CHAPTER II

THE PROBLEM

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CHAPTER - II

THE PROBLEM

2.1 EMERGENCE OF THE PROBLEM:

Attitude as a research construct has attracted the attention of scholars in different fields of social science. In one of the most influential works, entitled "The Polish Peasant in Europe and America" Znaniecki (1927) gave a new meaning to the scientific study of attitudes. The study emphasized the need and significance of the empirical analysis of the nature of attitude in order to gain insight into the social life of pupils. This made attitude one of the most distinctive and indispensable concepts in social research. Thurstone (1946) defines an attitude as degree of positive or negative affect associated with some psychological object. By a psychological object, Thurstone means any symbol, institution, person, ideal or idea toward which people can differ with respect to positive or negative effect. Recent research in correlates of attitudes has revealed the significance of the study of attitude pertaining to certain significant activities of educational institutions to ascertain the individual's attitude towards such institutions. Scientific study of attitude towards school assumes special significance in the contemporary world as the attitudes ascribed to school going pupils are essential conditions for socio-economic
development and hence for national progress.

In recent past, there has been some systematic attempt to study the correlates of attitude towards school. This effort by research workers have resulted in a number of suitable studies which have thrown light on the correlates of attitude towards school.

The first major attempt to study the attitude towards the school, the teacher, and classmates at the class and individual level was that of Gustafsson (1979)\textsuperscript{3}.

Attempts to study the correlates of attitude towards school have been made by Carey (1978)\textsuperscript{4}, Dalton (1978)\textsuperscript{5}, Smriti (1977)\textsuperscript{6}. Khan (1964)\textsuperscript{7} made a comparative study of the attitude of adolescence and their elders towards authority and discipline. The study revealed an authoritarian attitude of both the adolescence and their elders towards the problem of school discipline.

The different aspects of research on attitudes have been highlighted by several reviewers like Katz (1977)\textsuperscript{8}, McGuire (1969)\textsuperscript{9}, Krech, Crutchfield and Ballachy (1962)\textsuperscript{10} and by Fishbein and Ajzen (1972)\textsuperscript{11}. Katz and Stoland (1959)\textsuperscript{12} have suggested that some attitudes have mostly cognitive elements, others mostly affective elements and
still others mostly behavioural elements. In fact, understanding-oriented attitudes might be more likely to be largely cognitive, while value expressive attitudes might be largely affective. It has been realised that there remains much to be done to reveal relationship of attitude towards school with other cognitive, affective and personality variables. An attitude is a psychological structure inferred from observable responses to stimuli. It is assumed to bring about consistency and co-variation among these responses. An important issue in research on correlates of attitude happens to be the relationship of attitude towards school with variables like interest-pattern, self-concept, adjustment behaviour and scholastic achievement.

It is clear from the literature reviewed so far that the home is the most important factor influencing character and personality development. In addition to reflecting the particular attitudes and beliefs of the family group, the family is the most important transmitter of attitudes of the pupils towards the school, the teacher, the curriculum, the method of teaching, the discipline and other organizational activities of the school. There are several obvious reasons for the tremendous impact of home in the formation of attitude towards school. One of these is that it operates from birth. It exerts its influence in forming attitude
before that of any other agencies or institutions. Parental precepts and teacher's ideas are not only the important sources for the formation of pupils' attitude, they are also the source for continually reinforcing the attitude formed as long as the pupil remains in home and in school.

It is, therefore, not surprising to find that, when pupils' attitude towards various aspects of school are correlated with the ideas of parents, friends, club leaders, day school teachers, and Sunday school leaders, the correlation between parent and pupil is significant $r = .55$ (Hartshorne & May 1928)\(^{13}\). The similarity between parent and pupil decreases with increase in age (Murphy & Newcomb 1937)\(^{14}\). This means that as the pupil grows up, his beliefs and attitudes are moulded by contact with groups outside the home as well as by formal education.

Attitudes and interests are powerful sources of human motivation and are capable of arousing and sustaining concentrated effort. They determine the pattern of life as well as the success and happiness of each pupil. Self-concept is an important aspect of one's personality. The self-concept is the map which each person consults in order to understand himself, specially during moments of crisis or choice (Raimy 1943)\(^{15}\). The self-concepts serves to integrate and
differentiate a variety of learning experiences. Much of the individual's behaviour is an attempt to maintain the consistency of his self-concept. The self, then, is developed through the individual's interaction with people and his total environment. To a great extent it is shaped during infancy and early childhood. As the pupil experiences life situations, his continual evaluation facilitates adjustment. Besides, the importance of physical and intellectual growth and development, an equal importance is usually given to personal and social adjustment of pupil, for they hold the key to his success and happiness in life. In schools, it is being increasingly felt that high academic distinctions, robust physical health and affluent conditions in the home may not enable an individual in the attainment of success and happiness in life if he has not learned to accept himself and his world, to get along with people and situations he has to deal with and to make suitable and healthy adjustments both to himself and to his environment. That is why modern schools are stressing the need of such adjustment in their practices and programmes and provide for a large variety of experiences and activities and even offer guidance, that young people may learn to live and work together.

Achievement is a learned motive which serves as a source of strong motivation for forming certain attitude towards school. Achievement causes greater power of attention, power of memo-
risation, fertility of ideas, self-confidence and will power which are all important factors for forming attitude towards school. Carey (1978) studied the relationship between attitude and academic achievement of school pupils. His findings revealed no significant relationship between attitude and scholastic achievement. In fact, the researcher failed to locate other research studies concerning the relationship between attitude towards school and achievement.

Lack of adequate research findings on the relationship between attitude towards school and scholastic achievement stimulated the need for further exploration in the area. The research done so far has lend support to the fact that attitude towards school is a significant factor in the achievement of secondary school pupils.

It is expected that pupils who are high achievers would have favourable attitudes towards school. But the findings of Carey revealed that attitude and achievement are not significantly related. In the midst of such conflicting findings there is a scope for further investigation on the relationship between scholastic achievement and attitude towards school.

It is a well established fact that interest plays a significant and crucial role in the development of attitude
towards school. Interest seems to be one of the most important factors which is more directly connected with attitude towards school. Haag and David (1969) after measuring interest by the bankers and office worker scale of SVIB showed interest as motivator of creative work and favourable attitude towards originality. The same is revealed in the study of Holland (1962) that learners' choice of a major field or vocation is a powerful index of his potential for creative performance and attitude towards independent work. Sjoberg (1983) studied the component of interest in eight high school subject areas and determined the relationship between 'interest' and 'attitudes to technology and vocational choice'. From these studies, no definite conclusion could be reached regarding the relationship between attitude towards school and interests. An apparent gap in knowledge concerning the relationship between attitude towards school and interest pattern has stimulated the researcher to investigate the problem further. The present study is an attempt to find the effect of interest in the development of attitude towards school.

The word "self-concept" has come into common use to refer to the individual who is known to himself. According to Combs and Snygg (1959) concepts of self are those more or less perceptions of self which the individual regards as
part or characteristic of his being. An individual learns about himself not only from his own explorations but also through the mirror of himself represented by the action of those with whom he interacts. There are four major aspects of the self, i.e. the perceived self, the ideal self, the real self and the social self. The perceived self stands for what the person thinks he is; the ideal self denotes what the person would like to be; the real self is that which the person actually is and the social self relates to how the person thinks other people perceive him.

Self-concept is one of the most dominating factors that influence an individual's behaviour. Consequently, the fundamental responsibility of schools towards improving self-concept of their pupils is being recognised today (Clark 1963\textsuperscript{20}, Tannenbaum 1972\textsuperscript{21}). Shavelson et. al (1976)\textsuperscript{22} after extensive review of literature have isolated seven features of self-concept and have described it as being organised, multifaceted, hierarchical, stable, developmental, evaluative and differentiable. There is scattered evidence to suggest that intelligence, types of schools, attitude and socio-economic status may affect the self-concept of pupils but the evidence is far from being conclusive as the results are conflicting (Sinha 1974\textsuperscript{23}, Ramkumar 1975\textsuperscript{24}, Verma 1977\textsuperscript{25}, Gupta 1977\textsuperscript{26}). There is thus a distinct gap in knowledge concerning
the relationship between self-concept and attitude towards school of adolescent boys and girls. This indicates an area of research which necessitated this investigation.

2.2 FORMULATION OF THE PROBLEM:

Attitude denotes the inner feeling of a person towards a particular object. Attitude play a predominant role in determining our behaviour. There is some evidence of relationship between a teacher's attitude and his behaviour in the classroom (Harvey et. al 1968). Since attitude and behaviour are related, one might expect a relationship between attitude towards school of pupils and pupils' behaviour as observed through their interest pattern, ways of adjustment, scholastic performance and self-concept. There is no denying the fact that attitude is highly correlated with certain cognitive, affective and personality variables.

A review of related literature shows that the relationship between attitude and the variables enumerated above have not been definitely established.

Interest is an important psychological variable which supports constructive activity (Tomkins, 1962). People often give interest as a reason for their particular attitude
and vocational choice (Sjoberg 1983). Despite the central role given to interest as a factor promoting action it has been relatively neglected in educational research. Most educational work on interest has considered it as an attitude variable and has neglected to analyse its components. Counselling researchers, on the other hand, have traditionally been concerned with the Strong and Kuder approaches (Tyler, 1965), which are indirect and quite broad, not related to specific interests. All attempts to bring success in educational setting is, to some extent relevant to the variable interest. Success, on the other hand, is fundamentally dependent on favourable attitude towards school activities rather than the subject matter of his or her studies (Weiner, 1979). Thus on the basis of the above ideas one may anticipate a relationship between attitude towards school of pupils and their interest pattern.

The fact, that interest plays a powerful role in shaping the likes, dislikes and fascination of an individual calls for a more direct approach to the study of how interest of individuals are related to their attitude towards school. Sjoberg (1983) studied the components of interest in eight high school subject areas as well as attitudes to technology and vocational choice. The relationship between attitude and achievement has been established by many researchers. A
favourable attitude towards teachers or subject matter has often been found to be related with achievement in school subjects. Mehta and Bhetnagar (1984) investigated the interests of boys with superior scholastic ability (SSA) to see whether they differ from those of boys with average scholastic ability (ASA). They found that interest of SSA differ from those of ASA on seven out of ten dimensions of interest. The scholastic ability seems to be influencing the development of interest of the pupils. Likewise, there is some possibility that attitude towards school of the pupils might exert some influence on their interest. It thus seems that there is a real need for research evidence on the relationship between interest and attitude towards school.

In recent past, there has been much concern about the importance of utilizing and honouring the existing interests of pupils (Evans, 1971; Marx and Tombaugh 1967; Eremin, 1961). There is much to be gained if one can link the lessons on lens in physics to the pupil's existing interest in photograph, because such an approach would also develop favourable attitude of pupils towards the activity of the school. But the evidence of real gain is limited. In trying to predict how much arithmetic a boy will learn at the end of an academic session, it does not help a great deal
to know his attitude toward arithmetic at the beginning of
the session (Neale, Gill and Tismer, 1970). If one
looks at his attitude at the end of the year one may find,
true enough, that those who have learned the most, like the
subject best. But from such evidence it is not possible
to tell whether interest breeds attitude or attitude engen-
ders interest.

Studies have indicated that interest pattern of
different ability groups tend to be unique in their parti-
cular configurations. It thus seems worthwhile to investi-
gate the relationship between interest pattern of individual
and their attitude towards school. There is a distinct gap
in knowledge concerning the relationship between interest
pattern and attitude towards school of adolescent boys and
girls.

In view of the above discussion, there is need to
explore the relationship between pupils' attitude towards
school and their interest pattern.

In school education, stress has been laid on physical
and intellectual development, on the acquisition of know-
ledge, skill and creative abilities. But equally important
are the personal and social adjustments of the pupil for
they hold the key to his or her success, and happiness in
life. The primary responsibility for teaching and cultivating adjustment patterns among young pupils lies with parents and teachers with whom they spend the best part of their formative years and from whom they imbibe thoughts and habits, interests and attitudes and ways of adjusting to things and persons. Too often, it is emphasized that attitudes and values acquired in early life are the keystones to adjustment in the school.

Adjustment of a person may be defined as the characteristic way in which he perceives, feels, reacts to and satisfies the major needs of his life. In doing this, the individual is directed by a more or less generalized tendency to think or act in a certain way in respect to some object or situation, often attended by feeling. Adjustment, therefore, is directly connected with needs and problems of life and refers to behaviour through which those needs are satisfied. It is obvious that, each individual is confronted with needs and therefore must acquire need satisfying behaviour. His attitude towards the object of his need satisfying behaviour will direct that his behaviour must be consistent with the standards, customs and mores prevailing in the community in which the individual lives.

In view of the above ideas, there seems to be a
relationship between adjustment behaviour of individuals and their attitude towards school.

The researcher could not locate any research study pertaining to the relationship between adjustment and attitude towards school. Hence there is much scope for exploring further the relationship between attitude towards school and adjustment pattern of a group of adolescent boys and girls.

Self-concept is best conceived as a system of attitudes toward oneself. Just as a person, as a result of experiences, forms attitudes which he organises into a self-consistent system, so the person also forms attitudes towards himself. Self-concept consists of all the perceptions, feelings, attitudes and values of oneself.

An individual forms concepts about himself not only on his own explorations but also through the mirror of himself represented by the actions of those with whom he interacts. The self is thus essentially a social product.

Attitudes are important determinants of behaviour of an individual, but attitudes concerning self are more potent. Self-concept is one of the most dominating factors which influences one's attitudes. The attitude of an individual, therefore, depends to a large extent on the concept he has of himself and of the situation in which he perceives others.
Self-concept not only influences attitude but is itself altered and restructured by attitude. Pupils' own opinion regarding their worth as an individual influences much of their belief, values and attitudes.

Regardless of how incomplete an individual's self-evaluation may be, he perceives and reacts to others in terms of how he or she perceives himself or herself. The self-concept of an individual, therefore determines his or her interpersonal relationship with his or her parents, teachers and fellow classmates. The self-concept is therefore a significant determinant of attitude toward school of pupils. It can be inferred therefore that the two variables self-concept and attitude are related to each other.

Cooper (1972) found that adolescents' perceptions of self and others did not vary greatly across ethnic group or nationality. Differences were found, to be sure, but the similarities were more striking than the differences. All ethnic and national groups tended to view themselves, the schools, the social milieu and others with generally favourable attitudes. Mexican pupils tended to perceive their world more favourably than any other group involved in this study. Anglo pupils perceived groups other than their own less favourably.
Fein, O'Neill, Frank and McCollvelit (1975)\textsuperscript{38}, Pandit (1969)\textsuperscript{39}, Desai (1979)\textsuperscript{40} studied sex differences in self-concept. Mehta (1968)\textsuperscript{41}, Vasantha (1972)\textsuperscript{42} and Husaini (1974)\textsuperscript{43} studied the relationship between self-concept and academic achievement. James and Lobeck (1961)\textsuperscript{44} also studied self-concept in relation to academic achievement. Deo and Gupta (1963)\textsuperscript{45}, Deo (1964)\textsuperscript{46} studied self-concept of pupils entering different classes at college level. Jayswal (1973)\textsuperscript{47} studied the relationship between self-concept and school marks. Deo and Sharma (1970)\textsuperscript{48} studied self-concept of extreme group. Ramkumar (1972)\textsuperscript{49} found high intelligence group had negative correlation with self-concept. Most Indian studies on self-concept have been done at college level. There is lack of research findings at school level which aim at determining relationship between self-concept and other personality or cognitive or effective variable. In view of the above, no definite conclusion could be reached regarding the relationship between attitude towards school and self-concept of a group of adolescent boys and girls (Standard IX).

Attitude of pupils is considered as one of the most important factor for their successful achievement in life. Successful achievement by an individual results when the individual has an attitude to start, continue and complete a task rather than to avoid it. Since the educational system is not always
geared to synchronize the development of attitude with scholastic development, the attitudinal variable seriously and in a very erratic manner creep into undermine academic achievement of pupils. Very few attempts have been made to understand the influence of attitude on achievement in school subjects.

The fact of scholastic underachievement and failure have been causing serious concern to educationists, guidance counsellors and educational planners for several decades as these amount to colossal wastages of resources and manpower. This necessitates serious probe into the causes that underlie and factors that lead to under achievement and failure so that means could be identified to grapple with this basic problem. It has been asserted that apart from intelligence and interest the quality of scholastic achievement depends upon the attitude towards educational institution, teachers and academic atmosphere. The so called intelligence tests, according to Sinha (1970).touch only peripheral qualities. Individuals for whom intelligence test results indicate a high probability of achievement often fail. The answer to these difficulties lies in the realm of attitude of individuals who are under achievers. A number of researchers (Stern, Stein and Bloom; 1956; Warburton (1961) have found that personality factors are related to academic achievement. For the last few decades, a substantial amount of literature is
available relating personality factor to academic achievement. But the researcher failed to locate any study relating attitudinal factor to scholastic achievement. In view of the above, it has been found necessary to study academic achievement as an important variable that may have significant relationship with attitude towards school.

Carey (1978)\textsuperscript{53} studied the relationship between attitude towards school and academic achievement. The findings revealed that there was no relationship between attitude towards school.

Finding, through a review of literature a distinct gap in knowledge concerning the relationship between attitude towards school and scholastic achievement and following the argument that adolescents do not confine their scholastic achievement within a specified boundary but are known to have shown wide variation in achievement in school subjects like languages, mathematics, sciences and social sciences, the researcher was motivated to investigate the relationship between academic achievement and attitude towards school of adolescent boys and girls.

It is evident therefore, like personality and motivational variables, cognitive and effective variables of individuals could be important correlates of attitude. The
problem thus viewed raises the following questions:

--- Is there any significant relationship between attitude towards school and interest pattern of adolescent boys and girls?

--- Is there any significant relationship between attitude towards school and self-concept of adolescent boys and girls?

--- Is there any significant relationship between attitude towards school and adjustment pattern of adolescent boys and girls?

--- Is there any significant relationship between attitude towards school and scholastic achievement of adolescent boys and girls?

--- Is there any significant difference in attitude towards school due to differences in interest pattern?

--- Is there any significant difference in attitude towards school due to differences in self-concept?

--- Is there any significant difference in attitude towards school due to differences in adjustment?

--- Is there any significant difference in attitude towards school due to differences in scholastic achievement?
Is there any sex difference on the criterion of attitude towards school?

Is there any difference between urban and rural pupils in their attitude towards school?

Can attitude towards school be predicted through suitable predictor variables like interest pattern, self-concept, adjustment and scholastic achievement of adolescent boys and girls?

In view of the above questions, this study attempts to determine the relationship between the criterion and predictor variables as well as to find the significance of the difference between two groups (on some predictor variable) on the criterion of attitude towards school.

The central theme of this study, as has been stated, at various stages is to make correlational analysis of several variables (both criterion and predictor).

2.3 STATEMENT OF THE PROBLEM:

The main objective of this study was to find out the relationship between attitude towards school (the criterion variable) and the variables like interest pattern, self-concept,
adjustment and scholastic achievement (the predictor variables). The problem is thus stated as - 

"STUDY OF ATTITUDE TOWARDS SCHOOL IN RELATION TO INTEREST PATTERN, SELF-CONCEPT, ADJUSTMENT AND SCHOLASTIC ACHIEVEMENT".

2.4 SIGNIFICANCE OF THE PROBLEM:

Since attitudes influence and determine most of our behaviour and since an individual's personality is evaluated in terms of his expressed attitudes it is necessary to measure the attitude of the pupils towards the school. The significance of attitude towards school is very great. A person who occupies better position in life is expected to have favourable attitude towards school because he realises that the strict discipline of the school, greater involvement of pupils in curricular and co-curricular activities of school has enabled him to acquire the best that is available from school education. Therefore, the development of favourable attitudes towards those values and ideals of school which society cherishes and appreciates is the best way of promoting those behaviours of adolescents which are necessary for the citizens of a democratic social order. From the point of view of better achievement in school, attitude towards school is important in as much as it facilitate further achievement and
thus contain within itself a source of further motivation.

In every human society, at any place, at any time and at any stage of cultural or intellectual development there is reasonably the same average percentage of talented individuals (who possess favourable attitude towards school). The question is always: whether a favourable attitude towards school can successfully compete with the scientific and technological advancement of a progressively expanding, imaginative cultural fabric of a fast developing country?

Thus, in order to make due provision for the growth of desirable attitudes towards school in our future generation, every attempt should be made to determine the fundamental dependence of attitude towards school on such variables as self-concept, adjustment, interest-pattern and scholastic achievement. From this standpoint the present study has got some significance.

Moreover, an understanding of how high self-concept group differ from the low self-concept group in their attitude towards school, how high adjustment group differ from low adjustment group in their attitude towards school, how high interest group differ from low interest group in their attitude towards school, and how high achievers differ from low
achievers in their attitude towards school, is in fact a representation of something very valuable to the classroom teachers and the educational administrators. It has now been realised by the educators and classroom teachers, the world over that due provision should be made for identification and development of favourable attitude towards school. For these reasons determination of the relationship of attitude towards school with those cognitive and affective variables which are related to it is of paramount importance. From such a standpoint the study has got immense significance.

Since possession of favourable attitude towards school are marked more by interest, scholastic achievement and self-concept rather than by intellectual ability alone, the measurement of attitude towards school should therefore include not only a single characteristic behaviour domain but also cognitive factors (scholastic achievement), affective factors (adjustment and interest pattern) and personality factors (self-concept). With this view in mind the findings of this investigation may throw some light on dependence of attitude towards school on certain variables which are observable in the behaviour of individuals. Hence the present investigation has got some significance.

"Attitude towards school" has tremendous educational implication. The goal of education is to develop leadership
behaviour, personal expressions, inventiveness and fellow feeling in pupils. This cannot be fully realised unless the variables which are fundamentally and more significantly related to attitude towards school are identified. The favourable attitude towards school of an individual contributes significantly to the development of scholastic abilities and new ways of doing things. From such a standpoint, the findings of the present study would have significant value.

In view of the importance of favourable attitude towards school in all walks of life, including educational, there is need to explore the field systematically with great care. In spite of very limited research contribution in this field, a research focussed on the relevant questions raised in the formulation of the problem would, it is hoped, satisfy fundamental needs.

2.5 PURPOSE OF THE PROBLEM:

The purpose of the investigation was to make an appraisal of the relationship among attitude towards school (the criterion) and interest-pattern, self-concept, adjustment and scholastic achievement (the predictors).

The purpose of the present investigation can be stated
in terms of some specific objectives. These are:

1. To develop and standardize "Attitude Towards School" scale for the pupils of class nine in Bengali.

2. To develop and standardize a test of "Scholastic Achievement" for the pupils of class nine in Bengali.

3. To administer Attitude Towards School scale to measure the attitude of the sample under consideration.

4. To adopt Bell Adjustment Inventory (group) in Bengali to measure the adjustment behaviour of the sample under consideration.

5. To administer Chatterjee's Non-language Preference Record (CNPR) to obtain a measure of interest-pattern of the sample under consideration.

6. To administer Basu's self-concept scale (ABN) to measure the self-concept of the sample under consideration.

7. To administer Scholastic Achievement Test (SAT) for measuring the scholastic achievement of the sample under consideration.

8. To determine whether or not, the high self-concept group differ from the low self-concept group on the measure of attitude towards school.
(9) To determine whether or not the high interest group differ from low interest group on the measure of attitude towards school.

(10) To determine whether or not high adjustment group differ from the low adjustment group on the measures of attitude towards school.

(11) To find out whether or not high achievers differ from the low achievers on the measures of attitude towards school.

(12) To find out the partial and multiple correlation between attitude towards school, interest-pattern, self-concept, adjustment and scholastic achievement.

(13) To find out the possible determinant factors and to give them interpretation through factor analysis

2.6 **SCOPE OF THE PROBLEM** :

The researcher undertook the responsibility of developing and standardizing 'attitude towards school scale' in Bengali for the pupils of class IX and a 'scholastic achievement test' in Bengali for pupils of class IX. For classifying pupils into two levels of interest - high and low and to find out the extent to which attitude towards school of the pupils
correlate with their interest pattern, the researcher used the Chatterjee's Non-language Preference Record (C.N.P.R.) as one instrument in this study. To find out the extent to which attitude towards school of the pupils correlate with their self-concept and also to classify learners into two levels of self-concept - high and low, he used the Basu's self-concept scale (A.B.N.). To find out the extent to which the adjustment behaviour of the pupils as revealed in their responses on adopted Bengali version of Bell's Adjustment Inventory correlate with their attitude towards school and also for classifying pupils into two levels of adjustment high and low, he used the adopted version of Bell Adjustment Inventory as another instrument in this study. For classifying pupils into two levels of achievement - high achiever and low achiever and also to find out the extent to which attitude towards school correlate with their scholastic achievement, the researcher used the scholastic achievement test (S.A.T.) as one of the instrument in this investigation.

In order to predict attitude towards school from predictors like interest, adjustment, self-concept and scholastic achievement he endeavoured to obtain a multiple regression equation with attitude toward school as the criterion and the above variables as predictors. In order to obtain the measure of beta coefficients in multiple regression equations,
the Aitken method of Pivotal Condensation has been employed and the values were checked by employing what is called pooling square method. In order to find out the significance of the difference between means among various groups on the criteria of attitude towards school CR analyses (t-test) were used. In order to find out the relationship among attitude towards school, interest, adjustment, self-concept and scholastic achievement, partial and multiple correlations were used. Factor Analysis was also used to study the factor structure of the variables.

2.7 DELIMITATION OF THE PROBLEM:

The content area of scholastic achievement test has been delimited to include only (i) Bengali, (ii) English, (iii) Mathematics, (iv) Physical Science, (v) Life Science, (vi) History and (vii) Geography. The portion of work education and physical education was excluded from the content area of the scholastic achievement test. The researcher further delimited the selection of test items from one unit of each of the seven subjects mentioned above. The development of test items covering the entire syllabus on each of the above seven subjects would involve a long period of time which was beyond the scope of the present study. It was also considered necessary to delimit the content area of the test
to the syllabus of class IX only, excluding the syllabus of class X. This was also done in view of the fact that the syllabus from class IX is considered a representative sample of content area of entire Madhyamik (Secondary) curriculum.

The sample of the present investigation was delimited to include only the urban and rural areas excluding the industrial and cosmopolitan areas.

2.8 ASSUMPTION OF THE PROBLEM:

It is assumed that -

(1) Secondary school pupils differ in their attitude towards school. Some of them may have favourable attitude while the attitude of others may be unfavourable.

(2) It is possible to measure the attitude of school pupils towards school by a specially designed attitude scale.

(3) The scholastic achievement of the pupils can be measured through a properly constructed and standardized test of scholastic achievement.

(4) The test scores from tests like Chatterjee's Non-language Preference Record (C.N.P.R.), Bell Adjustment Inventory (B.A.I.), Self-concept Scale (A.B.N.),
Scholastic Achievement Test (S.A.T.) and Attitude Towards School (A.T.S.), each reveal a valid measure of the respective variables.

(5) Since secondary school pupils are known to have a wide spectrum of interest, individuals who differ in their interest pattern might also differ in their attitude towards school and thus there might exist a relationship between these two variables.

(6) Since self-concept is an important variable in development of personality, pupils having high or low self-concept may have a favourable or unfavourable attitude towards school and hence there might be a relationship existing between these two variables.

(7) Since adjustment is an important variable in the affective development, pupils having a specific type of adjustment behaviour may have either favourable or unfavourable attitude towards school and hence there might be a relationship between these two variables.

(8) Since scholastic achievement is an important determinant of cognitive development, learners having high or low scholastic achievement may in turn, exhibit a favourable or unfavourable attitude towards school and hence there could be a relationship between these two variables.
2.9 HYPOTHESES:

In keeping with the problem formulated and objectives stated, the following hypotheses were proposed regarding the criterion and predictor variables.

$H_1$ : There is no significant relationship between attitude towards school and interest pattern of the pupils under consideration.

$H_2$ : There is no significant relationship between attitude towards school and self-concept of the pupils under consideration.

$H_3$ : There is no significant relationship between attitude towards school and adjustment behaviour of the pupils under consideration.

$H_4$ : There is no significant relationship between attitude towards school and the scholastic achievement of the pupils under consideration.

$H_5$ : Interest pattern, self-concept, adjustment behaviour and scholastic achievement of the pupils combined together is not a good predictor of attitude towards school.
$H_6$: There is no significant difference between high and low interest groups on the criterion of attitude towards school.

$H_7$: There is no significant difference between groups having high and low self-concept on the criterion of attitude towards school.

$H_8$: There is no significant difference between groups having high and low adjustment on the criterion of attitude towards school.

$H_9$: There is no significant difference between high and low achievers on the criterion of attitude towards school.

$H_{10}$: There is no significant difference between boys and girls on the criterion of attitude towards school.

$H_{11}$: There is no significant difference between urban and rural pupils on the criterion of attitude towards school.

$H_{12}$: There do not exist any unique constellations of cognitive, affective and personality correlates of attitude towards school in terms of common factors in different combinations.
2.10 DEFINITION OF TERMS:

The operational definition of the terms used in this study has been given below for proper understanding.

(i) Academic Achievement:

It indicates the levels of intellectual ability of an individual. It also means brightness in academic subjects. This academic brightness is developmental in nature. Academic achievement of school pupils usually means achievement in all the school subjects. In this investigation the word achievement implies achievement in Bengali, English, Mathematics, Physical Science, Life Science, History and Geography.

(ii) Adjustment:

Adjustment has been used to mean the process by which a person changes his behaviour to achieve a harmonious relation between himself and his environment. It is the process by which the individual maintains a level of physiological and psychological balance between his needs and the circumstances that influence the satisfaction of those needs. It does not mean passive acceptance of the influences and the forces of environment. It means active interaction with or participation in the environmental changes and influences.
(iii) **Attitude** :

It is a more or less generalized tendency to think or act in a certain way in respect to some object or situation, often attended by feelings. It may be defined as those states of readiness, which are learned in relation to definite objects, persons, situations, norms or values and which are more or less lasting. "Attitude towards school" means the way in which an individual feels about school. It is the amount or degree of positive or negative feelings a person has towards the school. Following Thurstone, attitude is defined as the degree of positive or negative affect associated with the activities of the school.

(iv) **Interest** :

Interests are inclinations to attend to or to seek certain stimuli or to indulge in certain activities when an individual discovers that certain objects and responses lead to the satisfaction of motive, it shows interest in those object or responses.

(v) **Scholastic Achievement Test** :

A paper and pencil test design to measure knowledge, comprehension, application of skills in a specified group of subjects meant for development of scholastic ability.
(vi) **Self-concept**:

According to Combs and Snyagg (1959) concepts of self are those more or less perceptions of self which the individual regards as part of characteristic of his being. Each individual has had literally hundreds of thousands of more or less descriptive perceptions of self. This myriad of self perceptions do not exist in the perceptual field as mere enumeration of ways of seeing one's self. Rather, the concept of self which an individual possesses is an organisation. This organisation of all the ways an individual has of seeing himself is called phenomenal self or the perceived self. It is the gestalt of his concept of self.

**REFERENCES**


53. Loc. Cit.