % +28.7 % =83.4%) respectively responded in an agree way toward the above mentioned statement whereas male and female responses (12+11 =23 & 8.0 % + 7.3 % = 15.3%) and (7+6 =13 & 4.7 % +4.0 % = 8.7%) respectively show disagreement to the statement. While the male and female respondents (16:10.3) and (12:8.0) respectively are undecided regarding the statement. The mean score of male response (3.98) is lesser than the mean score of female response (4.25). It is also evident that sig= (.084<0.05), whereas t-value= (-2.045<1.960) which also shows that both groups are in the favor of statement but majority (83.4%) of respondents were agreed that urge class fellows to leave the class is due to non-serious attitude.

### Findings

- It is highlighted from the data that majority of the respondents agreed that students with non-serious attitude have no specific objective. The mean score of male response (3.85) is less than the mean score of female response (4.04). It is also evident that both groups are in the favor that students with non-serious attitude have no specific objective.
- It is showed from the data that majority of the respondent agreed that student's lack of interest in class is the result of non-serious attitude. The mean score of male response (3.95) is greater than the mean score of female response (3.79). It is also evident that both groups are in the favor that student's lack of interest in class is the result of non-serious attitude.
- It is showed from the data that majority of the respondent agreed that student's lack of interest in class is the result of non-serious attitude. The mean score of male response (3.95) is greater than the mean score of female response (3.79). It is also evident that both groups are in the favor that student's lack of interest in class is the result of non-serious attitude.
- It is showed from the data that majority of the respondent agreed that lack of concentration during class is due to non-serious attitude. The mean score of male response (3.63) is lesser than the mean score of female response (3.39). It is also evident that both groups are in the favor that lack of concentration during class is due to non-serious attitude.
- It is showed from the data that majority of the respondent agreed that disobedience of institution's rules is result of non-serious attitude. The mean score of male response (3.77) is lesser than the mean score of female response (3.92). It is also evident that both groups are in the favor that disobedience of institution's rules is result of non-serious attitude.
- It is showed from the data that majority of the respondent agreed that talk aimlessly in class is the result of non-serious attitude. The mean score of male response (3.81) is lesser than the mean score of female response (3.97). It is also evident that both

groups are in the favor of statement that talk aimlessly in class is the result of non-serious attitude.

- It is showed from the data that majority of the respondent agreed that absence from class lectures is due to non-serious attitude. The mean score of male response (4.14) is lesser than the mean score of female response (4.27). It is also evident that both groups are in the favor that absence from class lectures is due to non-serious attitude.
- It is showed from the data that majority of the respondent agreed that wastage of class time is result of non-serious attitude. The mean score of male response (3.95) is lesser than the mean score of female response (4.21). It is also evident that both groups are in the favor that wastage of class time is result of non-serious attitude.
- It is showed from the data that majority of the respondent agreed that improper activities in college are due to non-serious attitude. The mean score of male response (3.38) is greater than the mean score of female response (3.18). It is also evident that both groups are in the favor of that improper activities in college are due to non-serious attitude.
- It is showed from the data that majority of the respondent agreed that making noise in class is a result of non-serious attitude. The mean score of male response (4.7) is greater than the mean score of female response (3.91). It is also evident that both groups are in the favor that making noise in class is a result of non-serious attitude.
- It is showed from the data that majority of the respondent agreed that student does not feel hesitation at late arrival in class is due to non-serious attitude. The mean score of male response (3.77) is greater than the mean score of female response (3.69). It is also evident that both groups are in the favor that student does not feel hesitation at late arrival in class is due to non-serious attitude.
- It is showed from the data that majority of the respondent agreed that less importance to home work is result of non-serious attitude. The mean score of male response (4.01) is greater than the mean score of female response (3.89). It is also evident that both groups are in the favor that less importance to home work is result of non-serious attitude.
- It is showed from the data that majority of the respondent agreed that Irregular personality is a result of non-serious attitude. The mean score of male response (3.58) is lesser than the mean score of female response (3.84) . It is also evident that both groups are in the favor that irregular personality is a result of non-serious attitude.
- It is showed from the data that majority of the respondent agreed that urge class fellows to leave the class are due to non-serious attitude. The mean score of male response (3.98) is lesser than the mean score of female response (4.25). It is also evident that both groups are in the favor that urge class fellows to leave the class is due to non-serious attitude.

## Conclusions

In the light of findings, it was concluded that the factors of non-serious attitude play a significant role in the life of an individual and especially if he/she is a student at the age of adolescence i.e. college level. This stage of the age of students is highly significant as the most of transformation of attitude is concerned with this life span of students. It is also concluded that the possibilities of bringing positive change in the attitude of students can easily be availed at this stage, because students are in the process of cognition development and in most receptive condition.

Furthermore conclusion was made on bases of the study which revealed that non serious attitude of students not only affect their academic performance but also affect their beliefs, behavior, perception and social norms. It was found also that non serious

attitude of students significantly rendered a negative role in the perception of the matters of high importance of their practical life.

It was also found that there are many factors which affect the attitude of college students. Some of the important factors which caused non serious attitude were discussed, and it also was found that positive deliberation of the discussed factors can make a huge difference. A considerable change in factors can transform negative attitude into positive one.

### **Recommendations**

In the prospects of findings of the study and occlusion drawn following suggestions were made.

- It is recommended that teachers may start his/her lecture with some event/thought/idea in the form of brain storming to reduce students' non-serious attitude.
- It is also recommended that perception of the students may be enhanced towards negative impact of no-serious attitude on their academic performance.
- It is recommended that considerable change of factors of non-serious attitude may transform non-serious attitude into serious attitude.

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