CHAPTER 1: ORIENTATION TO THE INVESTIGATION

1.1. Introduction

This chapter deals with the orientation to the investigation. The study deals with educational institutions conducted by the Jesuits in West Bengal, with particular emphasis on the Calcutta Province (South Bengal) of the Society of Jesus. It is an exploratory and descriptive study against the background of the Jesuits, the modern educational system and the Jesuit Province of Calcutta. It also presents a quantitative analyses and interpretations of data from a survey and extensive field work, as an attempt to explain the psycho-social elements of students in Jesuit educational institutions. It describes the objectives of Jesuit schools in Calcutta Province as they exist today. Furthermore it investigates into the economic, political and social factors that have shaped the objectives. The investigation is of socio-educational importance. It explores Jesuit spirituality, their concern for academic excellence, institutional prestige, administration, the different types of students they cater to and the extent to which the Jesuits in Calcutta Province show concern for the promotion of the marginalized and disadvantaged sections of the society.

1.2. The Problem

Education in Calcutta and its surrounding districts has much to be obliged to the Jesuit institutions of learning that have grown in the last one hundred and fifty years and more. Parents are often desirous of sending their children to these institutions. However, sometimes one comes across the not so subtle query regarding this preference for Jesuit institutions of education.

These controversies have led the investigator to find out whether Jesuit educational policies contradict National policies and whether Jesuit institutions of
education indeed cater to the have-nots with respect to their admission policies and their education for social commitment. The study aims to find out how the decisive choice that all Jesuits make, as embodied in the declarations and directives of their Society, is realized in the educational institutions set up by them in West Bengal and particularly in the Calcutta Province. In particular, the study aims to explore whether Jesuit Education in Calcutta Province is in consonance with the National goals of education, and whether it has successfully been able to shed its traditional image of being elitist by catering largely to the marginalized of society. It further investigates whether Jesuit Education is fulfilling its aim of service to the deprived and downtrodden of society.

At present, notwithstanding their commitment to the poor, the Jesuit Institutions are still being linked in the minds of people with power, privilege and possession, and not so much with the concerns of the marginalized people. Therefore the purpose of the study is also to find out the extent to which the programmes of educational transformation in Jesuit institutions have gone hand in hand with programmes of social and economic transformation. In this context an attempt has been made to study the psycho-social elements of students in Jesuit educational institutions of Calcutta Province.

Jesuits today are experiencing the conflict of goals. On one hand they are committed to the poor and on the other hand they aspire for excellence. The study will therefore investigate how the Jesuit schools in West Bengal, with particular reference to the Calcutta Province reflect these tensions caused by different forces.
1.3. **Objectives of the Study**

It is important to clarify the terms and variables used in the study. Therefore, the operational definitions of the terms and variables used in the study are set forth before the objectives of the study are enunciated.

**1.3.1. Operational Definitions of the Terms and Variables used in the Study.**

The operational definitions of the terms and variables used in the study are:

**1.3.1.1. Jesuit.**

The Society of Jesus whose members are known as Jesuits is a particular type of male religious order within the Catholic community which follows a way of life inspired by Jesus Christ and programmed by its founder St. Ignatius of Loyola. The Society of Jesus was founded in 1540 in Spain by Ignatius of Loyola. Jesuits use the initial SJ along with their names. ‘SJ’ is an abbreviation for ‘Society of Jesus’. The present Superior General is Most. Rev. Fr. Adolfo Nicholas, SJ. The Jesuit headquarters is situated in Rome, Italy. The Jesuits are pioneers in the field of education and run some of the best known educational institutions in the world.

**1.3.1.2. Calcutta Province.**

The Society is organized into Provinces and Regions (Missions). Regions are either dependent on a province or directly under the Superior General in which case they are called independent.

The Jesuits first arrived in Bengal in 1576 (J. F. Raj, n.d.). The Bengal Mission was under the Belgian Province from 1864 onwards. This Bengal Mission since then has been developed into different provinces, and Calcutta Province is one of them (Josson & Translated: Huart, Albert SJ and Clarysse, 2009, pp. 11–13).
1.3.1.3. **Socioeconomic Status (SES).**

Socioeconomic Status (SES) refers to ‘place’ that members occupy in a society according to their social status which directly depends on their economic condition and sources of income. SES variables include caste, occupation, education, income, possessions and social participation (Chandrashekhar, 2013)

1.3.1.4. **Achievement Motivation.**

It is a drive some people have to overcome challenges and obstacles in the pursuit of goals. An individual with this drive wishes to develop and grow and advance up the ladder of success (David & Newstrom, 1976, p. 103).

1.3.1.5. **Academic Status.**

Academic Status is the academic standing of the student in the school. It is measured by calculating the average performance of the student in two recently administered achievement tests.

1.3.1.6. **Self Concept.**

The operational definition of Self Concept is as cited by Philip Randolph Yates (1975) as “expressed evaluative perceptions of the self by a child with respect to Behaviour at home and school, feelings of Intellectual and School Status, feelings about Physical Appearance and Attributes, expressions of Anxiety, Popularity among peers, and general feelings of Happiness and Satisfaction” as measured by S.P. Ahluwalia’s adapted Piers-Harris Children’s Self Concept Scale.

1.3.1.7. **Altruism.**

Altruism may be defined as “voluntary and intentional, carried out for its own end, to benefit a person, as a result of moral conviction in justice or caring for others welfare, without expecting external rewards” (Schaffer, 1994). It is an aspect of prosocial moral reasoning(Thoma, Rest, & Davison, 1991).
1.3.2. **Statement of Objectives.**

The following are the objectives of the proposed study:

1.3.2.1. **Objective One.**

To ascertain the points of coincidence and divergence of the policies of Jesuit educational institutions in Calcutta Province with that of the educational policies of the National government

1.3.2.2. **Objective Two.**

To ascertain the proportion of students admitted to the Jesuit education institutions from different SES groups and to analyze if there is any bias, for or against admission of the students from the Lower SES group.

1.3.2.3. **Objective Three.**

To ascertain whether the students from the Lower SES group:

i. Have as High Achievement Motivation

ii. Are doing as well academically as students from other SES groups.

1.3.2.4. **Objective Four.**

To ascertain whether the students from the Lower SES group:

i. Have as High Self Concept

ii. Have as High Altruism

as students from other SES groups

1.4. **Variables**

The following Table 1 illustrates the variables used for the study of Objectives Two, Three and Four:
### Table 1
Variables used for the investigation

<table>
<thead>
<tr>
<th>Variable</th>
<th>Name</th>
<th>Categories</th>
<th>Objectives under study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Variable</td>
<td>Socioeconomic Status</td>
<td>1. Upper</td>
<td>Objectives two, three and four</td>
</tr>
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<td></td>
<td></td>
<td>2. UpperMiddle</td>
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<td>3. Lower Middle</td>
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<td>4. Lower</td>
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<tr>
<td>Dependent Variables</td>
<td></td>
<td>1. Achievement Motivation</td>
<td>Objective three</td>
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<td></td>
<td></td>
<td>2. Academic Status</td>
<td></td>
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<td></td>
<td></td>
<td>3. Self Concept</td>
<td>Objective three</td>
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<tr>
<td></td>
<td></td>
<td>1. Behaviour</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>2. Intellectual and School Status</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Physical Appearance and Attributes</td>
<td>Objective four</td>
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<tr>
<td></td>
<td></td>
<td>4. Anxiety</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>5. Popularity</td>
<td></td>
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<td></td>
<td></td>
<td>6. Happiness and Satisfaction</td>
<td></td>
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<tr>
<td>Confounding Variable</td>
<td>Ignatian Pedagogical Paradigm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**

The Confounding Variable is the method of instruction and it has been kept constant in the study. The method of instruction specifically to be followed in Jesuit educational institution is the Ignatian Pedagogical Paradigm (IPP). Teachers are oriented in the use of IPP through workshops, orientation programmes and faculty improvement programmes.

### 1.5. Approach to the Study

The objectives as enunciated earlier can be studied in two parts:

1. Part A: Historical critique to achieve objective one

2. Part B: Quantitative analyses and interpretations to achieve objective two, three and four

In context to the approaches in which a historical critique is used in Part A and quantitative analyses and interpretations of data of the psychosocial variables...
in Part B, it can be argued that both the approaches complement each other and
give the work of the Jesuits of Calcutta Province a deeper meaning and a
greater significance. Langer (1958, p.284) spoke about the urgent need of our
historical understanding through exploitation of the concepts from modern
psychology. This psycho-historical approach could generate new knowledge
(as cited by Meissner, 1992, p. xiii).

Thus the psycho-historical approach which has been followed has two
parts: The history of the Jesuits in Calcutta Province concentrates on facts that are
concrete and verifiable by accepted methods. The study of the psychosocial
characteristics focuses on meanings and motives and is validated through
standardized and adapted tools and techniques of psychological testing. Both the
historical as well as the psychosocial perspective, it is hoped, will deepen our
understanding of the educational contributions of the Jesuits in Calcutta Province.

Through the combination of the psycho-historical approach that is followed
the hypotheses of the study will therefore “take on meaning and consistency in the
light of the total complex of facts, data and their integrating
interpretations” (Meissner, 1992, p. xiv).

1.5.1. **Part A: Historical Critique to achieve Objective One.**

It has been a descriptive and exploratory study. In the study the researcher
has analyzed several educational documents pertaining to Jesuit education,
documents of the Catholic Church on education which include Vatican II
documents, educational policies of the National government, and the educational
provisions in the Constitution of India.

The following documents were studied:

1. The Educational Provisions in the Indian Constitution
2. Educational policies from the pre-independence British India to the present day
3. Vatican Council II documents, Catholic Social Teaching, Catechism of the Catholic Church
4. Ratio Studiorum
5. Constitutions of the Society of Jesus
6. The Spiritual Exercises of St. Ignatius of Loyola
7. The Characteristics of Jesuit Education
8. Ignatian Pedagogical Paradigm
9. General Congregation 31, 32, 33, 34, 35 documents
10. Historical Books written by Jesuit Priests of Calcutta Province about the Bengal Mission

1.5.1.1. Delimitation in the Study of Part A.

Due to the paucity of time and difficulties in the accessibility and availability of some documents it was not possible to cover each and every old and updated policy.

1.5.2. Part B: Quantitative Analyses and Interpretations of data to achieve Objectives Two, Three and Four.

Quantitative Analyses and Interpretations of data to achieve objectives two, three and four was carried out based on the data collected from the six formal mainstream secondary and higher secondary schools of Calcutta Province. In addition to studying the SES representation in the sample, psychosocial elements of the students such as Achievement Motivation, Academic Status, Self Concept and Altruism, the researcher further studied the various sub-categories of Self
Concept namely: Behaviour, Intellectual and School Status, Physical Appearance and Attributes, Anxiety, Popularity and Happiness and Satisfaction.

Appropriate statistical techniques consisting of descriptive statistics, analysis of variance and t-test were used for the analysis of the data and the results were subsequently interpreted. In this context it can be mentioned that, Lin, Wang, Klecka, Odell & Spalding (2010) refers to the ‘No Child Left Behind Act’ of 2002, USA, that encourages a quantitative approach to measure relationships between educational conditions and outcomes in order to make policy decisions.

1.5.2.1. Delimitation in the Study of Part B.

The study of Part B focuses on the six well-established mainstream formal educational institutions of the Calcutta Province. In doing so, the study has not included other intervention programmes carried out exclusively for the marginalized and deprived sections such as the night school, intervention programmes in the 24 Parganas and other mission stations. As Fr. A. Huart, SJ says, “Besides these full-fledged high schools, there is the equally important work of primary schools, boardings and non-formal education in most of the mission stations”. The researcher has not included these primary schools, boarding schools and non-formal schools. The Jesuits of Calcutta Province are definitely making efforts towards the development of the students from the Lower SES group. But as Fr. G. Beckers, SJ, in an interview with the researcher, referring to GC 32, decree 4, argues that it is important to integrate this social dimension of education and provide a preferential treatment to the Lower SES group in the well established mainstream formal educational institutions.
1.6. **Hypotheses in the Study of Part B**

The objectives two, three and four have been studied for all students, gender and six Jesuit institutions run by the Jesuits of Calcutta Province. The hypotheses in the study of Part B are as follows:

1.6.1. **Hypotheses for Objective Two.**

Objective two is concerned with the study to find out whether there is a bias in admission based on students’ SES. This has been studied for all students, gender and the six Jesuit institutions run by the Jesuits of Calcutta Province.

1.6.1.1. **Hypothesis for all students.**

\[ H_{0.2}: \text{There is no bias in admission of all students on the basis of their SES} \]

1.6.1.2. **Hypotheses for gender.**

\[ H_{0.2.\text{B}}: \text{There is no bias in admission of all boy students on the basis of their SES} \]

\[ H_{0.2.\text{G}}: \text{There is no bias in admission of all girl students on the basis of their SES} \]

1.6.1.3. **Hypotheses for six different schools.**

\[ H_{0.2.\text{S}_1}: \text{There is no bias in admission of all students in St. Xavier’s Burdwan on the basis of their SES} \]

\[ H_{0.2.\text{S}_2}: \text{There is no bias in admission of all students in St. Xavier’s Calcutta on the basis of their SES} \]

\[ H_{0.2.\text{S}_3}: \text{There is no bias in admission of all students in St. Xavier’s Durgapur on the basis of their SES} \]

\[ H_{0.2.\text{S}_4}: \text{There is no bias in admission of all students in St. Xavier’s Haldia on the basis of their SES} \]
1.6.2. Hypotheses for Objective Three.

The study of Objective three is concerned with the comparative study of the Achievement Motivation of Lower SES group students and students of Other SES groups and the comparative study of the Academic Status of Lower SES group students and the students of Other SES groups of the six Jesuit run schools of Calcutta Province.

1.6.2.1. Hypotheses for Achievement Motivation.

The study has been conducted for all students, gender and the six Jesuit institutions run by the Jesuits of Calcutta Province.

1.6.2.1.1. Hypothesis for all students.

$H_{0.3.i}$: There is no difference in Achievement Motivation of all the students from the Lower SES group and all the students from the other SES groups

1.6.2.1.2. Hypotheses for gender.

$H_{0.3.i.B}$: There is no difference in Achievement Motivation of all the boy students from the Lower SES group and all the boy students from the other SES groups

$H_{0.3.i.G}$: There is no difference in Achievement Motivation of all the girl students from the Lower SES group and all the girl students from the other SES groups
Hypotheses for six different schools.

$H_{0.3.i.S_1}$: There is no difference in Achievement Motivation of all the students from the Lower SES group and all the students from the other SES groups in St. Xavier’s Burdwan

$H_{0.3.i.S_2}$: There is no difference in Achievement Motivation of all the students from the Lower SES group and all the students from the other SES groups in St. Xavier’s Calcutta

$H_{0.3.i.S_3}$: There is no difference in Achievement Motivation of all the students from the Lower SES group and all the students from the other SES groups in St. Xavier’s Durgapur

$H_{0.3.i.S_4}$: There is no difference in Achievement Motivation of all the students from the Lower SES group and all the students from the other SES groups in St. Xavier’s Haldia

$H_{0.3.i.S_5}$: There is no difference in Achievement Motivation of all the students from the Lower SES group and all the students from the other SES groups in St. Lawrence Calcutta

$H_{0.3.i.S_6}$: There is no difference in Achievement Motivation of all the students from the Lower SES group and all the students from the other SES groups in St. Paul’s Raghabpur

Hypotheses for Academic Status.

The study has been conducted for all students, gender and the six Jesuit institutions run by the Jesuits of Calcutta Province.

Hypothesis for all students.

$H_{0.3.ii}$: Quartile representation of the Academic Status of all students is independent of SES
1.6.2.2.2. **Hypotheses for gender.**

*H₀,3.ii.B:* Quartile representation of the Academic Status of all the boy students is independent of SES

*H₀,3.ii.G:* Quartile representation of the Academic Status of all the girl students is independent of SES

1.6.2.2.3. **Hypotheses for six different schools.**

*H₀,3.ii.S₁:* Quartile representation of the Academic Status of all the students in St. Xavier’s Burdwan is independent of SES

*H₀,3.ii.S₂:* Quartile representation of the Academic Status of all the students in St. Xavier’s Calcutta is independent of SES

*H₀,3.ii.S₃:* Quartile representation of the Academic Status of all the students in St. Xavier’s Durgapur is independent of SES

*H₀,3.ii.S₄:* Quartile representation of the Academic Status of all the students in St. Xavier’s Haldia is independent of SES

*H₀,3.ii.S₅:* Quartile representation of the Academic Status of all the students in St. Lawrence Calcutta is independent of SES

*H₀,3.ii.S₆:* Quartile representation of the Academic Status of all the students in St. Paul’s Raghabpur is independent of SES

1.6.3. **Hypotheses for Objective Four.**

The study of Objective four is concerned with the comparative study of the Self Concept of Lower SES group students and students of Other SES groups and the comparative study of the Altruism of Lower SES group students and the students of Other SES groups of the six Jesuit run schools of Calcutta Province. The Self Concept has been studied further in relation to its six sub-categories
namely: Behaviour, Intellectual and School Status, Physical Appearance and Attributes, Anxiety, Popularity and Happiness and Satisfaction.

1.6.3.1. Hypotheses for Self Concept.

The study has been conducted for all students, gender and the six Jesuit institutions run by the Jesuits of Calcutta Province.

1.6.3.1.1. Hypothesis for all students.

H0.4.i: There is no difference in Self Concept of the students from the Lower SES group and the students from the other SES groups

1.6.3.1.2. Hypotheses for gender.

H0.4.i.B: There is no difference in Self Concept of all the boy students from the Lower SES group and all the boy students from the other SES groups

H0.4.i.G: There is no difference in Self Concept of all the girl students from the Lower SES group and all the girl students from the other SES groups

1.6.3.1.3. Hypotheses for six different schools.

H0.4.i.S1: There is no difference in Self Concept of all the students from the Lower SES group and all the students from the other SES groups in St. Xavier’s Burdwan

H0.4.i.S2: There is no difference in Self Concept of all the students from the Lower SES group and all the students from the other SES groups in St. Xavier’s Calcutta

H0.4.i.S3: There is no difference in Self Concept of all the students from the Lower SES group and all the students from the other SES groups in St. Xavier’s Durgapur
H$_{0.4.i.S4}$: There is no difference in Self Concept of all the students from the Lower SES group and all the students from the other SES groups in St. Xavier’s Haldia

H$_{0.4.i.S5}$: There is no difference in Self Concept of all the students from the Lower SES group and all the students from the other SES groups in St. Lawrence Calcutta

H$_{0.4.i.S6}$: There is no difference in Self Concept of all the students from the Lower SES group and all the students from the other SES groups in St. Paul’s Raghabpur

1.6.3.2. Hypotheses for Behaviour.

The study has been conducted for all students, gender and the six Jesuit institutions run by the Jesuits of Calcutta Province.

1.6.3.2.1. Hypothesis for all students.

H$_{0.4.i.1}$: There is no difference in Behaviour of the students from the Lower SES group and the students from the other SES groups

1.6.3.2.2. Hypotheses for gender.

H$_{0.4.i.1.B}$: There is no difference in Behaviour of all the boy students from the Lower SES group and all the boy students from the other SES groups

H$_{0.4.i.1.G}$: There is no difference in Behaviour of all the girl students from the Lower SES group and all the girl students from the other SES groups
1.6.3.2.3. Hypotheses for six different schools.

H0.4.i.1.S1: There is no difference in Behaviour of all the students from the Lower SES group and all the students from the other SES groups in St. Xavier’s Burdwan

H0.4.i.1.S2: There is no difference in Behaviour of all the students from the Lower SES group and all the students from the other SES groups in St. Xavier’s Calcutta

H0.4.i.1.S3: There is no difference in Behaviour of all the students from the Lower SES group and all the students from the other SES groups in St. Xavier’s Durgapur

H0.4.i.1.S4: There is no difference in Behaviour of all the students from the Lower SES group and all the students from the other SES groups in St. Xavier’s Haldia

H0.4.i.1.S5: There is no difference in Behaviour of all the students from the Lower SES group and all the students from the other SES groups in St. Lawrence Calcutta

H0.4.i.1.S6: There is no difference in Behaviour of all the students from the Lower SES group and all the students from the other SES groups in St. Paul’s Raghapur

1.6.3.3. Hypotheses for Intellectual and School Status.

The study has been conducted for all students, gender and the six Jesuit institutions run by the Jesuits of Calcutta Province.
1.6.3.3.1.  *Hypothesis for all students.*

H$_0$. 4.i.2: There is no difference in Intellectual and School Status of the students from the Lower SES group and the students from the other SES groups

1.6.3.3.2.  *Hypotheses for gender.*

H$_0$.4.i.2.B: There is no difference in Intellectual and School Status of all the boy students from the Lower SES group and all the boy students from the other SES groups

H$_0$.4.i.2.G: There is no difference in Intellectual and School Status of all the girl students from the Lower SES group and all the girl students from the other SES groups

1.6.3.3.3.  *Hypotheses for six different schools.*

H$_0$.4.i.2.S$_1$: There is no difference in Intellectual and School Status of all the students from the Lower SES group and all the students from the other SES groups in St. Xavier’s Burdwan

H$_0$.4.i.2.S$_2$: There is no difference in Intellectual and School Status of all the students from the Lower SES group and all the students from the other SES groups in St. Xavier’s Calcutta

H$_0$.4.i.2.S$_3$: There is no difference in Intellectual and School Status of all the students from the Lower SES group and all the students from the other SES groups in St. Xavier’s Durgapur

H$_0$.4.i.2.S$_4$: There is no difference in Intellectual and School Status of all the students from the Lower SES group and all the students from the other SES groups in St. Xavier’s Haldia
H$_0$.4.i.2.S$_5$: There is no difference in Intellectual and School Status of all the students from the Lower SES group and all the students from the other SES groups in St. Lawrence Calcutta.

H$_0$.4.i.2.S$_6$: There is no difference in Intellectual and School Status of all the students from the Lower SES group and all the students from the other SES groups in St. Paul’s Raghabpur.

1.6.3.4. Hypotheses for Physical Appearance and Attributes.

The study has been conducted for all students, gender and the six Jesuit institutions run by the Jesuits of Calcutta Province.

1.6.3.4.1. Hypothesis for all students.

H$_0$. 4.i.3: There is no difference in Physical Appearance and Attributes of the students from the Lower SES group and the students from the other SES groups

1.6.3.4.2. Hypotheses for gender.

H$_0$.4.i.3.B: There is no difference in Physical Appearance and Attributes of all the boy students from the Lower SES group and all the boy students from the other SES groups

H$_0$.4.i.3.G: There is no difference in Physical Appearance and Attributes of all the girl students from the Lower SES group and all the girl students from the other SES groups

1.6.3.4.3. Hypotheses for six different schools.

H$_0$.4.i.3.S$_1$: There is no difference in Physical Appearance and Attributes of all the students from the Lower SES group and all the students from the other SES groups in St. Xavier’s Burdwan.
H_{0.4.i.3.S_2}: There is no difference in Physical Appearance and Attributes of all the students from the Lower SES group and all the students from the other SES groups in St. Xavier’s Calcutta.

H_{0.4.i.3.S_3}: There is no difference in Physical Appearance and Attributes of all the students from the Lower SES group and all the students from the other SES groups in St. Xavier’s Durgapur.

H_{0.4.i.3.S_4}: There is no difference in Physical Appearance and Attributes of all the students from the Lower SES group and all the students from the other SES groups in St. Xavier’s Haldia.

H_{0.4.i.3.S_5}: There is no difference in Physical Appearance and Attributes of all the students from the Lower SES group and all the students from the other SES groups in St. Lawrence Calcutta.

H_{0.4.i.3.S_6}: There is no difference in Physical Appearance and Attributes of all the students from the Lower SES group and all the students from the other SES groups in St. Paul’s Raghabpur.

1.6.3.5. Hypotheses for Anxiety.

The study has been conducted for all students, gender and the six Jesuit institutions run by the Jesuits of Calcutta Province.

1.6.3.5.1. Hypothesis for all students.
H_{0.4.i.4.}: There is no difference in Anxiety of the students from the Lower SES group and the students from the other SES groups

1.6.3.5.2. Hypotheses for gender.
H_{0.4.i.4.B}: There is no difference in Anxiety of all the boy students from the Lower SES group and all the boy students from the other SES groups
H_{0.4.i.4.G}: There is no difference in Anxiety of all the girl students from the Lower SES group and all the girl students from the other SES groups.

1.6.3.5.3. *Hypotheses for six different schools.*

H_{0.4.i.4.1.S}: There is no difference in Anxiety of all the students from the Lower SES group and all the students from the other SES groups in St. Xavier’s Burdwan.

H_{0.4.i.4.2.S}: There is no difference in Anxiety of all the students from the Lower SES group and all the students from the other SES groups in St. Xavier’s Calcutta.

H_{0.4.i.4.3.S}: There is no difference in Anxiety of all the students from the Lower SES group and all the students from the other SES groups in St. Xavier’s Durgapur.

H_{0.4.i.4.4.S}: There is no difference in Anxiety of all the students from the Lower SES group and all the students from the other SES groups in St. Xavier’s Haldia.

H_{0.4.i.4.5.S}: There is no difference in Anxiety of all the students from the Lower SES group and all the students from the other SES groups in St. Lawrence Calcutta.

H_{0.4.i.4.6.S}: There is no difference in Anxiety of all the students from the Lower SES group and all the students from the other SES groups in St. Paul’s Raghabpur.

1.6.3.6. *Hypotheses for Popularity.*

The study has been conducted for all students, gender and the six Jesuit institutions run by the Jesuits of Calcutta Province.
1.6.3.6.1. **Hypothesis for all students.**

H₀. 4.i.5.: There is no difference in Popularity of the students from the Lower SES group and the students from the other SES groups.

1.6.3.6.2. **Hypotheses for gender.**

H₀.4.i.5.B: There is no difference in Popularity of all the boy students from the Lower SES group and all the boy students from the other SES groups.

H₀.4.i.5.G: There is no difference in Popularity of all the girl students from the Lower SES group and all the girl students from the other SES groups.

1.6.3.6.3. **Hypotheses for six different schools.**

H₀.4.i.5.S₁: There is no difference in Popularity of all the students from the Lower SES group and all the students from the other SES groups in St. Xavier’s Burdwan.

H₀.4.i.5.S₂: There is no difference in Popularity of all the students from the Lower SES group and all the students from the other SES groups in St. Xavier’s Calcutta.

H₀.4.i.5.S₃: There is no difference in Popularity of all the students from the Lower SES group and all the students from the other SES groups in St. Xavier’s Durgapur.

H₀.4.i.5.S₄: There is no difference in Popularity of all the students from the Lower SES group and all the students from the other SES groups in St. Xavier’s Haldia.
H_{0.4.i.5.S_5}: There is no difference in Popularity of all the students from the
Lower SES group and all the students from the other SES groups in
St. Lawrence Calcutta

H_{0.4.i.5.S_6}: There is no difference in Popularity of all the students from the
Lower SES group and all the students from the other SES groups in
St. Paul’s Raghabpur.

1.6.3.7. Hypotheses for Happiness and Satisfaction.

The study has been conducted for all students, gender and the six Jesuit
institutions run by the Jesuits of Calcutta Province.

1.6.3.7.1. Hypothesis for all students.

H_{0.4.i.6.}: There is no difference in Happiness and Satisfaction of the students
from the Lower SES group and the students from the other SES
groups

1.6.3.7.2. Hypotheses for gender.

H_{0.4.i.6.B}: There is no difference in Happiness and Satisfaction of all the boy
students from the Lower SES group and all the boy students from
the other SES groups

H_{0.4.i.6.G}: There is no difference in Happiness and Satisfaction of all the girl
students from the Lower SES group and all the girl students from
the other SES groups

1.6.3.7.3. Hypotheses for six different schools.

H_{0.4.i.6.S_1}: There is no difference in Happiness and Satisfaction of all the
students from the Lower SES group and all the students from the
other SES groups in St. Xavier’s Burdwan
1.6.3.8. **Hypotheses for Altruism.**

The study has been conducted for all students, gender and the six Jesuit institutions run by the Jesuits of Calcutta Province.

*1.6.3.8.1. Hypothesis for all students.*

\[ H_0.4.ii. \]: There is no difference in Altruism of the students from the Lower SES group and the students from the other SES groups

*1.6.3.8.2. Hypotheses for gender.*

\[ H_0.4.ii.B \]: There is no difference in Altruism of all the boy students from the Lower SES group and all the boy students from the other SES groups
H₀.₄.ii.G: There is no difference in Altruism of all the girl students from the Lower SES group and all the girl students from the other SES groups

1.6.3.8.3. Hypotheses for six different schools.

H₀.₄.ii.S₁: There is no difference in Altruism of all the students from the Lower SES group and all the students from the other SES groups in St. Xavier’s Burdwan

H₀.₄.ii.S₂: There is no difference in Altruism of all the students from the Lower SES group and all the students from the other SES groups in St. Xavier’s Calcutta

H₀.₄.ii.S₃: There is no difference in Altruism of all the students from the Lower SES group and all the students from the other SES groups in St. Xavier’s Durgapur

H₀.₄.ii.S₄: There is no difference in Altruism of all the students from the Lower SES group and all the students from the other SES groups in St. Xavier’s Haldia

H₀.₄.ii.S₅: There is no difference in Altruism of all the students from the Lower SES group and all the students from the other SES groups in St. Lawrence Calcutta

H₀.₄.ii.S₆: There is no difference in Altruism of all the students from the Lower SES group and all the students from the other SES groups in St. Paul’s Raghabpur.