A familiarity with the literature in any problem area helps the investigator to discover what is already attempted, to find out what methods to attack have been promising and disappointing and what problems remain to be solved. Review of related literature is of immense importance in research and assures the investigator that his problems does not exist in vacuum and that considerable work has already been done on problems relating directly or indirectly to present problem. Related literature ensures the avoidance of unnecessary duplication and promotes a greater understanding of the problems in hand. In the absence of the related literature the investigator is in wilderness as a ship without a compass in the ocean. Thus a review of studies already conducted in the related field is of immense interest and importance for the investigation. It provides the investigator with a lot of understanding and the insight into the problem in hand.

In this chapter attempt has been made to collect some information about the studies already concluded in the field and as a result the following studies having
direct or indirect relationship between intelligence, personality, creativity and SES of the students on one hand and attitude towards classical music on the other hand have been found out.

Before reviewing the relationship of intelligence, personality, creativity and SES with attitude towards classical music it may not be out of place to present a review of the nature, extent and source of individual differences among students with regard to their attitude towards different subjects.

**Individual Differences in Attitude**

Pritchard (1935) studied the relative popularity of secondary school subjects at various stages to find out and bring into prominence the preferences and feelings of the pupils with regard to the subjects taught in secondary schools. He found that arithmetic, algebra, geometry, French, Physics and Chemistry were some of the subjects which were not liked because of the students' inability to succeed well in them. However, there were other subjects like English, Botany, etc. where achievement of students had no effect on their attitude towards the subjects.

An attitude scale was constructed and presented to 129 pupils, whose ages ranged from eleven plus to thirteen plus, by Jones (1949) to determine the attitudes towards Welsh as a second language. The mean attitude score for the whole group was 6.33. Attitude to Welsh was most favourable in the first year and declined afterwards.
Evans (1952) conducted a study of attitude towards teaching as a career and found that attitude of postgraduate training college students differed significantly from those of school certificate candidates. The group interested in teaching had a predominantly favourable attitude towards teaching as a career.

Results of regression and correlation analysis of scores obtained on Mathematics Attitude Scale, DAT Numerical Ability, Verbal Reasoning and Abstract Reasoning Tests, the cooperative Maths pretest for college students, the Minnesota counselling inventory and an adaptation of the Intensive Personal Data sheet, supported to a modest extent the supposition that direct experience in relation to mathematics contributed to mathematics attitudes as was found by Aiken and Droger (1962).

Datta (1964) conducted a study with the objectives to investigate the attitudes of teachers towards imparting sex Education (ii) to investigate the difficulties of teacher in imparting sex Education. Five hundred and sixty subjects were selected from the Secondary School teachers of the cities of Bombay and Calcutta irrespective of the age, experience, religion, sex and qualifications. A test was constructed and ranking the difficulties. The attitude test contained forty items under five different heads. The main findings of the study were: (i) In general, the attitude of the teachers to sex education was favourable. (ii) Experience seemed to have no influence on the attitude, but the city and sex-difference had some influence.
(iii) No significant difference was noticed between different groups regarding the nature of difficulty. (iv) The main difficulties were ignorance in the subject, social backwardness and lack of training. (v) Proper training programme in regard to both content and methods of teaching was necessary, in addition to extensive propaganda through parent teacher association in schools.

To study the problems of over and underachievers a random sample of 305 students from Biology curriculum and 517 students from Mathematics were taken by Pal and Saxena (1970). It was also sought to probe into the study habits and attitude towards schools. The overachievers showed more positive attitude towards school than the underachievers.

Findings of students' expressed attitudes towards education being in consonance with his academic progress were supported by Evans (1971) in a study designed to investigate socio-economic disadvantaged student's attitude towards education and the student's perception of his parents attitude towards education as factors affecting student academic progress in an intercity high school. On the attitude survey high performing students expressed more positive attitude towards education than low performing students. However, both groups (high and low performing students) expressed extremely negative attitudes towards their school when given the opportunity to express themselves freely on open end questions.
Probing further beyond the correlational analysis

Dusewics (1972) employed factor analysis and step wise multiple linear regression analysis to study the student's attitudes and how they affected achievement. A student attitude questionnaire containing 45 variables was administered to a sample of 1782 students in an urban school. The comprehensive Test of Basic Skills and the California Achievement Test were administered. Factor analysis yielded five factors: family and home environment; self concept; peer group effects; attitude towards teachers and attitude towards school in general.

By making use of the factorial design Lunn (1972) studied the influence of sex, achievement level and social class of Junior School children's attitudes. Attitude scales measuring various aspects of school life were presented to approximately 2000 children. Girls tended to have more favourable school related attitudes, boys tended to have better academic self-image, better adjusted socially and less anxious in classroom situation. In all attitude areas brighter children tended to have more positive attitudes. Children of above average achievement had more positive attitudes than less able children.

Chawla (1976) studied the attitudes of high school students towards home science in relation to personality adjustment and scholastic adjustment in order to find the percentage of students with favourable and unfavourable attitudes and to study the relationship of students' attitude with personality adjustment and scholastic achievement.
Results indicated that various variables of attitude inventory were largely inter-related. Scholastic achievement was largely determined by their attitude towards home-science. Students with favourable and unfavourable attitude did not differ significantly in their scholastic achievement.

In a study involving comparison of students of the public school teachers and Christian school teachers in six areas of professional human relations (a) about teaching as a profession, (b) about fellow teachers (c) about the Principal (d) about students (e) about the school and (f) about the community, Rode (1971) concluded that Christian school teachers had a significantly more positive attitude than those in public schools and that possibly similarly of culture, purpose in life, religious views, customs outlook in life, tradition caused a feeling of satisfaction, comfort and cohesion which in turn created a positive attitude among Christian school teachers.

Study conducted by Singh (1974) in order to know whether the attitude of teachers towards their profession was favourable or not whether they were satisfied with their jobs or not revealed that professional attitude towards child centred practices and educational process were more favourable than their attitude towards teaching as a profession, class room teaching, pupils and teachers.

Sukhwal (1977) studied attitude of married lady teachers towards teaching profession and found that majority of married lady teachers favoured teaching profession. The
differences between favourable and unfavourable attitudes were highly significant.

Sukhwal (1977) also found that the higher the age the greater was the increase in the degree of favourableness in attitudes towards the profession. He also found the experience to play a great role in the development of favourable professional attitudes. However, Aggarwal (1966) in his study of attitude of training college teachers towards their profession in a sample (N=85) from Agra University found that factors like designation, age, sex and experience did not influence the attitude.

The study was designed by Gupta (1979) to investigate the attitudes of the teachers of Agra University towards higher education, taking four aspects viz. University autonomy, admission on the basis of selection, importance assigned to research and the importance assigned to higher education. The attitudes were measured on scales based on the method of equal appearing interval. The sample included 300 teachers selected on the basis of systematic sampling.

The study yielded the following conclusions: (i) The majority of the teachers of the university and colleges had a positive view towards higher education (ii) the male and female teachers showed significant difference in their attitudes. (iii) As age increased the attitudes tended to become negative. (iv) The teachers differed significantly in their attitude towards the trade-technical groups and the
non-trade and non-technical courses of study. (v) Those teachers who had teaching experience had negative attitude while those who had shown experience showed positive attitude.

The objectives of Bhandarkar (1980) study were: (i) to develop a scale for measuring teacher's attitudes towards the teaching profession along with Stanine norms, (ii) to measure polytechnic teachers attitude towards the teaching profession, and (iii) to examine the relationship of attitude towards the teaching profession with teacher age, qualification, training, job mobility and family problems.

A thurstone-type scale was developed. The teaching profession was subdivided into six components viz. Contents, teaching, training, students, colleagues and institute and administration. In all, 106 items were drafted representing very favourable, somewhat favourable, neutral, somewhat unfavourable and most unfavourable opinions about each of the selected six areas. On scrutiny by a group of experts fifty items were retained and recorded on cards.

The conclusion of the study are: The mean attitude rating norms ranged between 3.77 and 9.50. (i) Compared to the norm developed on the state level sample, the teachers of both the rural polytechnics had unfavourable, in the semi-urban area the teachers of six polytechnics had neutral attitude, the teachers of four polytechnics had unfavourable and of one favourable attitude, in the case of urban
polytechnic the teachers of three polytechnics were neutral, of one unfavourable and of one favourable. (ii) On each of the sub-dimension the mean attitude ratings were the higher for the urban teachers followed by the semi-urban and the rural teachers although the differences were not significant. (iii) The attitude towards the teaching profession was not significantly related to the qualifications of the teachers. (iv) There was a significant and positive relationship between the age of the teachers and their attitude towards the teaching profession (v) the trained teachers mean attitude score was significantly higher. (vi) The job mobility and family problems were not significantly related to teacher's attitude towards the teaching profession.

No relationship between student's attitude towards high school and their academic achievement was reported by Gill (1979). He studied the relationship between students attitude towards high school and their academic achievement in a five year study of an illinois sub urban high school district. Young (1979) in the same year assessed the attitudes towards school and determined the relationship between such attitude and academic achievement among black emotionally disturbed students. Forty nine randomly selected black emotionally disturbed adolescents enrolled in a special education programme were the subjects of this study. An analysis of the results indicated little evidence of a significant relationship between attitude towards school and academic achievement. No differences
were observed between the school attitudes of males and females, early and late adolescents, delinquents and non-delinquents, and students enrolled in grade seven, eight, or nine.

Chaturvedi (1979) compared the attitude of students towards science and understanding of science among the group of rural and urban students of science stream of Rajasthan and Uttar Pradesh. A sample of 200 students of XIth grade of science stream studying in various urban and rural institutions of Ajmer district in Rajasthan and Etawah and Kanpur districts of Uttar Pradesh were selected. Converting the raw scores obtained by different groups of students in Attitude scale, the investigator found no significant difference in rural and urban students of Rajasthan and Uttar Pradesh in the domain of their attitude towards science.

The major objectives of Goyal (1980) investigation were:
(i) To study the problems of teachers in doing research,
(ii) to study the attitude of teachers towards research,
(iii) to study the research output of teachers
(iv) to study the differences in the problems, attitudes and research output of teachers according to their personal characteristics
(v) to study various characteristics of teachers and their problems, attitudes and output related to research.

The population of the study comprised all the professors and associate professors teaching in various Colleges in Agricultural Universities of India. Out of 1205
units in the population the sample chosen for the study consisted of 613 units. Data were collected using a questionnaire which consisted of personal information, problems related to research and teacher's attitude towards research. The collected data were analysed by using percentages, chi-square test and correlation matrix.

The major finding of the investigation were:

(i) The teachers often faced the problem of inadequate time sometimes the problem of transportation and rarely the problems of Laboratory facilities, Library facilities etc.

(ii) The teacher held favourable attitude towards research. Significant differences in the attitudes of the teachers were observed with respect to their university College, academic qualifications, sex and teaching experience.

A GCPI Study (1981) was conducted with the objectives to find out the relationship between academic achievement and attitude towards teaching among the teachers-trainees enrolled in the L.T.course.

All the ninety teacher-trainees enrolled in L.T. course general of the Govt. Central Pedagogical institute, Allahabad during the 1980-81 session, constituted the sample. The Ahluwalia Teacher Attitude Inventory was employed for finding the attitude of the teacher-trainees towards teaching product moment correlation was computed between the academic achievement score and the score for the attitude towards teaching.
The findings of the study showed no relationship between academic achievement and attitude towards teaching among the teachers.

Head and Jerry (1984) investigated attitudes towards musical activities among North Carolina High School band students with directors using varying teaching emphases, with a purpose to determine whether a significant difference in attitudes towards musical activities existed among high school students. Students in selected bands with directors using varying teaching emphases e.g. contest and competition emphasis, marching band emphasis, emphasis on teaching basic musical skills and assigned to balance gender and singing ability were investigated. One half of the subjects received general song practice. All subjects received training in the counter melody and homorythemic part and were tested on both added part. It was found that there was no significant difference in attitudes towards musical activities among high school students in selected bands with directors of varying teaching emphases and age groups. It was also found that there was a significant difference in attitudes towards musical activities among high school students in selected band. Directors differed in years of teaching experience and music preference.

Darling, Dennis and Lee (1983) constructed a semantic differential scale designed to measure attitude of undergraduate students towards selected styles of Music. The
content of the instrument was determined by procedures leading to the selection of semantic differential concepts, musical examples, bipolar objectives scales and the construction of a test booklet and audio tape. Ten style categories were selected. Renaissance, baroque, classical, romantic, contemporary art, country western hardrock, soft rock, balinese and modern jazz. Internal reliability co-efficients among the ten style subtests were between .73 and .97. The administration of the developed instrument was used to investigate the extent to which attitude toward the selected styles was related to and affected by academic major, sex, grade classification music experience and scores on the Aliferis Music Achievement test. Undergraduate subject taking the final version of test instrument comprised a sample from each of four population; (1) freshman music major (2) freshman business majors (3) Senior music majors and (4) Senior business majors. Significant differences in the attitudinal response were found among the four samples. Academic major, sex, grade classification, music experience and scores on the Aliferis instrument were each found to affect students attitude towards one or more of the selected styles. Results also indicated that the effect of tempo, performance medium and familiarity and recognition on the attitudinal response differed depending on the individual style.

Nagamsuti and Chacoempol (1985) investigated the
Attitudinal Survey of the Music educators concerning music
education in Thailand. The major purpose of this study was to determine whether differences exist in attitudes with regard to overall acceptance or rejection of Music as a school subject, the purposes and expected educational outcomes of music education, subject matter content in music, methodology in music, the type of students who could profit from taking music, music teachers, the relationship of music to other school subjects, the biographical background and attitudes of selected respondents.

It was found that there was no statistically significant difference between the overall attitudinal score of administrators and music teachers with respect to music education. There was an overall markedly favourable attitude toward music education among administrators and music teachers hold unfavourable attitudes towards methodology and approaches used in music instruction. Administrators and music teachers perceive music as a part of general education.

Best and Rankin (1985) investigated a study with the purpose to analyze the attitudes and Philosophies of the secondary school band directors in the state of Tennessee regarding the purposes and goals of instrumental music programmes. The conclusions were drawn as: Secondary schools band directors in Tennessee and community leaders of Lenior city, Tennessee were interested not only in the superficial trapping of parades, Peprallies and Civil club programmes, but also in the fundamental
objectives and the aesthetic values in music. There was lack of correspondence between some priorities of instrumental programmes as actually practiced and the stated opinions of secondary school band directors in Tennessee concerning these priorities.

Sherburn and Franklin (1984) investigated student achievement and Attitude in high school instrumental music education. A comparison of the effect of laboratory approach and a more traditional approach with the purpose to determine the effectiveness of varied music activities on the development of independent musicianship. Specifically, cognitive music achievement and attitude were measured when comparing a laboratory approach with a traditional band approach for teaching instrumental music to secondary staff. It was found that experimental treatments group had a significant effect.

Keeping in view the above studies it can be concluded that very little work has been done in the field of attitude formation. But whatever work has been done their results are so varying that it is difficult to draw any generalisation as regards the trend of attitude of different group of persons. Moreover, maximum work has been done in foreign universities and not in the Indian Universities. So this lack of attention of research workers in this field has motivated the investigator to take up the present study in hand.
Intelligence And Attitude Formation

Safaya (1982) in her study, "intellectual and personality Factors as correlates of Attitude Towards Teaching Among Teachers Trainees" reported that intelligence correlated significantly with five out of seven measures of attitude, namely attitude towards classroom teaching, attitude towards child centered practices, attitude towards educational process attitude towards pupils and attitude totals. Intelligence correlated significantly with attitude towards teaching even when the effect of creativity was partialled out either from attitude totals or from both intelligence as well as attitude totals. Both the cognitive variables of intelligence and creativity along with its dimensions of fluency, flexibility, originality and totals made a constellation in grouping themselves with all the seven measures of attitude towards (a) teaching profession, (b) classroom teaching (c) childcentered processes (d) educational process (e) pupils (f) teachers and attitude totals.

However, Stein and Hardly (1957) found that there was no relationship between intelligence of the teacher and teacher attitude towards teaching. They obtained a non-significant correlation of .14 between teachers intelligence and teachers attitude towards teaching. Sood (1979) conducted a study on attitude towards school in relation to sex, intelligence and achievement, on 240 students of class I. Results of the study showed different attitude score for boys and girls revealing sex differences.
No relationship between intelligence and attitude was observed. A negligible relationship between achievement and attitude scores was observed.

Studies reviewed above, establishing relationship of intelligence with attitude formation indicating thereby that the persons favourable attitude and their intelligence is congruous. However, some findings of negative relationship between intelligence and attitude and no correlation with intelligence of the individual and his attitude justifies further research into this field, specially in the field of attitude towards classical music.

Creativity And Attitude Formation

Mathew and George (1976) studied relationship of creativity and self concept with the classroom behaviour of teachers and its relationship with their creativity and self concept. The findings revealed that there was no significant relationship between creative teacher personality and indirect/direct behaviour of teachers, while there was a positive correlation between creative teacher personality and teacher talk.

Rossenberger (1978) conducted a study on 240 teachers. The study revealed no significant different in teaching performance due to creative teaching method but in the same study analysis of variance as well as correlations revealed a significant main effect for creative teaching method on creative thinking scores as against control group. Thus result concluded that creative teaching plays a significant role in increasing creative scores of the
teachers and its performance which were further related with teacher's rating for mathematics teaching for self instruction method.

Kershner, John and Ledger (1985) in their study of the effect of sex, intelligence and style of thinking on students (age 30 years) creativity, found that sex, I.Q. and thinking style each had an effect on different dimensions of creativity and suggested that performance on each of the creativity subsets may be strongly influenced by different psychological, intellectual and social factors.

Gakhar and Kalra (1991) in their study tried to find out the predictive efficiency of the variable of intelligence and creativity in predicting the teacher's attitude towards teaching. They found that intelligence and creativity were not good predictor of teachers attitude towards teaching.

Review of studies related to creative attitudes of teacher though indirect and very scanty is indicative of association between one's creative potential and attitude formation. The supposition is further strengthened in view of the findings that intelligence and creativity belong to the same domain of mental functioning. In this connection, reference may be made to the Studies of Altenhaus (1964); Cline, Richard and Needham (1964); Yamamoto (1964); Cropley (1966); Hudson (1966); Madaus (1967); Torrance (1966); Decay et.al.(1969); Passi (1971) and Gakhar (1975).

Therefore, it appears plausible to infer some relationship between creativity and attitude towards classical music. To see the direction and extent of this relationship
is the aim of the present study.

**Personality And Attitude Formation**

To have an intimate and comprehensive understanding of attitude, one has to comprehend the intricacies of personality. In fact attitude is considered as one of the personality traits as is evidenced by reviews presented by Cook (1954); Dugan (1961); Gates (1968); Dewis (1969); and Costine Frank and Gruah Josephe (1973). In India too, attempts by Deva (1966); Dwivedi (1970); Kaul (1972) and Quraishi (1972) have been made in this field. In spite of repeated assertions from time to time on the relationship between personality traits and attitudes there have been few studies in this particular area.

**Cowell and Entwistle** in (1971) studies the relationship between personality, study attitudes and academic performance in a technical college. Stable introverts were found to have the post study habits and attitudes, though their examination results were not significantly better than those of extroverts. All the subscales of the personality were significantly related to academic performance, but they showed contrasting patterns of relationship with the personality dimensions.

**Personality factors of University women in relation to their attitudes towards physical education and physical activity** were studied by Lockhart (1971). Inter correlations and multiple correlations were run with each of the personality factors as criterion variables to determine whether there was a relationship between personality factors and
attitudes towards physical activity and physical education
Sixteen of the personality factors related significantly
to positive attitudes towards physical activity and
four of them related significantly to positive attitudes
towards physical Education. It was concluded that there
was a relationship between factors depicting a healthy
personality and positive attitudes towards physical
activity. Bhullar (1976) conducted a study on the attitude
of university students towards physical activity in relation
to academic performance, intelligence, social-economic
status and personality characteristics on 400 students taken
from various teaching departments of Panjab University
result showed that out of 16 factors of Personality only
two factors correlated with the variable of attitude total
i.e. personality factor B (Less significant correlation with
attitude and personality factor Q4 (Relaxed/Tense) had
negative significant correlation with attitude. Subjects
who were academically better tended to possess more
favourable attitude towards physical activity. The
relationship between the domains of personality and attitude
towards physical activity was studied by Miranda (1978).
The sample consisted of 320 college males enrolled in
physical activity. Regression analysis was used to
determine whether a relationship existed between the
personality variables and each attitude factors. The
personality variables were related to five of the six
attitude factors. Multiple correlations ranged from 270
to 484.
Staley (1976) studied relationship of attitudes with selected personality characteristics. Answers to the following questions were sought: (1) Is there a relationship between attitude and personality factors as measured by the 16 PF? (2) Is there a relationship between personality factors and attitudes and can the factors be used to predict the attitude change? Among various inferences the investigator concluded that personality factors could be used to predict some measurement of attitude change.

Dreese (1976) designed a study to determine the effect of personality type upon attitude change. There was a change in attitude differentially with respect to the personality variables.

A survey of 73 eleventh and twelveth graders from a large middle class sub urban school and twenty five eleventh and twelveth graders from a small Bureau of Indian Affairs High School was conducted by Reed (1977). He studied the student's attitudes and their correlation with scholastic performance, ethnicity, sex and personality type. Only about one fourth of the time did semantic differential concepts relate significantly with grade point averages, ethnicity, sex or personality types.

Ellis (1977) studied the relationship between personality, attitude towards study achievement and performance of college students undertaking individualized studies. Research sample consisted of 87 students. Attitude and personality measures predicted 22 per cent of achievement variance personality and achievement predicted
30 per cent of attitude variance. Personality measures related positively to attitude. Hogan (1975) studied to predict the relationship between personality, demographic and academic variables to the affective racial attitudes of university students and its implication for education. Multiple regression analysis failed to demonstrate predictive relationship between the selected personality variables and attitudes. Safaya (1982) found an association between personality factors and measure of attitude towards teaching. She reported that (a) those who have a favourable attitude towards teaching are high on personality factor B (class intelligent vs more intelligent); (b) those with higher personality factor C (affected by feelings vs emotionally stable); (c) those with higher personality factor G (expedient vs conscientious); (d) those with higher personality factor T (tough minded vs tender minded); and (e) those with higher personality factor Q (undisciplined vs controlled) and low on one personality factor (i.e., factors O (placid vs comprehensive) when compared to the trainees average on attitude towards teaching. (c) Trainees average on attitude towards teaching are high on personality factor B (less intelligent vs self-sufficient); where as low on one personality factor namely factor F (sober happy-go-lucky) as compared to the trainees low on attitude towards teaching.

Sangeeta (1984) conducted a study on the personality and attitude characteristics of convent school teachers to study four personality and attitude variables.
Neuroticism, Extraversion, Authoritarianism and open-mindedness - close mindedness with respect to religion, faith in literal truth of Bible/Geeta and subject-science, humanities) variables and to determine the relationships between personality and attitude measures. It was found that Neuroticism, which is a factor of personality, is not related to attitude towards religion. The variables faith and subject also showed similar results. On extraversion, the religion variable showed significant difference, but attitude towards faith and subject, however did not contribute to any significant differences. Similarly on Dogmatism, which is a personality factor, attitude towards religion was found significant, whereas attitude towards faith and value did not contribute to significant differences on Dogmatism scale. Sex area and subjects were not found to be related to the attitudes of convent school teachers on authoritarianism.

Jindal (1988) conducted a study on scientific attitude in relation to personality traits and Socio-economics status of high school students. Tools used were R.J.scientific attitude scale, Multidimensional personality inventory by Km Manju Aggarwal and socio-economic scale by Saxena and Singh. She concluded that there was no significant relationship between scientific attitude and personality traits, but in case of correlation between dependence - independence and scientific attitude, there exists a significant correlation. No significant differences were found in scientific attitude between high and low groups.
Gakhar and Kalra (1991) carried out an investigation into certain psychological variables as predictor of model and traditional school teachers' attitude towards teaching and inferred that personality and adjustment are better predictors of teachers' total attitude in both the modern and traditional school sample.

Thus empirical evidence related to personality and attitude of student and other groups related to education by and large, showed that there exists a significant relationship of personality and attitude. This relationship therefore, advocate further investigation into the relationship of personality traits and attitude of college youth towards classical music.

Socio-Economic Status, Level Of Education, Difference in Area, Streams, SexType of Institution and AttitudeFormation

Srivastava, Kumar and Miyoo (1988) conducted a study to examine the attitudes of high school students towards mathematics teaching, school and school learning, mathematics as a process, difficulties of learning mathematics, the place of mathematics in society, and man and his environment. Results indicated that both boys and girls are favourably disposed towards mathematics teaching, school and school learning, difficulties of learning mathematics, the place of mathematics in society, and man and his environment. However both boys and girls seemed to have a slightly unfavourable attitude towards mathematics as a process. Girls were found slightly higher in means than those of Boys in five
areas out of seven areas, viz. views about mathematics teaching, views about school and school teaching, attitude towards difficulties of learning mathematics, attitude towards school and school learning and attitude towards man and his environment. However, the boys were found to have more favourable attitude towards mathematics as a process and place of mathematics in society. In the same year, Rathiah (1988) carried out a study on a sample of 280 (110 Degree College Science Lecturers and 170 final year Graduate Science students) to study the attitude of teachers and students towards internal assessment at degree level and found that teachers consider interval assessment as more reliable than the present system of examinations and express that it reduces malpractices. Students were also in favour of internal assessment. They expressed more confidence about utility, accuracy and reliability of internal assessment. Students favoured internal assessment unconditionally while the teachers favoured it with certain limitations. Sundararajan and Krishnamurthy (1988) in a study of attitude of Higher Secondary students towards history and their achievement in it revealed that urban and rural girls have more favourable attitude towards the study of history than boys from both localities and there is positive relationship between the attitude scores and achievement scores. Similarly Sundararajan and Srinivasan (1990) also found that higher secondary girls have a more favourable attitude towards the study of mathematics than the boys and there is
significant positive correlation between their attitude towards the study of mathematics and their achievement in it.

Singh (1991) investigated the attitude of different castes pupil-teachers towards teaching of population education on a sample of 720 pupil-teachers drawn at random from the nine affiliated Colleges of Purvanchal University, Jaunpur and obtained that pupil-teachers of forward caste were having more favourable attitude towards population education in comparison to that of backward and scheduled caste pupil-teachers.

Sundararajan and Rajmohan (1991) attempted a study on a sample of 355 Second year higher secondary students studying Economics, with a view of finding out the extent to which the secondary students are favourably disposed towards the study of economics and also to finding out if there are differences among the boys and the girls studying in the urban and the rural schools in respect of their attitude towards study of economics and its relationship with their achievement in it. It was found that a large percentage of them was favourably disposed towards its study. Rajmohan and Vijoy Kumar (1991) conducted a study to find out the attitude of teachers towards imparting sex education in secondary schools, on a sample consisted of 120 teachers selected from 20 schools of Nizamabad district (A.P) and revealed that teacher's sex, place of work, nor years of experience, none of these makes for any significant difference in their attitude to sex-education. Sundararajan (1991)
analyzed positive relationship between students' attitude towards the study of mathematics and their achievement in it. Girls and rural students were better in respect to their attitude towards the study of mathematics.

Sundararajan, Kumar and Balakrishnan (1991) implemented a study to find out the student-teachers' attitude towards teaching and their interest in it and obtained negative correlation between the attitude of the student-teachers towards teaching and their interest in it. Sundararajan and Matilda (1991) selected a study to reveal the attitude of parents towards girls' education, on a sample comprised of 200 parents (100 fathers and 100 mothers) in Madras and investigated that all the parents involved in the study have a favourable attitude towards girls education. There is no significant difference between parents belonging to different educational levels and communities in respect of their attitude towards girls' education. The fathers' employment status does not seem to have any impact on their attitude towards girls' education.

Kanchan (1984) carried out a study on attitudes of teacher-trainees towards microteaching and revealed the participation of teacher trainees from both the sexes in the micro-teaching programme with same interest. There existed no significant difference on the attitude scale between the teacher-trainees from urban and rural areas. Science teachers did not show any significant difference from their humanities counterparts. There existed no significant difference on the interactions Sex x Area, Sex x Subject, Area x Subject
and Sex x Area x Subject. The attitude of teacher-trainees on the 40 item scale was found on the favourable side of scale.

**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.

7(a) There exists significant difference in the attitude of college male and female youth towards classical music of youth studying classical music.
7(b) There exists significant difference in the attitude of college male and female youth towards classical music of youth not studying classical music.

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

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

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

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

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

11(a) 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.