CHAPTER VI

DISCUSSION
In this last chapter a discussion is made on the basis of the analysis and interpretation of the major findings. In this chapter the researcher intended to discuss these findings with a view to assessing the extent to which these results may be found useful in throwing light on the research problem raised in the second chapter and also for linking them with the empirical findings in the specific areas with which the present investigation is concerned. For doing so, an organised sequence has been followed in presenting the discussion. In the first section, an attempt has been made to discuss the result of testing hypotheses concerning the relationship between the criterion and predictor variables. In this very section, it has been endeavoured to link the findings of this research with the related areas and available findings in them. In the second section, the discussion has been organised around the prediction of attitude towards school from a linear combination of variables like interest pattern, self-concept, adjustment pattern and scholastic achievement. In the third section, findings pertaining to the application of inferential statistics has been discussed. The fourth section of this chapter deals with discussion relating to the identification of prominent factor structure that arose out of the variable measured through the administration of the different tests.
The fifth section of this chapter may be considered as the critical evaluation of the present findings in the light of the contemporary research findings. An attempt has been made to present a comprehensive evaluation of the investigation made, followed by a very modest approach to highlight the obvious educational implications and some general conclusions.

The purpose of the study was to investigate the relationship between attitude towards school (criterion) and interest pattern, self-concept, adjustment pattern and scholastic achievement (predictors).

It has been found in Chapter-V, Table-5.3 that the correlation between scores of interest pattern and scores on different sub-tests of attitude towards school as well as that between interest pattern and total attitude towards school was significant ($p < .01$). It was interpreted on the basis of these findings that the high scores on attitude towards school is closely associated with high scores on interest pattern. The implication of these findings is that a pupil with high score on interest pattern exhibits more favourable attitude towards school while a learner with low score on interest pattern shows unfavourable attitude towards school. The result obtained in this study leads one to conclude that interest pattern plays a significant role in pupils' attitude towards
school. The finding of this study that there is a significant positive correlation between measures of attitude towards school and interest pattern is in keeping with the finding of Sjoberg (1983)¹.

It is observed from table-5.4 that attitude towards school is significantly correlated with most of the dimensions of interest pattern (C.N.P.R.) as well as with total interest pattern. An interesting finding is that the dimensions like literary, medical, outdoor are significantly correlated with attitude towards school.

Self-concept is a dominant element in personality pattern. This study attempted to investigate the relationship between attitude towards school and self-concept. Is attitude towards school related to self-concept? Are components of attitude towards school of a group of pupils of standard IX related to their self-concept? Based on these question, null hypothesis concerning the relationship between two sets of variables were formulated. Self-concept was found to be significantly correlated with factors like school education, personal factor, school environment, school discipline and co-curricular activity. Self-concept was also found to be significantly correlated with the component, method of teaching and also with total attitude towards school score.
From these findings, one can infer that the way an individual perceives of himself or herself affects his or her attitude towards school. Each of us has a mental framework which determines much of our cognitive and affective behaviour. When each one is confident of himself or herself and has before his mind a clear picture of his 'self', he feels free to express his views or attitudes in many different forms. But when this concept of 'the self' is not very clear to the individual concerned the obvious tendency would be to express his views or attitudes in a different form. Thus, in this case, when self-concept is low the attitude towards school is found to be unfavourable. From the above findings of significant relationship between self-concept and attitude towards school, it can be concluded that the individual having favourable attitude towards school has originality which helps him to achieve success which in turn enhances his or her self-concept.

It has been found that most of the components of attitude towards school namely, school education, personal factor, method of teaching and co-curricular activity are significantly correlated with self-concept. The obvious educational implication of this finding is that an individual's perception about himself affects his attitude towards school. A favourable attitude towards school has resulted in the enhancement of self-concept. Different dimension of self-concept like mental alertness, confession, temperamental qualities, self-assertion
and sociability has been found to be significantly correlated with attitude towards school \( (p < .01) \). Attitude towards school has also been found to be significantly correlated with composite scores of self-concept. The above findings are in good agreement with Sinha (1974)\(^2\), Ramkumar (1975)\(^3\), Verma (1977)\(^4\), and Gupta (1977)\(^5\).

Dalton (1978)\(^6\), studied the effect of role change on self-concept, attitude towards reading, attitude towards school and reading achievement of high school remedial reading students. But no conclusive findings can be obtained from his study regarding the attitude towards school and self-concept. The quality of individual's behaviour expressed in the way he exhibits attitude towards school and performs activities that are most common, is related to and, to a large extent, determines his self-concept. The findings of this study concerning the significant relationship between self-concept and attitude towards school have been in agreement with the findings of Coopersmith (1967)\(^7\).

Coopersmith (1967)\(^8\) found that individuals having positive self-esteem have favourable attitude towards life and those having negative self-esteem were found to hold unfavourable attitude towards life. The findings of this study were thus similar to those obtained by Coopersmith.
Thus, on the basis of the present study, it can be concluded that self-concept plays a very important role in the development of attitude towards school, both in boys and girls. The educational implication of this finding is that the school must help a pupil in maintaining an adequate concept of himself or herself. If an individual can minimize the difference between the ideal and perceived self, he can reasonably be trained to exhibit favourable attitude towards school.

A favourable attitude towards school gradually develops over many years when a pupil continues to receive warm affection from his teachers owing to his better performance in school. Self-concept of an individual also helps in the formation of self-confidence, a determination to do well in school subjects. The pupil with poor self-concept often expects to fail. This tendency often resulted insignificant relationship between positive self-concept and favourable attitude towards school. Pupils possessing positive self-concept are generally high achievers and hold favourable attitude towards school whereas those with negative attributes are usually under achievers and showed unfavourable attitude towards school (Bledsoe, 1964; Brookover et al., 1964).

A pupil's concept of his abilities grows more firmly from his successful performance in classroom activities and
so his or her self-concept can be enhanced by arranging conditions conducive to his success in such activities. The confidence of the pupils in performing the task successfully is related to their attitude towards school activities. Thus pupils' self-concept is significantly related to their attitude towards school.

This study attempted to provide an answer to the basic question about the relationship between attitude towards school and adjustment pattern of a group of pupils of standard IX. Are dimensions of attitude towards school of pupils of standard IX related to their adjustment pattern? On the basis of this question, hypothesis of significant relationships between the two variable was formulated.

Adjustment pattern has been found to be significantly correlated with personal factor, school education, school environment, school discipline, curriculum, physical education, co-curricular activity and method of teaching ($p < .01$). Finally, the overall score of attitude towards school was found to be significantly correlated with adjustment pattern. The above findings imply that the adjustment pattern of an individual is related to his or her attitude towards school. The dimension of masculinity-femininity has been found to be negatively correlated with attitude towards school. However, dimensions like hostility, home and emotionality, health, sub-
missiveness were all significantly correlated with attitude towards school \( (p < .01) \). Moreover, the correlation between attitude towards school (total) and composite adjustment pattern was found to be positive and significant, indicating that there is a relationship between the two variables, e.g. attitude towards school and adjustment pattern.

Research findings of Koste (1969)\(^{11}\), Young (1960)\(^{12}\), Tismer (1969)\(^{13}\), Gallegos (1970)\(^{14}\) have indirectly lent support to the findings of the present study. The findings of this study are also in indirect agreement with the findings of Oscarson (1969)\(^{15}\). Adolescents usually face many problems which arise owing to certain changes in their environment. As a result of these changes they develop certain attitude towards school. When there is a change of attitude owing to inability in making successful adjustment with the school environment, it is pertinent to identity the factors which are responsible for the formation of such attitude. An individual is able to form certain attitude towards school as soon as he develops a more organised and consistent conception of the school environment.

The present study has provided some knowledge that at least to some extent adjustment pattern of an individual is a predictor of his attitude towards school. This finding is in keeping with the study by Saraswat (1982)\(^{16}\) who reported
that adjustment pattern is a good predictor of self-concept. Likewise, in this study adjustment pattern was found to be a good predictor of attitude towards school. A comparative study of adjustment pattern of pupil having favourable and unfavourable attitude towards school can yield more useful information relating to the problem under consideration.

One of the objectives of this study was to find an answer to the question about the relationship between attitude towards school and scholastic achievement. The researcher was confronted with this question while formulating the problem. Is there any significant relationship between attitude towards school and scholastic achievement? Are components of attitude towards school of pupils related to their scholastic achievement? Considering the above question, hypothesis of significant relationship between two sets of variables was framed. It has been observed that the relationship between different dimensions of attitude towards school (e.g. personal factor, school education, school environment, school discipline, co-curricular activity and method of teaching) and scholastic achievement were significant. This has been interpreted by stating that the scholastic achievement of a pupil was influencing his or her attitude towards school. The result of the present study is contrary to what has been obtained by Carey (1978). Carey (1978) who studied the relationship among attitude towards school, sex, intelligence and academic achievement found no relationship
between attitude towards school and academic achievement. Patel (1974), in India studied (i) pupils' attitude towards teacher and (ii) pupils' attitude towards school. The study revealed that indirect teacher influence has positive effect on pupils' favourable attitude towards teacher. Moreover, teacher classroom behaviour did not influence pupils' attitude towards school.

The relationship between attitude towards school and different dimension of scholastic achievement (e.g. Bengali, English, Mathematics, Physical Science, Life Science and History were significant \( p < .01 \)). However, the relationship between attitude towards school and geography was found negative. The implication of this finding is that both scholastic achievement and attitude towards school are significantly correlated.

The findings of the present study concerning the relationship between attitude towards school and scholastic achievement, however, were not in agreement with the findings of Carey (1978). The difference in findings of the present study from the findings of the above mentioned study may be attributable to the difference in nature of the sample used.

The present study also attempted to investigate the nature of relationship between variables like interest pattern and self-concept, between interest pattern and adjustment pattern, between interest pattern and scholastic achievement,
between self-concept and adjustment pattern, between self-concept and scholastic achievement, between adjustment pattern and scholastic achievement. The study was concerned with the assumption that the causes of the individual's attitude towards school are multiple, interdependent and interactive and hence the variables can be studied in the context of the relationship among the predictor variables. The framework in which the problem was identified was based on the assumption that the variables like interest-pattern, self-concept, adjustment-pattern and scholastic achievement are important to understand the nature of attitude towards school.

It has been found that the relationship between interest pattern and self-concept was positive and significant. It signifies that pupils who have obtained high scores on interest pattern tend to have high scores on self-concept while those with low scores on interest pattern tend to score low on self-concept. From a review of related literature, the researcher could not find any study concerning relationship between self-concept and interest. The support for this finding can be obtained indirectly as follows: one can measure the academic interest of subjects by administering C.N.P.R., because the test contains the dimensions of literary, scientific, engineering, medicine etc. It can be expected that the correlation between such measure of interest and scholastic achievement, in
all probability, would be positive and significant. Much research has already been done on the relationship between self-concept and academic achievement. Hensford and Hattie (1982) found correlations ranging between -.77 and .96. Many researchers abroad have explored the effects of self-concept on achievement and vice versa (Caslyn and Kenny, 1977; Scheirer and Kraut, 1979, Shavelson and Bolus, 1982, Vasen- te, 1972, Goswami, 1978, and Sareswat, 1985) also reported significant relationship between self-concept and academic achievement. Since correlation between academic achievement and self-concept has been established, a significant relationship between self-concept and interest pattern as has been found can be inferred and explained.

Another finding of the present study was significant relationship between interest pattern and adjustment pattern. Pupils who have obtained high scores on interest pattern also obtained high score on adjustment pattern. This finding seems to be quite natural.

Although a huge amount of research has been done both in this country and abroad on self-concept, researcher failed to locate any study concerning the relationship between interest pattern and self-concept. It has already been found in this study that these two variables contributed significant loadings
in rotated factors III, IV, VI, IX and X. It is expected that these two variables were influencing attitude towards school in more or less the same way. Thus, a relationship between these two variables is clearly discernible.

An attempt was also made to measure the relationship between interest pattern and adjustment pattern of the pupils under this investigation. Significant relationship between interest pattern and adjustment pattern was observed. Individuals who were high on interest pattern were also high on adjustment pattern. This finding can be explained by the fact that the individuals were having anyone of the two types of interest pattern — either high or low. Since there is a difference between individuals having high and low interest, it is expected that they should also differ in their adjustment pattern. As a hypothetical case, suppose for instance, if individuals of high interest group are having high scores on a measure of adjustment pattern, then following the above argument, the individuals of low interest group should obtain low score on the same measure of adjustment pattern. Relationship between self-concept and adjustment pattern was found to be positive and significant. The individuals who were high on self-concept were also high on measures of adjustment pattern. This finding of the present study is in agreement with the findings of Sharma (1983) and Saraswat (1985).
The relationship between scholastic achievement and self-concept has been found to be positive and significant. This finding of the present study is in agreement with Bhasin (1978)\textsuperscript{29}, Vasantha (1972)\textsuperscript{30}, Mehta (1978)\textsuperscript{31}. In an extensive investigation Deo and Sharma (Jan. 1970, Fall, 1971)\textsuperscript{32} tried to find out the relationship of self-concept with academic achievement. Deo reported a curvilinear relationship between self-concept and academic achievement. Those who were low and high on self-concept were low achievers and those in the middle range were high achievers. Bhatnagar (1970)\textsuperscript{33} found that low achievement in case of students had its genesis in how they view themselves. The above findings thus lent support to the findings of this study concerning the relationship between self-concept and scholastic achievement. The finding of this study is also being supported by the findings of Ramkumer (1972)\textsuperscript{34} who found that high intelligence group had negative correlation with self-concept while the low intelligence group had a positive correlation. Again, the correlation between self-concept and achievement showed that for high achievers an increase in self-concept is associated with an increase in achievement, while for low achievers higher self-concepts tend to depreciate achievement. This means that self-concept which is commensurate with intelligence is conducive to higher achievement.

A significant relationship between scholastic achievement and interest pattern was also found. This finding of the present
study is in agreement with the findings of Mehata and Bhatnagar (1984) in India, Terman (1954), Friesson (1968) Schlich­
ting (1968) in abroad. The findings of this study concerning
the relationship between interest pattern and scholastic achieve­
ment have been supported by the findings of Mehta and Bhatnager (1984).

In this study it has been found that there is a signi­
ficant positive relationship between scholastic achievement
and adjustment pattern. This finding of the present study has
been supported by the findings of Vishnoi (1974), who found
high achievers to be better adjusted than low achievers in the
five areas of adjustment as well as on the total adjustment
scores. Further, she found no substantial relationship between
personality adjustment and academic achievement of high and low
achievers.

Indian studies in the area of academic achievement as
related to adjustment are reported by Bhatnager (1966a, 1966b,
(1965), George and Abraham (1967a), George et al., (1967) and
Abraham (1968). Rao (1963), studied university stu­
dents' performance and relation to certain aspects of persona­

lity and academic achievement. He reports that the over-achie­
ers tend to differ significantly from both normal achievers
and under-achievers and that the over-achiever has the optimum
adjustment to achievement situations. Tripethi (1966) reports that low and under achieving students reveal a significantly greater number of problems than high achieving college students. Sinha (1966) found a clear-cut distinction between high and low achievers on anxiety test and general adjustment inventory.

In this study, the researcher took attitude towards school as criterion variable and interest pattern, self-concept, adjustment pattern and scholastic achievement each as predictor variable. The partial correlation coefficient \( r_{12.345} \) between the criterion variable (attitude towards school) and interest pattern when the influence of the third, fourth and fifth predictor variable were held constant or 'partialed out' was done. It was found that \( r_{12.345} = .63 \). The linear correlation between attitude towards school and interest pattern was found to be .68. So, the magnitude of linear correlation coefficient is reduced when the variables like self-concept, adjustment pattern and scholastic achievement was held constant. \( r_{12.345} (df = N-3 = 397) \) has been found to be significant (\( p \leq .01 \)). Thus, one can state that there is a significant correlation between attitude towards school and interest pattern when the effect of self-concept, adjustment pattern and scholastic achievement is partialed out. The partial correlation \( r_{13.245} \) between attitude towards school and self-concept, when
the effect of interest pattern, adjustment pattern and scholastic achievement was partialed out was found to be .34 (p < .01). The linear correlation between the above mentioned variables is $r_{13} = .43$ (p < .01). One can thus state that there is a significant correlation between attitude towards school and self-concept when the effect of other three variables are partialed out. The partial correlation $r_{14.235}$ between attitude towards school and adjustment pattern when the effect of other three variables are partialed out was found to be .17 (p < .01). The linear correlation between the above two variables was found to be .32. As expected, the correlation between the above two variables has been reduced from .32 to .17 due to three other variables being partialed out. One can thus state that there is a significant correlation between attitude towards school and adjustment pattern when the effect of interest pattern, self-concept and scholastic achievement is partialed out. The partial correlation between $r_{15.234}$ between attitude towards school and scholastic achievement was found to be .38 (p < .01). The linear correlation between the above two variables was .46. As expected, the correlation between the above two variables has been reduced from .46 to .38 due to the effect of three other variables being partialed out. One can be thus state that there is a significant correlation between attitude towards school and scholastic achievement when the effect of interest pattern, self-concept, and adjustment pattern is partialed out.
In this study, partial correlation $r_{23,145}$ between interest pattern and self-concept when the effect of other variables were partialed out was computed. $r_{23,145}$ was found to be equal to .36 ($p < .01$). The linear correlation between the above two variables was found to be $r_{23,.42}$ ($p < .01$). So, the magnitude of the linear correlation has been reduced to .36 due to the effect of other variables being partialed out. The partial correlation $r_{34,125}$ between self-concept and adjustment pattern when the effect of other variables was partialed out was found to be $.43$ ($p < .01$). The linear correlation between the above two variables was .50. Thus, the magnitude of correlation between these two variables has been reduced due to the effect of other variables being partialed out. As above, the partial correlation $r_{45,123}$ between adjustment pattern and scholastic achievement was found to be $.30$ ($p < .01$). The linear correlation between the above two variables was .40. As expected, the correlation between the above two variables has been reduced from .40 to .30 owing to the effect of three other variables being partialed out. One can thus state that there is a significant correlation between adjustment pattern and scholastic achievement when the effect of attitude towards school, self-concept and interest pattern was partialed out.

Multiple $R^2_{1(2345)}$ shows the correlation between attitude towards school and the attitude towards school predicted
from the four variables e.g. interest pattern, self-concept, adjustment and scholastic achievement. It has already been interpreted that the above mentioned variables formed a good predictor of attitude towards school. $R_1(2345) = .74$ means that when the most probable score in attitude towards school which each of the 400 pupils will receive has been predicted from the multiple regression equation the correlation between the predicted and the earned scores of the 400 pupils will be .74. Multiple $R$ tells us to what extent the criterion measure of attitude towards school ($Y$) is determined by the combined action of the predictors $X_1, X_2, X_3, X_4$. For the present study multiple correlation coefficient indicates to what extent performance in attitude towards school is related to interest pattern, self-concept, adjustment and scholastic achievement.

Moreover, $R_1(2345)$ is significant ($p < .05$). It indicates that the predictor formula in the form of multiple regression equation is a better predictor of attitude towards school.

It has been observed in table-5.18 in fifth chapter that the difference between high-low interest on the mean scores of attitude towards school was significant ($t = 9.58, p < .005$). This result states that pupils having high interest differ significantly from those having low interest on the criterion of attitude towards school. It has been found that high interest pupils performed better than the low interest pupils in their
attitude towards school. It can be inferred that interest plays a significant part in the development of attitude towards school. People often give interest as a reason for their particular attitude and vocational choice (Sjoberg, 1983)  

The present study has shown that the pupils having high self-concept differ significantly from those having low self-concept on the criterion of attitude towards school. This finding leads us to the conclusion that individuals with high self-concept were better in all aspect of attitude towards school. The better performance of the high self-concept group may be attributed to their superior effective functioning. It has been stated by many personality theorists, particularly by Steinberg (1967) that persons with higher self-concept were supposed to possess better cognitive and effective orientation. Since better effective orientation facilitates the development of desirable attitude towards school, it seems likely that individuals with high self-concept should exhibit a favourable attitude towards school.

This study has revealed that pupils having high adjustment pattern differ significantly from those having low adjustment pattern on the criterion of attitude towards school. The above findings also showed that a group having high adjustment pattern is also high in attitude towards school. One may thus infer that adjustment pattern of an individual has a significant contribution to his or her attitude towards school.
In this study it has been found that high achievers differ significantly from the low achievers on the criterion of attitude towards school. This finding leads us to the conclusion that high achievers had more favourable attitude towards school than the low achievers. The favourable attitude of the high achievers may be owing to their intellectual brightness.

The present study aimed at determining if there was any significant difference between boys and girls with regard to attitude towards school. It has been found that boys do not differ from girls on the criterion of attitude towards school. Boys and girls had the same attitude towards school. In other words, attitude towards school is independent of any sex difference.

Another purpose of this study was to find out as to whether urban and rural pupils differ significantly with regard to their attitude towards school. It has been found that rural pupils do not differ from urban pupils on the criterion of attitude towards school. The findings of this study have shown that attitude towards school of pupils of standard IX were not influenced by the environment of the pupils. Both the urban and rural pupils had the same attitude towards school.

In order to determine whether or not there exist any
constellations of cognitive, affective and personality correlates of attitude towards school in terms of common factor in different combination, the factors obtained after varimax rotation were examined.

Factor I: It accounts for 54.08 percent of the total variance and can be identified as 'INTEREST AND ADJUSTMENT'. Varimax rotated factors reveal moderate loading* of the order of .393, .329, .309, -.333, -.340, -.345 and -.361. This factor has got significant factor loadings of crafts and technical components of interest pattern and health component of adjustment. These variables are representing interest and adjustment pattern which were most prominent in the development of attitudes towards school. A moderately significant loading of interest and adjustment indicates the nature of effective correlates of attitude towards school. The nature of factor I can be understood in the following way. Possession of good health helps one to make effective adjustment with school environment and activities of school. Similarly, interest in crafts and technical work develops an inner urge in our pupils to spend more time in school's workshop. Thus, in the development of desirable attitude towards school, interest and adjustment of the pupils plays a significant part. Hence the integration of these components of interest and adjustment

* Loadings are taken high when they are within the range of +.50 to +.70, moderate when they are in the range of +.30 to +.50, and very high when they are above +.70 (vide Fruchter, 1967, p.151).
Factor II: The amount of variance contributed by this factor to the total variance is 10.347 percent. The significant loadings on this factor are only due to the variables MFA and SI. Besides, high significant negative loadings were found due to the variables EA, HEA, HA of adjustment and LI, HWI of interest. In view of this, factor II has been termed as 'INTEREST AND ADJUSTMENT'. Like factor I, it can also be inferred that factor II also represents unique constellations of effective correlates of attitude towards school.

Factor III: With a variance of 8.229 percent this factor has got significant factor loadings due to factors like SEAS, OI, CAAS. Significant loadings on attitude towards school and interest explain the nature of this factor. In view of this fact, this factor was named as 'ATTITUDE BASED ON INTEREST'. The highest loading on this factor is that of SEAS, (School Environment). The other significant loadings are due to the factor CAAS (Co-curricular Activity) and OI (Outdoor) component of interest. The variable outdoor signifies a typical interest of pupils. There is much similarity between this component of interest with the SEAS, and CAAS component of attitude towards school. It signifies the development of attitude of those
pupils who take much interest in outdoor activities, co-
curricular activities of the school in real school environ-
ment. The significant loadings on these three variables ex-
plain the nature of this factor. The factor represents the
attitude towards school of those pupils who take active in-
terest in outdoor and co-curricular activities in actual school
setting. Factor III thus represents unique constellations of
effective correlates of attitude towards school in terms of
common factors in different combinations.

Factor IV: Varimax factor IV contributed a variance
of-9.64 percent to the total variance. The Varimax factor
IV was found to contain significant factor loadings of SI com-
ponent of interest. It has also significant negative loadings
on CAS, SEAS, MTAS, of attitude towards school. The highest
loading is on SI component of interest indicating the fact that
there is a significant relationship between factor III and fac-
tor IV. In view of the above, the factor was named as "ATTITUDE
BASED ON RECREATIONAL INTEREST".

Varimax factor IV was interpreted as a factor in which
interest profoundly influenced the development of attitude to-
wards school. It represents the attitude of those pupils who
take active interest in games and sports organised by the school.
They develop positive attitude towards school not because they
were very studious or they prefer academic subjects but only
because the school has recognised their proficiency in sports and has made provision for its development. The factor thus represents unique constellations of affective correlates of attitude towards school in terms of common factors in different combinations.

Factor V: Varimax factor V contributed a variance of 12.568 percent to the total variance. The significant positive loadings are due to factors MSA, PSCSA, HSA, GSA, LSC, SA, ESA of scholastic achievement and SEAS, PFAS of attitude towards school. This factor identifies attitude towards school as related to scholastic achievement. In view of the above this factor was named as 'SCHOLASTIC ACHIEVEMENT'.

Varimax factor V was interpreted by the fact that the variable attitude towards school was influenced by the scholastic achievement of the sample. This factor thus represents unique constellations of cognitive correlates of attitude towards school in terms of common factors in different combinations.

Factor VI: Varimax factor VI contributed a variance of 6.920 percent of the total variance. This factor was found to contain positive and significant factor loadings of CSC, BHSC, MASC, SASC of self-concept and also DI of interest. In view of this fact, this factor was named as 'SELF-CONCEPT'.

317
Varimax factor VI was thus representing unique constellations of factors loadings of self-concept and attitude towards school. Thus, this factor contains unique constellations of personality correlates of attitude towards school in terms of common factors in different combinations.

Factor VII: The VIIth factor accounted for 13.042 percent of the total variance and has got significant factor loadings of HA and HEA of adjustment, BSA, ESA of scholastic achievement, TAS, SEAS, CAAS, PFA5 and SEAS of attitude towards school. Besides, there are six significant factor loadings of self-concept like TQSC, SASC, SCSC, CSC, BHSC, MASC and also FAI, SI, AI, OI and HWI of interest.

In view of the above facts, this factor appears to be very complex in nature. Therefore, it is difficult to conceptualize the exact nature of this factor. Assuming that this factor identifies attitude towards school in relation to self-concept and interest pattern, it can be called as 'SELF-CONCEPTUALIZATION OF ATTITUDE AND INTEREST'.

Varimax factor VII represents unique constellations of attitude towards school on one hand and self-concept and interest on the other. This factor thus signifies unique constellations of effective and personality correlates of attitude.
towards school in terms of common factor in different combinations.

Factor VIII: The eighth factor contributed 7.967 percent to the total variance and is characterised by significant positive factor loadings of CAS, MTAS, SEAS, PFAS, CAAS, PEAS, of attitude towards school. There are significant positive factor loadings of MASC, SASC, CSC of self-concept and AI, CI of interest. This factor is mostly characterised by the loadings of attitude towards school compared with other loadings. In view of this verimex factor VIII was named as 'ATTITUDE TOWARDS SCHOOL'.

Varimax factor VIII represents unique constellation of affective and personality correlates of attitude towards school in terms of common factors in different combinations.

Factor IX: The ninth factor contributed 6.208 percent to the total variance and is characterised by significant positive factor loadings of HWI, FAI, 01 of interest. There are also negative factor loadings of SEAS, SDAS, PEAS, CAAS of attitude towards school. This factor was identified as 'ATTITUDE BASED ON GENERAL INTEREST'.

Factor IX represented the constellation of interest coupled with attitude towards school. There are thus unique
constellations of affective component of attitude towards school in terms of common factors in different combinations.

Factor X: The tenth factor accounted for 11.888 percent of the total variance and indicates a complicated factor structure having significant factor loadings of several variables. Factor X is characterised by high positive and significant factor loadings of SI, TI of interest, SAS, MTAS, SEAS of attitude towards school, HA, SA, HEA of adjustment and LSC-SA, BSA, PSCSA, GSA of scholastic achievement.

The significant and positive factor loadings of interest, adjustment, scholastic achievement and attitude towards school explain the nature of this factor. This factor identifies attitude towards school in relation to interest, adjustment and scholastic achievement. In view of this fact, this factor can be named as 'ATTITUDE BASED ON INTEREST, ADJUSTMENT AND ACHIEVEMENT'.

Varimax factor X represents the factor loadings of interest, adjustment, achievement and attitude towards school. There is thus unique constellations of cognitive and effective correlates of attitude in terms of common factors in different combinations.

Factor XI: The eleventh factor contributed 8.158 percent
of total variance and is characterised by high positive and significant factor loadings of ESSC, SOSC, SCSC, SASC, CSC and TQSC of self-concept. The significant and positive factor loadings explained the nature of this factor. This factor identified attitude towards school in relation to self-concept. In view of the above this factor was named as 'SELF-CONCEPT'.

It was found that varimax factor XI was similar to varimax factor VI. It represented unique constellations of self-concept coupled with attitude towards school. Factor XI thus signifies unique constellations of personality correlates of attitude towards school in terms of common factor in different combinations.

The cluster of 41 variables has precipitated into eleven distinct factors viz., 'Interest and Adjustment' (factors I and II), 'Attitude based on Interest' (factor III and IV and IX), 'Scholastic Achievement' (factor V), 'Self-concept' (factor VI and XI), 'Self-conceptualisation of Attitude and Interest' (factor VII), 'Attitude Towards School' (factor VIII), 'Attitude based Interest, Adjustment and Achievement' (factor X).

The emergence of a distinct cluster containing (i) interest and adjustment; (ii) self-concept and (iii) scholastic achievement with attitude towards school has clearly indicated the nature of the correlates of attitude towards school. In
other words, attitude towards school can be predicted from the predictors like interest pattern, self-concept, adjustment pattern and scholastic achievement.

Attitudes can exert a potent influence upon an individual. They act as causes as well as results of behaviour they are personal and are associated with the feeling tones connected with the individual's experiences. They represent the way he feels as he thinks, talks or acts in a situation. It is possible for an adolescent, however, to be sad at one time and gay at another, critical at one moment and agreeable at another. The display of these attitude in conformity with the circumstances that arouse them may be indication of good personal adjustment.

Attitude offer great possibilities for success as well as failure in life. They are an important motivator of behaviour and affect all human values. Efficiency results when an individual is impelled by his attitude to start, continue and complete a project rather than to avoid an unpleasant task. His attitude towards his school affects his future career. His attitude towards his teachers determines his social value.

An adolescent's attitude are more personal and are directed by his own individual drives, interest, self-concept, ways of adjustment and scholastic achievement.
Interest may refer to the motivating force that impels us to attend to a person an institution or it may be the affective experience that has been stimulated by certain feeling. In other words, interest can be the cause of certain types of attitude. Interests are closely related to scholastic achievement, drives, self-concepts, motives and adjustment pattern. An already awakened interest in a subject will in all probability, keep a student thinking in that area until he masters the subject. Successful achievement, in turn, will increase his interest which may subsequently help to form some attitude towards the subject or teacher or school.

A student's personality and attitudinal tendencies shape his academic, social and emotional adjustment and performance. Of late, educators have become increasingly aware of the impact that an individual's self-concept and self-esteem, the value or judgement she places on herself and her behaviour, have on her classroom behaviour, and attitude towards school. A pupil's attitudes towards school may have their sole source in his or her self-concept and self-esteem.

By the time a child reaches school, she has acquired a good deal of information about herself from others and begins to "act like" the type of person she conceives herself to be. Her self-concept thus often reinforce her beliefs or feelings about school; in other words, her self-concept helps in the formation of distinct attitude towards school.
Adjustment as related to attitude may be considered as the characteristic way in which an individual perceives, reacts to and satisfies the major needs of his life and often solves the main problems of his life. Adjustment is, therefore, directly related to attitude, interest and personality as revealed through self-concept.

The individual is an active organism but he is active with a purpose. He has certain inner drives and urges which work as dynamic forces influencing his thoughts, feelings, attitudes and behaviour. These drives and urges seek expression and satisfaction and the environment of an every individual determines the extent to which and the manner in which they will be satisfied. What adjustment he achieves depend on the extent in which and the manner in which his drives and urges have been thwarted or fulfilled. The satisfaction or rejection of drives or urges often results in the formation of favourable or unfavourable attitudes respectively.

The findings of this study led the researcher to conclude that interest pattern, self-concept, adjustment pattern and scholastic achievement play significant role in the development of attitude towards school.
REFERENCES


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8. Ibid.


