CHAPTER VII
SUMMARY CONCLUSIONS AND SUGGESTIONS
FOR FURTHER RESEARCH

For social psychologists attitude development has been a central concern of almost half a century and its adaptation as an area of interest by educational researchers is only a little more recent. The field is still alive, there has been some researches in recent years, in India and in other countries. An attitude is a set or disposition to react in a given way in a particular situation, to limit and channel one's behavioural patterns. A person with a particular attitude towards an object is supposed to be disposed to behave favourably or unfavourably towards that object.

Attitudes are developed because they meet particular psychological needs and functions. In the process of attitude development, individual acquires information and feelings by the process of association, reinforcement and imitation. In teaching-learning situation how a student learns the subject depends to a great extent on his attitude, values and beliefs. Out of the various factors affecting attitude of the youth towards classical music his intelligence creativity,
learning abilities, personality traits, socio-economic status, interest, adjustment, values, sex, age etc. which exert an influence in shaping the attitude of the youth towards classical music, only certain psycho-social variables in respect of intelligence, creativity, personality, SES have been taken up in the present study.

Music has a high educative value. It enables the mind, awaken and feels the aesthetic sense. It refines the manners, deepens and enables the emotional nature and gives a grace to all human expression. There is no other science than these fine arts which can make man milder, gentler, better behaved and more reasonable. Music especially is the most valuable means of upbringing the young, it eliminates wilfulness, impropriety and coarseness from human thought and action. It adds or the other hand firmness, moderation and harmony to the character and leads ultimately to happiness.

Classical music according to Chamber's Twentieth century Dictionary (1970) is that music which is played according to some principles, characters or tendency such as seen in Greek classical literature, marked by beauty of form, good taste, restraint and clarity opposed to romanticism.

Objectives Of The Study

The study was conducted with the following objectives:

1. To develop and standardize a Youth Attitude
Towards Classical Music Scale.

2. To find and compare the relationship of intelligence, creativity, Personality and SES with attitude towards classical music of youth studying classical music and youth not studying classical music.

3. To identify and compare the factor(s) structure underlying the psycho-social variables i.e. intelligence, creativity, personality and SES and attitude towards classical music of youth studying classical music and youth not studying classical music.

4. To find out and compare the differential predictive efficiency of psycho-social variables for attitude towards classical music of youth studying classical music and youth not studying classical music.

5. To find out the difference in attitude towards classical music of government and private college youth, male and female college youth, graduate and post graduate college youth, rural and urban college youth, and science and arts college youth studying classical music and not studying classical music.

Hypotheses

The study was conducted in the light of the following hypotheses:

1. Intelligence correlates differentially with youth
attitude towards classical music of youth studying classical music and youth not studying classical music.

2. Creativity correlates differentially with youth attitude towards classical music of youth studying classical music and youth not studying classical music.

3. Personality characteristics of college youth correlates differentially with youth attitude towards classical music of youth studying classical music and youth not studying classical music.

4. SES of the college youth correlates differentially with their attitude towards classical music of youth studying classical music and youth not studying classical music.

5. The factor structure underlying the measures of intelligence, creativity, personality, SES and attitude towards classical music of youth studying classical music differs from that of youth not studying classical music.

6. Conjoint effect of the variables of intelligence, creativity, personality and SES is higher as compared to their separate prediction in predicting the attitude towards classical music of youth studying classical music and youth not studying classical music.
There exists significant difference in the attitude of college male and female youth towards classical music of youth studying classical music.

There exists significant difference in the attitude of college male and female youth towards classical music of youth not studying classical music.

There exists significant difference in the attitude of college rural and urban youth towards classical music of youth studying classical music.

There exists significant difference in the attitude of college rural and urban youth towards classical music of youth not studying classical music.

There exists significant difference in the attitude of science and arts college youth towards classical music of youth not studying classical music.

There exists significant difference in the attitude of govt. and private college youth towards classical music of youth studying classical music.

There exists significant difference in the attitude of govt and private college youth towards classical music of youth not studying classical music.

There exists significant difference in the attitude of graduate and post-graduate college youth towards classical music of youth studying classical music.
11(b) There exists significant difference in the attitude of graduate and post-graduate college youth towards classical music of youth not studying classical music.

12(a) There exists significant difference in the attitude of college youth belonging to high SES, Average SES and low SES group towards classical music of youth studying classical music.

12(b) There exists significant difference in the attitude of college youth belonging to high SES, Average SES and low SES group towards classical music of youth not studying classical music.

**Need and Significance Of The Study**

Ever since researchers evinced interest in the pursuit of exploring the field of attitudes, it was realized all the more that concentrated efforts needed to be made in this direction for several reasons.

Basically, fundamental research is as important to attitudes as to any other field for extending its frontier of knowledge. Since the research on attitudes is mostly deficient in the absence of replicated studies, follow-up investigations, conceptual and semantic agreement, adequacy of samples, precision of measuring tools, unanimity about the problem of criteria and predictors and longitudinal studies, the construct of attitude is yet in a flux and needs to be refined through
persistent efforts. Just for academic interest, there is a need to enrich the subject matter of attitudes. Besides, the importance of attitudes in contemporary life contributes in accelerating the pace of research activity. Faure et al. (1972) rightly remarked, "Educational process - knowledge, understanding, mental attitudes motivation, practical aptitudes......"

For ages, educators have held that the formation of attitudes is one of the aims of education and in some instances the primary aim. William McGuire remarked in 1969, "The most common function attitudes have is that of being instrumental in achieving a particular goal. A person who did not have strong positive attitudes towards some aspect of his environment would be truly wishy-washy, incapable of finding and great rewards in life. Attitudes represents the channels through which behaviour can realize important goals". Inculcating attitudes and aiding their growth is an important part of education. As a student develops, he is being trained and unconsciously conditioned by the forces around him to have certain attitudes towards certain objects. Attitudes are the most important factor in deciding how effective learning is to be. If a student has a favourable attitude towards a college subject, he may amaze the teacher with an ability to learn it, that outstrips what might have been expected of him. If, on the other hand, he has a
negative attitude towards the subject, he may so strongly resist learning it that the teacher's efforts, no matter how thorough and ingenious, are futile.

From theoretical point of view also, there is a need to enrich the subject matter of attitudes. The present study it is hoped, will contribute to the theoretical understanding of attitude towards classical Music in relation to selected socio-psychological variables that is intelligence, creativity, personality, SES and attitudes of college students towards classical Music. Moreover the success of teaching not only depends on the definitions of aims, statement of objective or discussion of the subject matter but it is also equally important that in the academic preparation of students, the development of positive attitude towards classical Music formulates an essential component. A student possessing a positive attitude towards classical music may prove to be better student than others endowed with this trait in a lesser degree (other qualities being more or less identical).

Extensive research in the area of cognitive characteristics of students is available but there is paucity of research in the motivational aspects of a student's personality, and hence the importance of studying student's attitude towards classical Music. Likewise one of the most neglected field in the research
is creative characteristics of college students and the study of creative Music students in relation to their other aspects of personality. Yamomoto (1964) and Raina (1970) have shown that scientists, architects, mathematicians, writers and even junior or senior school children (creatives) have been studied but not the music students studying at college level. It is, therefore, the purpose of this study to find out the relationship of selected socio-psychological variables namely intelligence, creativity, personality and SES with attitude of college students towards Classical Music.

In Education, the quality and effectiveness of our procedures, programmes, efforts and achievements, goals and outcomes is determined largely by the attitudes of the pupils and teachers. The study of attitudes is necessary for the teacher who wants to understand why his efforts are sometimes so well rewarded and sometimes so seemingly hopeless. Travers (1973) observed, "A serious problem for the educator is raised by the discovery that what is learned depends to some degree on the attitudes of the learner".

The study will also provide a standardized tool to measure the attitude of college students towards classical music. The other reason for taking such a study is that not much work of this nature has been done in India as well as in abroad specially in the subject
of music at college level.

The present study will have far reaching implications for educational programmes in terms of educational planning, curriculum construction and methods of instruction. It will inspire educationists to design academic experience in such a way as will foster favourable attitudes towards Classical Music among college students. It will equip the teachers, planners and administrators with the valuable statistics to know the pupil better - his abilities, his deficiencies well housed in the light of his/ her abilities in Classical Music according to the intellectual level, creativity of the learner and according to his/her personality.

Lastly the results of the present study can be used for prediction i.e. the success of the students in music. Needless to say that subject teachers, counsellors, parents, students and society at large would all be benefitted by actively implementing the research findings of the present study into practice.

**Design Of The Study**

The study was completed in two phases. In the first phase construction and standardization of Youth Attitude Towards Classical music Scale was completed.

The second phase of the study employed bivariate correlational analysis involving the use of product moment correlation, in order to find out the nature and
extent of relationship of psycho-social variables under study, that is intelligence, creativity, personality and SES with scores on youth attitude towards classical music for both the samples i.e. youth studying classical music and not studying classical music.

Further factor analysis and rotation of factors were employed in order to identify constellations of factors underlying the variables of intelligence, creativity, personality, SES together with Youth Attitude Towards Classical Music for both samples i.e. youth studying classical music and youth not studying classical music. Step up regression equations were also set up for determining variable contributed by predicted variables namely intelligence, creativity, personality and SES towards the criterion variable of attitude towards classical music.

t-ratios were calculated to locate differences in the attitude towards classical music among the groups formed on the basis of sex, area, level of education and stream.

Sample

For the construction and standardization of Youth Attitude Towards Classical Music Scale a sample of 200 college youth (who were studying at final year of degree level course) from institutions of two districts of Haryana state was taken randomly with a view to
evaluate the statements on the preliminary draft of the scale. For establishing reliability and validity of the scale 40 students from two institution were selected randomly.

For the second stage of sampling multi-staged stratified randomization technique were employed. Out of all the districts of Haryana State five districts were selected randomly. From each of these districts selection of 1-4 institutions were done randomly. Selected in this way out of 12 institutions 400 youths (both music and non music students) who were studying at final year of degree level and post graduate course were selected randomly.

Thus keeping urban/rural, boys/girls, Science/Arts and graduate and post-graduate difference in view the present study was conducted on a sample of 400 college youths. But due to the incomplete response of 100 youth the final sample comprised of 300 college youth 200 youth not studying classical music and 100 youth studying classical music.

**Tools Used**

The following tools were used in the present study:

i) The Group Test of General Mental Ability (Tandon, 1971)

ii) Torrance's Test of Creative Thinking, Verbal Form A (Torrance, 1966).

iii) 16 Personality Factors Questionnaire (Cattell and Eber, 1967)

v) Youth Attitude Towards Classical Music Scale. It was constructed and standardized by the investigator herself. The description of this scale has been given separately in Chapter IV.

Data Collection

Collection of data was completed in two stages. In the first stage, data was collected for the standardization of Youth Attitude Towards Classical Music Scale (Description of data collection for the purpose of standardization of Youth Attitude Towards Classical Music Scale has been given in Chapter IV).

All the five tools namely - Intelligence test, Torrance's Creative Thinking Test, Cattell and Eber's 16 Personality Factors Questionnaire, Socio-Economic status scale and youths Attitude Towards Classical Music Scale were administered personally (in a group of 10-20 students) by the investigator to 400 college youth. As tests were lengthy, therefore, these were administered one after the other with some recurrent break in two sessions spread over a period of two or three days for each college. All the queries of the students were answered so as to satisfy their curiosity and motivate them to answer the questionnaires carefully. Also
efforts were made to get maximum cooperation of the students by telling that the results would be kept strictly confidential.

Out of 400 students selected for the final stage of the study only 300 students (240 youth not studying classical music and 60 youth studying classical music) found to be effective and others had to be deleted due to their absence on one or the other session as also due to incomplete response sheets.

Statistical Techniques Used

Following statistical techniques were used for conducting the present study:

1. For standardization of Youth Attitude Towards Classical Music Scale Product moment co-efficient of correlations were worked out.

2. To examine the nature of distribution of scores, descriptive statistics like mean, Median, S.D., SK and Kurtosis were obtained.

3. Product Moment correlations were worked out to examine the relationship between related socio-psychological variables and youth attitude towards classical music of youth studying classical music and youth not studying classical music.

4. Factor-analysis technique was used to ascertain the number of factors which go with the youth attitude towards classical music of youth studying
classical music and youth not studying classical music.

5. Regression equations were set up by stepping up one variable at a time to know the percentage contribution to the criterion variable by each variable and prediction of maximum possible 'R' by the combination of the variables.

6. 't'-ratio were obtained to find differences in mean value of attitude made on the basis of rural-urban area, level of education (i.e. graduate and post graduate); sex (i.e. male or female); type of college (i.e. government and private college); and stream (i.e. arts and science groups).

CONCLUSIONS

(A) Results On The Basis Of Coefficient Of Correlations

1. Variable of intelligence does not correlate significantly with the youth attitude towards classical music in case of Group I sample (youth studying Classical music). But in case of group II (youth not studying classical music) the variable of intelligence emerges as correlates of youth attitude towards classical music. In the light of the above results, hypothesis No.1 that intelligence correlates differentially with youth attitude towards classical music of youth studying classical music and youth not studying
Youth attitude towards classical music correlates significantly and negatively with two measures of personality namely factor C (affected by feelings vs emotionally stable) and factor Q₂ (dependancy vs self sufficiency) in case of group I of youth studying classical music whereas youth attitude towards classical music correlates significantly but positively with the same two personality factors ie factor C (affected by feelings vs emotionally stable) and factor Q₂ (dependancy vs self sufficiency) in group II.

Youth attitude towards classical music correlates significantly and negatively with personality factor A (reserved vs outgoing) in case of group I sample whereas in group II sample youth attitude towards classical music is not correlated significantly and negatively with any of the personality factors.

The analytical picture of correlation in case of group I of youth attitude towards classical music shows that personality factor G (conscientiousness vs expediency), factor H (shy vs venturesome), and O (Placidness vs apprehensiveness), are correlated positively with youth attitude towards classical music whereas these factors are not
correlated significantly with youth attitude towards classical music in group II sample.

5. Likewise, some personality factors correlate positively and significantly with youth attitude towards classical music in group II only, e.g. personality factor E (humble vs assertive) and personality factor $Q_4$ (relaxed vs tense).

6. Personality factor B (less intelligent vs more intelligent), factor E (humble vs assertive), factor F (Sobber vs happy go lucky), factor I (tough minded vs tender minded), factor L (trusting vs suspicious), factor M (practical vs imaginative bent of mind) factor N (forthright vs shrewd) factor $Q_1$ (conservative vs experimenting) factor $Q_3$ (undisciplined vs controlled) and factor $Q_4$ (relaxed vs tense) are not significantly correlated with the measure of youth attitude towards classical music in group I.

7. Similarly personality factor A (reserved vs outgoing), factor B (less intelligent vs more intelligent), factor F (sobber vs happy-go-lucky) factor G (conscientious vs expedience), factor H (shy vs venturesome), factor I (tough minded vs tender minded), factor L (trusting vs suspicious), factor M (Practical vs imaginative bent of mind), factor N (forthright vs shrewd), factor O
(placidness vs apprehensiveness), factor \( Q_1 \)
(conservative vs experimenting), and factor \( Q_3 \)
(undisciplined vs controlled), were not significantly
 correlated with youth attitude towards classical
music in group II of youth not studying classical
music.

8. The overall profile of personality factors of
group I (youth studying classical music) with
favourable attitude towards classical music that
emerges from the positive and negative nature of
correlation between personality factors and youth
attitude towards classical music characterizes
the youth as cool, aloof, affected by feeling,
conscientious, socially bold, depressed, moody,
worrier and dependent on social approval.

9. The youth of group II i.e. youth not studying
classical music with favourable attitude towards
classical music are characterized by emotionally
stable, independent, self-sufficient and tense.

On the basis of above results hypothesis No.3
that personality characteristics of college youth
correlates differentially with youth attitude
towards classical music of youth studying classical
music and youth not studying classical music is
accepted.
10. Youth who are studying classical music and have high score on creativity test have favourable attitude towards classical music whereas youth who are not studying classical music and have low score on creativity test do not have favourable positive attitude towards classical music.

11. The results are suggestive of the fact that youth of group I i.e., those college youth who are studying classical music and who prefer a greater number of relevant ideas whether of the same (fluency) or of different type (flexibility) and original responses have favourable positive attitude towards classical music. Youth who are studying classical music develop favourable positive attitude towards classical music when they are forced to comply overtly with a greater number of relevant responses due to which their attitude is modified to justify the new overt behaviour. It may appear that fluency, flexibility and originality abilities or in a way total verbal creativity of the youth be related to their attitude towards classical music in case of youth who are studying classical music.

12. It appears that the youth who are not studying classical music may not accept the use of greater numbers of ideas, whether of the same type or original and thus may not have favourable positive attitude.
towards classical music. It may be due to the fact that not much creative awareness of the creativity in the field of classical music or in general is responsible for lack of exposure to select appropriate experiences which do not contribute to their favourable positive attitude towards classical music.

Therefore, the above results lead to the acceptance of hypothesis No.2 that creativity correlates differentially with youth attitude towards classical music of youth studying classical music and youth not studying classical music.

13. Measure of socio-economic status is not found to be significantly correlated with the college youth attitude towards classical music in either of the two samples.

The results stated above lead to the rejection of hypothesis No.4 that SES of the college youth correlates differentially with their attitude towards classical music of youth studying classical music and youth not studying classical music.

(8) Results On The Basis Of Factor Analysis

i) Relevant to the present study three original and two varimax factor in respect of group I sample (youth studying classical music) and two original
and one varimax factor in respect of group II sample (youth not studying classical music) were identified where the criterion measure of attitude towards classical music shared common factor variance with the measure of creativity, personality and intelligence.

ii) Variable of intelligence did not share significant loadings with the youth attitude towards classical music on any of the factors in group I sample.

iii) The variable of socio-economic status did not share significant loadings with the youth attitude towards classical music on any of the factors in group I as well as group II sample.

iv) Pattern of constellation of various measures of independent variables i.e. creativity, 16 personality factors and variable of intelligence with youth attitude towards classical music is different in both the samples.

v) Variable of creativity followed by personality factors shared greater variance with youth attitude towards classical music in group I sample.

vi) Variable of personality followed by the variable of intelligence shared greater variance with youth attitude towards classical music in case of group II sample.
vii) None of the independent variables i.e. intelligence creativity, personality factors and SES shared significant readings consistently on youth attitude towards classical music.

viii) Although measure of youth attitude towards classical music shared common factor variance with the independent variables of intelligence, creativity and personality factors, yet on their rotation they become factorially independent from those variable (factor V in both the sample) showing thereby that behavioural responses of youth attitude towards classical music are factorially independent of the domain of intelligence, creativity or personality factors.

In the light of the above results the hypothesis No.5 that the factor structure underlying the measures of intelligence, creativity, personality, SES and attitude towards classical music of youth studying classical music differs from that of youth not studying classical music was accepted except in case of variable of socio-economic status which did not share variance with the criterion variable of youth attitude towards classical music.

(C) Results On The Basis Of Regression Equations

1. Only some personality factors emerge as predictor of youth attitude towards classical music in Group I sample, e.g. personality factor H (shy vs
venture some), factor A (reserved vs outgoing), factor \( Q_1 \) (conservative vs experimenting), factor \( O \) (placidness vs apprehensiveness), factor \( C \) (conscientiousness vs expedient), factor \( C \) (affected by feelings vs emotionally stable) and factor \( Q_2 \) (dependency vs self-sufficient) emerge as good predictors of youth attitude towards classical music; whereas personality factor \( F \) (humble vs assertive), factor \( Q_4 \) (relaxed vs tense) factor \( Q_2 \) (dependency vs self-sufficient), factor \( C \) (affected by feelings vs emotionally stable), factor \( O \) (placidness vs apprehensiveness) and factor \( F \) (sobber vs happy-go-lucky) emerge as good predictors of youth attitude towards classical music in group II sample i.e. youth who are not studying classical music.

2. The common personality factors which emerge as predictor in both the sample are personality factor \( C \) (affected by feelings vs emotionally stable); factor \( O \) (placidness vs apprehensiveness) and factor \( Q_2 \) (dependency vs self-sufficient).

3. Remaining factors are not significantly correlated with youth attitude towards classical music and deletion of these personality factors do not reduce the predictive efficiency as based upon the remaining personality factors.
4. Personality is a good predictor of youth attitude towards classical music in both the samples.

5. Next to personality variable of intelligence is a good predictor of youth attitude towards classical music in group II sample only in that sample in which youth are not studying classical music.

6. Creativity is influencing the youth attitude towards classical music in group I sample i.e. youth studying classical music as one of the elective subject at college level.

7. Variable of SES is a weak predictor of youth attitude towards classical music in both the samples.

In the light of the above finding hypothesis No.6 that conjoint effect of the variables of intelligence, creativity, personality and SES is higher as compared to their separate prediction in predicting the attitude towards classical music of youth studying classical music and youth not studying classical music is accepted.

(D) Results On The Basis Of t-ratio

1. Sex differences in case of youth studying classical music goes a long way in fostering the attitude of the youth towards classical music. Therefore, hypothesis No.7(a) that there exists significant difference in the attitude of college male and female youth towards classical music of youth studying classical music is accepted.
2. Male and female do equally well on youth attitude towards classical music scale. Thus hypothesis No.7(b) that there exists significant difference in the attitude of college male and female youth towards classical music of youth not studying classical music is rejected.

3. Urban rural area wise differences do not in any way effect the youth attitude towards classical music of youth studying classical music. Hence the hypothesis No.8(a) that there exists significant differences in the attitude of college rural and urban youths towards classical music of youth studying classical music is rejected.

4. Area wise differences in group II do effect the attitude of the youth towards classical music and hence hypothesis No.8(b) that there exists significant difference in the attitude of college rural and urban youth towards classical music of youth not studying classical music is accepted.

5. Type of institutions (private or govt) neither effect the attitude of the youth studying classical music as one of the elective subject nor the youth who are not studying classical music as one of the elective subject. Therefore hypothesis No.10(a) that there exists significant difference in the attitude of govt and private college youth towards classical music of youth studying classical music
and hypothesis No.10(b) that there exist significant difference in the attitude of govt. and private college youth towards classical music of youth not studying classical music are rejected.

6. Level of education (graduate and post graduate) effects the attitude of the youth towards classical music and post graduate level enhances the possibilities of developing higher positive attitude towards classical music of youth studying classical music as one of the elective subject. Therefore, the hypothesis No.11(a) that there exists significant difference in the attitude of the graduate and post graduate college youth towards classical music of youth studying classical music is accepted.

7. Level of education in group II sample (youth not studying classical music) do not influence the youth attitude towards classical music. Thus, the hypothesis no.11(b) that there exists significant difference in the attitude of the graduate and post graduate college youth towards classical music of youth not studying classical music is rejected.

8. Difference in socio-economic status of the youth in both the sample do not help in fostering the growth of favourable positive attitude towards classical music. Hence, the hypothesis No.12(a)
that there exists significant difference in the attitude of college youth belonging to high SES, average SES and low SES group towards classical music of youth studying classical music and hypothesis No.12(b) that there exists significant difference in the attitude of college youth belonging to high SES, average SES and low SES group towards classical music of youth not studying classical music are rejected.

9. Stream wise differences (science and arts group) do not help in developing the favourable positive attitude among the youth of group II (i.e. youth not studying classical music as one of the elective subject). Therefore, hypothesis No.9 that there exists significant difference in the attitude of science and arts college youth towards classical music of youth not studying classical music is rejected.

Educational Implications

(I) The present study it is hoped, will contribute to the theoretical understanding of the attitude of college students towards classical music, in relation to socio-psychological variables named - intelligence, creativity, personality, SES and rural-urban differences.

(II) An effective and productive learning on the part of the students can be achieved by selecting the
students for studying classical music as one of the elective subject.

(III) The finding of the present study may form a part of the refresher courses, seminars, organised for teachers working in different educational institutions.

Suggestions For Further Research

1. Apart from taking the socio-psychological variables, some cognitive or demographic variables may be explored in relation to the students attitude towards classical music.

2. The study may be conducted by taking the different group of students for example blind, musically gifted children or those students who do not have music as one of the subject but they participate in University youth Festival.

3. Replicative studies involving larger and different population, as also follow up studies may be undertaken to establish the validity of findings of the present study.

4. Instead of exploring the attitude of the students towards classical music, their attitude towards light music may be tested.

5. An experimental study may be done on the formulation or growth of attitude before and after making the desirable change in learning experiences.