CHAPTER : I

INTRODUCTION AND IDENTIFICATION OF THE PROBLEM

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1.1. INTRODUCTION:

Day by day, our life is getting more complex and man is more individual. With explosion of knowledge, population and atom in our present day society, the problem of social and National Cohesion is now considered for its priority deal by everybody including the Government.

Various commissions and committees have emphasised the role of education in promoting National Integration. Changes are made to devise better techniques of teaching, to enrich the curriculum, to improve the quality of teachers and pupils with regard to national integration (N.I.)

The Kothari Commission's report shows that a basic objective of education is to accelerate the process of social and national integration. The Gajendra Gadkar Committee of the national integration council recommended the re-orientation of education for creating a sense of Indianness, Unity and Solidarity, for inculcating faith in the postulates of democracy and for helping the nation to create a modern society out of the traditional one. The National policy on
Education, 1986, observing the necessity and role of education stated:

"Education has an acculturating role. It refines sensitivities and perceptions that contribute to nation cohesion, a scientific temper and independence of mind and spirit, thus furthering the goals of socialism, secularism and democracy enshrined in our constitution."

National Policy of Education, 1986 has also suggested up-grading some education colleges for improving the quality of inservice as well as trainee teachers.

It is true, the upliftment of education system must be based on the well-qualified teachers having a real aptitude for teaching and bearing favourable attitude towards the development of new educational technology and national integration.

The teacher is an unavoidable, most important factor in educational process, he must love his profession. Teacher has to play a neuclear role in the whole process of education. The knowledge, aptitude, attitude, approach and the personality of the teacher influence the teaching-learning process. The teacher affects the pupils' attitude directly while giving the lectures and notes in the class-rooms and indirectly by his behaviour with pupils in the school as well as outside the school.
The society and nation desire from the teacher something more, than the imparting knowledge in the classroom. The real teacher first understands the pupil and the need of the society. The good teacher provides motivation, inspiration and experience with information of knowledge. The ideal teacher always thinks and plans to develop the whole personality of the pupils.

It is said that it is easy to take gun into the hand but difficult to take chalk in the hand. It is a psychological and philosophical process; therefore the profession of the teacher is a challenging job.

The teachers' behaviour is like neutron in the atom who keeps pupils together like protons in nucleus for the successful functioning of the system. And therefore the teacher's job is a noble one. Thus, the teacher's task is considered to be sacred.

The level of society does not exceed the level of the teacher. It means that the pupils and the community attain the level of the teacher's personality. The teacher is an artist who moulds the pupils' personality and the map of nation. The teachers' ultimate aim should be the development of the whole nation and the nationality of their people. It is specific that the teacher and his community have to play a great role in the present system of education to keep
together the fragments of our society.

On the other side, the parents' role to their children's education is also a considerable factor. The teacher provides more formal education while home provides informal education through environments, facilities, necessities and other opportunities. Parents and others, at home and in the society, play an important role in social development of the children. Most probably children learn their sociability from the social relation with others, which is most useful to them in their social life.

Thus, it is the responsibility of teachers as well as parents to provide environment in which the children cultivate their necessary aptitude and attitude towards the community, society and nation. It is clear that education itself is a process of Integration.

The purpose of the above discussion is that the integrated society of tomorrow is to be constructed by the pupils through education. For the desired development and reformation of the society, the teacher, the parents and the educators should learn the pupils' likings, dislikings, abilities, aims and the rate of growth etc. The question arises therefore, as to how the children behave towards their youngers and elders. Children observe the society, think about the incidents and objects and they react to these.
These responses often occur in their education-process also. In all the processes of education and socialization, the attitude of children is an effective component. Thus, with the context of national integration, the attitude of children towards society should be studied scientifically. This has been attempted here in the form of the pupils' attitude towards National Integration which deals with higher secondary pupils.

1.2. **PROBLEM:**

The problem of the present investigation is:

'An Investigation into the Attitude towards National Integration of the Higher Secondary Students of Valsad Dist. (Gujarat) in the Context of certain Variables.'

1.3. **OBJECTIVES OF THE STUDY:**

The prime objectives of the present study are as follows:

(i) To provide the higher secondary schools with a suitable standard tool to measure students' attitude towards national integration.

(ii) To study the relationship between the attitude towards N.I. and IQ attitude towards N.I. and SES, attitude towards N.I. and achievement of the students.
(iii) To compare attitude of students coming from different localities i.e. urban and rural.

(iv) To study the attitude of students in the context of their I.Q. level.

(v) To study the attitude of students in the context of their SES.

(vi) To study the attitude of students in the context of their achievement scores.

(vii) To measure the students' attitude in relation to their sex.

Any meaningful study requires a great deal of thought for setting a design. Setting of plan and procedure demands the formulation of sound hypotheses, and formulation of sound hypotheses needs intensive scrutiny of the objectives of study. The base of scrutiny becomes the pre-requisites of formulation of hypotheses.

1.4. PRE-REQUISITES OF THE FORMULATIONS OF HYPOTHESES:

The scrutiny of the objectives resulted into the following interrogatives which helped in the formulation of the hypotheses:

(1) What is the relationship between Attitude towards N.I. and IQ, Attitude towards N.I. and SES, Attitude towards N.I. and Achievement of students?
(2) What is the difference in attitude towards national integration of the Urban and Rural students?

(3) What is the difference in attitude towards national integration of students in context of their IQ level?

(4) What is the difference in attitudes towards national integration of students in context of their SES?

(5) What is the difference in attitude towards national integration of the students in context of their achievement?

(6) What is the difference in attitude towards national integration of the students in context of their sex?

1.5. FORMULATION OF HYPOTHESES:

A sound researcher must make use of the carefully formulated hypotheses. Hence, the following operational null-hypotheses were formulated with a view to verifying the hypotheses satisfactorily with the help of statistical techniques.

\[ H_1 : \text{There is no significant correlation between the scores of IQ test and scores on measurement of attitude towards national integration of the respondents.} \]

\[ H_2 : \text{There is no significant correlation between the scores on SES scale and scores on measurement of attitude towards national integration of the respondents.} \]
There is no significant correlation between the scores on achievement test and scores on measurement of attitude towards national integration of the respondents.

There is no significant difference between the mean scores on measurement of attitude towards national integration of low IQ group and high IQ group.

There is no significant difference between the mean scores on measurement of attitude towards national integration of low IQ Boys group and low IQ Girls group.

There is no significant difference between the mean scores on measurement of attitude towards national integration of high IQ Boys group and high IQ Girls group.

There is no significant difference between the mean scores on measurement of attitude towards national integration of high IQ Girls group and low IQ Girls group.

There is no significant difference between the mean scores on measurement of attitude towards national integration of high IQ Boys group and low IQ Boys group.

There is no significant difference between the mean scores on measurement of attitude towards national integration of high IQ Girls group and low IQ Girls group.
$H_9$: There is no significant difference between the mean scores on measurement of attitude towards national integration of low SES group and high SES group.

$H_{10}$: There is no significant difference between the mean scores on measurement of attitude towards national integration of low SES Boys group and low SES Girls group.

$H_{11}$: There is no significant difference between the mean scores on measurement of attitude towards national integration of high SES Boys group and high SES Girls group.

$H_{12}$: There is no significant difference between the mean scores on measurement of attitude towards national integration of high SES Boys group and low SES Boys group.

$H_{13}$: There is no significant difference between the mean scores on measurement of attitude towards national integration of high SES Girls group and low SES Girls group.

$H_{14}$: There is no significant difference between the mean scores on measurement of attitude towards national integration of low achievement group and high achievement group.
$H_{15}$: There is no significant difference between the mean scores on measurement of attitude towards national integration of low achievement boys group and low achievement girls group.

$H_{16}$: There is no significant difference between the mean scores on measurement of attitude towards national integration of high achievement boys group and high achievement girls group.

$H_{17}$: There is no significant difference between the mean scores on measurement of attitude towards national integration of high achievement boys group and low achievement boys group.

$H_{18}$: There is no significant difference between the mean scores on measurement of attitude towards national integration of high achievement girls group and low achievement girls group.

$H_{19}$: There is no significant difference between the mean scores, on measurement of attitude towards national integration, of Rural group and Urban group.

$H_{20}$: There is no significant difference between the mean scores on measurement of attitude towards national integration of Urban Boys group and Urban Girls group.
H_{21} : There is no significant difference between the mean scores on measurement of attitude towards national integration of Rural Boys group and Rural Girls group.

H_{22} : There is no significant difference between the mean scores on measurement of attitude towards national integration of urban boys and rural boys group.

H_{23} : There is no significant difference between the mean scores on measurement of attitude towards national integration of Urban Girls group and Rural Girls group.

H_{24} : There is no significant difference between the mean scores on measurement of attitude towards national integration of Boys group and Girls group.

1.6. IMPORTANCE OF THE STUDY:

The importance of national integration to a developing country like India is much greater than that to a developed country. Various commissions and committees have emphasized the role of education in promoting national integration.

Our country is divided in different segments like language, religion, region, caste, community, political-parties, state etc. These bogies are raised and disturbances
are created, that retard the growth of a new order. At present, such forces seem to be active all over the country, challenging the very idea of national integration. If the people have strong faith in the values of secularism, socialism and democracy, they can undo the design of the divisive forces. The need of the hour is that people should unite and strive to build a forward-looking welfare society.

Peace in a society liberates the human mind. It gives freedom and provides an opportunity to think about the progress and development of society. History exemplifies that in a region or a country during a period of peace, scholars have put forth new ideas, scientists have made discoveries and inventions and human society has progressed materially as well as spiritually. People living in country torn with conflict and strife, have to bother about the security of life and property. Such people are not able to contribute to the progress and welfare of their society.

Thus, national disintegration retards the development of the country; therefore national integration is needed in India. The reasons for the importance of national integration are various. Some of them are discussed here.
1.6.1. **Economical Reasons:**

National integration is needed for economical development. Without correlation and co-operation among the Government, farmers, Industrialists, workers and educators, none can progress. Due to lack of equality in our economical process there are two groups: the rich and the poor. Rich people becomes richer and the poor people becomes poorer. We must abolish these and to have economical development national integration is an important mean.

1.6.2. **Social Reason:**

National integration is also very important for a social change. Divisive-minded people cannot understand new ideas and new practices. Whether it is a family planning programme or improvement of sanitary standards or any programme of social security which requires change of attitude and habits of life. The programme should be accepted by the people as a sensible one. Thus, helping to raise the social standards of our people, the education of national integration is very essential.

1.6.3. **Political Reasons:**

Democracy is the top-most human right today; without the knowledge of national integration one cannot understand the duties and responsibilities of citizenship in a democracy.
The co-operation between the ruler and the follower, the leader and the citizen is essential for the political development. As people become selfish they play dirty politics and damage the development of the country. When political parties do not understand their functions and responsibilities, they quarrel with each other and thus weaken the country. Therefore, for political consciousness, national integration is important for our democratic nation.

1.6.4. Educational Reasons:

National integration is a psychological and educational process involving the development of a feeling of unity, solidarity and cohesion in the hearts of people, a sense of common citizenship and a feeling of loyalty to the nation.

Thus, national integration and cohesion is a matter of vital importance today. It is the basis of all other activities which we try to enhance.

Thus, from the various points of view, national integration is necessary so that all the people can take an active part in the building of new India.
1.7. **LIMITATIONS OF THE STUDY:**

The present study has following limitations:

(i) The study is limited to pupils of higher secondary (general stream) schools of Valsad district only.

(ii) The attitude scale is limited to Gujarati speaking pupils.

(iii) The study is confined to the students of higher secondary schools in the academic year 1990-91.

(iv) The sample of the study consists of 1000 respondents.

(v) The study is limited to independent variables such as IQ, SES and achievement scores of the pupils.

(vi) The term 'Attitude' is conceived in terms of 10 categories of national integration.

1.8. **PRACTICABILITY OF MEASURING ATTITUDE:**

The task of measuring attitude is not a simple one. What's more, attempting to demonstrate attitude change as some evaluations require, is probably the most difficult of all evaluation tasks.
To begin with, the concept of attitude, like many abstract concepts, is a creation - a contrast. As such, it is a tool that serves the human need to see order and consistency in what people say, think and do, so that given certain behaviours, predictions can be made about future behaviours. An attitude is not something we can examine and measure. In the same way, we can examine the cells of a person's skin or measure the rate of her heartbeat. We can only infer a person's attitudes by his words and actions.

We know that behaviour is the result of many complex factors - feelings engendered by previous experiences, assessments of the expectations of others, anticipation of the consequences of a particular act.

Sometime it happens that a student shows good achievement but low attitude score towards school. Hence our prediction is not clear. Some time people hide something to expose before the investigator.

When we attempt to measure a complex attitude, as for example attitude toward school, we find that it has many facts - feelings and beliefs about one's teachers, teachers in general, classmates, school subjects and activities. We find it has many manifestations: school work, attention in class, interaction with others and verbal responses. When we attempt to measure an attitude like racial prejudice,
we find it is blurred by peer group pressures, the desire to please ambivalence, inconsistency and lack of self-awareness.

Yet, surely it is complex attitudes like these that we are most interested in influencing and for evaluation purposes measuring. We should not back off just because the task is a difficult one; but we should proceed with the following precautions firmly in mind:

-- When we measure attitudes, we must rely on inference, since it is impossible to measure attitudes directly.

-- Behaviours, beliefs and feeling will not always match, even when we correctly assume that they reflect a single attitude; so to focus on only one manifestation of an attitude may tend to distort out picture of the situation and mislead us.

-- We have no guarantee that the attitude we want to assess will "stand still" long enough for a one-time measure to be reliable. A volatile or fluctuating attitude cannot be revealed by information gathered on one occasion.

-- When we study certain attitude, we do so without universal agreement on their nature. Is there, for instance, such a thing as a single "self-concept"? Perhaps, but perhaps not.
Fortunately, the task of a programme evaluator will not usually be to make judgements about the attitudes and feelings of individual teachers, parents or pupils. Attitude measurement for programme evaluation generally calls for assessment of the attitudes of a group of people. Though the measures we use must be sensitive to the attitudes we are attempting to measure, they will not need the precision of measurement that is essential for making predictions about the individuals.

Bain\(^1\) contends that people tend to respond in conventional ways even though they do not have to sign their names, that most thinking is rationalization or stereotyped reaction, that questions are interpreted differently, and that word often refuse action and vice-versa. The fact that a high correlation frequently exists between successive answers to the same question does not establish the reliability of the method.

On the other hand, Katz and Allport\(^2\) believe that if the kind of information sought is such that a frank answer will not embarrass the subject, if the questions are so worded that the meaning is clear and if the results are interpreted to certain types of questions may lack candor,


the attitude questionnaire may be considered a legitimate device in research.

Perhaps the clearest statement as to the possibility of measuring attitude has been presented by Thurstone and Clave. They recognise at the outset the complexity of an attitude and the fact that it cannot be completely described by any single numerical index. "But this discrepancy between the index and 'truth' is universal".

Although a subject may be hiding the truth and practicing deliberate deceptions, it is nevertheless desirable to know what people claim to believe about certain questions. It is pointed out by both Katz and Allport and by Thurstone and Clave that we should not assume that an overt act is a conclusive proof that we have discovered a person's true attitude. The overt act of the politician in the presence of his constituency, the sanctionions, religionist praying before the altar, or the salesman in the presence of a prospective customer are probably no more accurate revelations of attitude than responses to a questionnaire.

All that we can do with an attitude scale is to measure the attitude actually expressed with the full realization that the subject may be consciously hiding his true

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attitude or that social pressure of the situation has made him really believe what he expresses. This is a master for interpretation. It is probably worthwhile to measure an attitude expressed by opinions. It is another problem to interpret in each case the extent to which the subjects have expressed what they really believe. All that we can do is to minimize, as far as possible, the conditions that prevent our subjects from telling the truth or else to adjust our interpretations accordingly.

In brief, the possibility of measuring attitude depends upon the ability of the investigator to present a situation which will in no sense embarrass the subject, to place before him questions about which he may be expected to have an opinion and which are stated in such language as may be clearly understood.

In the present study, the investigator has adopted Thurstone's definition of attitudes as will be printed out later and followed Thurstone's techniques of constructing Attitude Scale.

1.9. SCHEME OF CHAPTERIZATION:

A brief description of chapters to follow is given hereunder so that one can have a bird's eyview of the subject and the point of view expressed.
The second chapter deals with an attempt to describe and discuss the developing concept of attitude, measurement of attitude, different methods of measuring attitudes and selection of the method. Different methods of measuring attitude like Thurstone type scales, paired comparison, Likert-type scales and others are described in brief. Limitations and advantages of each and every method are described and discussed with a view to selecting the method to be adopted for measuring attitude.

The study of the various methods of measuring attitudes and definition of the term has helped the investigator in selecting the right type of method. For the present study the Thurstone method has been adopted.

Further, this chapter deals with the review of a few related studies with a view to finding out the techniques employed for measuring scale. The review has also helped the investigator in deciding the size of the sample judges and methods to be employed for constructing the scale.

The third chapter deals with the preparation and justification of items included in the test. Twenty three statements were selected for the final scale. Two forms A and B are prepared and in each form there are 23 statements. The research design is discussed here.
The fourth chapter deals with the concept of reliability and validity and methods adopted to establish the reliability and validity of the present attitude scale.

The fifth chapter describes the analysis and interpretation of data pertaining to attitude towards national integration.

The last sixth chapter deals with summary, several findings and recommendations.

Moreover, the thesis contains a large number of tables and graphs wherever required. A list of exhaustive bibliography is given at the end. Besides these, appendices containing different forms of the scale and its directions are attached at the end.