CHAPTER - II

REVIEW OF RELATED LITERATURE

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CHAPTER - II

REVIEW OF RELATED LITERATURE

2.1. ATTITUDE MEASUREMENT:

When a research worker is interested in measuring the attitude of a large number of individuals, he may find that there is no available scale suitable for his purpose. It thus becomes necessary for him to construct his own scale. The purpose of this chapter is to describe the various methods that have been used in the construction of attitude scales.

One has to use reliable and valid measurement to use the concept of attitude in understanding and predicting action. The measurement of attitudes, like the measurement of all psychological determinants is necessarily indirect. Attitude can be measured only on the basis of influence drawn from the responses of the individual towards the object; his overt actions and his verbal statements of belief, feeling and disposition to act with respect to the object.

The interest of American Social Psychologist in fact collecting and statistical methods has resulted in a rapid advance in the empirical study of attitudes, with the result
that attitudes today are measured more successfully than are defined.

Several methods have been employed to measure attitudes, they are as follow:

2.2. VARIOUS DEVICES OF ATTITUDE MEASUREMENT:

2.2.1. Method of Direct Questioning:

It is a very simple and easy method because the investigator directly asks questions to the subject. The subject expresses his feeling face to face. Direct questioning may, indeed, be satisfactory for some purposes. By means of direct questions one might be able to classify individuals into three groups: Those with favourable attitudes, those with unfavourable attitudes, and those who say that they are doubtful or undecided about their attitudes towards the object. This technique may be employed as a schedule or questionnaire of the open or closed form. It may be employed as the interview process in which the respondent expresses his opinion only.

This method has some disadvantages also. The reluctance of many individuals to give public expression to their feeling or attitudes on controversial issues is, of course, a disadvantage of the method of direct questioning. According to the finding of clinical psychologists and psychiatrists,
some individuals may not be aware of their feelings toward a given psychological object.

Thus such evaluation may demand more objectivity and insight of method.

2.2.2. Method of Direct Observation of Behaviour:

This procedure calls for someone to devote all of his or her attention to the behaviour of another individual or group within a natural setting and for a prescribed period of time. In many cases, the instrument used to record what has been seen and heard in the observation provides detailed guidelines which includes:

- The number of observations to take place.
- The amount of time to be spent in any one observation period.
- A detailed description of the behaviour to be observed, telling how to decide whether, or to what degree, the behaviour took place.
- The specific method for recording the presence, absence, or frequency of the behaviour, or its quality.

For the purpose of measuring attitudes, observation procedures can help to identify changes in student or teacher
classroom behaviour over the course of an instructional programme. They can help detect differences in classroom behaviour between groups, for instance, between students in an experimental programme and students in the control group. They can also help determine the relationship between behaviours of students during the programme and the eventual affective and cognitive outcomes of the programme.

Forms for recording observations can be questionnaires, rating scales or tally sheets. There are also less-restrictive procedures for reporting what has been seen in the observation. An observer may be sent into a classroom, for example, without detailed guidelines and asked to write anecdotal accounts of significant events that occurred within the prescribed time period. Thus, an observation report, in the sense discussed here, need not be more formal than the written account. However, the observation report, unlike other written accounts, is an on-the-spot record by someone serving only in the capacity of an observer.

There are limitations also to this approach. The researcher interested in the attitude of a large number of individuals towards the object may not have the opportunity to observe in detail the behaviour of all the individuals in whom he is interested. Many people do not give their real feelings but give socially acceptable opinions. If a
politician kisses babies in public, his behaviour may not be true expression of affection towards infants. Attitudes, as factors influencing or determining behaviours may be one of many such, and not necessarily the most prepotent, factors.

If one expects of predicting behaviour from feelings or attitudes, then those other factors must be taken into account. And similarly, if one expects to infer attitudes or feelings from direct observation of behaviour, one must always consider the possibility that our inference may be incorrect simply because the behaviour may be determined by factors other than the individual's feelings.

2.2.3. Similar Evaluation Techniques:

Observational techniques implemented by the use of anecdotal records would be a rich source of information about a student's attitudes. A student's writings, as exemplified by these themes, autobiographies and diaries contain a large amount of material about his attitudes, ideals and appreciations. Check-list of activities, free time pursuits and reading records or check lists would reveal, as was previously pointed out, a lot about interests and some information about attitudes as well. As far as reading goes, it has been stated, and probably correctly so, that we read not to change our attitudes but to further fortify or justify the attitudes we already hold. That is, a conservative Republican does not take to reading the communist 'Daily Worker'.
2.2.4. **Error-Choice Technique:**

This method of attitude measurement involves the construction of an achievement test. Research workers have used items of a multiple-choice type with 2 responses. Usually half the items are straightforward and have a current response. The remaining items have no correct given answer, and in responding to these an individual reflects a bias one way or another. What appears then to be an honest-to-goodness achievement test turns out to be a projective technique used in evaluating attitudes.

Kubany (1953) in a recent study showed how this worked with medical students and social-work students in measuring their attitudes on national health insurance. He constructed a 50-item test on health, diseases and medical care. Twenty two of his items had no correct given answer.

Other research workers have used this type of test to examine labour-management relations and supervisory functions and the technique seems to be a valid one. It is felt that a lot more will be done with this method in the future.

2.2.5. **Standardized Scales:**

Typically, these standardized scales present a series of items made up of situations in which each individual has to pick the one that he feels correct.
New York Regents' inquiry into the character and cost of public education in New York State, sets up a situation either in the school or in the community and the individual has to decide which course of action, if any, listed below the item he would follow.

In the past there were quite a few such instruments available for use. These have disappeared of late because it has been shown that the correlation between actual behaviour and what a person says he would do is very low on nonexistent.

2.2.6. **Paired Comparisons:**

When we use this technique, the examinee is presented with a list of pairs of nationalities, practices or whatever attitudinal object is being measured. Each nationality is presented in combination with every other nationality. For each pair the rater has to mark the one which he prefers. Scores could appear as a rank-order summary of his nationality or practices preference. This method, while free from response set and exacting the rater has to compare each possibility with every other possibility - is time-consuming when the number of objects or practices to be rated is large. Cronbach (1949) feels that this technique merits much more use than it had as are appraiser of attitudes.
2.2.7. **Opinion Polling:**

Frequently, the type of question used here is of the 'yes-no' or 'agree-disagree' type. In measuring opinions about current events, we might use such questions as: "The Britishers are to be condemned for their invasion of Egypt" or "Russia is less effective in European politics than it was given years ago." Gallup, Roper and others pollsters use a stratified, random sample in obtaining their responser. They do not go out on a street corner and ask the question to the first 100 individuals who come along and co-operate with answers. Findings from such an approach would be very restricted. The pollsters hope on the basis of their sample to be able to make an inferential statement about the percentages of the entire united states who agree or disagree with a certain question.

2.2.8. **Thurston's Method of Equal-Appearing Intervals:**

Thurstone's technique of scaling attitude tests is known as the method of equal-appearing intervals. The method is essentially this: statements, both favourable and unfavourable, bearing on a particular problem, question or institution are obtained from a group of selected writers, other experts and laymen. These statements are edited. Then they are classified by a large number of judges on an eleven-point scale. This is done by placing each statement in one...
of the eleven piles, presumably forming a continuum, according to degree of favourableness or unfavourableness of each item with respect to the question at hand. The median of the judged locations for a statement (item) is its scale value. Statements as are judged to be ambiguous or irrelevant to the continuum are eliminated.

Before inclusion in the final scale, each question is analyzed for consistency with the general attitudes found by the total scale. For example, on a scale to determine attitude toward churches, if it is found that many persons having an unfavourable attitude check a statement that is apparently favourable, then that item is considered irrelevant and is discarded. Statements having approximately the same value in the scale should show high consistency in degree of endorsement by each subject. This is essentially a simple method of item analysis. Ambiguity of an item is determined by the spread or range of judges' ratings in the original eleven-fold scale, given in terms of Q (quartile deviation). If an item's Q is "high" it is eliminated.

Final Attitude Scale consists of twenty or twenty-two or twenty-three statements. This scale is then given to the subjects, who are asked to check the statements with which they are in agreement. The median value of the statements that they check establishes their score or quartifies their opinion. The person who has a larger score is more favourably
inclined towards the attitude object than the person with a lower score.

2.2.9. **Likert's Method of Summated Ratings:**

Following steps are usually taken to construct a Likert-type scale:

(i) Collect a large number of favourable and unfavourable statements regarding the attitude object.

(ii) From the large number of statements, select equal numbers of favourable and unfavourable statements.

(iii) Give these items to a number of individuals and ask them to indicate their opinion regarding each statement by determining whether they strongly agree, agree, undecided, disagree or strongly disagree with each statement.

(iv) Compute the score of each individual using the scoring procedure.

(v) On careful analysis, select those items that yield the best discrimination. Through item analysis one finds the correlation between the subjects' total scores and their response to each item.
Thus, this method consists of a number of positive and negative statements regarding the attitude object. The numerical value assigned to each response depends on the degree of agreement or disagreement with individual statement. The score of a person is determined by means of summing of the values assigned to individual responses. In this Likert type method, scoring value for favourable statements is assigned as strongly agree, agree, undecided, disagree and strongly disagree. Corresponding to these degrees, five, four, three, two and one score are given. For unfavourable statement, one reverses the scoring procedure, since disagreement with an unfavourable statement is assumed to be psychologically equivalent to agreement with a favourable statements.

This is a brief summary of the main type of scales with illustration and the techniques used. The relative advantages and limitations of each type of scale is also discussed in it.

With a view to finding out techniques employes for studying attitude a careful attempt is made here to review the past studies. Scales used in the measurement of attitudes have proved to be useful in varieties of research problems.

On thorough discussion about Attitude Measurement, the investigator selected Thurstone's method for construction of scale and Likert method for obtaining the attitude scores of subjects.
2.3. **OPERATIONAL DEFINITIONS OF TERMS:**

Here we must be clear about some terms appearing in the problem. These are: (1) Investigation, (2) Attitude (3) National integration and (4) Higher secondary school.

2.3.1. **Investigation:**

Investigation means examining or inquiring into the problem.

Jess Strein\(^1\) defines the term investigation as:

"(1) The act or process of investigation or the condition of being investigated.
(2) Searching inquiry for ascertaining facts, a detailed or careful examination."

According to Webster\(^2\) (1966), 'Investigation' is a noun-class word transferred from the verb class word 'to investigate'. It means an act of observation by close and systematic examination.

Hornby, Galendy\(^3\) (1965) says: It is "A careful and thorough inquiry into the problem on hand."

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2.3.2. **Attitude:**

The term 'attitude' has more than one meaning. It is derived from the Latin word "Aptus". It has one hand the significance of fitness or connotes a subjective or mental state of preparation for action. For the first time, the term 'Attitude' was employed by a psychologist Herbert Spencer.

On the other hand the attitude is the projection of an individual's experience and has its base in inner urges, acquired habits and environmental influences by which an individual is surrounded. The individual's personality grows from his attitude. But an individual is affected by the attitude and behaviour of the group or group with which he is associated.

2.3.3. **Concept of Attitude:**

The concept of attitude has several characteristics that differentiate it from other concepts referring to internal states of the individual. Sherif and Sherif\(^4\) state:

\[(i)\text{ Attitudes are innate. They belong to that domain of human motivation variously studied under the labels of "social drives", "social need", "social orientation" and the like. It is assumed that the appearance of an attitude is dependent on learning.}\]

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(ii) Attitudes are not temporary states but are more or less enduring once they are formed. Of course, attitudes do change, but once formed, they acquire a regulatory function, such that, within limits, they are not subject to change with the ups and downs of homeostatic functioning of the organism or with every first-noticeable variation in the stimulus conditions.

(iii) Attitudes always imply a relationship between the person and the objects. In other words, attitudes are not self generated. Psychologically they are formed or learned in relation to identifiable referents, whether these be persons, groups, institutions, objects, values, social issues, or ideologies.

(iv) The relationship between person and object is not neutral but has motivational - affective properties. These properties derive from the context of highly significant social interaction in which many attitudes are formed, from the fact that the objects are not neutral for other participants, and from the fact that the self, as it develops, acquires positive value for the person. Therefore, the linkage between self and the social environment is seldom neutral.

(v) The subject-object relationship accomplished through the formation of categories, both differentiating
between the objects and between the person's positive or negative relation to objects in the various categories. The referent of an attitude constitutes a set that may range theoretically from one to a large number of objects. However, in actually the formation of a positive or negative stand towards one object usually implies differential attachment to others in the same domain.

Aggarwal\(^5\) summarizes the concept of attitude in the following characteristics:

(i) There is no limited range of attitudes; our likes, dislikes, good we take, duty to worship, everything form an aspect of attitude.

(ii) It is a position towards outer objects, either for or against.

(iii) They are individual differences in attitudes.

(iv) Attitudes are the basis of behaviour as they lead to strike, war, voting etc.

(v) Attitudes may be overt or covert.

(vi) They are integrated into an organised system.

(vii) They are acquired and not inborn.

(viii) Attitude towards an object is not necessarily based on its utility. For example, attitude toward food is not based on its nutritional value.

(ix) Attitude differs from culture to culture.

(x) They are more or less lasting but can be modified.

(xi) They always imply a subject-object relationship.

(xii) Reference of an attitude may be one item or number of items. For example, in case of fighting against a nation, most of its members are enemies.

2.3.4. **Definition of Attitude:**

Various Psychologists have given the definition of the term 'attitude' are as follows:

"How he feels about the objects and, in particular, whether he likes or dislikes the objects."\(^6\)

Anne Anastasi says: "An attitude is often defined as a tendency to react favourably or unfavourably towards a designed class of stimuli, such as a national or racial group, a custom or an institution."\(^7\)

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From this, it is clear that in actual practice, the term "attitude" has been most frequently associated with social stimuli and with emotionally toned responses.

Freeman defined the term 'Attitude' thus: "An attitude is a dispositional readiness to respond to certain situations, persons, or objects in a consistent manner which has been learned and has become one's typical mode of response." 8

According to the Remmers attitude can be stated as: "Attitudes may be defined as feelings for or against something." 9

This definition can be taken along with the definitions given by a few writers. This term can be splited up as:

(i) "Feelings" for emotional processes.
(ii) "For or against" for like and dislikes and
(iii) "Something" for some specific or general object.

Feeling is an emotional process. It is overt or covert. Mental process means 'rational, intellectual and cognitive.' There are emotions in the man. They may be


pleasant or unpleasant. So emotions are the associations fears, love, rage and all the learned variations in a man that play a vital role in the attitudes.

Allport explained, "A mental and neutral state of readiness, organized through experience exerting a directive or dynamic influence upon the Individual's response to all subjects with which it is related." ¹⁰

Brown has defined attitude as, "An attitude acquired and relatively fixed tendency to react in a given way in relation to other persons or things." ¹¹

Skinner says: "It deals with emotional content, important beliefs, prejudices, biases, predispositions, appreciations and states of readiness or set." ¹²

Thurstone has explained the attitude as, "The sum-total of man's inclinations and feelings, prejudices, or bias, threats and convictions about any specific topic." ¹³

Further, Thurston says about Attitude: "The degree of positive or negative affect associated with some psychological object." ¹⁴

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Guilford says: "An Attitude is a disposition ... a person has to favour or not to favour a type of social object or social action."15

Gagne explained it as "An acquired predisposition to react in a characteristic way towards (or away) from some object, concept, situation on or person."16

Stephens defined it: "Attitude means something that is learnt within any intention whatever it is."17

Drever: "A more or less state, set or disposition of opinion, interest or purpose, involving expectancy of a certain kind of experience and readiness with an appropriate response."18

According to Hewcomb, "Attitude is a state of readiness for motive arousal."19

Hornby explains Attitude as "(1) manner of planning or holding the body, (2) way of feeling, thinking or behaving: an - of hostility; to maintain a firm -"20

2.3.5. **National Integration:**

To remain close is not integration but to be one is integration.

Simply, social and National Unity or oneness is called national integration. It is our social as well as constitutional aspect.

National Integration can be defined as "patriotic act of the people of a country."

According to Abraham Lincoln, "Democracy is the form of government of the people, by the people and for the people." The underlying sense of this definition is National Integration.

The national integration is the problem of all the countries of the world. There are two types of elements that affect the national integration:

(A) **External Elements:** (i) Here, the big nations, for their covet, crushes the small countries. But (ii) international integration causes positive effect.

(B) **Internal Elements:** National integration is concerned with the life of the people of the country. Everybody has a unique personality. It is human nature, therefore, always conflicts, clashes and differences amongst the
people of the country, due to various causes may be observed. It is not possible to abolish such differences but it is possible to live with differences in a spirit of tolerance and understanding.

National integration is not only the problem of such countries having rational, religious or linguistic problems but those countries that have one race, one religion and one language are also suffering from the same problem.

Countries like India are the museum of cultures, creeds, races, religions, religious, castes, communities and languages. Here integration is a more challenging task.

India is a wide country. The people of the country live together with many differences. In its large diversity, there is an underlying force that binds all the people into oneness. This feeling for the country and sense of belonging to the country, show the progress and unity. For India, the diversity in culture is a strength.

When narrow loyalties to caste, creed, religion, race, language and region overplay their role, it is a weakness, damaging the progress and unity. To build a welfare society, one must balance between the unity and diversity. National integration implies reorganization and appreciation
of diversities. It is thus a positive concept. National integration should not be considered a rigid uniformity devoid of variety. On the other hand, it values differences and diversities.

From very old days India has been facing the problem of N.I. but by educationally, politically, socially and by religion, a harmonious culture of integration is developed. Indian culture is a accepting culture. Everybody and everything can emerge into the Indian culture. But it is not always true; there may take place intolerance, narrow-mindedness, conflicts and struggle amongst the people and their groups.

To be a good human being, it is necessary that one should understand the feeling and values of other fellow-beings. The good quality of life possesses love, sympathy and tolerance. For progress and unity of the society, poverty, hunger, disease, and economical and social injustice should be abolished.

History shows that progressive mind can only be developed in a peaceful country. In integrated condition, scholars have put forth new ideas, scientists have made discoveries and investigations and human society has progressed materially as well as spiritually. Conflict and strife cause insecurity and retard the progress and welfare of the country.
Therefore, National integration is a realization of the fact that the people have, in spite of their many differences, a strong community of interests covering a broad front and a feeling of pride in one's own country.

Like India, democratic countries have some parliamentary demands. Democracy gives rights and asks for duties. The fundamental aim of the democracy is to overcome the problem of inequal economical opportunities.

The country has to achieve N.I. on the basis of her heritage. Everybody should be proud of his country and the country has her rich heritage from the past; with a hollow heritage it is to be ashamed.

India has explosion of population. On the other hand the growth of the country, by the five year plans, is slow. There are not enough demonstration as to how to fight against the problems. Again, the fear of unemployment stares hard at them after finishing their studies. We have been able to give them neither "something to live by nor something to live for."

After getting democracy from the British rule, our democratic Government made provisions to protect the diversity and unity of the society under the following rights:
Article 16 (1) says: There shall be equality of opportunity for all citizens in matters relating to employment or appointment to any office under the state. (2) No citizen shall, on grounds only of religion, race, caste, sex, descent, place of birth, residence or any of them, be ineligible for, or discriminated against, in respect of any employment or office under the state.

Article 19 (1): says that all citizens shall have the right:
(a) to freedom of speech and expressions.
(b) to assemble peacefully and without arms.
(c) to form associations or unions.
(d) to move freely throughout the territory of India.
(e) to reside and settle in any part of the territory of India.
(f) to acquire, hold and dispose of property; and
(g) to practise any profession, or to carry on any occasion, trade or business.

Article 25 (1): gives absolute religious freedom to all its citizens. Subject to public order, morality and health and to the other provisions of this part, all persons are equally entitled to freedom of conscience and the right freely to profess, practise and propagate religion.
The following provision deals directly with education:

**Article 28:** (1) No religious instruction shall be provided in any educational institution wholly maintained out of state funds. (2) Nothing in clause (1) shall apply to an educational instruction which is administered by the state but has been established under any endowments or trust which requires that religious instruction shall be imparted in such institution. (3) No person attending any educational institution recognised by the state or receiving aid out of state funds shall be required to take part in any religious instruction that may be imparted in such institution or to attend any religious worship that may be conducted in such institutions or in any premises attached thereto unless such person or, if such person is a minor, his guardian has given his consent thereto.

**Article 29** (1) says: Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same. (2) No citizen shall be denied admission into any educational institution maintained by the state or receiving aid out of state funds on grounds only of religion, race, caste, language or any of them.
Article 30 (1): All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice. (2) The state shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground it is under the management of a minority, whether based on religion or language.

These provisions are very clear and guarantee that all citizens whatever their castes, creed, religion or language, will be entitled for admission into all educational institutions, and at the same time have the freedom of following their own religious convictions. Provision has also been made for the protection of the language and culture of the minorities.

The government in the centre and state have taken steps for the implementation of these fundamental rights. On the important subject, the national education commission in their valuable report have said as follows:

"Social and national integration is a major problem which will have to be tackled on several fronts including education."

In our view, education can and should play a very significant role in it by:

(i) introducing a common school system of public education.

(ii) making social and national service an integral
part of education at all stages.

(iii) developing all modern Indian language and taking necessary steps to enrich Hindi as quickly as possible so that it is able to function effectively as the official language of the union; and

(iv) promoting national consciousness.

Kothari Commission believed that "Economical, social, culture and political are building factors of social and national integration of India." \(^{21}\)

This commission also has made some suggestions as:

(1) To believe in the future of the country.

(2) To continue progress of the people, to abolish unemployment, to minimize the diversity of the development of different fields in nation; the political, educational or social equality have to be achieved.

(3) To cultivate such values in the society so that people think and act in favour of the nation and over-come from the stateism.

(4) To provide just and best administration which is carried out with the feeling of social service.

(5) To understand and respect the culture, tradition, life and rites of the different region of the country.

To foster the feelings of oneness, the National Policy of Education, 1986, visualises a national system of education for the country which is based on a national curricular framework. The latter would contain common core along with components which are flexible. The core components identified in the policy are:

- The history of India's Freedom Movement.
- Constitutional obligations.
- Content essential to nurture national identity.
- India's common cultural heritage.
- Egalitarianism, democracy and secularism.
- Equality of the sexes.
- Protection of the environment.
- Removal of social barriers.
- Observance of the small family norm
- Inculcation of the scientific temper.

New policy of education emphasise the value-education. In our culturally plural society-education should foster universal and eternal values, oriented towards the unity and integration of our people such value education should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism.
2.3.6. **Definition of National Integration:**

Some factors like spiritual value, culture, religion, politics, economy, society, psychology, psychology of prejudice, Home, National language policy, curriculum, education system, etc., are sculpturing factors of national integration.

As our formal President, Dr. Radhakrishnan said in his broadcast to the nation on 2-10-1962, on the eve of the National Integration Week, "Nature by her seas and mountains had decided the oneness of India."

Gandhiji's creative education and Swamiji's man-making education were means suggested to achieve national unity. Gandhiji says: "Not a dead leaf is lifted by the wind from where it lies and dropped elsewhere except at the will of God," and further says: "God Himself dares not appear before the hungry millions except in the form of work and food."

Humayun Kabir stressed that, "Indianness, transcending all these distinction, which have made the many Indian communities into one Indian people."

Dr. Zakir Husain, the President of India, compares national unity to a bouquet of flowers of different hues, shapes and sizes in which each flower maintains its uniqueness and blends into the whole."
National integration is in essence the cultivation of the heart, the emotions and feelings.

Swami Vivekananda gives his opinion as "the problems in India are more complicated, more momentous, than the problems in any other country. Race, religion, language, Government - all these together make the nation. The elements which compose the nations of the world are indeed very few compared to this country. Here have been the Aryans, the Dravidians, the Tartars, the Turks, the Moghuls, the Europeans - all the nations of the world, as it were, pouring their blood into this land. Of languages, the most wonderful conglomeration is here; of manners and customs there is more difference between two Indian races than between the European and the Eastern races."

Nehru dreamt of nationally integrated India as "A strong, free and democratic India, were every citizen has an equal place and full opportunity for growth and services; where the present inequalities of wealth and status have created to be, and where our vital impulses are directed to creative and cooperative endeavour. In such an India, communalisation, separation, isolation, untouchability, bigotry and exploitation of man by man have no place, and while religion is free, it is not allowed to interfere with the political and economic aspects of a nation's life."22

Pathak and Tyagi noted that "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." Further they note that "National integration means bringing about economic, social, cultural and linguistic differences among the people of various states in the country within tolerable range and imparting to the people a feeling of oneness of India."

2.3.7. **Higher Secondary School:**

According to the education policy of India, the whole education system is framed into 10 + 2 + 3 pattern. The +2 stage is made up of standards XI and XII, and is called higher secondary school or junior college.

2.4. **REVIEW OF THE ALLIED WORKS:**

The purpose of the allied works review is to expand upon the context and background of the study to help further define the problem and to provide an empirical basis for the subsequent development of the hypotheses. The length of the review will depend upon the number of relevant articles available and the purpose for which the research report is

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being written. Review of related literature is an important step because it gives the idea about different approaches, methods, tools, samples and analysis.

It also helps investigator to know that what difficulties were faced by the investigators and what are the remedial steps.

2.5. CONCEPT AND IMPORTANCE OF THE RELATED STUDY:

Practically all human knowledge can be found in books and literaries. Unlike other animals that must start a new with each generation, man builds upon the accumulated and recorded knowledge of the past. His constant adding to the vast store of knowledge makes possible progress in research field of investigator's attempt.

Study of the related literatures implies locating, reading and evaluating reports of investigation as well as the reports of casual observation and opinion that are related to individual's planned investigation object.

The literature in my field focuses the foundation upon which the new work is to be built up.

Good explained the concept of related study as: "The competent physician must keep himself abstract with

the latest discoveries in the field of medicine, obviously the careful student of education, the research workers and the investigator should become familiar with the location and use of resources of educational information."

Aggarwal\textsuperscript{25} stated the importance of related study as follows:

(1) The review of the literature is the basis of most of the research projects in the physical science, natural science, social science and the humanities.

(2) A review of the related literature gives the scholar an understanding of the previous work that has been done.

(3) The results of the review actually provide the data used in the research.

(4) It enables us to know the means of getting to the frontiers in the field of our problem.

(5) A review of the literature would develop the insight of the investigator.

(6) The importance of the review is quite obvious in delimiting the research problem and also in defining it further.

(7) The review of the literature gives the scholar an insight needed to convert his tentative research problem to a specific and concise one.

(8) The review of the literature helps the research worker to be alert to research possibilities that may be over-looked.

(9) In the process of reviewing the literature the scholar is on the alert position for finding out research approaches in the field that were found to be sterile and fruitless.

(10) The review of the literature provides an opportunity of gaining insight into the methods, measures, subjects and approaches employed by other research workers.

(11) A careful consideration of the chapters entitled recommendations for further research in various research studies guides the investigator to appreciate the suitability of the problem which helps him to delimit the problem.

Keeping in view these objectives, the review of the related and past work done was carried out and a few related studies are described here.
The investigator while referring to journals, magazines and other reading material found that amongst many aspects of reading, much work has been done in the field of parents' view, social view, teachers' view, students' view regarding the education system curriculum, etc. But so far as this problem is concerned very little work has been done in this area of National Integration. The following paragraph is the evidence for the work done.

(1) Review of work done in foreign countries.
(2) Studies done in India.

2.6. REVIEW OF WORK DONE IN THE FOREIGN COUNTRIES:

[1] Mr. Puchong Watthayu\(^2\) studied the attitude towards functional literacy and family life planning (FLFLP) programme:

The major objectives of the study were:

(1) To construct a reliable and valid attitude scale to measure the attitude of participants towards FLFLP programme suited to Thailand.

(2) To study whether there are sex differences with regard to attitudes towards FLFLP programme.

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(3) To compare the attitudes of participants belonging to different occupation groups towards FLFLP programme.

(4) To compare the attitudes of participants of different age-groups towards FLFLP programme.

(5) To compare the attitudes of participants of rural and urban areas.

The limitations of the study were:

The scope of the study is extended to the participating people from community in central part of Thailand, which are under different age-groups, area, sex and occupations. The dimension of attitude study were like general aspects of the FLFLP programme, curriculum, teacher and administration and organization of the FLFLP programme.

Tools and Techniques used in the study:

The investigator prepared attitude scale of his own on the area like curriculum, teacher, administration and organization, General aspects of FLFLP. The reliability of the tool were TRT $r = 0.88 \pm 0.04$ and SHM $r = 0.94$ and validity was $r = 0.708 \pm 0.091$.

The sample for the study was selected from urban and rural areas. From the urban area, the investigator selected 20 centres from where 444 respondents were selected;
in this sample 126 men and 298 women were chosen; from the rural area investigation selected 19 centres from where 374 respondents were selected. In this sample 218 men and 156 women were chosen.

The findings of the study:

(1) Urban area respondents have more favourable attitude towards FLFLP.

(2) Farmer group of respondents has more favourable attitude towards FLFLP.

(3) Age group of 15-20 and 21-40 years have more favourable attitude than the age group 41 and above.

(4) Women have more favourable attitude.

(5) Urban group have more favourable attitude towards curriculum.

(6) More or less the two groups of respondents under study have the same type of attitudes towards the teacher of the programme.

(7) Urban's have more favourable attitude towards administration and organization of the programme.

(8) It is concluded that the farmer group and agriculture group of respondents have more favourable attitude towards general aspects of FLFLP programme than the remaining two occupational groups' respondents.
(9) Farmer group showed more favourable attitude towards curriculum of programme, teacher of programme, administration and organization.

(10) Women group showed more favourable attitude towards general aspect of programme and curriculum of the programme.

(11) Men and women have by and large the same types of attitude.

[2] Mr. Pramual Unchai took 27 carried out investigation in the attitude towards programme of non-formal education leading to life long education in Thailand as follows:

The major objectives of the study were:

(1) To construct the tools to measure the attitude of teacher educators towards non-formal education (NFE) programme.

(2) To study the attitude towards NFE programme of teacher educators possessing different levels of creativity.

(3) To compare the attitude towards NFE programme of teacher educators with different level of experience.

(4) To compare the attitude towards NFE programmes between male and female teacher-educators.

(5) To draw conclusions for improving the NFE programme to be executed in Thailand.

Limitations of the study:

(1) To study not only draws its data on the general aspect of non-formal education programme but it also seeks to explore the attitude of teacher educators on the dimensions like fundamental elements; need importance aim and objectives, the programme of non-formal education, process of non-formal education, and organization aspect.

(2) All the data collected were available in Thai-language. As a result, they had to be translated into English.

(3) The investigator tried to request the creative teacher educators and educational experts to indicate their suggestions to improve any form of non-formal education programme.

Tool of the investigation:

In this study the investigator prepared Likert type scale and items were analysed on 5 point scale.

Reliability of the tool:

(1) Test-Retest method \( (r) = 0.93 \pm 0.014 \)

(2) Split half method \( (r) = 0.94 \pm 0.006 \)
(3) Whole test \( (r) = 0.97 \pm 0.006 \)
(4) Rulon formula \( (r) = 0.99 \)
Flanagan formula \( (r) = 0.94 \)

Predictive validity of the tool \( (r) = 0.205 \)

Sample:

The investigator opted to select all the 8 teachers' colleges in the north-eastern region of Thailand as the study. 540 teacher educators from 8 teachers' colleges were selected randomly considering (1) strata, (2) sex, and (3) experience.

The investigator used 3 x 2 x 2 factorial design for statistical analysis.

Findings of the study:

(1) It was concluded that the teacher-educators possessing high creativity level, were significantly better in their attitude towards NFE programme than those possessing moderate creativity level; the teacher educators possessing moderate creativity level were significantly better in their attitude towards NFE programme than those possessing low creativity level. It was further concluded that the teacher educators possessing high creativity level obtained high scores in attitude towards NFE programme.
(2) It was concluded that the male and female teacher-educators were equivalent in their attitude towards non-formal education and the difference noticed was due to the error of chance.

(3) It was concluded that the teacher-educator having more and those with less experience were equivalent in their attitude towards NFE programme.

(4) It was concluded that the variables of creativity level, sex and experience had no interactive effect on the attitude scores of teacher-educators towards NFE programmes.

(5) It was concluded that there was a definite linear trend in attitude towards non-formal education across the creative levels. This confirmed the trend that the teacher-educators having high creativity level had more favourable attitude towards non-formal education than with other creativity levels on the attitude scale.


The objectives of the study were:

To determine the relationships among personal, education and occupational characteristics and attitudes of high school principals towards adult education in Arizona.

**Tool and Sample:**

Of 131 high school principals in the population, 85 returned the four parts instrument designed to measure personal, educational and occupational characteristics, and attitudes towards specific adult education practices, adult education as a practice, and adult education as a concept. Analysis of variance was used to compare the mean scores at the 0.05 level of significance.

**Findings of the study:**

(1) The findings indicated that the principals agreed that adult education classes should be held in school facilities, district should formulate adult education programmes; and civic organisations and non-profit organisations should be allowed to rent school facilities for adult education classes.

(2) Community colleges should finance and administer adult education programmes. The state should provide funds for adult education programmes and vocational educational facilities should be used in the adult education programme.

(3) The principals disagreed that private profiting organisation and persons should be allowed free use of school facilities for adult education classes and adults education should be limited to basic education or credit courses from community colleges, colleges or universities.
It is obvious from the above three investigations that the impact of social education and functional literacy on the life and living of the people is much noteworthy.

These studies referred to in this section do throw some light on nature of the problems. The extent of problems in any area of education is practically unlimited. This is much more true in case of National Integration.

These studies have thrown some light on methods of construction of Attitude Scale, selection of variables, reliability and validity of tools and statistical design also.

2.7. STUDIES CARRIED OUT IN INDIA:


Here, the investigator carried out the work to know socio-psychological background of adolescent children of West Bengal Himalayan Region for purpose of national integration in relation to co-curricular participation.

Sample of the study:

The sample consisted of 1000 adolescent school going students of Nepali, Bhutea and Lepcha tribes reading in the hill towns of Darjeeling district.

Tool of the study:

For this study, the investigator prepared his own scale. Investigator constructed multiphasic inventory; with 168 questions and five point alternate answer in Nepali language.

Sampling process:

A group of 140 children, selected out of 1000 students, were processed through a plane physical education programme following group processing technique for a period of two continuous school sessions. A schedule was used to get pre-programme participation scores. After two years programme participation the schedule was administered once again to collect post programme participation scores of these children.

Findings of the study:

(1) The respondents belonged to middle socio-economic class and were found educationally backward, with religious communal feelings and not rigid inter-tribal group relations.
(2) The respondents were found low in morale and fairly communal due to thwarted social need, flexible in the aspects of emotion and temperament and without any cognisable amount of economic frustration.

(3) The efficacy of group processing technique was proved in physical education class in building up a better psychological structure for social and personal adjustment in the formative ages, fourteen to sixteen years, for these tribal children.

(4) The group processing technique spoke in favour of the regular participation, and effect towards forming a cohesive and co-operative group.


The main objectives of the study were as follows:

(1) To study the teachers' awareness of the problem of National Integration.

(2) To study the reason for existence of the problem as viewed by the researchers.

(3) To study the solutions to be suggested for promotion of National Integration.

30. Ibid., pp. 112-113.
Tool of the study:

The data were collected through one questionnaire for the headmaster and another questionnaire and an interview schedule for the teacher. The interviews were conducted on a limited sample of twenty per cent of the sampled teachers.

Sampling process:

The study was conducted on teachers working in all secondary schools of a rural community development block, five per cent of schools within the municipal limits of grade III and grade IV towns, and from five per cent secondary schools within municipal limits of grade I or grade II cities. Teachers of five per cent secondary schools of Kanpur and Bangalore were included for studying the special problem of highly industrialised cities. The sub sample amounted 15,000.

Findings of the study:

(1) More than sixty per cent teachers were not aware of the existence of National Integration Council.

(2) Some of the respondents considered the political parties as agencies for national integration and further this awareness was influenced by regional biases.

(3) The respondents felt that the reason for national disintegration were cultural background (54.2%), religious organisation (41.8%) and political parties (81.2%).
Nearly eighty one per cent of the respondents held that the communal disturbance created national disintegration.

According to majority (60.4%) reorganisation of states on linguistic basis had not helped in promoting national integration.

It is found that the regional imbalances would lead to national disintegration.

It is observed that the labour class were said to be the worst victim of communal disturbances.

It was revealed that the reservation of seats for scheduled castes, scheduled tribes and backward classes in educational institutions had also been suggested to be the reason for national disintegration.

Although the communal disturbance was the reason for national disintegration, ban on religions preaching and conversion as a solution had not been agreed upon by teachers.

Sinha, M.P. and Gangrade, K.D. (1979) have written a book on "Intergenerational Conflict". Intergenerational conflict is understood as difference between adult and adolescent.

Intergenerational conflict in its institutional setting include family, marriage, political participation, authority patterns, asperational structures, education etc., such studies reveal the attitude difference between adults and adolescents.

**Tool of the study and its organisation:**

Structural questionnaire were administered to both groups of students and their parents by trained investigators through interviewing individually.

The questionnaire to the students were given to their study places and not at home, while parents were interviewed at their residence.

**Sampling process:**

Sinha and Gangrade studied the issue with a sample of 400 college campus students and their parents. Different groups of students were classified on the basis of sex, science-arts-commerce, income and rural-urban dimensions.

**Statistical Technique:**

Correlations were made on the basis of fixed variables such as caste, sex, education and income regarding, and chi-square formula used.
Findings of the study:

(1) Attitudes on joint family system, 56% parents favoured joint family system while only 31% students favoured the same.

(2) Students have shown a bias towards a small family size i.e. 84% students do not want more than three children and 81% parents also favoured for three children.

(3) Parental authority: 73% students and 63% parents were of the view that boys flout parental authority sometimes. As against this only 56% students and 44% parents say this of girls. This is another way of saying that a significant population of students does not adhere to the ideal norm of the joint family system. It is also interesting to note that violation of authority is more prevalent in the case of boys than in that of girls. Girls generally tend to follow the advice of elders and rare cases against the wishes of parents.

(4) Attitude towards love marriage: More than 50% boys prefer love marriage and only 25% fathers endorse love marriage of their sons. The significance of chi-square goes to indicate a conflict between sons and fathers on this issue.

(5) Attitude towards caste: 70% students rejected caste as a preferential for selection of their spouses and 62% parents have upheld caste as the preferential group for the selection of spouses for their children.
Conflict was observed among both groups regarding education and career aspirations. Older generation rated high the present university education while students rated it poor.

Regarding co-education, younger generation prefer co-education at all levels, while the older excluding high school level preferred it.

This study was referred to imply the attitudes of youths towards old aged persons as the investigator has included this social issue.

Mrs. M.S. Warty of the M.S. University, Baroda, in 1967, for her Doctorate degree worked on, "A Study of the attitudes of the young towards the aged."

The objectives of her study were:

1. To measure the attitude of the young (ranging between 21-40) towards the old people.

2. To compare the relation between age, education, and sex.

3. To study the inter-correlations between the attitudes of the young and old.

4. To examine the conditions of the old.

5. To discuss in general, the problems of the old.

Tools of the study:

(1) An attitude scale was prepared making use of Thurstone's technique of equal appearing intervals.

(2) A partially structured interview based upon a fixed schedule of questions.

(3) Case history method to study some selected cases.

Sampling process:

The sample was selected from the Marathi speaking population of the city of Baroda. The variables age, education and sex in 4, 3 and 2 group respectively, were introduced in deciding the quota of the total sample. Thus $4 \times 3 \times 2 = 24$ cells in all were formed. From 40 forms distributed in each group (total 960), 831 responses were at her hand for analysis.

A sample of 160 old persons was selected from the families of the young subjects who had responded to the attitude scale. They were interviewed in order to decide the various dimensions of their adjustment and to develop an insight into the nature of their problems. It was based upon an interview guide, the questions in which were connected with the different areas of adjustment included in the scale of attitude measurement. A selection was made of 22 cases at the two extremes of the adjustment level,
12 being well adjusted and 10 maladjusted old persons. The intensive case studies of them were carried out in order to emphasize the individualistic impact of adjustment.

Findings of the study:

(1) Attitude of the young towards the aged in Indian society is on the whole adequately favourable.

(2) The different areas of adjustment over which an attitude scale may fall can be independent of one another.

(3) The attitude of youth is observed to be highly favourable.

(4) Inference of the long prevailing cultural norms of Indian society affect the treatment of the old.

(5) Age was found to be a significant determinant of the attitude.

(6) Education was also found to be exerting influence upon the effect of the attitude.

(7) Sex is seen to be a neutral variable.

(8) Income of the subject as a secondary variable was also noted to play a neutral role.

(9) Persons staying in joint families showed a less favourable attitude towards the old.

(10) A majority of aged was experiencing a positive attitude within the family from younger members.
This study implies that in Indian Society young persons have adequately favourable attitude towards the aged. Long prevailing cultural norms, age, education, are found to be significant determinants of the attitude. Sex and income are found to play a neutral role in affecting the attitude of young towards the aged.

Zala, M.M.\textsuperscript{33} of S.P. University, V.V. Nagar, in 1988, for his Ph.D. degree worked on, "A Study of the impact of the instructional material on population education on the developing of attitude towards population education of primary teacher trainees of Kheda district."

The objectives of his study were as follows:

(1) To prepare the programme for attitudinal development towards population education for student teacher of primary teacher colleges.

(2) To construct and standardize an attitude scale for measuring attitude towards population education.

(3) To study the effect of the instructional programme on the development of attitudes towards population education.

(4) To study the effect of instructional material on the development of attitude of male and female teacher-trainees towards population education.

(5) To study the effect of instructional material on the development of attitudes among teacher trainees coming from small families and large families towards population education.

(6) To study the effect of instructional material on the development of attitude among teacher-trainees coming from urban and rural areas towards population education.

Limitations of the study:

(1) The study was confined to the student-teacher of primary teacher training colleges of Kheda district only.

(2) Attitude scale prepared and standardized for the group of the student teacher of primary teacher training college was used.

(3) The used attitude scale for population education was limited to Gujarati speaking students only.

(4) The instructional material prepared was limited to the student-teacher of primary teacher training colleges.

Tools and technique:

The investigator constructed his own attitude scale by Likert method. The statements were to be attempted on five points scale. The S value for each statement was calculated and on that base statements were selected. The reliability of the scale was as:
Test-retest method \( = (r) = 0.606 \pm 0.017 \)
Parallel form method \( = (r) = 0.688 \pm 0.0129 \)
Split-half method \( = (r) = 0.66 \pm 0.0146 \)

The components of instructional materials were slides, charts, audio cassette, adjust programme on population education.

**Sampling process:**

The investigator selected six colleges, for his study: three from urban and three from rural areas. He sampled 34 boys and 70 girls from urban area and 102 boys from rural area. Thus, the sample for investigation included 206 student-teachers of primary teacher training colleges.

**Findings of the study:**

1. The instructional material prepared on population education had proved effective even for developing attitudes of women student-teachers towards population education; same for male student-teachers was observed.

2. It was concluded that the instructional material prepared on population education had proved effective equally for student-teachers coming from urban and rural areas.

3. The size of the family was not a variable. The mean difference between the mean scores on attitudes of two levels of size of family was not significant.
Patel, G.H. (1979) carried out an investigation to study the attitudes of the teacher educators towards the programmes of non-formal education leading to life-long education in the State of Gujarat.

Tool and sample:

All the 40 education colleges of Gujarat State were selected for the sample. An attitude scale was developed and used for collection of data.

Findings of the study:

(1) The attitudes of teacher-educators of the urban areas towards the component need and importance are more favourable (35.119) than those of the semi-urban areas (33.979). The difference is significant at 0.05 level.

(2) The mean score of the attitudes of the female teacher-educator is slightly higher (349.42) than that of the male teacher educators (348.69), but the difference is not significant.

(3) The mean score of the attitude of teacher-educators in the age-group 40 to 49 is higher (354.67) than that in the 30 to 39 age group (337.89).

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(4) A comparison between mean scores of the attitude of teacher educators in Saurashtra-Kutch region and South Gujarat region, gives results in favour of Saurashtra-Kutch region.

(5) The mean attitude score of the post-graduate teacher educators is higher than that of the graduate teacher educators.

(6) The mean score of the attitude of teacher-educators having teaching experience above five years is higher (350.017) than that having less than five years' teaching experience (342.26).


The objectives of the study were as follows:

(1) To provide the secondary schools with a suitable standard tool to measure parental attitude.

(2) To compare attitude of parents coming from urban and rural areas.

(3) To study the attitude of parents in the context of their educational level.

(4) To study the attitude of parents in the context of their income.
(5) To study parents' attitude in relation to their profession.
(6) To measure parents' attitude in the context of their age.
(7) To study parents' attitude in relation to the size of their family.
(8) To study whether any sex difference with regard to attitude prevails.

**Tool and Technique:**

The investigator developed attitude scale by Thurstone's equal appearing interval method. The reliability coefficient for different areas are 0.81, 0.85 and 0.88. Coefficient of correlation by parallel form method for three areas are found 0.86, 0.81 and 0.85.

**Analysis of variance (F-test)** was used in order to test whether different categories of each variable differ significantly in their mean performance to enable us to say with confidence whether the differences will persist upon the repetition of the experiment.
Findings of the study:

(1) It was found that more educated parents have more favourable attitude towards secondary education than the less educated parents. Illiterate parents have the least favourable attitude towards the secondary education. This means that education is the most important and effective or powerful variable in affecting the parents' attitude towards secondary education.

(2) The impact of sex on parents' attitude towards secondary education is negligible i.e., sex has no effect on the attitude of parents.

(3) It is observed that with the increasing age of the parents, the attitude moves towards the favourable end on the continuum. In other words, there is a downward increasing age.

(4) Parents who are in service have more favourable attitude than parents in farmer community and farmers possess more favourable attitude than businessmen.

(5) Rural parents have less favourable attitude than the urban parents.

(6) There is downward trend in favourableness of attitude of parents with the increase in their income and the impact of income on parents' attitude towards secondary education is clear and highly significant.
Parents with smaller size of their family have more favourable attitude than the parents with large size of their family, i.e., parents with less number of children have more favourable attitude than the parents with more children.

Miss N.H. Trivedi\textsuperscript{36} carried out investigation work as "A study of Dropouts in Adult Education" from Gujarat Uni. Ahmedabad.

Objectives of the investigation were:

(1) To obtain centre, age, sex and yearwise estimates of those enrolled.

(2) To obtain centre, age, sex and yearwise estimates of dropouts.

(3) To compare the scores of dropouts and non-dropouts on a scale of attitude towards learning.

(4) To find out the reason for dropping out and continuing from the point of view of the adults themselves.

(5) To find out the reasons for dropping out and continuing from the point of view of the adult education personnel.

(6) To compare the two points of view of the adults themselves and adult education personnel.

To compare the reasons for continuing and dropping out to be able to draw conclusions and indicate their priorities and interrelationships.

**Tools and technique:**

The data regarding the adults registered and drop out obtained from the attendance registers available from a social organisation named Bhagini Samaj in Sanand, the Taluka town.

A scale to measure the adults' attitude towards learning was specially developed by using Thurstones' method and administered to all the adults, dropouts and non-dropouts who were interviewed.

A detailed case history for each interviewee was separately prepared; and checklists were developed and used to know the reason for dropping out and continuing.

**Sampling process:**

Cluster sampling was used by covering the entire Sanand Taluka of Ahmedabad District in Gujarat State in order to take advantage of the geographical compactness and familiar environment.

The attitude scores of the adults were tabulated separately for dropouts and non-dropouts and differences with references to variables such as sex, age, caste, occupation etc., were statistically studied.
Findings of the study:

(1) On a scale of attitude the maximum possible score being 10.48 and the minimum 1.58, the scores of the dropouts interviewed ranged between 10.00 and 6.25 and of the non-dropouts between 10.00 and 7.55 obtained.

(2) The dropout and non-dropout group showed positive attitude and also significant.

(3) She examined sexwise attitude, the non-dropout males were superior to the dropout males but no significant difference between the mean scores of the females of the two groups was observed.

(4) On comparison of the attitude to learning of the two groups with regard to three other variables, age, occupation and caste. She found that the non-dropouts generally were more positive and less varied than their counterparts in the dropout group.

(5) A study of the impact on attitude to learning of four variables, sex, age, occupation and caste, carried out separately on the groups of dropouts and non-dropouts revealed that the attitude to learning does not differ among the two sex groups and various age and caste groups.

(6) Occupational difference in attitude to learning were found to exist to some extent.
Data on a study of women's attitude to learning as related to occupation did not warrant any relationship that could possibly be established between attitude to learning and formal occupation among women.


The objectives of the study were as follows:

(1) To examine whether or not the minorities felt that preferential rights given to them in the constitution had adequately helped them to conserve their religions culture, language, etc.

(2) To find out whether the Muslim minority based on faith irrespective of geographical boundaries was ready to accept nationhood.

(3) To study the views of a cross-section of the Muslim minority about secular democracy and national integration, and

(4) To compare and contrast the religious education of Muslims with attainment of national integration.

The study was an explanatory one following the theoretical method. It was based on library information concerning various records like census data, voting patterns, voting behaviour records, etc. To support this, information was also gathered through observation and unscheduled interviews of 500 subjects from different walks of life but connected with education of the minorities. There were ten types of people who were interviewed on the topic of minorities role in national integration:

(1) members of Muslim minority institutions following their own syllabi,

(2) members of Muslim minority institutions following government syllabi,

(3) Muslim minority members getting government aid for their institution,

(4) members of institutions following state syllabi,

(5) members of Madrassas imparting religious education,

(6) members of medical and engineering colleges,

(7) non-resident India trustees of minority institutions,

(8) members of linguistic minorities other than the Muslim community,

(9) dignitaries from the Muslim Community, and

(10) ladies of the Muslim Community serving in colleges or universities.
Findings of the study:

(1) Muslims accounted for 11.21 per cent of population of the country and came next to the Hindus.

(2) The assumption that more facilities for minority education would provide better education was not supported.

(3) The rights to culture and educational self-determination created hurdles in the making of a strong nation.

(4) A national education programme was not possible without the assimilation of minorities in the national mainstream.

(5) Any uniform All India Education Policy had bound to prove disastrous for the rich diversified cultural heritage.

(6) Muslims had shown a stronger affinity for religion than for anything else.

(7) Secularism and national integration were correlated in the pluralistic society of India.

(8) Education was considered the only potent tool to achieve national integration as unity in diversity.

(9) National integration was possible through peaceful co-existence and mutual trust between the majority and minority communities.
The first few evaluative studies cited in this section do present a picture of national integration. The findings abound in failures rather than in achievements. It is found that more than 50 per cent of teachers were not aware of the national integration. Political parties, region, cultural background, religious organisation, communal disturbance, linguistic biases created national disintegration. Muslims had shown a stronger affinity for religion than for anything else.

One might conclude that a lot remains to be done in the area of attitude towards national integration. The attitude of teachers as well as that of the learners have a great impact on the teaching-learning process. Studies in the area can go a long way in helping the organisers to work towards the development of proper attitudes.

The last six studies cited in this section do not present a bright picture of attitude towards adult and educational programme. Age was found to be a determinant of the attitude, conflict observed between old and new generations, educated and uneducated one. On the bases of usually common norms one cannot really be blamed for being depressed. But education is a field where no progress is possible without optimism.
One study showed that the instructional material proved effective. It is, therefore, felt that the impact of social education on the life and living of the students can be increased if the voluntary agencies use new interesting methods through trained personnel.

2.8. DISSERTATION WORK:

[1] Parmar, Anupsinh B. studied from South Gujarat University, Surat the teachers' attitude towards change in syllabus, in April, 1984.

The objectives of the study were:

(1) To develop the attitude scale to know teachers' attitudes towards change in syllabus in secondary schools.

(2) To measure the attitude of teacher and to find out the percentile range.

(3) To compare the attitudes towards change in syllabus in secondary schools, of different groups.

Tool and Technique:

The investigator developed his own attitude scale according to the Thurstone's equal appearing interval method.

Sampling process:

He selected 250 teachers from Valsad and Surat districts. In sample 170 male and 80 female teachers were selected, in which 200 teachers were from rural area and 50 teachers were from urban area selected.

Limitations of the study:

(1) Investigator carried out the study in Valsad and Surat districts only.

(2) The teachers were selected, for sample of this study, from all the subjects teaching groups.

(3) The teachers of the sample working with Std. 8, 9 and 10 only.

Findings of the study:

(1) The attitude score range of the whole group was found from 51 to 270.

(2) The attitude score range of 20% teachers had from 171 to 208, 50% teachers had from 51 to 208 and remained 50% teachers had from 208 to 270.

(3) Only 30% teachers possessed attitude score range from 231 to 270.

(4) There was no significant difference in their attitude towards change in syllabus, of male and female teachers, urban and rural teachers, experienced and less experienced
teachers, rural male and urban male teachers, rural female and urban female teachers, urban male and urban female teachers.

(5) There was significant difference in their attitude towards change in syllabus, of rural experienced female and rural less experienced female teachers.

[2] Patel, Kalpana M.\textsuperscript{39} carried out investigation work as "A study of attitudes of primary teachers towards their profession."

Objectives of the study were:

(1) To study the attitudes towards their profession, of primary teachers.

(2) To compare the urban and rural primary teachers' attitudes towards their profession.

(3) To compare the urban male and urban female primary teachers' attitudes towards their profession.

(4) To compare the rural male and female primary teachers' attitudes towards their profession.

(5) To compare male and female primary teachers' attitude towards their profession.

(6) To compare urban male and rural male, urban female and rural female teachers' attitude towards their profession.

Tool of the study:

The investigator had used ready made 'Primary teachers' aptitude test' scale which was prepared by D.P. Patel.

Sampling process:

In her study the investigator selected the respondents by accidental sampling process. He selected three types of schools, one having 1 to 7th std. second having 1 to 5th std. and third having 1 to 3rd std.

Findings of the study:

(1) There is no significant difference in attitude towards their profession, of urban and rural teachers.

(2) It is revealed that urban male teachers and female teachers have not significant difference in their attitude towards their profession.

(3) It is revealed that the rural male teachers and female teachers have not significant difference in their attitudes towards their profession.

(4) There is no significant difference in attitudes towards their profession, of male and female teachers.

(5) It is revealed that the urban male teachers and rural male teachers and urban female and rural female teachers have no significant difference in their attitudes towards their profession.
It is found from the above two investigations that there was no significant difference in their attitude towards change in syllabus. The different groups have no significant difference in their profession. From this it is concluded that the different groups of teachers showed same attitude towards changes in syllabus or their profession.

2.9. **CHARACTERISTIC FEATURES OF THE PRESENT STUDY:**

One may ask, where this study differ from the other studies. What are the leading contribution of investigation? The field of the problem, the tools used, knowledge of process and depth of work determine the significance of the research work.

This is unique work in India, and this type of work is carried out by first time in Gujarat. Very few studies have been carried out in India, in the field of national integration. One study was carried out on secondary students and another study was carried out on teachers' attitude towards national integration. Review of the previous study showed that there is little work done in the field of national integration and therefore this work is a unique one.
The investigator selected the sample of the study carefully by cluster sampling process by covering the whole area of the population. The sample was big enough, of 1000 students to carry out valid work. To have thorough study the investigator selected as many as variables such as IQ, SES, Achievement, Area of locality and Sex.

Thus, this study gives the solution and guidance to the first hand problems of national integration in our country.