# ROLE OF ATTITUDE IN STUDENTS' CAREER BUILDING

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**ABSTRACT**
*In student career building, attitude plays a vital role in guiding the students and helping them to achieve success through enhancing their individual skill sets. This attitude, in a diverse environment, sets the tone of current and future achievements and successes. Each student has different capabilities and individualistic abilities to study different subjects. Everyone can choose the subjects according to their attitude for their career. There were continuing education centers that mainly organize activities for the society in the fields that have gained importance on the improvement of an individual with a view of career building, improving professional knowledge and skills, achieving new skills, and supplying individual development. The study of these objectives was, to identify the role of attitude in student career building and to analyze the role of attitude in student career building. The purpose of the study was descriptive in nature. The target population of this study was comprised of the public universities of Rawalpindi and Islamabad. The study was delimited to the undergraduate student of public universities of Rawalpindi and Islamabad. The universities were selected randomly. The questionnaire was developed as a tool for data collection from students. Data was collected personally and then analyzed statistically by using mean and standard deviation. The results of this study showed that the role of attitude is important and has a vital role for students' career-building.*
**Keywords:** Attitude, student, career building, youth, skills.

## INTRODUCTION

Attitude is a very difficult and peculiar concept. That is related to the way of looking all things appear cherished and coherent to individuals who keep up their moods' viewpoints within the limits of their positive attitude. Attitude describes the personality either a person has positive mood to this work or task. The attitude is a neural state and readiness which drive the student to determine or achieve the task because everyone has a negative and positive attitude towards the same things (Krech & Crutchfield, 1948).

Attitude has dependably been a subject of concern to many researchers as well as psychologists. It is reflected as exciting and strange to some analyst. It can work as a shield to somebody, or it can even be a capacity as a weapon to somebody. Having a positive attitude in life is important to individuals to help them live in synchronization to better accepting of things surrounding them. Attitudes perform a main part in shaping an individual's behavior or personality. This is because attitude affects the way people observe and act towards people, objects, or events that they come upon. Besides that, attitudes can also have an influence on one's social relations. That is why it is important to know what attitude is, how it is recognized and its effect on people (Wilson).

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Demeanors have for quite some time been measured as an essential idea of social brain research. Truth be told, early journalists have characterized social attitudes. Research as the logical investigation of mentalities, in 1954 Gordon Allport noticed, " This perception is possibly the most unique and necessary idea in existing American social psychology". As one may suppose of any idea which has gotten many years of consideration, (Allport, 1954) And perception change the attitude throughout the year.

Fishbein, (1967) Demeanor is propensity to act towards or against something in nature, which turns out to be in this manner a positive or negative worth (Karlinger, 1984). As per Karlinger, (1970) mentality is a mental build, or idle variable, deduced from discernible reactions to surprises that are expected in the direction of intervening reliability and logic between those reactions. He went furthermore to clarify that disposition is identified with considering, mood, seeing and acting concerning an intellectual thing.

Krech and filed (1948) characterized demeanor as a persevering association of inspiration, perceptual and psychological procedure concerning some part of the individual's reality. Character is described as educated implicit reaction that shifts in force and tends to control an individual's unmistakable reactions to an item. Individuals have a disposition towards all items, which might be certain, negative, or impartial. Characterized attitude as, 'A modestly persisting association of views, moods and social feelings towards generally worthy items, rallies, an Occurrence or imaging general feeling or assessment (constructive/antagonistic) about some individual, question or issue.' From this definition, we can see that dispositions are just related to major or important social problems.

Wilson (1998) suggested that people may hold a few demeanors around an item, getting to changed ones at various focuses in time., It is erratically hard to plan definitive exact tests to assess the relative value of these recommendations and, with a couple of reasonable suspicions, each is perfect with the accessible information. However, an exploratory idea like "mentality" is to be assessed on the premise of its illuminating force - and without considering judgmental procedures, there is little that the state of mind idea attitude clarifies. Truth be told, the present meaning of states of mind as "preferences and aversions.

In doing such, they are unrealistic to review all data that may conceivably be significant to the finding, however, shorten the pursuit procedure when enough data has rung a bell to shape a result with adequate assurance. Mostly of this data would be constantly available (Higgins, 1996) and will strike a chord autonomous of relevant impacts. Other data, be that as it may, will just ring a bell since it has been utilized as of late, e.g. to respond to a first question. This briefly available data outcomes in connection impacts in state of mind judgments, while constantly open data loans some setting autonomous steadiness to these judgments.

A fresh individual attitude toward science formulated by a combination of exterior factors and experiences. This is noted by Sir Gareth Roberts in his 2002 report 'Set for Success' The perspectives of guardians, educators, vocations consultants and society when all is said in done towards study and professions in science and designing can assume a noteworthy part in forming understudy's decisions regarding whether to contemplate these subjects at larger amounts. Unfortunately, and mistakenly, students frequently see the investigation of science as narrowing their choices, as opposed to expanding them. A contributing element is that vocations counsels regularly have practically no foundation in the sciences, and that science educators are frequently unwilling to exhort understudies on future profession choices and Central role is played by parents and family attitude while selecting science subjects or pursuing science. So, a direct relationship exists between parenting and pursuing science ambition. Despite a family's social auxiliary area (ethnicity) being a critical impact on these aspirations, it is for the most part respected that the state of mind of the family to science and their support and improvement of science in ordinary life is a more vital impact.

This is repeated by Pollard *et* all who found that parental motivations show up periodically to be more fundamental than educators or other motivations. Further research by Milward et al (2006.) Milward, L. et al. (2006 also confirmed these findings: 'parental guidance was the most regularly required and suitable base for making job, careers and course choices than guidance acquired by teachers and friends.' There is confirmation to recommend that young people observe chances in their life according to their observation and experiences that get from their family and friends.

**Objectives of the Study**
1. To identify the role of attitude in student career building.
2. To analyze the role of attitude in student career building.

**MATERIAL AND METHODS**
The study was paying attention to discovering the role of attitude and aptitude in student's career building. The focus of the research is to find out the attitude and aptitude role in student's career building. A design was used to structure the research, to show how all of the major parts of the research; the sample or collections, methods, or plans, and methods of task interrelated to each other. The major steps of this research study were follows.

**Research design**
Descriptive Research design was used to assess the role of attitude and aptitude in student career building.

**Population**
There are 15 public sectors universities in Rawalpindi and Islamabad.

**Sample**
The sample size against 3500 is 346 therefore the researcher has taken 366 sample against 3230. Proportionate (stratified) sampling technique has been adopted.

**Instrument**
There are many instruments that are used for research but in this research, questionnaire was used as an instrument. Questionnaire was developed as an instrument is for measuring the Role of attitude in student's career building.

**Data collection**
Data was collected by personal administration.

**Data Analysis**
The data were presented in tabular form for the analysis of data percentage was calculated; Table 1

**Table No. 1. Role of attitude in student's career building**

| Sr# | Items | A | % | UN | % | DA | % | Mean | Std. Deviation |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Enjoy going attend the class | 315 | 86.1 | 35 | 9.6 | 16 | 4.4 | 1.18 | .487 |
| 2 | Find out things by asking an expert | 224 | 61.2 | 111 | 30.3 | 31 | 8.5 | 1.47 | .648 |
| 3 | Serious to join the job related to degree. | 341 | 93.2 | 19 | 5.2 | 6 | 1.6 | 1.08 | .333 |
| 4 | Submit assignment on time | 4 | 1.1 | 54 | 14.8 | 308 | 84.2 | 2.83 | .404 |
| 5 | Discuss difficulty related study with teacher | 280 | 76.5 | 41 | 11.2 | 45 | 12.3 | 1.36 | .691 |
| 6 | Focused on knowledge and skills | 325 | 88.8 | 37 | 10.1 | 4 | 1.1 | 1.12 | .361 |
| 7 | Not prepare to attend the seminar and co-curricular activities | 29 | 7.9 | 67 | 18.3 | 270 | 73.8 | 2.66 | .620 |
| 8 | Can work in team | 342 | 93.4 | 12 | 3.3 | 12 | 3.3 | 1.10 | .393 |
| 9 | Feel not comfortable if job is not according to degree | 74 | 20.2 | 26 | 7.1 | 266 | 72.7 | 2.52 | .810 |
| 10 | Giving much time to my studies | 284 | 77.6 | 57 | 15.6 | 25 | 6.8 | 1.29 | .587 |
| 11 | Knowledge is less effective than job. | 67 | 18.3 | 69 | 18.9 | 230 | 62.8 | 2.45 | .784 |

| 12 | Self-efficiency effect on career building. | 311 | 85.0 | 311 | 85.0 | 13 | 3.6 | 1.19 | .472 |
|----|-------------------------------------------|-----|------|-----|------|-----|-----|------|------|
| 13 | Confidant to choose career | 334 | 91.3 | 24 | 6.6 | 8 | 2.2 | 1.11 | .376 |
| 14 | Motivation factor is not effected in my attitude for future career. | 162 | 44.3 | 34 | 9.3 | 170 | 46.4 | 2.02 | .953 |
| 15 | Not satisfied with studies | 302 | 82.5 | 48 | 13.1 | 16 | 4.4 | 1.22 | .509 |
| 16 | How university preparing you for the career? | Most of the respondents were of view that university are playing an active role in preparing the students for their profession or career ,They depicted that universities motivate the students to polish their skills which helps them for their career and build confidence in students. Few of them argued that universities are not preparing students for future career | | | | | | | |
| 17 | In what ways educational and career goals influence your career building? | Most of the respondents were of view that bright career strongly depends upon good educational career goals these goals help in developing our skills which ultimately results in successful career. But few of the respondent argued that goals or ambitions do not career building. | | | | | | | |

## RESULTS AND FINDINGS

Finding of item one shows that 86.1% respondents agreed that they really enjoy to go to attend the class and 9.6% were undecided and 4.4%were disagreed. Items two responses finding shows that 61.2% respondents agreed that they would rather find out about things by asking an expert, and 30.3% were undecided and 8.5%were disagreed. Items three illustrated that 93.2% respondents agreed they serious to join the job that is related to my degree, and 5.2% were undecided and 1.6.2%were disagreed. Finding of items four shows that 84.2% respondents disagreed that they cannot submit my assignment on time, 14.8% were undecided and 1.1%was agreed. In statements of items five shows that 76.5% respondents agreed they always discuss my difficulty related to study with my teacher while 11.2%were undecided and 12.3%were disagreed. 88.8% respondents agreed for the item six that they always focus to polish my knowledge and skills for my career while 10.1%were undecided and 4%were disagreed. For the item sevens the respondents' responses shows that 7.9% respondents agreed that they do not prepare to attend the seminar and co-curricular activities to enhance my knowledge and skills, 18.3% undecided and 73.8% disagreed. Furthermore for the items eight the respondents' find that 93.4% respondents agreed that they can work in team 3.3% undecided and 3.3% disagreed. 20.2% respondents agreed that they would not feel comfortable. If I had a job according to my degreed and 7.1% are undecided 72.7 % disagreed.

For the item ten that's was 'they are giving much time to my studies' 77.6% respondents agreed, 15.6%undecided, and 6.8%were disagreed for this statement. 18.3 agreed that knowledge is less effective than job, 18.9 undecided and 62.8 disagreed. Finding for the items 11, the responses were 85.0 agreed that self-efficiency effects career building, 11.5 undecided and 3.6 disagreed. 91.3 agreed that confidence is important to choose career 6.6 undecided and 2.2 disagreed. 44.3 agreed that motivation factor is not affected in attitude for future career 9.3 undecided and 46.4 disagreed 82.5 respondent were not satisfied with studies and 13.1 were no decided 4.4 were disagreed. 16 Most of the respondents were of the view that universities are playing an active role in prepare the students for their profession or care r ,They depicted that universities motivate the students to polish their skills which helps them for their career and build confidence in students. Few of them argued that universities are not preparing students for future career. Most Of the respondents were of view that bright career strongly depends upon good educational career goals these goals help in developing our skills which ultimately results in successful career. But few of the respondents argued that goals or ambitions do not career building.

**CONCLUSION**
In the light of the objectives of the study, statistically and findings of the study the following conclusions were drawn; According to the student's views that the attitude has a positive or negative effect on student's career building, they have positive attitude towards their studied and they attended their class and enjoyed. They always liked to polish their skills for their career. They work in team and ask about their problem to their teachers and experts. Parents role and motivation factor also effect on their career, they were confident while choosing their career. They were confident in choosing their career and satisfied with their studies. They selected their major subject in universities due to their eligibility, Gender differences were no matter to choose their career while student's eligibility and abilities influences student's career building.

**RECOMMENDATION**
Based on my conclusion the following recommendations are made. The 21st century is highly demanding for the quality of education and the people who selected for the jobs that one should be able to perform best in his or her field so when the students go for selecting their subject according to their attitude. There should be a counselor who helps or gives counseling to the students at school level that will be beneficial for students for their future career building. Parents counseling also required for them because in Pakistan parents they force they're in selection of their career according to their choice. University should provide a variety of subjects.

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