INTRODUCTION

In the beginning there was attraction – the attraction between a particular man and a particular woman to which we each owe our very existence. Asked why they like one person and not another, or why they were attracted to their fiancé or spouse, most people can readily answer “I like him, because he’s warm, witty, and well-read.” What such explanations leave out – and what social psychologists believe most important – is ourselves. Attraction involves the one who is attracted as well as the attractor. Thus, a more psychologically answer might be, “I like him, because of how I feel when I’m with him.” We are attracted to those whom we find it satisfying and gratifying to be with. Attraction is in the eye [and brain] of the beholder.

SUMMARY

In the present research, the investigator has developed the ATTRACTION SCALE of both media. The development as well as the standardization of the scales is briefed in the following:
ATTRACTION SCALE, as it is named, is a five-point scale. It measures from strongly agreed to strongly disagree. For recording purpose, a rating sheet was prepared and the sample's specifications are printed at the end of the rating sheet. The presentation of the checklist is simple. The first page contain a precise instruction as well as the items are presented on the left hand side, whereas, the boxes are laid out on the right hand side of the page. Sample's specification was printed at the end of the section. The same procedure is implemented for the Gujarati scale. The sample consisted of 100 students each of both media ranging from 15-16 years to 19-20 years of age.

ITEM SELECTION

For discriminating the items, the investigator used the t-test formula and finalized 40 statements for the scale and 20 items for the checklists. On the basis of the results, two separate scales were formulated, but the checklists remained the same.

For estimating the reliability and validity of the 'ATTRACTION -SCALE' the investigator took 80 subjects each for both the scales, ranging from 15-16 and 19-20 years of age.

The reliability was computed by its three methods:

1. **Test-retest method:** where an interval of 15 days was taken. The calculation was done by using the Pearson Product-Moment formula. The reliability of English scale is 0.65; whereas the reliability of the Gujarati scale is 0.66.

2. **Split-Half method:** In this method, the scale was divided into two halves. The first set consisted of scores of odd items and the second half consisted of scores of even items. Spearman-Brown Prophecy was used. The obtained results are 0.78 in English scale, and 0.79 for Gujarati scale.

3. **Rational Equivalence method:** Computation of this method was done by using two different formulas. The first of its reliability was estimated by using Kuder Richardson formula 21. The results that were obtained for English scale are 0.78 whereas, that of Gujarati scale is 0.85. The second method of reliability was computed by applying Cronbach alpha coefficient, and the result shows that the reliability of the English scale is 0.77 while that of Gujarati scale is 0.70.

The validity of the present scale was found by establishing face, content, and factorial. Computer did factor analysis by using SPSS package. 15 factors were extracted but only 5 factors are taken into consideration. These factor matrixes of both the scales were interpreted.

Establishment of norms was done by Percentile Rank. As the research was carried out on a specified group of adolescent viz., middle, and late, as well as on the three levels of economical strata viz., high, middle, and low-income group, the selection of the representative sample was carried out diligently. The total
number of persons in the sample was 440 each of both the media. Therefore, the total number of persons in the sample was 880.

**RESEARCH DESIGN**

For the purpose of scoring and analyzing the responses, the subjects were arranged in an experimental factorial design formed by two categories. In the design, there are 24 cells and in each cells 30 subjects were being allotted. The same design was prepared for Gujarati medium also.

**TOOLS**

The selection of the instrument for the study was:

- Attraction Scale [English medium]
- Attraction Scale [Gujarati medium]
- Attraction-Checklist [English medium]
- Attraction-Checklist [Gujarati medium]

**SAMPLE**

The investigator selected the Stratified Cluster sample, known as Multi-Staged sample. The research is based on the two categories of adolescence viz., middle, and late. The middle category falls under 15-16 years of age bracket of higher secondary school students; whereas the late category comprises of 19-20 years of second year college students. The size of the sample is 720, which is divided equally into 360 each for the mediums, 180 male and 180 female. The samples were taken from various schools and colleges within the radius of Ahmedabad City.

**DATA COLLECTION**

Formal permission was sought from educational institutions. The investigator, first of all, builds the rapport with the students and consequently, proper instructions were given. It was a group test. In some of the classes the size of the students were large. So to administer the test properly, help was taken of one more person as an assistant who also worked as an interpreter for the Gujarati student.
STATISTICAL ANALYSIS

The responses of the subjects were processed and analyzed for the ANOVA [F-test]. No statistical formulae, however, have been applied. Instead, the responses of the subjects were rounded up to find out which items got the highest rank.

CONCLUSION

Two scientific scales have been constructed. Various factors, determinants as well as variables do influence during the integration process.

The factor viz., physical, social, and psychological shows strong impact in the attraction process. The results indicate physical and psychological factors influencing more than the social factor.

Determinants of attraction viz., proximity, similarity, and physical attractiveness show an electrifying impact during the integration process; although the physical attractiveness play a role of honey that draws the bees to its core. However, other determinant viz., complementarity, and novelty show no weightage in interpersonal attraction.

Variables such as gender, and socio-economic status shows a non-significant effect in both media except that this variable is found to be significant in Gujarati medium. But the other variable, such as educational levels shows significant differences in both media. Interaction between variables such as Sex vs. SES indicates a significant difference only in Gujarati medium. Rest of the interaction between variables found to be non-significant.

In the checklist, the preferences of the female students of both media is same i.e. considerable influence are put on the psychological as well as physical factors. Coincidentally, the same preference is being indicated for the determinants. It shows that nearness of a person [proximity] play a vital role during the integration process.

Male students of both media also show a similar choice in the factors, as mentioned in the checklist. It shows that items that are psychological and physical in nature procured more rating scores.

To sum up, the factors viz., physical, and psychological and determinants viz., proximity, similarity, and physical attractiveness is found to have a magnetic influence in interpersonal attraction.