CHAPTER II

DESIGN OF THE INVESTIGATION
The study of Personality and Personality testing has assumed importance in view of the multiple roles that formal institutions have to play in society. The socially approved roles may go a long way to identify the various manifestations of personality; but that may not limit its dimensions as anti-social and a-social personalities are also available in society for whom it is obligated to frame laws, both formative and punitive. It could then be said that personality covers the total person. The individual is again, both himself and also a product of environment. A person may exhibit the variations in his behaviour, his emotions, feelings, sentiments, even circumstances or situations, political, social, ethical, economic. Age is another dimension that may go to determine the factor of personality. It remains to be assessed perhaps, that a particular characteristic may remain constant or it may vary in view of varied influences; and if the personality is not going to be influenced ever, the performance factor of it stands recognisable either.

Personality has been defined by many thinkers according to their experience and experimentation. Some of these definitions are worthy of consideration, while an attempt is being made to determine the styles that a student may in a school situation of a particular type. That school promotes growth, a definition of its functions, may promote the formation of a personality style as a result of an interaction brought in the form of various performances of the institution, the teachers and the relationship between the school and the society. All the thinkers on the subject of personality study have been influenced in one or the other way by both the biological and the psychological factors in relation to a social situation. These are certain extreme forms of observations, yet they in turn account for the implications in forming of certain styles.

Definitions: Kempf (1919) has defined personality as 'the habitual mode of

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adjustment which the organism affects between its own egocentric drives and the exigencies of the environment." Kempf has brought in the subject of adjustment, the adjustment which involves the total psycho-physical mechanism has been his concern. This definition would lead us to take clues about the personality of the student within the school environment, taking him as an individual and also the one who has to recognize the demands of environment and adjust to the same.

Allport, Floyd, H., (1924) states that personality is the individual's characteristic reaction to social stimuli and the quality of his adaptation to the social features of his environment. The variable that Allport brings in, is again a dimension very much available in the school situation.

According to Morton Prince (1924), "Personality is the sum total of all the biological innate dispositions, impulses, tendencies, appetites and instincts of the individual and the acquired dispositions and tendencies." Prince has based his definition upon biological approach and innate and acquired dispositions. To define characteristics group together forming a personality style, of students in a school may find the approach of Morton Prince useful for interpretation.

Watson (1924) has defined character as part of personality. He also says, "Personality includes not only these (character - conventional) reactions, but also the more individual personal adjustments and capacities as well as their life history". Watson is no different while he is observed to have recognized the adjustment process, even capacity and cognizable situation. According to Watson, "a bad and a profligate had not character, but he may have an exceedingly interesting personality". Thus the impaired habits or behavioural difficulties may not be all to define personality as it will need certain other factors alike character, social traits and affiliation through which his style can be interpreted.

4. Watson, J.B. - 1924, Psychology from the stand point of the behaviourist (2nd ed.) Philadelphia Liffin Cott (5, 93, 112)
May (1929) speaks of personality as did Allport, in a way, that it is "the social stimulus value of the individual". It may not be a complete picture by itself, but all the more fact remains that the school situation will in a way so to prove this definition relevant.

Symonds has defined personality, "the portrait or landscape of the organism working together in all its phases". The portrait definition is the penetrative attempt aiming limitlessly from the psycho-dynamic processes; school is such a process in all its manifestations.

Murphy also gives the bio-social approach to personality as he emphasized the importance of studying, "the full reciprocity of inner and outer events". He held that life process is itself a matter of world as much as organism and that it is the interaction of the two, organism and the environment..... According to Murphy "a personality is a structured organism environment field, each aspect of which stands in dynamic relation to each other aspect. There is organisation within the organism and organisation within the environment, but it is the cross organisation of the two that is investigated in personality research". The dynamic aspect and the environmental influence aspect have both been interpreted by Murphy while seeking for organisation of the organism and its cross effects. The cross effects of organismic portrayal of the student in organised school situation give an explicit explanation of personality according to Murphy. This approach may enable the researcher to trace the influences of school situation upon the personality styles of students.

Referring to Levin's spatial approach - avoidance conflict experimentation, it is seen that "the organism is both attracted to and repelled from a specific region in his environment?"
Levin has symbolically explained with the help of his formula, $B = f(P,E)$. 

$B$ for Behaviour, $P$ for Person and $E$ for Environment, for understanding or predicting psychological behaviour by determining for every kind of psychological event the momentary whole situation which includes the momentary structure and the state of the person and the psychological environment.

Allport defines personality as "the dynamic organisation within the individual of these psycho-physical systems that determine his unique adjustment to his environment". Assuming the dynamic approach and his adjustability factor of the individual as the basis. Allport's definition may have a way for interpreting students' personality styles through schools' dynamic roles.

Jung describes personality as "the highest realisation of the inborn distinctions of the particular being." Further, "personality is an act of the greatest courage in the face of life and means unconditional affirmation of all that constitutes the individual, the most successful adaptation to the conditions of human existence, with the greatest possible freedom of personal decision". Reviewing objectives of education, the above said definition of personality is one of the prime factors determining functions of a school.

Guthrie (1944) has defined personality as "those habits and habit systems of social importance that are stable and resistant to change". This definition limits the area of researcher to the position of habit formation, an important programme of school activity.

Cattell (1950) opined; "Personality is that which permits a prediction of what a person will do in a given situation".


11. Jung, Carl G. The Integration of personality. London - (Printers) 1940 (P.6)


Again, "personality is concerned with all the behaviour of the individual, both overt and under the skin. Much of the overt direction will perhaps be guided by the impact of training.

Vernon (1953) says that "personality is that which enables us to predict a person's behaviour in a given situation. Personality develops from the interaction of the living human organisation with an environment that frustrates or encourages and conditions its impulses". Further he says, "we mean by personality, simply, what sort of a person is so-and-so, what is he like"? Again, "while a man's intelligence, his bodily strength and skills are certainly parts of his personality, yet the term refers chiefly to his emotional and social qualities, together with his drives, sentiments and interests". A school has besides instruction, the function of imparting training in channelisation of emotions and building social relationships.

Murray's theory of personality is "based on man as a motivated animal". "No brain, no personality"; is one of the seven principles. While discussing the longitudinal principle, he states that "the history of personality is the personality". Again, he says that "the term personality has been reserved from the hypothetical structure of the mind, the consistent establishments and processes of which are manifested over and over again in the internal and external proceedings which constitute a person's life. Thus personality is not a series of biological facts but something more general and enduring that is inferred from the facts".

18. Ibid
Eysenck's definition of personality revolves round four behavioural patterns; the cognitive (intelligence), the conative (character), the affective (temperament), and the somatic (constitution). Thus, to Eysenck, personality is "the sum total of the actual or potential behaviour-patterns of the organism, as determined by heredity and environment; it originates and develops through the functional interaction of the forming sectors into which these behaviour patterns are organised." In the past Eysenck has also considered Allport's famous and repeated definition which Eysenck accepted in his 1955 work, *Structure of Human Personality*. He has also utilized Roback's definition of personality as found in Warren's dictionary (1954): "the integrated organisation of all the cognitive, affective, conative, and physical characteristics of an individual as it manifests itself in focal distinctness to others". Inherent in this definition of personality by Eysenck in his belief in the continuity of behaviour.

Eysenck defined personality "as the more or less stable and enduring organisation of a person's character, temperament, intellect and physique, which determines his unique adjustment to the environment".

Stagner defined personality as inner system of beliefs, expectations, desires and values. Ross Stagner remarked that "the human personality is almost certainly the most complex phenomenon studied by science". Personality has been defined in many ways by different observers. Each such definition has something to offer by way of emphasis upon a particular fact of the complicated whole. And each such definition is likely to imply certain methods, certain techniques of scientific investigation. This approach involves the whole person which again is considered to be a complicated one. In this context the school must recognize the individual as a complicated whole and prepare programmes to serve the total person and not limit its activity to a single need of the individual. Again Stagner says, "Personality is something which shows up in our relations to people around us, in our


22. Ibid (P.1)
answer to our interviewer, in our overt behaviour or in our verbal instructions e.g. imaginative productions. It is, in fact difficult for a person to engage in any activity which does not reflect some facet of his personality. A school has thereby to provide a variety, and thus cannot concentrate on any single aspect.

The individual is part of society and society is individual's well-knit whole. In seeking to establish this relationship Stagner says: the relation of person to society is not a one way street. Personality is moulded by social pressures, threats, rewards and reference groups - true. But the homostatic principle asserts that the individual will attempt to defend himself against these social variables, one such defence is to modify the culture itself.

While referring to the attributes of personality with respect to various age levels Stagner observes: the individual is born with certain potentialities for personality. He has perceptual system, a response system and a organising system. Infants at birth show few of the characteristics which are attributes of personality. There is a long process of development ahead for each child. Every adult personality is unique, but in some respects all human beings are alike. The universal aspects of human nature are chiefly are inherited features. These we share with other members of the animal kingdom. The distinctively human personality is more complex and later development.

Stagner has ratified the biological interpretation and the drives of the individual in relation to society as he says, "Ma is a biological organism before he is a social entity. It is therefore not surprising that many psychologists have sought to build an understanding of personality on the biogenic drives; hunger, thurst, pain etc. Since adult behaviour does not show these drives in clear form; it has been necessary to assume the development through learning of secondary drives and secondary rewards.

24. Ibid (P.23)
26. Ibid (P.87)
According to this view personality is a product of interaction between biology and social environment. Sociologists and anthropologists while stressing the importance of the social milieus, generally accept the biological needs as basic to the development of social motives.

Stagner further says: personality is an interaction product the resultant of heredity and environment. The environment puts certain pressures on the organism; perception and bearing operate to develop techniques for dealing with the environment, and these techniques and learning operate to develop techniques for dealing with the environment and these techniques become generalised as traits, values and persistent motives.

The study of personality is thus a constant intervening of organic and environmental factors. We have touched our consideration of instinct glandular conditions, the autonomic nervous system. The personality of a specific individual is moulded by all the factors e.g. rewards, goals and barriers. Regarding the factor of environment influencing the personality we have defined personality as the individual's conception of himself in relation to his environment. The adjusted personality is one in which these conceptions bear a realistic relation to physical and social facts. The self image is normal when the individual perceives realistically his own strong and week points, his abilities and handicaps. The orientation to society is normal when individual correctly perceives the positive and negative valences the barriers and pathways in his field.

The school recognises both the above said factors. The school, the teacher interact and lay down influences on the personality development of the students. Stagner in this context says; school routines and the teacher personalities are important elements to which the child must adjust. But his achievement is also going to be in part a function of his own personality, of his goals and percepts as these have been acquired. And his achievement will in turn modify his personality.

27. Ibid (P.397)
28. Ibid (P.552)
29. Ibid (P.464)
Stagner believed in the direct influence of the personality of the teacher on the student as he observed the institution system ranks next to the family in terms of importance for personality. Our children typically spend a large portion of each day, week, and year within its range of influence. Sources of pressure upon the child may come from the institutional pattern of the school, the personality of the teacher, teachers’ attitudes and difficulties with specific subject matter areas.

Stagner also emphasised like Allport the factors of physical and social climate influencing their personality growth to regarding this stagner observed. The personality is shaped jointly by the physical and the social environment or since not of the mediating agencies are social, we should say that some influences take the form of expectations held by others whereas some derives from the actions of other.

Regarding cultural influences and social evolution he says the individual human personality is the product of a learning sequence. Driven by innate tension and guided by external valences, the child conforms to social pressures, introjects cultural norms and imitates the behaviour of leading figures of his milieu.

The individual’s personality is in the main a mirror of the culture and the culture is in essence a composite of the personalities which exist within it. Excessive environmental postulations can distort personality and frustrated personalities may accept ideals such as those of disalership which perpetuates and aggravate individual problems.

Stagner further says that personality is not purely a homostatic mechanism and feels that its tries to attain such ideals which otherwise the school also strives for. He believed the individual strives for goals and he is capable of an adomining comfortable berth in favour of exploration.
social reform and the realization of ideals.

Regarding the factor of environment influencing the personality, we have defined personality as the individual's conception of himself in relation to his environment. The adjusted personality is one in which these conceptions bear a realistic relation to physical and social facts. The self image is normal when the individual perceives realistically his own strong and weak points, his abilities and handicaps. The orientation to society is normal when the individual correctly perceives the positive and negative influences the barriers and pathways in his field.

Bischof takes clues from Bell's Assumptions which enable to infer broader implications of personality. He understands personality as a dynamic and moving force, of a structured nature and a behaving and a reacting thing which does not remain dormant and consists of more than what we see on surface.

While referring to the bio-physical-bio-philosophical aspects of Freud's theory regarding personality and its formation in man, his structural approach that of id lying at the bottom as the largest portion of the personality and supporting the entire structure. The ego-dealing with reality because it operates in the conscious state, the super-ego being the last to develop, lying at the top of the structure well within the realm of the conscious and the last characteristic of the personality to cease operating being the sub-conscious level of breathing, digestion and organic functioning could perhaps speak volumes on the subject.

34 Op-cit (P.520)
35 Ibid (P.552)
37 Ibid (P.60-61)
Sheldon who belongs to the same school and searches for a relationship between the genetic-biological aspect of man, which he calls the morphogenotypes and the behaviour of man, which he calls comportament uses a numerical system to describe the total personality pattern after having measured the body and behaviour of an individual.58

Bischof while referring to the biobiological social interaction, to interpret personality includes Adler as a representative thinker whose main rationale is man's life-long struggle to emerge from inferiority feelings to superiority feelings only to find himself repeating the entire process all over again because there is always another step above his present level to which man aspires.59

Bischof includes Sullivan in this school of bio-social social interaction, as the latter believed that the human personality is never separate from all other human personalities. Sullivan 40 offered six principles like inter-personal relations, tension system, anxiety, dynamisms, personifications and cognitive experience to determine the characteristic of personality. Sullivan says that "All that the individual's personality has been is, and will be is the product of the interpersonal contacts he makes through life." Horney is another representative of the same school and presents six principles based upon "interaction approach. Personality according to him is a product of interactions dynamism, structuring character, self concept, major and minor adjustment techniques and self analysis."41

Horney listed the aesthetic needs as affection and approval, dominant partner in life, confined limits of life, power, exploitation of others, prestige, personal aspiration, ambition in personal achievement, self sufficiency and independence and perfection and instability.42

58 Ibid. 91
59 Ibid. (P. 502)
40 Ibid. (P. 551)
41 Ibid. (P. 551-56)
42 Ibid.
Further Horney says the minor adjustment techniques call for auxiliary approaches to artificial harmony—used in striving to complement the conflicting forces of life. Horney discusses seven of these: Blind spot, compartments, rationalisation, obsessive self control, arbitrary rightness, elusiveness and cynicism. It could be possible that some of the institutions may be contributing directly or indirectly to such conflicting forces of life, which needs to be investigated. While referring to self-analysis principle of personality, Horney says that life itself has many curative powers. She further says that man must learn to use these through developing the ability to analyse his own role in life. In the light of this observation Horney is referring to an universal objective of education which a school should accept and put to practice, that of enabling the students to develop the ability to determine their roles.

Moreno's contribution makes it explicitly clear that the school in its functional form contributes to the obtaining of personality styles by its students.

Bischof refers to Rogers's theory of personality as changing and incomplete and concentrating on one central theme the self. Highly involved in the theory are the terms self-structural, self actualisation, self maintenance, self enhancement, experiencing, phenomenological field and congruence. It can perhaps be said that Bischof is not that sympathetic to Rogers, but it could be said that in the philosophical context Rogers involvement revolving

43 Op-cit (P.352)
44 Ibid (P.441)
around the concept of the self has universal appeal. It seems strange that even though Bischof has associated Rogers in the integrative group, he should have interpreted in a narrow way the theory of Rogers. It can however be said that the above-said terms offered by Rogers are important expectations of a school so far as its programmes for personality growth of learners are concerned.

The explanation though structures and that of mathematical approach by Lewin (1944) has brought in the consideration of seeing personality in its totality and not in fragments or as a result of situations cropping up from time to time.

**PERSONALITY GROWTH AND STYLES**

The concept of personality growth has been discussed by various thinkers. Freud lays down the stages of such a growth from stages of self parental, fictional homosexual, to hetero-sexual and genital phases. In this context Bischof emphasized growth through such stages, man having matured through five love stages and having utilized all of them. Freud's approach to personality without incorporating a treatment of the states of being conscious and the conscious is considered that part of man's mental life of which he is fully aware. It is perhaps the same awareness that is specifically introduced in the list of objectives of education and must be initiating development processes.

Personality grows in a state of attraction in the form of love, repulsion in the form of hatred and mutual attraction in the form of reciprocal fellowship, compassion, sympathy and empathy for one another and their development is Moreno's (1956) contribution to personality growth description. An individual does not grow in isolation but in the group and the reciprocity of maturing sociability that existed between individuals and their groups follows somewhat
The ensuing patterns (Moreno). The age range under discussion includes Moreno's second intersexual, stage and second homossexual stage, that groups are developed with - like-sex or hetrosexual emphasises while these characteristics are recognised as patterns of development, the school may have to offer a platform to the learner for shaping their personality.

The group may carry influences from its racial past and the prejudicial attitudes may emerge. The denominational schools may perhaps contribute much in the regard. It will be relevant to refer to Moreno's discussions of characteristics group development as observed by Bischof that one of the characteristics of groups as they develop is the olavege between racial groups. This olavege is the result of prejudicial attitudes the children get from the adults who surround or control them, because children work to meet the approval of their elders, it does not matter if the adults are controlling factors (parents, teacher etc) or environmental adult figures with no direct control of the child's behaviour. The effect is the same. The purpose of the study though is to study the growth as patterned by the school environment which is represented by the teachers, it is found from the above observations that the result are the same, even if the influences are drawn from outside the school.

These can be two specific influences on the growth of an individual in the group and these are termed as horizontal and vertical vectors of development. Moreno defines horizontal vector as inter relatedness in a group with no individual at the top or bottom and vertical vector as a feeling in the group of a hierarchical order from top to bottom in relation

46 Ibid (P. 592)
to one or more factors. "The reciprocity of emotional feeling continued to exert an influence on the personality for the remainder of life. It is in this context that Moreno's approach becomes justified because the growth of personality in the school environment must have perhaps a permanance value which needs to be investigated. The vertical arrangement also continued to affect personality for life.

For determining the growth pattern as Murphy viewed it, his terms like the quiles and nodle-points are worthy of mention. A quile is any characteristic which is distinct in an individual and which operates entirely independent of other forces. A nodle point is any emanating point which has very complex and strong, preservative influences upon the field in which it operates. Here it may be relevant to refer to murphy (Gestallian belief) who devices that man's personality, both organic and social, this has quile characteristic and he prefers a personality theory on the nodality of life forces, whether they be biological or sociological." Man is a nodle point in the field of society. Murphy's explanation about those aspects of the personality which are attempting to integrate and emerge into the full stature of man as a living human being are covered in six terms which are: Generalisation, Conditioning, conflict, perception, symbols and self. It is in this context that Murphy's interpretation though primarily based on physiological concepts, may enable to draw upon the lines of demarcation between the growth patterns as phonented by different school types. How far each category will be a psychological contribution as personality is considered first of all a drive system of which mood is a prominent aspect.

47 Op cit (p.392)
Personality can't be interpreted in isolation and the growth patterns have their relative importance in making this interpretation complete. Growth is both biological and psychological. Biological concept though a positive one may not be very relevant for this exercise. Psychological growth determining personality growth is what needs to be emphasised in this context. Growth could be defined as a process. Growth is a creation of differences and an integration of differences. Confronting of differences enables in searching the differences in individual growth. Confronting of differences, as viewed by Anderson (1951) is a relationship in which the behaviour or presence of one individual or organism makes a difference in the behaviour of the other. Growth comes about through the confronting of differences, the responding to differences and the abandoning of one's self as it is for a new self in process of emerging. Growth comes about also through an integration of differences. Growth cannot be forced or coerced.

Growth according to Anderson (1951) develops only under propitious circumstances. It proceeds along a principle of participation of the parts in achieving a more highly differentiated and integrated whole. Growth is the creation of differences. Anderson again says that it is specialization, differentiation that has been emphasised by most writers on growth.

There is the most important aspect which determines growth and this is the psychological one. The criteria for psychological growth are two (1951). Anderson listed these as differentiation and integration, Allpart (1957) has listed 14 aspects of growth, which include differentiation and integration also. The other 12, including maturation, learning, self-consciousness.
and suggestion can be subsumed under the first two.

Murray and Kluckhohn have also referred to the aspects of differentiation and integration. They argue that differentiation covers all requirements of discrimination in perception, interpretation and conceptulation, as well as detailed specifications in laying out plans and exact directions and timing in action. It is here that growth patterns take shape in an educational situation perhaps. With maturer experiences, such perceptual and conceptual forms become the find with which personality functions in and through adjustable counts. Again, it is here that analysis to the extent of building up a complete form according to one growth pattern becomes manifest and it is with this objective that terraces are found in an educational situation for the learners. They further elaborate point by referring to mental differentiation as involved in the appreciation of differences, in the intellectual process of analysis, as well as in the isolation and perfection of specialized action systems and abilities, verbal and manual.

Murray and Kluckhohn (1947) use the term integration to include the ability to perceive similarities, as well as different kinds of relations between objects and events, to develop a coherent conceptual span, to resolve conflicts to maintain loyalties, to rationalize value, to build a philosophy of life, to coordinate different plans, to think and talk in a logical manner, to organise dynamic systems into a unified whole.

Allport while referring to growth says that self image leads to the ego ideal, but does not automatically allow the self to be a mover motivator or agent towards further action. Besides ego is never the entire personality.
as it is always operating in the present and is highly pre-occupied with the future. This explanation of Allport is the basis on which the present assumption that the school environment fosters growth is held.

Allport has given a term to the ego or self as the proprium, it is more than a style of life, it is the understanding that man wants to become something for himself and not just to survive on a tension reduction basis; that man wants to become something in his becoming. This becoming makes the individual to go to a school and perhaps it is a positive agent for such becoming. In proprium, Allport (1955) includes all of the collected aspects of an individual's personality that are uniquely his own. All of these collective aspects of personality make the individual different from all other individuals and give the individual some inward unity. The proprium includes bodily sense, rational thinking, appropriate striving and the concepts of self image, self identity, self extension and self esteem. Allport and Jung both agreed at that man does not have a fully developed sense of self or ego until he reaches the middle years and is able to develop all of the above characteristics. The proprium initially develops through the usual consideration of the laws of learning. Bischof (1964) further says that from in infant on, man develops his proprium through conditioning-re-enforcement, habits and other aspects of learning.

There are seven aspects of behaviour which evolve a sense of self in the individual, says Allport. But out of these only the seventh aspect to develop out of the beginnings of life is the one which occurs at the adolescent level. Allport finds six criteria of mature personality as the following:

1. Have a widely extended sense of self;
2. Be able to relate himself warmly to others—in both intimate and non-intimate contacts;
3. Posses a fundamental emotional security and accept himself.

If the objectives of education are studied, the investigation becomes all the more important as to how the school affects personality growth. The said factors collaborate to a large degree with the objectives of education that an institution frames for seeing her pupils come out as normal and adjusted persons.

ANSERSON determines growth as a positive process found in abundance in nature. Growth exists in degrees, faster or slower, or as mere as less. A person is growing at his optimum or he is growing at something less than his optimum. One child is differentiating at a more rapid rate than another of the same age. Though the units of comparison are coarse and crude, but the compassions are possible. Man is not only a product of his environment in a very real sense man is also a victim of his environment. Man as a social unite becomes more and more differentiating as he learns to live harmoniously with other human beings.

**DIMENSIONS OF PERSONALITY GROWTH**

ANDERSON lists six levels of growth. These levels include two designated socially integrative behaviour and four designated relatives of conflict.

Bischof believes in growth pattern in personality as the well-rounded individual who can meet the above six criteria.

Besides Allport while commenting on Freud's demarcation between the behaviour of the neurotic and a normal human being, lists three things
that the normal human being is able to do -

1. There is a capacity to make an ego extension beyond the self;
2. Self objectification, which includes the capacity for self-insight and also the capacity for humour or laughter about oneself;
3. The normal individual almost always has a unifying philosophy of life, which means there is a frame of meaning and a feeling of responsibility as a human being.

In 1968 he added 3 more factors which he felt the normal human being possessed. They are: "The capacity for a warm, profound, relationship of oneself to other people, the possession of realistic skills, realistic abilities and a realistic perceptual system for solving the practical problems of everyday living, and a compassionate regard for all living creatures." In the light of such factors:

Acceptance of the domination without noticeable loss of one's own spontaneity. There is no perfect harmony in human relations; personality becomes socially integrative in showing high spontaneity in one's own behaviour and simultaneously to accept a high degree of spontaneity in others. School is the place where in the process of interaction such behaviour sets afoot.

Socially integrative behaviour is possible in a relationship in which individuals may come closer and closer together in their understandings and still remain different. This is obviously an ideal relationship for purposes of growth; differentiation can be at its highest where a person is accepted as he is.

Anderson and his colleagues have found higher mean frequencies of socially integrative behaviour than of domination. Hammann also endorses the said opinion. School compensates and does not promote disintegration of personality. Modern school is a replica of the total environment around and the

55. Allport G.W. "Personality and Social Encounter" Boston, Beacon Press 1960 (P. 132)
56. Ibid (P. 476)
pupil is the future citizen making. The whole process is absolutely integrative. The assessment of this fact after the observations and experiments of the above authorities seems plausible to be made in the situation obtained in the context of such expositions in the types of schools covered in the investigation.

Schneider expressed a positive view towards human behaviour and said that human beings have a genuine interest in the world, in action, and in experimentation. School in turn, builds up such a genuine interest. He again believes that genuine tendencies to help one another are present in the child as well as in the adult. The school functions with this premise. Anderson defines socially integrative behaviour as circular behaviour in its effects. Since this behaviour invites social participation, facilitates communication and understanding and leads to further differentiation and integration, it is called the growth circle of dynamic interplay. The new techniques of teaching methodology promote the functional aspect of a school on similar assumptions as offered by Anderson.

Avoidance of the domination without essential charge in one's goal or purposes. At this second level of the personality growth, the relation between domination by the environment and individual spontaneity can be accounted for when it is accepted that one person is obliged to live in some proximity to another and finds the other an obstruction to his spontaneity, to his being himself. School promotes no domination but voluntary spontaneity among the learners.

Thus while discussing personality growth are needs to submit a definition of personality as the rate at which the person is growing.

59. Ibid (P. 15)
Personality is the rate at which one is becoming more differentiated and more integrated, where integration is usually used in the sense of something happening within the individual as being invited devoid of internal conflicts.

Anderson believes that while learning represents a differentiating and an integrating of percepts, concepts, and ideas, personality is not properly the rate of this kind of growth alone. Further, "Personality is the rate of growth in a context of social learning. Personality is the rate at which the person is becoming more differentiated as an individual and at the same time living in more in common purposes with other persons." 61

Again Anderson and Anderson say that a rich personality would be found in a person whose behaviour was high in spontaneity and high in harmony. He would be accepted as a person and would accept others as a person. Such a situation would make a person free to communicate and to listen, to be in a position to learn and to instruct, could perceive the difference between persons and objects, and treat persons with the respect and democratic regard, could also perceive clearly the difference between a person and an idea, so that the confronting of different ideas would not necessitate a conflict of persons.

If an inventory of the programmes followed by schools in deep relation to their objectives and purposes in social relevance is prepared, which will ultimately enable the learner to imbibe the very spirit of his alma-mater, the pattern and growth in his personality will be no different than what Anderson, Allport, Schilder Jung or Hahnemann would expect.

60 Op. cit (p. 21).
61 Ibid
62 Ibid (p. 21-22)
Jung has dealt with the subject at length. He says, "For what is generally understood by personality—namely, a definitely shaped, psychic abundance, capable of resistance and endowed with energy—is an adult ideal." School recognizes this aspect. Further, people speak of the child but should mean the child in the grown-up. For in the adult there is hidden an eternal child, something that is always becoming, is never completed, and that calls for unceasing care, attention and fostering. School has on its programme the above desired aspects. Jung recognized that this is the part of human personality that wishes to develop and to complete itself.

While we interpret growth we are simultaneously recognizing the effecting change in the developing individual. Carl Jung also bears testimony to this fact as he reads. If there is anything that we wish to change in the child, we should just examine it and see whether it is not something that could better be changed in ourselves. Again, "Personality is a form in the child that can develop only by slow stages in and though life. No personality is manifested without definiteness, fullness and maturity. These three characteristics do not and should not fit the child for they would rob it of its childhood. It would become an unnatural preocious pseudo adult." The great variety that a school presents through curricular and other activities has perhaps the said background in view.

The pattern of growth as Jung viewed can be understood as, "personality develops itself in the course of life from grows that are hard or impossible to discern as it is only our actions that reveal who we are."

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64 Ibid (P. 285)
If actions in this context are interpreted, the whole activity of the functional aspect in school should reveal all that is understood by the term personality.

There is much to be derived in view of the objections of education one formulated and accepted by the school system, but much of it often remains far from realization or may such goals are about un-attainable. Jung also opines in similar fashion when he is observed to comment.

Personality as a complete realization of the fullness of our being is an un-attainable ideal. Although he argues that un-attainability is no counter argument against an ideal, for ideals are only signposts never goals. We may not so far the philosophical meaning in the above arguments, but the fact remains that may of the unifed goals set for a limit of our ideal remain as abertuse as there quality systems and thus remain away from the reach of reality and realization within a school situation. Are these not forces working in diverse directions which instead of challenging may decamp with the qualitative imprints to be laid upon the growing minds who become future progeny for the race and generations to come.

Jung claims that "No one develops his personality because someone told him it would be useful or advisable for him to do so. Nature has never yet allowed herself to be imposed upon by well-meaning advise.

Nothing changes itself without need and human personality least of all. The school recognizes the factor of need and gives due recognition both in social and psychological fields. The pedagogical approach based upon psychological principles grants to need a place of responsibility and importance, as does Carl Jung who says, "The development of personality

65 Op-cit (P.289)
obeys no work, no command and no insight but only need. Jung believed only in this type of development as the rest would be recognizing the fact of individualism which to him meant something against the natural development of personality. Besides "............. a conscious, moral decision must lead its strength to the process of the development of personality". Even, "............. the conventions of a moral, social, political, philosophic or religious nature ............. that the overwhelming majority of mankind chooses not its own way, but the conventions and so does not develop itself, but a method and collectivity as the cost of its fullness". A school system basis itself on its traditions and conventions and the whole gamut runs round bringing home to each pupil its conventions.

Regarding styles it could be said that the same encompass the total person and the sum total of the behaviour individuals referred to in terms of a style are in this context understood as obtaining a total behaviour Adler has referred to the term style to "Portray the versatility and uniqueness of each individual's style of life". He bases his main rationale on man's life long struggle to emerge from inferiority feelings to superiority feeling because there is always another step above his present level to which man aspires.

Originally the term style referred to a pen or styles, later it came to mean hand-writing and, eventually, the particular flavour of a written or any other work in its entirety. For the psychologist the term refers to the complex and complete patterns of one's total behaviour Adler has suggested that an individual's life style or personality style is the principle by which the individual personality functions, it is the whole that commands the parts, it is the personal signature which makes the uniqueness

66. Oppen (P.289).
67. Ibid. (Pp.289-90)
68. Ibid (Pp.528-529)
of each person. Allport has said that our best approach to understanding behavior is to view personality as a total functioning system. To be sure, it (personality) is an incomplete system, manifesting varying degrees of order and disorder. It has structure, but also structure, function but also malfunction. And yet personality is well enough knotted to qualify as a system which is defined merely as a complex of elements in mutual interaction.

In less weighty language this suggests that each person, whether he be a painter, ball player, politician, novelist, or teacher develops and expresses a style uniquely his own. From style alone we can recognize the etchings of Picasso, the quarter backing of unties, the rhetoric of Agnew, the writings of Hemingway, or the teachings of Dewey. In each instance there is a cart in expressive style which seems characteristic of the man.

Life being a complex whole and various manifestations clustering around are interpreted by Allport as "Clusters of traits considered to be the style of life." Allport's interpretation is distinct enough to take cues from styles and R.F. David and H. Von Braun (1957) would supplement the same as the belief in the dignity and growth of each personality to be prized above all else.

Ross Stagner while defining personality termed it as one's effect upon other people, meaning thereby that one has a high stimulus value. He in addition being in the style concept while suggesting the use of the term personality as he is observed to say the "although occasionally it is used to identify a general integration of responses, an individual style of life or a unique point of view.

Personality growth and its styles do offer in general a set of principles which get reflected in a school situation. The school does not mean to stagnate the person but involves and inspires him through promoting of interests and aptitude, thereby motivating basis to learn and learn precisely all that abounds in the total environment and not only learn but imbibe in his person the very quality and style. This adoption becomes manifest later in his life when it comes to his being accepted as a cultivated and efficient young person. Its growth is a dynamic and continuous process, the stages of training at various levels in a school situation are complimentary. The whole game both directly and indirectly ends up, rather finishes by the adult stage. Thus the school cannot be desist from the responsibility that it shares in fashioning personality of her learners.

RELATIONSHIP OF SCHOOL AND PERSONALITY
GROWTH

The above discussion leads to establish the precincts of the pattern of growth and characteristics of school programmes, influencing each other and ultimately determining the extent of relationship one with the other.

School is a live force inviting all her inmates to warm themselves and share the maximum of the warmth that it presents to them while they are under the process of shaping their personalities. It could be asked as to where would individuals get an opportunity to get introduced to a sharing spirit and accept the ideologies patterns of living and pursue on the path of knowledge, which factors in turn, are responsible for finishing properly a personality. The answer perhaps to this question would come from two important agencies, the school and the society. In the present day, school systems offer all that society caters to, is to a large degree
available in the school itself. The democratic institutions are mostly a place of experimentation for all its ideals; the inmates get a significant introduction to the characteristics of a varied environment, what many other agencies would be offering to a person for proper growth, the school offers the same with sagacity and honest intent. The school foment growth. It would lose its identity if it would encourage stagnation and decadence. The school has moved into different directions with passage of time and has drawn dues from the social aspirations of the people. The aspects of social reference, political affiliation, religious faith, moral convictions, aesthetic appreciations, and economic comprehension are the criteria that each school places before her learners. If analysed, these criteria are the basic determinants of a complete personality.

Relationship Influenced

The first stage is set by the family for the child to seek adjustment. The school is second only to the home in influencing our lives. The teacher takes over the responsibility of enabling us to learn in the school after we leave home and enter it. Thus a teacher is a link between ourselves and our social and cultural heritage. The manner in which the learning potential is fostered and developed by our parents, teachers and friends, exerts a direct influence on the kind of adults we become, which involves not only the acquisition of factual information but also the development of attitudes and selection of goals.

Lehner and Kube (1955) (P. 234) say that "Children will view school as an exciting place, one in which to make new discoveries and find new friends, one where interesting adults—the teachers—are waiting to guide them. It is hoped that children will have developed enough self-confidence to cope adequately with the many facts of this new world. It is believed
that a Haymate who talks about his happy relationship with his teacher, or a brother who voices a dislike for his teacher, will affect the child's attitude towards school.

Again Lehner and Kube remark that like parents the child looks to the teacher for affection, acceptance and guidance. A good teacher, therefore, recognises two main areas of responsibility towards the child. She must first help him to acquire knowledge by creating an atmosphere in which he feels free to learn. But she must also be sensitive to his emotional needs and do whatever she can to gratify these needs in order to assure him of her acceptance and support. It is the institution that enables a child to become independent.

Labour and Kube have emphasized the importance of the total situation to be taken into account when child's adjustment to school is to be investigated (1964, P.236).

The important role of the teacher in enabling a child to develop intellectually and emotionally cannot be underestimated. The teachers personality equally contributes to the growth of such adjustable characteristics among the learners; Thus a teacher who can contribute to such growth should be a scholar, a psychologist and a guide, councillor all rolled into one (P.240). The Teacher must have an appreciation of one's own needs and it is believed that a well-adjusted teacher can help pupils to adjust. A skillful teacher makes every effort to understand and encourage each child (Hank Kranzler) Lehner and Kube P.241).

The emotionally healthy teacher who has an appreciation of the psychological principles governing behaviour will regard each child as unique, an individual whose personal characteristics must be considered in relation to the total learning situation. Lehner and Kube (P.241) have said that a teacher with such characteristic will be able to help the shy child.
child to grow in confidence, the emotionally starved child to feel loved and accepted. The kind of leadership a teacher furnishes exerts a significant influence on the effectiveness of the learning situation. Some teachers prefer to teach in an authoritarian atmosphere, setting themselves up as the final authority, demanding unquestioning obedience. Such teachers are essentially self-oriented and to control must appear infallible. This teacher least realizes that such restriction suppresses spontaneity and creativity of the children, resulting in emotional tension, insecurity, and hostility. In contrast a teacher who is oriented to democratic principles assumes the role of a resourceful leader for the student, invites healthy participation of the student in the group and offers all encouragement, the style of discipline inspires desirable behavior, the mistake of his student is a recognizable fact which when amended result in learning, and lastly recognizes individual differences.

The school is primarily a place for learning and it is influenced by different factors which determine what, how and how much we learn. This learning may be motor, social, emotional or intellectual. The factors that enable to create an ideal learning situation are listed by Terre and Kube (244) as opportunity, learning potential motivation, discipline, level of aspiration, language skill, competition and cooperation.

**School as a Life Situation**

In areas of adjustment for the child, the school adjustment is one of the most important aspects of life. It is said that school is a preparation for life; school is life and we find in it almost all the problems reflected as we meet in latter life. Lehner and Kube (P. 258) say that in school we learn to live by living. It is here when how well do we adjust to school discipline, may in latter life help to adjust in an organized social activity, how to get long with other people, what attachments do we form, the
give and take of affection, if exercised in the school situation, may determine our adult attitudes and behaviour patterns. Thus the school gives us more than just intellectual training. Our feeling towards other people determine our interaction with them and we learn this at school while in the company of the peers and pals. The school is the place where the opportunity is available to the learner to expand his world.

The characteristics of the satisfactory adjustment for a student can be possible if the school offers a healthy programme of developing a sense of individuality, a sense of independence, confidence, acceptance of self and others, a sense of security, a sense of responsibility, goal orientation, a sense of direction, of time perspective, personal values and philosophy of life. How far do these characteristics find relevance in the context of the sample involved in this investigation.

Scholfield and Balian, 1959 in their study on school adjustment among normals and schizophrenics revealed that 85% of the normals had satisfactory or superior achievement which the variables a tested, beside others were school acceptance, school achievement, repeated failure, work difficult, average performance, easily earned good grades, excellent record.

An attempt has been made to study the adjustment of the students in the different types of school in the city of Srinagar, M.Y. Reddy's Adolescent Adjustment Inventory was used for this purpose. This inventory was selected because it is meant for the adolescents and investigates in areas which are relevant to the type of investigation attempted.

EDUCATION OF THE PERSONS INCLUDED IN THE SAMPLE

The students of the Government and Non government schools of Class IX were included in the sample for this investigation. The students randomly selected were those who had obtained a first class in the
previous school examination, the information being collected from the concerned school examination result registers.

THE TOOLS AND TECHNIQUES.

After the selection of the sample, the job remained that of selecting the relevant tools and even preparation of one, if necessary. The following tools were selected:

1. The personality inventories
   a/ Allport-Vernon-Lindsey- Study of Values (Indian adaptation)
   b/ Rao’s School Attitude Inventory.
   c/ Reddy’s Adolescent Adjustment inventory.

II. The projective tests

The Thematic Apperception test (Indian Adaptation).

III. Questionnaire.

The personality inventories.

It is generally believed that the personality inventories are the important and quicker methods of collecting the related data. In this context Vernon observed:

"Well constructed personality Questionnaires gives under suitable motivating conditions can be of value both for experimental research and in clinical or other applied research work".73

And, Anardad would recommends simultaneously the two approaches to personality measurement, that of the use of the personality inventories

and also of the projective tests is yet some not favoring the same
and take to one of the other type of approach. The three personality
inventories used in this study include:

i. Allport - Verna "Study of Values"

ii. Rao's "School Attitude Inventory"

iii. Reddy's "Adolescent ADJUSTMENT Inventory".

The later two being based generally on Bell's adjustment
inventory. These tools have been used to be able to determine the
personality characteristics and adjustments of students in the two types
of school, viz. the Government and the Non-Government schools. These tests
are well known and have been extensively used by researchers in educational
and psychological research. A detailed description of the tests is given
in pages ahead.

**PROJECTIVE TECHNIQUE TEST.**

The Thematic apperception test has been used to attempt a
probe into the structure of the personality and the dynamics of psycho-
social forces among the students of the two types of schools. Vernon has
rightly remarked that "Projective techniques are the X-Ray apparatus for
penetrating beneath the facade and barriers to the deeper needs and
dynamic forces and the personality. It was in this context that this tool
was selected as it reveals the innermost drives, sentiments, feelings, needs
and moods of adjustment, as that the school forments all these characteristics.

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1958 Page 368.
the justification of its use is claimed. The total personality of the subject being revealed through the use of a projective technique necessitated to use the same to draw scientific conclusions regarding the formation of personality characteristics of learners in a school situation. The test also enables the subjects own spontaneous interpretations, flexibility in responses. Krugman opined that the 7 A supplies the mental context and dynamics of the personality structure. The details of the test are discussed further on.

Questionnaire.

A questionnaire was drafted to seek the opinion of the heads of institutions, academic and administrative both even the teachers and those who are directly or indirectly involved in the functioning of educational institutions and student welfare. One part of the Questionnaire lists statements on objectives of education, with variations available in the two distinct types of institutions. The other part includes the statements on the general personality characteristics and its dynamics.

The intention to introduce this tool was to authenticate the list of objectives of school types and also the personality characteristics as listed by various psychologists and educationalists. It was thought that this approach would keep the investigator under check while concluding on the psychological frame and the schooling influences thereof.

The tool is discussed in detail separately.

The Collection of Data

The subjects for this study having been selected from the two types of schools at the High and Higher Secondary stage of the Srinagar city, it now remained to build up a rapport with the concerned. The Headmasters and the Principles of these institutions even the teachers were approached and the scheme for investigation was discussed with them. They were cooperative and helped in the selection of the students for the study. The record step was to involve the respondents to come voluntarily for active participation in the research perfume by accepting to fill in the inventories and sit for the projective test. A short orientation lecture to each group was given by the investigators for the purpose it was emphasized that their participation would help to identify the personality characteristic and would prove beneficial either. The students were given an information schedule to fill in and after scrutinizing the same, such groups were selected for testing the testing matched on the requirements for the study.

Later, the tests were administered on the selected subjects after fixing up of the time and date with the concerned heads of the institutions. The students involved in this study were requested to be truthful in their responses and were assured that their replies shall be kept strictly confidential. The Heads of institutions were again very cooperative by providing separate rooms for administering the tests on the subjects for this investigation.

The whole business of testing and scoring was done by the investigators only to ensure objectivity and uniformity in drawing the conclusions. The test instructions norms and manuals were followed strictly.
The following statistical procedure was adopted for the analysis of data:

1/ The raw scores of the eight groups of subjects with two types of institutions on the study of values and T.A.T. were tabulated separately into frequency distribution and means and standard deviations were calculated.

2/ To determine the agreement between the rankings of six values, viz. Theoretical, economic, aesthetic, social, political and religious between different groups, Rank order correlation (Rho) was calculated.

3/ Comparison between different groups on the study of values adjustment Inventories and the T.A.T. were made on the basis of TTest.

The following formulae were used:

\[ t = \frac{M_1 - M_2}{\sqrt{\frac{\chi^2_{1} - \chi^2_{2}}{N_i(N_i-1)}}} \]

\[ F = \frac{\text{Large Variance}}{\text{Smaller Variance}} \]

\[ \frac{S_1^2}{S_2^2} \text{ or } \frac{S_2^2}{S_1^2} \]

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c/ t-test found for inter-value differences:

\[ S_{\text{ED}} = \sqrt{\frac{N_1 + N_2 - 2}{N_1 - 1} M_1^2 + \frac{N_2 - 2}{N_2 - 1} M_2^2 - \frac{N_1 + N_2 - 2}{N_1 + N_2 - 2} M_{\text{diff}}^2} \]

\[ \text{t} \text{ Ratio} = \frac{M_1 - M_2}{S_{\text{ED}}} \]

d/ Chi-square as a test of significance:

\[ \chi^2 = \sum \frac{(f_{o} - f_{e})^2}{f_{e}} \]

\[ \text{df} = (v - 1)(c - 1) \]

e/ For knowing the levels of significance of difference between any two groups the TABLE D (Table of E) Table (x2 table) for significance of F-Ratios table F and for significance of correlation Co-efficient table 25 of Garrett was used.
There are different types of schools available for the same age-group in a particular environment. These schools are in their own way serving a general cause and a specific one either. Such schools may be run by Government or by Non-Government agencies, either type propagates its own objectives. The school influences the personality growth of a student in a particular and defined context. It could perhaps then be imperative to ascertain the influence of the type of school on personality growth.

The purpose is to make a comparative study among the Government and Non-Government schools, to assess, if at all the different variables conjointly account for the influence of school on personality growth of its learners.

**IMPORTANCE OF THE STUDY**: There is broadly a feeling that Non-Government schools do better than the Government schools so far as the functional aspect and impact on personality is concerned. Secondly, the variety that certain types of Non-Government schools offer, do facilitate many areas of growth as such. Thirdly, there is again, a feeling that some of the Non-Government schools inhibit or create some amount of imbalance so far as growth is concerned. Fourthly, there is again in the case of Government schools an observation made, that these schools honestly and in good intent promote proper development. Again, there is another reflection observed, that Government schools promote regimentation concept which perhaps may prove detrimental to normal development.

In the light of the above observations the importance of the investigation becomes self-explanatory.

**DISCUSSION OF THE PROBLEM**: There are broadly speaking two types of schools, viz., Government and Non-Government schools existing in Srinagar City. There is a network of Non-Government schools of different types and denominations existing in the City. These schools have, apart from diverse functions the main objective to carve out a balanced personality in a child by enabling him to develop mentally, intellectually, socially, aesthetically, morally and spiritually specifically to develop as a well-adjusted individual. The courses of study, different activities,
even the objectives being different in different institutions, all in turn influence the personality growth of the child.

DEFINITION OF THE PROBLEM

Personality growth has its traces in the school environment. The definition needs to be investigated.

SCOPE OF THE STUDY

The scope of the study has been limited by the following considerations:

1. The study is limited to students studying in the Government and Non-Government High and Higher Secondary schools (Age-group, 15+, 16+) of Srinagar city. The school for Boys and Girls both have been included in the study. It is felt that the students staying at a school over a period of years and by the time they reach the adolescent stage may prove a dependable population for assessing the influence of the type of a school on personality growth.

2. The influences of only the three aspects of the school, viz., the Objectives of the school types, Curricular Influence and the Personality Characteristics. Formations were selected for investigation, as it is felt, that these aspects are more relevant and highly important for proper patterning of the personality of a student.

3. The study attempts to compare the influence of the school types on personality growth in respect of the following areas only:

   I. Emotional
   II. Social
   III. Intellectual
   IV. Motivational

HYPOTHESIS

1. The Government and Non-Government school students show no difference between themselves due to the influence of the objectives of school types.

2. The students of the Government and Non-Government schools show no difference between themselves in their personality characteristic formation.

3. There is no difference due to the Influence of the Teacher's between the Government and Non-Government school students.
4. The Government and the Non-Government school students do not differ as a result of the curricular influence.

5. The students of the Government and Non-Government schools show no difference due to the Influence of the Class Fellows.

6. The Government and the Non-Government schools students show no difference between themselves in Home Adjustment.

7. The Government and Non-Government school students show no difference between themselves in Adjustment towards School.

8. The students of the Government and Non-Government Schools do not vary from one another in Sex Adjustment.

9. The values of the students of the two types of schools do not differ from one another.

10. There is no difference in Needs between the Government and Non-Government school students.

11. The Government and the Non-Government school students do not vary from one another in their Inter-personal Relationships.

The Hypothesis were tested by comparing the performance of the Government and Non-Government school students on the following tests:

Hypothesis (1, 2) - Questionnaire
Hypothesis (3, 4, 5) - Rao's School Attitude Inventory
Hypothesis (6, 7, 8) - Reddy's Adolescent Adjustment Inventory
Hypothesis (9) - Allport Vernon Lindsey Study of values (Adaptation)
Hypothesis (10, 11) - Thematic Apperception Test (Adaptation)

DESIGN OF THE STUDY

The problem to be investigated has been discussed earlier. In this chapter the design of the study is presented under the following heads:-

1) The sample

2) The Tools and Techniques

3) The collection of Data
iv) Statistical Procedure

The Sample

The Sample for this investigation consisted of 400 students - 200 male and 200 female - of the age group of 15+ and 16+, studying in the high and higher secondary schools of Srinagar City, listed in the Appendix, the distribution of which is given below-

<table>
<thead>
<tr>
<th>Total No. 400</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
</tr>
<tr>
<td>Male - 100</td>
</tr>
<tr>
<td>Female - 100</td>
</tr>
<tr>
<td>High - 50</td>
</tr>
<tr>
<td>High - 50</td>
</tr>
<tr>
<td>Higher - 50</td>
</tr>
<tr>
<td>Higher - 50</td>
</tr>
</tbody>
</table>

The number of Government High Schools involved in the study were and the Higher Secondary Schools. The Non-Government Schools included the following types of institutions of High and Higher Secondary School Students:

i) Hindu

ii) Christian Missionary

iii) Muslim

iv) Private

The Sample distributed in 8 groups, represented as 4 of Government $G_1^M$, $G_2^M$, $G_3^F$ and $G_4^F$; and of Non-Government $N_1^G$, $N_2^G$, $N_3^G$ and $N_4^G$.

$G_1^M$ - Male population of the Government High Schools.


$G_3^F$ - Female population of the Government High Schools.

$G_4^F$ - Female population of the Government Higher Secondary Schools.

$N_1^G$ - Male population of the Non-Government High Schools.

$N_2^G$ - Male population of the Non-Government Higher Secondary Schools.

$N_3^G$ - Female population of the Non-Government High Schools.

$N_4^G$ - Female population of the Non-Government Higher Secondary Schools.
All the 8 groups selected as the Sample were drawn from the Schools in question, covering all the high and higher secondary schools, and almost more than one tenth of the total universe was thus considered to be representative sample in character. The average number of students from each institution case to 6. Further these six students were selected randomly by asking the class to pick up the ties and in these the six marked as committed were thus identified. These students were informed about the nature of tasks to be performed. Some changes became necessary in the final selection when some students hesitated to co-operate and alternate arrangements, which were though negligible, were made to finalise the sample.

Age

The selection being contemplated to involve students of a pre-prescribed age group viz., 15+ AND 16+, enabled the investigator to identify the sample.

Income

The eight groups have been equated as far as possible in respect of income of their families. The following table shows the distribution of cases according to monthly income:

<table>
<thead>
<tr>
<th>Sample</th>
<th>Rs. 300 &amp; below</th>
<th>Rs. 301 to Rs. 500</th>
<th>Rs. 501 to Rs. 700</th>
<th>Rs. 701 to Rs. 900</th>
<th>Rs. 901 &amp; above</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>G_1</td>
<td>5</td>
<td>11</td>
<td>13</td>
<td>14</td>
<td>7</td>
<td>50</td>
</tr>
<tr>
<td>G_2</td>
<td>3</td>
<td>10</td>
<td>13</td>
<td>16</td>
<td>8</td>
<td>50</td>
</tr>
<tr>
<td>G_5</td>
<td>6</td>
<td>15</td>
<td>19</td>
<td>7</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>G_4</td>
<td>8</td>
<td>16</td>
<td>20</td>
<td>4</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>NG_1</td>
<td>5</td>
<td>9</td>
<td>15</td>
<td>16</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>NG_2</td>
<td>7</td>
<td>11</td>
<td>14</td>
<td>16</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>NG_3</td>
<td>4</td>
<td>15</td>
<td>17</td>
<td>9</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>NG_4</td>
<td>6</td>
<td>10</td>
<td>15</td>
<td>16</td>
<td>5</td>
<td>50</td>
</tr>
</tbody>
</table>

|                | 44               | 97                  | 126                | 98                 | 55              | 400   |

\[ x^2 = 15.31 \quad df = 12 \quad P = \text{Not significant} \]
The Chi-square value (15.51) given in the above table is not significant at 0.05 level, indicating that there is no significant difference between the eight groups under consideration on Income. It confirms that the matching of the groups for Income is statistically adequate.