CHAPTER – III

RESEARCH DESIGN AND METHODOLOGY OF STUDY

The task of defining the research problem means the preparation of the design of the investigation undertaken, which is popularly known as 'Research Design'. A Research design is gan arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.

It was very much essential on the part of the researcher to determine appropriate method of research in solving the problems and in verifying the hypothesis formulated.

The researcher was very much careful about the wasteful expenditure of money, time as well as energy, and designing was the process of making decisions before the actual situation aroused.

The researcher anticipated before conducting the research inquiry, that she cannot hold all the decisions in her mind.

Therefore to overcome this difficulty, the researcher recorded her decisions by making use of certain relevant concepts, such a symbolic construction, termed as 'Research Design'. Research design made it possible for an overall evaluation of the total plan.

A Research-Design is thus an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. In fact the present research design is the conceptual structure within which the research is conducted. It constituted a sort of blue-print for the collection, measurement and, analysis of data.

As such the design included an outline of what the researcher was doing from writing the hypothesis and its operational implications to the final analysis of data.

The research purpose could be achieved with the minimum expenditure of money, time and, energy. The design decisions were based on good grounds and also on an accepted methodology. The researcher selected the appropriate method of making design decision. It must be noted, however, that no enquiry is fully or completely methodological just as no enquiry is completely unmethodological.

In fact, research varies between these two extremes; but along with this fact, it was also essential for the researcher to note certain important features of a research design.

IMPORTANT FEATURES OF THIS RESEARCH DESIGN:

This research design is characterized by adjectives like flexible, appropriate, efficient, economical, etc. These important features are stated on the next page:

1. This research design minimized bias and maximized the reliability of the data collected and also analyse it.

2. This design yielded maximum information and provided an opportunity for considering different aspects of a problem.

3. This design specified the sources and types of information relevant to the research problem.

4. This design brought about its own strategy in specifying which approach will be used for gathering as well as analysing the data.

5. This design included in its planning the proper time as well as appropriate cost and budget.

In this chapter, an attempt is made to present the design and plan of the study – including hypothesis to be tested, sample, design and, the tool of data collection etc. Keeping in view the aim of the project, design of the study was made to measure the attitude among SSC class students with their socio-economic conditions in different media schools of Aurangabad district.

The researcher's findings of the survey are very exact and precise, since the very nature and concept of attitude is subjective. At the same time the researcher has no hesitation in stating that a sincere and honest attempt has been made to find out the attitude among SSC class students with their socio-economic conditions in different media schools of Aurangabad district.

NEED FOR METHODOLOGICAL RESEARCH-DESIGN:

Just as for better, economical and attractive construction of a building, an architect needs well thought out design or plan in advance, so too about this study the researcher needed a research design or a plan in advance for data collection and analysis of the research project.

Simply, it can be stated that the research design was needed because it facilitated the smooth sailing of the various research operations, thereby making research as efficient as possible yielding maximum information with the minimum of time, effort and, money.

However researcher considered the need for methodologically designed research which is as stated below:

1. In research enquiries, the researcher has clear cut idea regarding the accurate results of her study. The researcher also had an idea as to how much inaccuracy can be tolerated. Therefore, she has designed the entire research just to get assurance of useful results.

2. Research designing was also needed for advance planning of the methods to be adopted for collecting the relevant data and, technique to be used in its analysis. This, however, was also done, keeping in view the objectives of the research as well as the availability of the time and money.

3. In this project, the time consumed in trying to ascertain what data means after they have been collected was much

greater than the time taken to design a research which yields whose meaning is known.

Finally, it is stated that this research design helped the researcher to organize the ideas in such a way wherein it will be possible for the researcher to look for flaws and inadequacies, According to **E.A. Schuman** " Research design is not a highly specific plan to be followed without deviations, but rather a series of guide posts to keep one headed in the right direction.

SELECTION OF THE PROBLEM AND DEFINITION:

The problem selected for study was –

"TO STUDY THE RELATIONSHIP BETWEEN SOCIO-ECONOMIC STATUS AND ATTITUDE OF HIGHSCHOOL STUDENTS TOWARDS EDUCATION IN AURANGABAD DISTRICT"

The investigator wanted to know the effect of socio-economic condition aspect on the scholastic achievement. Whether there was any possibility of this effect, and if it was, than how far it was and upto what level? In the same manner she wanted to know whether socio-economical status plays some important role in scholastic achievement of the students. There was every possibility of other several factors, that too, affecting on the scholastic achievements but it was not possible of all to undertake research on each and every factor.

Therefore she delimited the study and selected only two aspects that is attitude aspect and socio-economical aspect to know the findings. Instead of taking the Marathwada region,

Aurangabad district was considered mere practicable to undertake this research.

The factors like time limit and money was also important for researcher to limit her study to the district of Aurangabad. More over the criteria of validity and reliability of the results was very important to undertake the area within her limit i.e., District Aurangabad.

NATURE OF THE STUDY:

The nature of this research was to find out the effect of the attitude factor and socio-economic factor on the scholastic achievement of the S.S.C. students. No doubt there are many other factors affecting the scholastic achievement but to limit the scope of the study only two factors, which are given above, are taken.

To get the inferences, the researcher applied S.D. average score. Though it was simple in calculation but it was effective to know the difference in various aspects undertaken.

EXPLANATION OF THE TERM:

The terms used in the above mentioned topic are defined here both for purpose of clarity and for delimiting the scope of the study.

Socio-economic status: "Socio-economic status is the position that an individual or family occupies with reference to prevailing average standard of cultural possessions and participation in group activity of community".

Attitude: "Attitude can be considered a moderately intense emotion that prepares or predisposes an individual to respond constantly in a favourable or non-favourable manner when confronted with a particular object".

School: "The term school denotes Urdu, Marathi and, English medium secondary schools of Aurangabad district".

SOCIO-CULTURAL CONTEXT:

In this research design, investigator wanted to know and calculate the difference between the rural and urban students regarding scholastic achievements. Therefore the meanings of the words urban and rural were to be clarified, the students who studied at Aurangabad city were considered as urban students. Because Aurangabad is the regional headquarter of Marathwada region.

Aurangabad is also an industrial city and has a population of more than one million people. It is also an educational centre where there are prestigious institutes providing higher education.

While the rest of the district consists of small villages and towns, therefore it is considered as rural centres for this research programme.

OBJECTIVES OF THE STUDY:

The research work was conducted with the following objectives in mind.

1. To find whether there is any correlation between the two variables – socio economic status and Attitude.

2. To study the relationship between socio-economic status and attitude of high school students of Urban schools and Rural schools towards education.

3. To compare the urban males, urban females, rural males, rural females regarding their attitude towards education.

4. To compare the medium wise relationship regarding socio-economic status and attitude towards education. of male and female students.

5. To study the degree of difference regarding the relationship of male and female of urban and rural areas regarding the socio-economic status and their attitude towards education.

6. To suggest some measures to improve educational teaching learning in the light of above research.

To realise the above stated objectives, the following hypothesis were formulated and tested –

HYPOTHESIS:

1. There is negligible correlation between the attitude and socio-economic status of male students towards education.

2. There is negligible correlation between the attitude and socio-economic status of female students towards education.

3. There is negligible correlation between the attitude and socio-economic status of urban area students towards education.

4. There is negligible correlation between the attitude and socio-economic status of rural area students towards education.

5. There is negligible correlation between the attitude and socio-economic status of the students of English medium schools towards education.

6. There is negligible correlation between the attitude and socio-economic status of the students of Marathi medium schools towards education.

7. There is negligible correlation between the attitude and socio-economic status of the students of Urdu medium schools towards education.

8. There is no significant difference between the attitude of urban and rural area students towards education.

9. There is no significant difference between the attitude of male and female students towards education.

To test the hypothesis and objectives stated above Aurangabad district was selected as the locale of the study. Schools were chosen through stratified random sampling. Three media schools were selected. The researcher decided to use **S.L. Chopra's standardised test scale** for studying Attitude towards education and **Rajiv Bharadwaj standardised scale** for studying socio-economic status among the secondary school children.

AREA OF THE STUDY:

Choice of Aurangabad district for this research project was based on several reasons. Firstly, it is the districts headquarter of Marathwada region. Secondly it is one of the educational centres in the state and biggest centre in the region and hence numbers of different media schools were established at urban and semi-urban areas and the sample required was the S.S.C. class students of secondary schools. And they were easily accessible to the researcher.

Thus the place selected for the research project was representative in all respects like students belonging to urban and rural areas, male and female students belonging to different media schools.

METHODOLOGY OF RESEARCH

TYPES OF EDUCATIONAL RESEARCH:

There are different methodologies for research and these methods can be used according to the nature of the study.

There is, really speaking, no absolute method by which research can be classified into mutually exclusive groups. But, in practice, it is found that different researches do fall into different types in terms of goals, search for data, interpretation, analysis and, area of application. Attempting to classify the Educational Research into various types, poses a difficult problem. However, to systematize a method of presentation, some pattern or the other is definitely desirable.

In fact, all researches involve an element of observation, description and, analysis of what happens under certain circumstances. Generally, a rather three point analysis is used to bring about and particularly, all studies fall under one or a combination of the following types :-

1. Historical research

2. Descriptive research or Survey Research.

3. Experimental research.

Researcher had gone deep to study all the above methodologies of research, in brief to say -

Historical Research: -

Describes 'WHAT WAS?', The process involves investigating, recording, analysing and, interpreting the events

of the past for the purpose of discovering and generalizations that are helpful in understanding the past, understanding the present, and to a limited extent, in anticipating the future.

Descriptive Research or Survey Research:-

Describes 'WHAT IS?', It involves the descriptive, recording, analysing and, interpretation of conditions that exist. It also involves some type of comparison or contrast and attempts to discover relationships between existing non-manipulated variables.

Experimental Research:-

Describes 'WHAT WILL BE?', When certain variables are carefully controlled or manipulated. The focus is on variable relationships.

The researcher finally selected the Normative Survey Method for her studies.

THE NORMATIVE SURVEY METHOD:

The term 'Normative' implies the determination of normal or typical conditions or practices. The term Normative-Survey is generally used for the type of research that one intends to consider here – i.e., the research, which proposes to ascertain what is the normal or typical condition or practice at the present time. While historical studies discover; describe and, interpret what existed in the past.

Normative Survey Method is concerned with conditions or relationships that exist, practices that prevail, beliefs, points of

view or attitudes that are held, processes that are going on, effects that are being felt or trends that are developing.

The Normative-Survey type of research is not peculiar to education or to other social sciences, but it is a significant mode of attack in any field of knowledge, where geographic distribution is involved, or where the objects of any class vary among themselves.

Normative-Survey Research is thus directed towards ascertaining the prevailing conditions. It seeks to answer the question, "What are the real facts with regard to the existing conditions?"

The Normative-Survey Method is also called as Descriptive Research. Normative or descriptive studies are designed to determine the facts of current situations and thereby to clarify status. **John Best** has preferred to use terms "Descriptive Research"; whereas in chapter V, **Good** prefers the term "Descriptive Survey Studies". The compound adjective 'Normative-Survey' is applied in order to suggest the two closely related aspects of the study – 'survey' and 'normative', The word 'survey' indicates the gathering of the data regarding the current conditions and the word 'normative' is used because surveys are frequently made for the purpose of ascertaining which is the normal or typical condition or practice.

IMPORTANCE OF NORMATIVE SURVEY METHOD:-

The researcher has selected Normative Survey Method because-

1. Normative Survey Method served as a stepping stone to more precise investigations.

2. At its most elementary stage, the survey was concerned with determining the immediate status of a given phenomenon.

3. Although the major purpose of Normative or Descriptive research in education is to tell "what is", many surveys do not go beyond a mere description of the existing situation.

4. Normative type of survey was often carried out as a preliminary step, which is followed by research employing more vigorous, controlled and, objective methods.

5. It secured historical perspective through a series of cross-sectional pictures of similar conditions at different times.

6. Normative or Descriptive Study served as a direct source of valuable knowledge concerning human behaviour.

7. It contributed to the advancement of knowledge in many ways. For example, by studying children of standard tenth or SSC, the researcher obtained some pictures of the trend of development of Attitude and socio-economic conditions.

8. Its purpose was to prepare a background for a constructive programme of educational research as also the removal of evil thinking.

9. It suggested the course of future development and gave pertinent data to the planning for the future.

Normative Survey helped the researcher in planning various educational programmes.

SELECTION OF POPULATION:

The present study intended to obtain information about the attitudes of pupils towards education with reference to their socio-economic conditions in different media schools of Aurangabad district. To draw inferences about the research problem a well specified and identifiable group is required which will be selected on the basis of some selected nature and this entire group is known as population or universe.[1]

According to J.C. Aggarwal (1991) population means aggregate or totality of objects, subjects or individuals regarding which inferences are to be made.[2]

The present attempt is to find out the attitude of SSC class students towards education with their socio-economic status. Here all the SSC class students taken from different media schools of Aurangabad district were taken as population. As the researcher wanted to find out the attitude of children towards education which belongs to posh and slum areas as well as rural and urban areas. There are 514 secondary schools of different media in Aurangabad district.[3]

[1] **Singh A.K.,** *Tests Measurement and Research Methods in Behavioural Sciences,* Bharati Bhawan Publishers, Patna, 1998, p.281.
[2] **Agarwal J.C.,** *Educational Research: An Introduction,* Sangam Printing Service Co., New Delhi, 1991, p.213.
[3] Booklet of Maharashtra State Board of Secondary and Higher Secondary Education, Aurangabad Divisional Board, March 2004.

S A M P L I N G

One of the most important problems relating to the practical formulation of research is concerned with the estimation of characteristics of Universe or Population and the method of selecting for study a portion of the Universe is known as Sampling.

Population in this research was very large. There are near about Forty two thousand five hundred and eighty two students studying in standard tenth in different media schools of Aurangabad district.

Sampling was selected of some part of an aggregate on the basis of which a judgement or inference about the aggregate was made. There are about 514 secondary schools of different media in Aurangabad district.

Need for Sampling:

As it was difficult to the researcher to include all the students, therefore a small portion of the total population was taken as sample. The reasons for taking sample by the research was as follows –

1. Sampling can save time and money.

2. Sampling may enable more accurate measurements

3. Sampling enables to estimate the sampling error and thus, assists in obtaining information concerning some characteristics of the population.

Sampling size:

One way to increase the precision of a result in this study was to increase the size of the sample, therefore, for greater precision the larger but manageable size of the sample was taken. Instead of taking very large and unmanageable size of the sample, the researcher emphasise on the degree of precision as an important factor rather than size.

The prime concern in the selection of the sample was to assure its representativeness. The sample used in this study was selected to make representation to the population.

The researcher after defining the population has also determined the size of the sample. Out of this population, about 1000 students of standard tenth were taken as sample from English, Urdu and, Marathi medium schools. This sample size has been taken to increase the precision of results in this study.

Sampling Methods:

Blalock (1960) categorized sampling methods into two –

1. Probability sampling methods

2. Non-probability sampling methods

Probability sampling methods are those that clearly specify probability or likelihood of inclusion of each element or individual in the sample.

Major probability sampling methods are the following –

1. Simple random sampling

2. Stratified random sampling

3. Area or cluster sampling

Non-probability sampling is one in which there is no way of assessing the probability of the elements or group of elements. Important techniques of non-probability sampling methods are as follows –

 1. Quota sampling

2. Accidental sampling

3. Judgement or purposive sampling

4. Systematic sampling

5. Snowball sampling

6. Saturation sampling

7. Dense sampling

After studying different methods of sampling the researcher has selected the **stratified sampling method** for this research.[4]

Stratified Sampling:

The researcher has selected stratified method of sampling because the stratified sampling is a combination of both random sampling and purposive sampling. According to this method the researcher has subdivided the entire population into many categories or strata according to certain conditions.

Out of different media schools the researcher has selected only English, Urdu and, Marathi medium secondary schools. To get more appropriate comparative results the above medium

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[4] **Blalock H.M.** *Social Statistics,* Mc-Graw Hill Publications, New York, 1960.

schools located in urban area and also in rural areas were selected.

Variables:

Variable refers to attributes, properties or characteristics which can change from one individual to the next. It is concern of the researcher to discover relationship between variables and to discover ways to effect those that are changeable within individuals.

In this research project, series of specific variables are generated and treated as independent variable. Attitude is considered as dependent variable. Independent variable includes personal details with regard to the family of the pupil on their monthly income, nature of occupation, educational background, etc. and responses to the items pertaining to different factors. Further the relationship between dependent and independent variables was discovered while testing the hypothesis formulated.

TOOLS USED FOR DATA COLLECTION:

For collecting unknown data required for the study of any problem, it is necessary to adopt a systematic procedure and this can be done by using various devices, these devices, thus employed, are called as tools. There are different type of research tools and each of them utilizes in a distinct ways of describing each quantifying the obtained data. Some of the common tools are questionnaire, opinionnaire or attitude scale, interview, observation, content analysis, sociometry, psychological test, etc.

To obtain the measure of the attitude or belief of an individual or a group of individuals is necessarily done indirectly. Attitude can be measured only on the basis of inferences drawn from verbal or written statements regarding belief, feeling and, tendency to act toward the object or person by using attitude scale.

Attitude Scale:

Attitude scale usually consists of large number of statements toward objects. An attitude scale is also sometimes termed as **opinionnaire**. The inquiry from the items to assess the attitude or belief of an individual is known as opinionnaire or attitude scale. The attitude is a personal disposition which compels an individual to react to an object, situation or proposition in favourable or unfavourable ways.

Attitude scale has been designed to measure the attitude of a subject or group of subjects towards issues, institutions and groups of people. Attitude is a bipolar dispositional complex, for the purpose of measurement may be regarded as located on an intensity gradient ranging from extreme disappropriation to hearty approval in respect of a particular object, social institution or practice.[5]

Attitude Measurement Techniques:

Campbell (1950) has distinguished four types of instruments to measure attitudes:

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[5] **Usha Rao**, *Conducting Educational Research,* Dastane Ramchandra Publications, Pune, 1994, p.143.

1. Non-disguised – structured: The classic attitude tests of Thurstone, Likert *et al.*

2. Non-disguised–non-structured: The free response interview and questionnaire approaches, the Biographical and Essay studies.

3. Disguised–non-structured: The typical projective techniques, e.g., approaches based on the thematic appreciation test.

4. Disguised–structured: Tests which approximate the objective testing of attitudes, e.g., information tests, estimation of group opinion and, social norms, tests of ability to do critical thinking, tests employing bias in perception and memory and such other tests.

The researcher had selected the classical and most widely used direct measures of attitudes non-disguised – structured. Attitude literature shows that direct tests uniformly have much higher reliability coefficient than indirect tests.[6]

An attitude denotes the inner feeling or belief of a person towards a particular phenomenon. It means how people feel or what they believe, is their attitude. But it is very difficult, if not impossible, to measure it. Opinion is what a person says about his or her attitude towards some phenomenon. By the use of questions or by getting the peoples expressed reaction to statements, a sample of their opinion is obtained.

Purpose of Attitude scale:

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[6] **Vimla Mehta**, *Attitude of Educated women towards Social Issues,* National Publishing House, New Delhi, 1989, p.33.

In Educational research, attitude scales are specially useful for finding the attitudes of person on issues like co-education, religious education, democracy in school, etc. depending upon the need of the situation.[7]

Characteristics of a Good Attitude scale:

1. It provides for quantitative measurement.

2. It is usually standardised and norms are worked out.

3. It uses statements from extreme positive position to extreme negative position.

4. It distinguishes the attitude object rather than directly asking about the attitude on the subject.

Assumptions of Attitude scale:

1. The scale deals with a controversial question.

2. An individual's feelings and insights in regard to the question will determine his responses to the various statements that are made pros and con.

3. The statement can be scaled regarding the degree to which they favour or are opposed to the question under consideration. The scale measure the positivity-negativity of the affective reactions.[8]

Selection of Test:

The investigator used two different tests to collect the required data i.e., for attitude and socio-economic status the

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7 *ibid.*
8 *ibid.*

investigator used different tests. The details about these tests are given below.

A) Test for Attitude:

There are several tests available on attitude. After going through various tests the researcher had lastly selected **'Attitude Scale Towards Education' (ASTE)** constructed by **Dr. S.L. Chopra** to study the Attitude of the students of standard tenth or SSC studying in various media schools of Aurangabad district.

The test scale was selected to gather data through survey method, the test scale needed for measurement of Attitude towards education of SSC class students was based on **Likert Method** of summated rating which cover all the major factors of attitude.

Dr. S.L. Chopra designed this test to study the relationship of some non-intellectual correlates with academic achievement had felt interested in the study of relationship of Attitude towards education and academic achievement. For this purpose he had devised an attitude scale which is very useful in the research in the field education.

Description of the test:

In the present test scale a modified form of Thurstone and Chave (1929) technique is used. The first step for construction of the attitude scale was the collection of large number of statements concerning the value of education and from these a preliminary selection was made. While selecting the statements an effort was made to avoid the statement that

related to the past rather than the present, or were factual or could be termed as factual or could be interpreted is more than one way, or were not relevant to the psychological object under consideration or were likely to be endorsed by almost everyone or by none. The statements selected were short and language was simple, clear and direct and each statement contained only one complete thought and covered the entire range of the effective scale of interest.

The scale was meant to get information regarding the academic achievement and attitude towards education of the students.

B) Test for Socio-economic Status:

The researcher selected proper tools so as to attain the right conclusion by considering the hypothesis set for the research. In this investigation taking into consideration, the problem of research, the investigator considered the 'Social' and 'Economic' status show intimate relationship to other variables. Abnormality in the family was found to be an important correlate of poor performance in social status. 'Socio-economic status' would, therefore, be a ranking of an individual by the society he live in, in terms of his material belongings and cultural possessions along with the degree of respect, power and influence he wields.

The blended complex of two status in terms of 'Socio-economic status' as such remains a highly important sociological concept and is usually measured in terms of occupation of father.

There are several tests available on socio-economic status. After going through these tests the researcher had lastly selected an standardised **Socio-economic Status scale (SESS)** designed by **R.L. Bharadwaj** and published by National Psychological Corporation, Agra, to study the socio-economic status of the students of standard X studying in various media schools located in Aurangabad district.

ABOUT THE TEST OF R.L. BHARADWAJ ON SOCIO-ECONOMIC STATUS:

The present socio-economic status scale has been constructed with the view to see clarity of distinct aspects of social and economic statuses of an individual separately and integrally. The economic status of a family frequently determines what the family social status will be, this does not appear to be appropriate and quite vocal in the Indian socio-cultural setting.

It has been considered appropriate to determine social and economic status separately in the two areas of social and economic aspects, and then the two scores of different areas switched to one continuum or in standard scores, which can give the socio-economic status of an individual. With this object the test envisages to determine nine types of statuses, they are –

A. Social Status (ascribed)

B. Social Status (achieved)

C. Social Status (as a whole)

D. Economic Status (ascribed)

E. Economic Status (achieved)

F. Economic Status (as a whole)

G. Socio-economic Status (ascribed)

H. Socio-economic Status (achieved)

I. Socio-economic Status (as a whole)

The present scale will hold good equally in both **urban** and **rural** areas.

DESCRIPTION OF THE TEST:

The present scale of socio-economic status has been developed for literate people. It can be administered on illiterate people also, but only by personal interviews. At preliminary stage fifteen areas of 'socio-economic statuses were selected with the careful study of the relevant literature and from some popular tests in the field. The lists of fifteen areas were submitted to twenty judges to know the most important areas which can measure the 'Socio-economic status' of the individual and society. Opinion of the twenty judges pointed only seven areas to provide the desired information.

Item for each area then selected and were again submitted to fifty experts to determine the hierarchy or ranking with reference to their importance of seven selected areas and items related to different areas along with alternatives to each item, if any. It gives us three rank values –

A. Area rank value,

B. Item rank value and

C. Alternative rank value.

With these three rank-values the proportion rank scale was calculated and then the weighted score for each item was determined. Many items and their alternative items, which were not approved by the experts or found a very little scale value were then discarded.

The test of socio-economic status consists of seven factors and these factors are as follows –

1. Social perspective

2. Family perspective

3. Educational perspective

4. Professional perspective

5. Property perspective

6. Monthly income perspective

7. Caste perspective

The scale was meant to get information regarding all the factors which are mentioned above. All items were measured with response pattern and there are five answer probabilities to the enquiries, information in respect of father, mother and self are to be recorded, and the reliability and validity of the scale was very well established.

The test scales were available in English and Hindi. The investigator got these tests translated into two local languages i.e., Marathi and Urdu by experts who were having mastery on

all the three languages i.e., English, Marathi and, Urdu. These tests were then circulated among the experts who knew all the three languages. Opinion was sought from the experts regarding the difficulty level of each translated test. After having feed-back from experts, necessary changes were made.

The typed scale then were administered on the sample of hundred students from different media schools to ascertain whether all the statements would help to ascertain the necessary information and it was found that no item in Marathi, Urdu and, English version was vague.

After having ascertained that all the test scale in the three languages were having similar difficulty level. These were finally administered to select the sample.

ADMINISTRATION OF THE TESTS:

As per the manual of the test it was administered on the students of tenth standard or SSC of English, Urdu and, Marathi medium schools located in Aurangabad district. The researcher personally visited each and every selected school and administered the test to the students. Before administration of the scale, the researcher got herself acquainted with the test by reading the test manual carefully, which contained general instructions as well as instruction for each activity for 'Attitude Test' was 20 to 25 minutes and it was strictly adhered to. The test was conveniently administered to a group of thirty to thirty five students at a time.

There is no time limit for the parents of the students to record the responses for the test of Socio-economic status. The

subjects were asked to give their responses on separate printed sheet of each test i.e., Socio-economic status and Attitude of the test papers supplied to them for each activity. The students and parents were properly motivated to response every test item

LIST OF SCHOOLS SELECTED FOR THE TEST:

The following are the names of the schools of Aurangabad district where the test was administered –

English Medium schools of Aurangabad city -

1. Holy Cross English High School, Cantonment.

2. Saint Francis Desales High School, Jalna road.

3. Little Flower High School, Cantonment.

4. St. Xavier's High School, CIDCO.

5. St. John's High School, Paithan road.

6. St. Lawrence High School, CIDCO Connaught.

7. Little Star English High School, Fazalpura.

8. Progressive English School, Mondha.

9. New Apostolic English School, Junabazar.

10. SBOA English High School, Jalgaon ring road.

11. BFCI English School, Himayat Bagh.

12. Foster English School, New Baijipura.

13. Oyster English High School, Sindhi Colony.

14. Burhani National English High School, City Chowk.

15. Model High School, Navkhanda Palace.

16. New Horizon English School, Mohanlal Nagar.

17. Vidyalankar English School, Himayat Bagh.

18. St. Meera English School, CIDCO.

19. Sri GTB High School, Osmanpura.

20. Milind Multipurpose High School, Cantonment.

Marathi Medium Schools of Aurangabad city –

1. S.B. High School, Aurangpura.

2. Sharda Mandir Girls High School, Aurangpura.

3. Holy Cross Marathi High School, Cantonment.

4. Yashwantrao Chavan High School, N-6, CIDCO.

5. Shivaji High School, Khokadpura.

6. Maratha High School, Chowraha.

7. Nalanda Vidyalaya, Ramanagar.

8. Baliram Patil Vidyalaya, CIDCO.

9. Godavari Public High School, HUDCO.

10. Udhavrao Patil High School, Himayat Bagh.

11. Abhijyot Vidyalaya, Rauza Bagh.

12. Matoshri Narsai High School, Pundliknagar.

13. Gujarati High School, Kharakuwa.

14. Milind Multipurpose High School, Cantonment.

15. Maharashtra Public School, Mahesh Nagar.

16. Dadoji Kondeo High School, T.V. Centre.

17. Rashtriya Hindi Vidyalaya, Shahgunj.

18. Mahatma Phule High School, Padampura.

19. Vidyan Vardhani High School, Rokadia Hanuman Col.

20. Moin-ul-uloom Marathi High School, Silk Mills Colony.

Urdu Medium Schools of Aurangabad City –

1. Maulana Azad High School, Town Hall.

2. Moin-ul-uloom Urdu High School, Silk Mills Colony.

3. Zia-ul-uloom Girls High School, Buddi Lane.

4. Burhani National Urdu School, Juna Bazaar.

5. Zakir Hussain High School, Shahgunj.

6. Gulshan-e-Atfal Urdu High School, Roshan Gate road.

7. Talat High School, Juna bazaar.

8. Allama Shibli High School, Nawabpura.

9. Iqra Urdu Boy's High School, Katkat Gate.

10. Iqra Urdu Girl's High School, Katkat Gate.

11. Rajiv Gandhi High School, Bari Colony.

12. Al-Asghari Urdu High School, Qaiser Colony.

13. Z.P. Chelipura Urdu High School, Padampura.

14. Fatema Urdu Girl's High School, Nagsen Colony.

15. Fatema Urdu Girl's High School, Jaisinghpura.

16. Noor Urdu High School, Arif Colony.

17. Talat High School, Shahnoorwadi.

18. Razia Sultana Urdu High School, Rauza Bagh.

19. Mohd. Mushtaq Ahmed H. School, Roshan Gate.

20. Amanullah Motiwala High School, Times Colony.

English Medium Schools in six Talukas of Aurangabad District –

1. Aurangabad Taluka –

1. Sarosh English High School, Mitmita.

2. Gangapur Taluka –

1. Mother Teresa English High School, Gangapur.

2. St. Mary English High School, Lasur Station.

3. Kannad Taluka-

1. Fatima Convent School, Kannad.

4. Khuldabad Taluka -

1. Apple High School, Khirdi.

5. Paithan Taluka–

1. St. Paul's High School, MIDC, Paithan.

6. Vaijapur Taluka–

1. St. Monica English High School, Vaijapur.

2. St. Joseph High School, Ghogargaon.

3. New English High School, Bhokargaon.

Marathi Medium Schools in nine talukas of Aurangabad district –

1. Aurangabad Taluka –

1. Swami Vivekananda High School, Chite Pimpalgaon.

2. Nutan Kanya Vidyalaya, Waluj.

2. Gangapur Taluka –

1. Nutan Kanya Vidyalaya, Lasur Station.

2. Z.P. High School, Gangapur.

3. Jagdamba Vidyalaya, Takli Kadeem, Gangapur.

4. Sant Tukaram Vidyalaya, Shingi.

5. Trimurti High School, Bajaj Nagar.

3. Kannad –

1. Z.P. High School, Kannad.

2. Savitribai Phule Kanya Vidyalaya, Kannad.

3. Rashtriya Madhyamik Vidyalaya, Nagad.

4. Sri Ganesh Vidyalaya, Devgaon Rangari.

5. Kisanrao Thorat Vidyalaya, Wadner.

4. Khuldabad Taluka –

1. Ghrineshwar Vidyalaya, Khuldabad.

2. Kamla Nehru Kanya Vidyalaya, Khuldabad.

3. Z.P. High School, Raja Rai Takli.

4. Gurudeo Samant, Vidya Mandir, Ellora village.

5. Z.P. High School, Kasabkheda.

5. Paithan Taluka –

1. Nath High School, Paithan.

2. Z.P. High School, Paithan.

3. Z.P. High School, Adool.

4. S.B. High School, Bidkin.

5. Jawahar Vidyalaya, Pachod.

6. Vaijapur Taluka –

1. New High School, Vaijapur.

2. Nutan Kanya Vidyalaya, Vaijapur.

3. Z.P. High School, Lasur.

4. Rameshwar Vidyalaya, Biloni.

5. Madhyamik Vidyalaya, Jategaon.

7. Sillod Taluka –

1. Shivaji Vidyalaya, Sillod.

2. Jijamata Kanya Vidyalaya, Sillod.

3. M. Jyotiba Phule High School, Ajanta village.

4. New High School, Nillod.

5. Z.P. High School, Shivna.

8. Phulambri Taluka –

1. Bharatmata Vidyalaya, Phulambri.

2. Z.P. High School, Ganori.

9. Soyegaon Taluka –

1. Manikrao Palodkar Vidyalaya, Fardapur.

2. Z.P. High School, Soyegaon.

Urdu Medium Schools in nine talukas of Aurangabad district –

1. Aurangabad Taluka -

1. Lalbahadur Shastri Urdu High School, Chikalthana.

2. Sarosh Urdu High School, Mitmita.

3. Urdu Madhyamik Vidyalaya, Daulatabad.

2. Gangapur Taluka -

1. Z.P. Urdu High School, Gangapur.

3. Kannad Taluka -

1. Sanjay Gandhi Urdu High School, Kannad.

2. Urdu High School, Nagapur.

3. Standard Urdu High School, Kunjkheda.

4. Khuldabad Taluka –

1. Maulana Azad High School, Khuldabad.

2. Urdu Madhyamik Vidyalaya, Rajarai Takli.

5. Paithan Taluka –

1. Abdul Qadir Urdu High School, Paithan.

2. Maulana Azad Urdu High School, Paithan.

6. Sillod Taluka –

1. National Urdu High School, Sillod.

2. Maulana Mohd. Ali Johar Urdu High School, Sillod.

3. Nehru Memorial Urdu High School, Ajanta village.

4. Saleem Urdu High School, Shivna.

5. Maulana Abul Kalam Urdu High School, Ghatnandra.

7. Vaijapur Taluka –

1. Urdu Girl's High School, Vaijapur.

2. Urdu Madhyamik School, Vaijapur.

8. Phulambri Taluka –

1. Z.P. High School, Phulmabri.

9. Soyegaon Taluka –

1. National Urdu High School, Soyegaon.

2. Nehru Memorial Urdu High School, Fardapur.

SCORING TECHNIQUE: -

While scoring, it was kept in mind that each item was to be scored for Attitude of students towards Education in relationship with the Socio-economic status of their parents.

1. **Socio-economic Status:** Socio-economic status has been scored in terms of weightage assigned in accordance with the social status and economic status of the parents, scoring key provides the weightages scored for each item.

2. **Attitude:** Attitude had been scored in terms of total number of responses related to the behaviour of student towards education.

    If there were cases in which some responses were such which were not included in the scoring guide, the

researcher worked the attitude weight for these new responses according to the scoring scheme as indicated in the manual. The attitude of individual is denoted by the mean scale Value of the statement with which they are fully agreed.

The scale values for the statements included in the Attitude scale are given below in the table –

TABLE

Scoring for Attitude

S.no.	Scale value	S.no.	Scale value
1.	10.79	12.	8.63
2.	1.96	13.	7.63
3.	3.86	14.	5.79
4.	10.79	15.	6.94
5.	9.67	16.	8.63
6.	2.86	17.	4.63
7.	4.72	18.	0.5
8.	9.61	19.	0.5
9.	2.92	20.	6.88
10.	7.90	21.	5.93
11.	1.88	22.	3.80