CHAPTER VII

Formulation of Hypotheses

The Cultural environment of the home

Rationale of hypotheses

Hypotheses - Learning Style

Hypotheses - Social Behaviour Disposition

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CHAPTER - VII
FORMULATION OF HYPOTHESES

As has been stated in Chapter I the present research is concerned with the possible influence of social structural factors on a few behaviour that are significant in an educational setting. Specifically, the task of the present study is to find whether caste, socio-economic status and urban and rural setting have any significant effect on the learning styles, and social behaviour dispositions. Essentially the present investigation endeavours to compare Scheduled castes/Tribes, Backward castes and Forward castes, the high, the middle and the low socioeconomic status and the urban and rural environs with regard to their influence on learning styles and social behaviour dispositions.

The specific research questions that are relevant to the measures of learning styles and social behaviour dispositions have been listed out in Chapter IV. The present chapter attempts to generate possible answers to those questions in terms of hypotheses. The hypotheses are derived after a careful consideration of the inter-relations between social structure and education. The reasoning involved in the development of hypotheses is elaborated in the following pages.
Great in inequalities in educational opportunities are reported to exist at primary as well as secondary school levels in Britain, France, the United States and other Western Countries (Stracey, 1976). Vast inequalities of access to these scarcer high quality types of secondary and higher education exist in prominent institutions. Social origins are reported to affect educational attainment.

Most working class children experience education as the imposition of an alien culture and this experience reinforces any sense of personal inadequacy these children possess. The schools teach acceptance of prevailing system of power in a multitude of both diffuse and specific ways. The apparent feeling of free choice of career felt by many working class school leavers are indeed a subtle design created by employment opportunity structure, school, credentials, and family background (Miliband, 1969).

The public education and the fee charging schools may be regarded as primarily institutions for transmitting low and high family status to children born into the lower and upper classes contributing to social immobility. The wider society tends to have its way (Kelsall and Kelsall, 1974).
A material situation of the family, formal educational arrangements, school teaching and social instruction and neighbourhood patterns of living contribute for differences in educational opportunities and attainments. Low incomes and poverty, inadequate or appalling accommodation, unemployment, personal and family insecurity, low quality education, extremely restricted occupational choice, concrete repetitive closely managed work, relatively high illness and mortality rates, subordination are common place among working class people and all these factors create family and neighbourhood patterns of living not suitable for high achievement on the part of their children in knowledge, in interpersonal skills, in aesthetic awareness, in understanding and in life generally (Stracey, 1976).

Working class values and attitudes on child upbringing in capitalist societies influences which constrict the ambition to accord with their opportunities in education and in the labour market (Parkin, 1971).

The explanation that the school is a middle-class institution and therefore out of harmony with the life-world of the disadvantages is true but not sufficient to explain why some disadvantaged children succeed or why some intelligent middle-class children fail.
Two types of theories have been advanced to account for seemingly intractable nature of the problem of underachievement and its concomitants of truancy and behaviour difficulties. The first type stresses deficit while the second the difference among children of poor attainment to account for this state of affairs. The deficit theories try to account for the poor achievement in terms of certain qualities supposed to be lacking among the children in question. The difference theory holds that the child has a valid lifestyle which may not be reflected in curriculum or organisation of education (Robinson, 1976).

Deficit theories suggest that the lower-class child enters the school situation so poorly prepared to produce what the school demands that initial failures are almost inevitable, and the school experience becomes negatively rather than positively reinforced.

These theories involve deficits in socialisation in home to account for the low educational attainment among children of lower class (Deutch, 1963; Bereiter and Engelmann, 1966; Hess and Shipman, 1965). The deficit theories argue that the behaviour which leads to social, educational and economic poverty is socialized in early childhood. Bernstein (1971) has shown that different
social groups have differential linguistic responses and poor attainment in education are likely to be mediated by the differing linguistic skills of the children.

Deficit theories have invited reactions among critics. The theory of cultural deprivation is criticized as being theoretically inadequate as it does not account successfully for the success of certain pupils from disadvantaged areas (Friedman, 1967).

Difference theories of educational deprivation argues that the cultural variations among different groups should be taken into account in explaining low attainment among certain groups.

The Indian child appears as "culturally deprived" because the educational agencies are unwilling to recognise the alienness of his culture and the realities of his social world; in this case it is not the child that is deprived of the culture, it is that the culture which is associated with his parents is derogated because they are impoverished and powerless (Wax and Wax, 1971).

There is lack of congruence between the needs of the least privileged group of society and the practices
of the educational system. What counts as the curriculum, ability and success in school is socially constructed and there is no absolute prior requirement for the ingredients of the curriculum or the assessing competences in school. The educational procedures one uses are relative both to a particular group and to a particular historical period. Of course one cannot explain why some definitions are dominant at a particular time (Keddie, 1973).

A few attempts to construct typologies of the different models of deprivation is found in the literature (Watson, 1973; Robinson, 1976). Horton (1966) has identified two categories of theories and names them as essentially order models and essentially conflict models. The former assume a society with a system of shared values and modes of communication. Individuals within the society may be characterised by a sense of failure in meeting the needs of the society (anomie). Deviance is explained in this model in terms of inadequate socialization. The latter models assume a society where political struggle is an everpresent feature. Individuals within the society may be characterised by a sense of separation from man's true nature (alienation).

Watson (1973) has systematised the thinking of Horton by attempting to produce four models viz., the
deficit system model, the simple cultural pluralism model, the radical vanguard model and the alternate competencies model. Watson argues that order theories include the deficit system model, the simple cultural pluralism model because of their core assumption of value consensus that generates a notion of some children being cultural deficit systems. The cultural pluralism model is well represented by culture of parents (Paul Weibe, 1975; Lewis, 1962; Shanmugasundaram, 1980). The conflict theories include the radical vanguard model where the 'dominant group culture is seen as being antithetical to minority group culture' and is used as an ideology of 'minority group oppression'. The radical vanguard model advocates total social change with a shift of power to the minority culture. (Carmichael and Hamilton, 1967). The alternate competencies model explicitly demonstrates that qualitative differences in cultural competences exist, and what the nature of these competences is. Robinson holds that deficit theories reflect an order model of society and difference theories echo the conflict models.

A typology similar to that proposed by Watson is given by Flude (1974). His construction includes deficit theories, competence theories, difference and school inadequacy theories, and resource theories. The
School inadequacy theories and resource theories refer to those accounts of educational failure that focus specifically upon the impact of various forms of discrimination associated with the unequal distribution of economic and political resources in the wider society and the unequal distribution of resources within the education system itself.

Several studies report that children at the lowest ranks in social place are most disadvantaged educationally. Seven-year-olds from Social Class V (British) are found to be almost seventeen months behind children of same age from social classes I and II in reading attainment (Davie et al. 1972). Eight-year-olds from social class V had a reading score one eighteen points lower than that of children from social class I (Barnes and Lucas, 1975). The gap in reading attainment between children from social class V and those from a non-manual background is reported to increase to three years by the time the children are eleven (Fogelman and Goldstein, 1976; Douglas, 1964). Many of the 'Cultural tradition' of the socially disadvantaged have their origin in poverty and its concomitants (Tulkin and Konnar, 1973). Material circumstances also affect educational attainments through other channels, such as health or by producing emotional strains in parents or children.
Poor household amenities and overcrowded conditions are reported to be associated with lower ability and attainment (Davie et al., 1972; Douglas, 1914; Hess et al. 1968; Murray 1974). Overcrowding (more than 1.5 persons per room) and adverse housing conditions, of course, are associated with other adverse circumstances, material or cultural, and influence educational attainment. In Douglas' earlier study using a nationally representative sample, the influence of poor housing (overcrowding and poor amenities) was separated from some of these other factors. Poor housing is found to affect adversely ability and attainment scores independently of family size, parental interest in the child's school work and the academic record of the school (Douglas, 1964).

Poor housing contributes to the higher incidence of illness found amongst socially disadvantaged children (Wedge and Presser, 1973) and limit educational attainment. Overcrowding is associated with certain specific characteristics of maternal behaviour, such as authoritarian techniques, and a feeling of 'powerlessness' in relation to school and hence are associated with poorer cognitive development (Hess et al., 1968). Housing difficulties are associated with depression in mothers of young children (Richman, 1976). The ways in which parents
behave towards their children and the environmental conditions affect the children; overcrowding is related to aggression, lack of curiosity, impulsivity and extraversion in nine-year-old children in Educational Priority Area schools, independently of family size, the kind of housing or neighbourhood quality, in one study (Murray, 1974). Primary school children with unsatisfactory housing conditions are reported to be thought by teachers to be lazy or poor workers and to lack concentration in school.

Almost half of the grammar school children who were demoted from a high to low stream (and who were almost all from working-class families) have been found to have poor facilities for homework (Dale and Griffiths, 1965). Inadequate facilities for homework and apathy towards schoolwork have been found to be correlated (Sumner and Wasburton, 1972).

The Cultural Environment of the Home:

The cultural environment of the home—the parents' interest in reading, their educational aspirations for the child, the amount of interaction with him—and ability are found to be strongly correlated with attainment at the primary school stage (Miller, 1971; Peaker 1967; Wiseman, 1967).
Ability scores and school attainment reported are to be more strongly related to the cultural environment than to solve economic factors such as the fathers' occupation, parents' education, the material standards of the home (Marjoribanks, 1972). Home environment variables such as the parent's educational aspirations for the child, time spent with the child in educational or cultural activities and the level of literary in the home show a moderate relationship to socio-economic level (Barker Lunn, 1970; Douglas, 1964; Whiteman and Duetsch, 1968; Master-Williams, 1967). Family social status (father's occupation, education, family income) and the influence of family size explain statistically significant variance in the cultural environment of the home among a large sample of primary and secondary-school children; but 47 to 71 per cent of the variance in environment remains to be unexplained by other variables (Walberg and Marjoribanks, 1974).

When unskilled, working-class parents achieve a high level of involvement with their children in intellectually stimulating activities and an effective interest in their education, the disadvantaging effects of low social class on ability and attainment are largely mitigated (Whiteman and Deutsch, 1968; Douglas, 1964).
Parental aspirations and interest themselves could not be treated solely as casual influences (Finlayson, 1971). The aspirations and interest shown could be just reflections of how well the child is actually performing at school. Parental aspiration and interest both seem to be influencing and being influenced by child's school achievements (Lunns, 1970).

Parental interest is reported to be related to ability (in which casual influence could be in either direction). But children of similar ability level have slight advantage in the 11+ examination if their parents were rated as being very interested (Douglas, 1964).

There are social class differences in parents' ability to translate their aspirations into practice. American black parents have been reported to have greater interest in an aspirations for their child's education than white parents of similar socio-economic level but that parental interest has less effect on the achievement of black children (Coleman, 1966). Middle class parents are reported to be often able effectively to challenge decisions of teachers which they feel may adversely affect their children's career chances while working-class parents tend to leave this kind of decision to the school (Kelsall and Kelsall, 1971).
The level, variety, appropriateness and timings of stimulation provided for the child in the first two years affects the development of his cognitive processes and abilities in the early years of life and continues to have same influence into pre-adolescence at least (Lewis and Goldberg, 1969; Yarrow, 1963).

Lower social class infants are advantaged in the first few months (Lewis and Wilson, 1972; Moss. et.al. 1969). An increase in maternal touching, holding, smiling and playing is registered with decrease in social-class level. (Lewis and Wilson, 1972). No social-class differences are found in the extent of physical care-taking received by the child (Kilbride et al., 1971; Streissguth and Bee, 1972; Tulkin and Kagan, 1972; Lawson and Ingleby, 1974).

Scheduled Castes and Tribes in India could be legitimately identified with a low relative level of consumption and characterised by impoverish environment. It is plausible that the scheduled caste families fitting with a profile obtained in a recent study of school dropout among Harijan children.

The Harijan families are extremely poor and their poverty forces the child to give up schooling assume an economic role at a tender age. The economic compulsions dictate him to share various
kinds of domestic chores and responsibilities which either directly supplement family income or spare the parents devote more labour for augmenting the daily earnings. Because of their appalling poverty, the Harijan parents also cannot meet the basic physical needs much less the schooling expenses of the child. The humiliating and discriminating practices indulged in by school teachers and ill treatment meted out to the Harijan child by them and classmates are other factors which discourage continuance of schooling on his part. The longer physical distance between the school and Harijan settlements is yet another factor which prompts the Harijan child to discontinue schooling. The general hostility among upper castes towards the well-being and development of Harijans, their propensity to keep them perpetually under their hegemony and use them for Begar, their constant and deliberate efforts to create a negative self-image among them are some of the community disincentives which multiply the cases of dropouts among Harijan Children (Chatterjee, 1975).
Detailed analysis of the relationship between caste and hierarchy and socio-economic hierarchy in India and elsewhere are well documented by Bhatt (1975) and De'Souza (1981). The pattern and degree of association between class and socio-economic status at All-India level Regional level and in urban and rural areas show that all relationships at all over socio-economic status index is strong. The findings of analysis done by Bhatt (1975) is based on common indicators measured systematically in hundred rural communities and twenty urban communities suggests one overall conclusion; even to-day, in India, the socio-economic hierarchy is stacked against those whose position is low in caste hierarchy. De'Souza (1981) argues that there is no difference between caste and class since the caste hierarchy is no less due to economic and political power than class hierarchy is. All India report of Field Studies in Sociology of Education (Gore, 1975) reports inequality in education opportunity among castes. In 1967 the upper middle class is over represented among students both in urban and rural areas at primary school stage.

Vendal (1981) argues that the rural-urban difference could influence academic achievement.

Geographic, socioeconomic and cultural variables define rural urban setting in ecology. Urban area distinguishes itself from rural area in terms of access to service facilities, commerce and recreational
facilities. Further, Urban communities are characterised by class extremes, social heterogeneity, energy and speed, and the like. Rural communities are characterised by traditional, more primary contacts, simplicity, uniformity and the like. The distinguishing features of urban and rural communities provide a backdrop to educational institutions in these areas. The socio-cultural attitudes and values, vary in urban and rural setting and influence the educability of the pupils in these areas (Vendal, 1981, P.17).

Economic analysis of the problems of parents in India is available in literature (Dandekar and Rath, 1971). The analysis further reveals that during the decade, the per capita private consumer expenditure increased by less than 1/2%, per annum and these small gains have not been equitably distributed among all sections of the population. The conditions of the bottom 20% of the rural poor remained more or less stagnant. During the decade the condition of the bottom 20% of the urban poor has deteriorated; and deepened further due to the continuous migration of the rural poor into the urban areas in search of a livelihood, their failure to find adequate means to support themselves there and the resulting growth of roadside and slum life in the cities. The growth of the sixties resulted in the rich becoming richer and the poor becoming poorer in terms of the relative shares in income at the end of the period compared to the beginning.
The basic structure of the rural society has been identified and described in literature (Singh, 1969). The number of rural poor is so large that the growth in the aggregate can have only a small impact on conditions of the rural poor in those parts of the country where they form a substantial part of the population.

Agricultural labourers mostly belong to the lower and nearly 90% of them belonged to scheduled castes in the rural community in an Indian district (Saxena, 1969). The economic condition of these households are generally characterised by illiteracy, trend towards division of families, landlessness, pressing female and child into labour, impoverished consumption and expenditure pattern, deficit housing, poor standard of living, indebtedness, frustration and helplessness. The agricultural labourers suffer from many social handicaps and majority of these handicaps are inter-connected with economic problem.

Rationale of hypotheses and formal hypotheses:

An analysis of Caste, class and rural-urban structure presented in the previous pages amply elucidates that inequality arising out of stratification pervade in the case of opportunities to profit from and in the formal educational system in India. It could be fairly concluded that the Scheduled Caste, low socio-economic status and rural background refract the opportunities in
education system. The three are found to summate in the Indian context affecting the education of the child at primary school stage as well. The limitation imposed by the structural factors extends to the personality goals of education besides the learning goals. It could be deduced that structural differences distinguish attainment in that social and learning styles among primary school children, and the children belonging to Scheduled Caste low socio-economic status and rural background are characterised by lower levels of attainment in learning and social behaviour compared to children belonging to castes considered to rank higher than the scheduled castes in the status hierarchy and upper socio-economic status and the urban background. It is also contended that the Caste, the class and rural-urbanity summate their effects in the present contexts. In view of the above consideration the following formal hypotheses are put forth in the following pages.
SOCIAL STRATIFICATION VS LEARNING STYLE
(Afraid to begin or commit, him/herself)

1.1.1.0. There will be significant difference between children having rural and urban background with regard to the learning style.

1.1.1.1. The urban children will be more characterised by the learning style than the rural children.

1.2.1.0. There will be significant differences among children belonging to Forward Caste, Backward Caste and Scheduled Caste/Tribe with regard to the learning style.

1.2.1.1. The Forward Caste children will be more characterised by the learning style.

1.2.1.2. The Backward Caste children will be more characterised by the learning style than the Scheduled Caste/Tribe children.

1.3.1.0. There will be significant differences among children belonging to high, middle and low socio economic classes with regard to the learning style.

1.3.1.1. The high socio economic children will be more characterised by the learning style than the middle as well as low socio economic children.

1.3.1.2. The middle socio economic children will be more characterised by the learning style than the low socio economic children.

1.4.1.0. There will be significant difference between boys and girls with regard to the learning style.

1.4.1.1. The boys will be more characterised by the learning style than girls.
SOCIAL STRATIFICATION VS LEARNING STYLE\textsubscript{2}

(Assumes the role of dull child)

1.1.2.0. There will be significant difference between children having rural and urban background with regard to their learning style\textsubscript{2}.

1.1.2.1. The urban children will be more characterised by the learning style\textsubscript{2} than the rural children.

1.2.2.0. There will be significant difference among children belonging to Forward Caste, Backward Caste and Scheduled Caste/Tribe with regard to the learning style\textsubscript{2}.

1.2.2.1. The Forward Caste children will be more characterised by the learning style\textsubscript{2} than the backward caste and Scheduled Caste/Tribe children.

1.2.2.2. The Backward Caste children will be more characterised by the learning style\textsubscript{2} than the Scheduled Caste/Tribe children.

1.3.2.0. There will be significant difference among children belonging to high, middle and low socio economic classes with regard to the learning style\textsubscript{2}.

1.3.2.1. The high socio economic children will be more characterised by the learning style\textsubscript{2} than the middle as well as low socio economic children.

1.3.2.2. The middle socio economic children will be more characterised by learning style\textsubscript{2} than the low socio economic children.

1.4.2.1. The boys will be more characterised by the learning style\textsubscript{2} than girls.
SOCIAL STRATIFICATION VS LEARNING STYLE\textsubscript{3} 

(Solitary, peculiar ways)

1.1.3.0 There will be significant difference between children having rural and urban background with regard to the learning style\textsubscript{3}.

1.1.3.1 The urban children will be more characterised by the learning style\textsubscript{3} than the rural children.

1.2.3.0 There will be significant differences among children belonging to Forward Caste, Backward Caste and Scheduled Caste/Tribe with regard to the learning style\textsubscript{3}.

1.2.3.1 The Forward Caste children will be more characterised by the learning style\textsubscript{3} than the Backward Caste and Scheduled Caste/Tribe children.

1.2.3.2 The Backward Caste Children will be more characterised by the learning style\textsubscript{3} than the Scheduled Caste/Tribe children.

1.3.3.0 There will be significant differences among children belonging to high, middle and low socio economic classes with regard to the learning style\textsubscript{3}.

1.3.3.1 The high socio economic children will be more characterised by the learning style\textsubscript{3} than the middle as well as low socio economic children.

1.3.3.2 The middle socio economic children will be more characterised by the learning style\textsubscript{3} than the low socio economic children.

1.4.3.0 There will be significant difference between boys and girls with regard to the learning style\textsubscript{3}.

1.4.3.1 The boys will be more characterised by the learning style\textsubscript{3} than girls.
There will be significant difference between children having rural and urban background with regard to their learning style.

The urban children will be more characterised by the learning style than rural children.

There will be significant differences among children belonging to Forward Caste, Backward Caste and Scheduled Caste/Tribe with regard to the learning style.

The Forward Caste children will be more characterised by the learning style than the Backward Caste and Scheduled Caste/Tribe children.

The Backward Caste children will be more characterised by the learning style than the Scheduled Caste/Tribe children.

There will be significant differences among children belonging to high, middle and low socio economic classes with regard to the learning style.

The high socio economic children will be more characterised by the learning style than the middle as well as low socio economic children.

The middle socio economic children will be more characterised by the learning style than the low socio economic children.

There will be significant difference between boys and girls with regard to the learning style.

The boys will be more characterised by the learning style than girls.
SOCIAL STRATIFICATION VS LEARNING STYLE
(does not concentrate)

1.1.5.0. There will be significant difference between children having rural and urban background with regard to their learning style.

1.1.5.1. The urban children will be more characterised by the learning style than rural children.

1.2.5.0. There will be significant differences among children belonging to Forward Caste, Backward Caste and Scheduled Caste/Tribe with regard to the learning style.

1.2.5.1. The Forward Caste children will be more characterised by the learning style than the Backward Caste and Scheduled Caste/Tribe children.

1.2.5.2. The Backward Caste children will be more characterised by the learning style than the Scheduled Caste/Tribe children.

1.3.5.0. There will be significant differences among children belonging to high, middle and low socio economic classes with regard to the learning style.

1.3.5.1. The high socio economic children will be more characterised by the learning style than the middle as well as low socio economic children.

1.3.5.2. The middle socio economic children will be more characterised by the learning style than the low socio economic children.

1.4.5.0. There will be significant differences between boys and girls with regard to the learning style.

1.4.5.1. The boys will be more characterised by the learning style than the girls.
SOCIAL STRATIFICATION VS LEARNING STYLE

There will be significant difference between children having rural and urban background with regard to their learning style.

The urban children will be more characterised by the learning style than rural children.

There will be significant differences among children belonging to Forward Caste, Backward Caste and Scheduled Caste/Tribe with regard to the learning style.

The Forward Caste children will be more characterised by the learning style than the Backward Caste and Scheduled Caste/Tribe children.

The Backward Caste children will be more characterised by the learning style than the Scheduled Caste/Tribe children.

There will be significant differences among children belonging to high, middle and low socio economic classes with regard to the learning style.

The high socio economic children will be more characterised by the learning style than the middle as well as low socio economic children.

The middle socio economic children will be more characterised by the learning style than the low socio economic children.

There will be significant difference between boys and girls with regard to the learning style.

The boys will be more characterised by the learning style than girls.
SOCIAL STRATIFICATION VS LEARNING STYLE

There will be a significant difference between children having rural and urban background with regard to the learning style.

The urban children will be more characterised by the learning style than the rural children.

There will be significant differences among children belonging to Forward Caste, Backward Caste and Scheduled Caste/Tribe with regard to the learning style.

The Forward Caste children will be more characterised by the learning style than the Backward Caste and the Scheduled Caste/Tribe children.

The Backward Class children will be more characterised by the learning style than the Scheduled Caste/Tribe children.

There will be significant differences among children belonging to the high, middle and low socio-economic classes with regard to the learning style.

The high socio-economic children will be more characterised by the learning style than the middle as well as low socio-economic children.

The middle socio-economic children will be more characterised by the learning style than the low socio-economic children.

There will be significant difference between boys and girls with regard to the learning style.

The boys will be more characterised by the learning style than girls.
SOCIAL STRATIFICATION VS LEARNING STYLE
(ways of evading)

1.3.3.0. There will be a significant difference between children having rural and urban background with regard to learning style.

1.3.3.1. The urban children will be more characterised by the learning style than the rural children.

1.3.3.0. There will be significant differences among children belonging to Forward Caste, Backward Caste and Scheduled Caste/Tribe with regard to the learning style.

1.3.3.1. The Forward Caste children will be more characterised by the learning style than the Backward Caste and the Scheduled Caste/Tribe children.

1.3.3.2. The Backward Class children will be more characterised by the learning style than the Scheduled Caste/Tribe children.

1.3.3.0. There will be significant differences among children belonging to the high, middle and low socio economic classes with regard to the learning style.

1.3.3.1. The high socio economic children will be more characterised by the learning style than the middle as well as low socio economic children.

1.3.3.2. The middle socio economic children will be more characterised by the learning style than the low socio economic children.

1.4.3.0. There will be significant difference between boys and girls with regard to the learning style.

1.4.3.1. The boys will be more characterised by the learning style than girls.
1.1.9.0. There will be a significant difference between children having rural and urban background with regard to the learning style.

1.1.9.1. The urban children will be more characterised by the learning style than the rural children.

1.2.9.0. There will be significant difference among children belonging to Forward Caste, Backward Caste and Scheduled Caste/Tribe with regard to the learning style.

1.2.9.1. The forward Caste children will be more characterised by the learning style than the Backward Caste and the Scheduled Caste/Tribe children.

1.2.9.2. The Backward Class children will be more characterised by the learning style than the Scheduled Caste/Tribe children.

1.3.9.0. There will be significant differences among children belonging to the high, middle and low socio economic classes with regard to the learning style.

1.3.9.1. The high socio economic children will be more characterised by the learning style than the middle as well as low socio economic children.

1.3.9.2. The middle socio economic children will be more characterised by the learning style than the low socio economic children.

1.4.9.0. There will be significant difference between boys and girls with regard to the learning style.

1.4.9.1. The boys will be more characterised by the learning style than girls.
1.1.10.0. There will be significant difference between children having rural and urban background with regard to the learning style. The urban children will be more characterised by the learning style than the rural children.

1.2.10.0. There will be significant difference among children belonging to Forward Caste, Backward Caste and Scheduled Caste/Tribe with regard to the learning style. The Forward Caste children will be more characterised by the learning style than the Backward Caste and Scheduled Caste/Tribe children. The Backward Caste children will be more characterised by the learning style than the Scheduled Caste/Tribe children.

1.3.10.0. There will be significant difference among children belonging to high, middle and low socio economic classes with regard to the learning style. The high socio economic children will be more characterised by the learning style than the middle as well as low socio economic children. The middle socio economic children will be more characterised by the learning style than the low socio economic children.

1.4.10.0. There will be significant difference between boys and girls with regard to the learning style. The boys will be more characterised by the learning style than girls.
SOCIAL STRATIFICATION VS LEARNING STYLE

(relies on charm)

1.1.1. There will be significant difference between children having rural and urban background with regard to the learning style.

1.1.1.1. The urban children will be more characterised by the learning style than rural children.

1.2.1. There will be significant differences among children belonging to Forward Caste, Backward Caste and Scheduled Caste/Tribe with regard to the learning style.

1.2.1.1. The Forward Caste children will be more characterised by the learning style than the Backward Caste and the Scheduled Caste/Tribe children.

1.2.1.2. The Backward Caste children will be more characterised by the learning style than the Scheduled Caste/Tribe children.

1.3.1. There will be significant differences among children belonging to the high, middle and low socio economic classes with regard to the learning style.

1.3.1.1. The high socio economic children will be more characterised by the learning style than the middle as well as low socio economic children.

1.3.1.2. The middle socio economic children will be more characterised by the learning style than the low socio economic children.

1.4.1. There will be significant difference between boys and girls with regard to the learning style.

1.4.1.1. The boys will be more characterised by the learning style than girls.
SOCIAL STRATIFICATION VS LEARNING STYLE

1.1.12.0. There will be significant difference between children having rural and urban background with regard to the learning style

1.1.12.1. The urban children will be more characterised by the learning style than rural children.

1.2.12.0. There will be significant difference among children belonging to Forward Caste, Backward Caste and Scheduled Caste/Tribe with regard to the learning style.

1.2.12.1. The Forward Caste children will be more characterised by the learning style than the Backward Caste and the Scheduled Caste/Tribe children.

1.2.12.2. The Backward Caste Children will be more characterised by the learning style than the Scheduled Caste/Tribe children.

1.3.12.0. There will be significant difference among children belonging to the high, middle and low socio economic classes with regard to the learning style.

1.3.12.1. The high socio economic children will be more characterised by the learning style than the middle as well as low socio economic children.

1.3.12.2. The middle socio economic children will be more characterised by the learning style than the low socio economic children.

1.4.12.0. There will be significant difference between boys and girls with regard to the learning style.

1.4.12.1. The boys will be more characterised by the learning style than girls.

1.1.12.0. There will be significant difference between children having rural and urban background with regard to the learning style.

1.1.12.1. The urban children will be more characterised by the learning style than rural children.

1.2.12.0. There will be significant difference among children belonging to Forward Caste, Backward Caste and Scheduled Caste/Tribe with regard to the learning style.

1.2.12.1. The Forward Caste children will be more characterised by the learning style than the Backward Caste and the Scheduled Caste/Tribe children.

1.2.12.2. The Backward Caste Children will be more characterised by the learning style than the Scheduled Caste/Tribe children.

1.3.12.0. There will be significant difference among children belonging to the high, middle and low socio economic classes with regard to the learning style.

1.3.12.1. The high socio economic children will be more characterised by the learning style than the middle as well as low socio economic children.

1.3.12.2. The middle socio economic children will be more characterised by the learning style than the low socio economic children.

1.4.12.0. There will be significant difference between boys and girls with regard to the learning style.

1.4.12.1. The boys will be more characterised by the learning style than girls.
SOCIAL STRATIFICATION VS LEARNING STYLE

There will be significant difference between children having rural and urban background with regard to the learning style.

The urban children will be more characterised by the learning style than rural children.

There will be significant differences among children belonging to Forward Caste, Backward Caste and Scheduled Caste/Tribe with regard to the learning style.

The Forward Caste children will be more characterised by the learning style than the Backward Caste and the Scheduled Caste/Tribe children.

The Backward Caste children will be more characterised by the learning style than the Scheduled Caste/Tribe children.

There will be significant differences among children belonging to high, middle and low socio economic classes with regard to the learning style.

The high socio economic children will be more characterised by the learning style than the middle as well as low socio economic children.

The middle socio economic children will be more characterised by the learning style than the low socio economic children.

There will be significant difference between boys and girls with regard to the learning style.

The boys will be more characterised by the learning style than girls.
SOCIAL STRATIFICATION VS LEARNING STYLE

(seems not aware)

1.1.14.0. There will be significant difference between children having rural and urban background with regard to the learning style.

1.1.14.1. The urban children will be more characterised by the learning style than rural children.

1.2.14.0. There will be significant differences among children belonging to Forward Caste, Backward Caste and Scheduled Caste/Tribe with regard to the learning style.

1.2.14.1. The Forward Caste children will be more characterised by the learning style than the Backward Caste and the Scheduled Caste/Tribe children.

1.2.14.2. The Backward Caste children will be more characterised by the learning style than the Scheduled Caste/Tribe children.

1.3.14.0. There will be significant differences among children belonging to the high, middle and low socio economic classes with regard to the learning style.

1.3.14.1. The high socio economic children will be more characterised by the learning style than the middle as well as low socio economic children.

1.3.14.2. The middle socio economic children will be more characterised by the learning style than the socio economic children.

1.4.14.0. There will be significant difference between boys and girls with regard to the learning style.

1.4.14.1. The boys will be more characterised by the learning style than girls.
SOCIAL STRATIFICATION VS LEARNING STYLE

(insists on own way)

1.1.15.0. There will be significant difference between children having rural and urban background with regard to the learning style.

1.1.15.1. The urban children will be more characterised by the learning style than rural children.

1.2.15.0. There will be significant differences among children belonging to Forward Caste, Backward Caste and Scheduled Caste/Tribe with regard to the learning style.

1.2.15.1. The Forward Caste children will be more characterised by the learning style than the Backward Caste and the Scheduled Caste/Tribe children.

1.2.15.2. The Backward Caste children will be more characterised by the learning style than the Scheduled Caste/Tribe children.

1.3.15.0. There will be significant differences among children belonging to the high, middle and low socio economic classes with regard to the learning style.

1.3.15.1. The high socio economic children will be more characterised by the learning style than the middle as well as low socio economic children.

1.3.15.2. The middle socio economic children will be more characterised by the learning style than the low socio economic children.

1.4.15.0. There will be significant difference between boys and girls with regard to the learning style.

1.4.15.1. The boys will be more characterised by the learning style than girls.
SOCIAL STRATIFICATION VS SOCIAL BEHAVIOUR DISPOSITION-A
(Social Ascendance - lack of Leadership)

2.1.1.0. There will be significant difference between children having urban and rural background with regard to social ascendance.

2.1.1.1. The urban children will have greater social ascendance than the rural children.

2.2.1.0. There will be significant difference among children belonging to Forward Caste, Backward Caste and Scheduled Caste/Tribe with regard to social ascendance.

2.2.1.1. The Forward Caste children will have greater social ascendance than the Backward Caste and the Scheduled Caste/Tribe children.

2.2.1.2. The Backward Caste children will have greater social ascendance than the Scheduled Caste/Tribe children.

2.3.1.0. There will be significant differences among children belonging to the high, middle and low socio economic classes with regard to social ascendance.

2.3.1.1. The high socio economic children will have greater social ascendance than the low socio economic children.

2.3.1.2. The middle socio economic children will have greater social ascendance than the low socio economic children.

2.4.1.0. There will be significant difference between boys and girls with regard to the social ascendance.

2.4.1.1. The boys will have greater social ascendance than girls.
SOCIAL STRATIFICATION VS SOCIAL BEHAVIOUR DISPOSITION-B
(Personal responsibility - irresponsibility)

2.1.2.0. There will be significant difference between children having rural and urban background with regard to personal responsibility.

2.1.2.1. The urban children will have greater personal responsibility than rural children.

2.2.2.0. There will be significant differences among children belonging to Forward Caste, Backward Caste and Scheduled Caste/Tribe with regard to personal responsibility.

2.2.2.1. The Forward Caste children will have greater personal responsibility than the Backward Caste and the Scheduled Caste/Tribe children.

2.2.2.2. The Backward Caste children will have greater personal responsibility than the Scheduled Caste/Tribe children.

2.3.2.0. There will be significant difference among children belonging to high, middle and low socio economic classes with regard to personal responsibility.

2.3.2.1. The high socio economic children will have greater personal responsibility than the middle as well as low socio economic children.

2.3.2.2. The middle socio economic children will have greater personal responsibility than the low socio economic children.

2.4.2.0. There will be significant difference between boys and girls with regard to personal responsibility.

2.4.2.1. The boys will have greater personal responsibility than girls.
SOCIAL STRATIFICATION VS SOCIAL BEHAVIOUR DISPOSITION-D
(Social effectiveness - social ineptitude)

2.1.3.0. There will be significant difference between children having rural and urban background with regard to social effectiveness.

2.1.3.1. The urban children will have greater social effectiveness than rural children.

2.2.3.0. There will be significant differences among children belonging to Forward Caste, Backward Caste and Scheduled Caste/Tribe with regard to social effectiveness.

2.2.3.1. The Forward Caste children will have greater social effectiveness than the Backward Caste and the Scheduled Caste/Tribe children.

2.2.3.2. The Backward Caste children will have greater social effectiveness than the Scheduled Caste/Tribe children.

2.3.3.0. There will be significant differences among children belonging to high, middle and low socio economic classes with regard to social effectiveness.

2.3.3.1. The high socio economic children will have greater social effectiveness than the middle as well as low socio economic children.

2.3.3.2. The middle socio economic children will have greater social effectiveness than the low socio economic children.

2.4.3.0. There will be significant difference between boys and girls with regard to social effectiveness.

2.4.3.1. The boys will have greater social effectiveness than girls.
SOCIAL STRATIFICATION VS SOCIAL BEHAVIOUR DISPOSITION-E
(Personal attractiveness-lack of personal appeal)

2.1.4.0. There will be significant difference between children having urban and rural background with regard to personal attractiveness.

2.1.4.1. The urban children will have greater personal attractiveness than rural children.

2.2.4.0. There will be significant differences among children belonging to Forward Caste, Backward Caste and Scheduled Caste/Tribe with regard to personal attractiveness.

2.2.4.1. The Forward Caste children will have greater personal attractiveness than the Backward Caste and the Scheduled Caste/Tribe children.

2.2.4.2. The Backward Caste children will have greater personal attractiveness than the Scheduled Caste/Tribe children.

2.3.4.0. There will be significant differences among children belonging to high, middle and low socio economic classes with regard to personal attractiveness.

2.3.4.1. The high socio economic children will have greater personal attractiveness than middle as well as low socio economic children.

2.3.4.2. The middle socio economic children will have greater personal attractiveness than the low socio economic children.

2.4.4.0. There will be significant difference between boys and girls with regard to personal attractiveness.

2.4.4.1. The boys will have greater personal attractiveness than girls.
SOCIAL STRATIFICATION VS SOCIAL BEHAVIOUR DISPOSITION-F
(Personal security, stability-emotional inability, dependency)

2.1.5.0. There will be significant difference between children having urban and rural background with regard to personal security, stability.

2.1.5.1. The urban children will have greater personal security, stability than rural children.

2.2.5.0. There will be significant differences among children belonging to Forward Caste, Backward Caste and Scheduled Caste/Tribe with regard to personal security, stability.

2.2.5.1. The Forward Caste children will have greater personal security, stability than the Backward Caste and the Scheduled Caste/Tribe children.

2.2.5.2. The Backward Caste children will have greater personal security, stability than the Scheduled Caste/Tribe children.

2.3.5.0. There will be significant differences among children belonging to high, middle and low socio economic classes with regard to personal security, stability.

2.3.5.1. The high socio economic children will have greater personal security, stability than middle as well as low socio economic children.

2.3.5.2. The middle socio economic children will have greater personal security, stability than the low socio economic children.

2.4.5.0. There will be significant difference between boys and girls with regard to personal security, stability.

2.4.5.1. The boys will have greater personal security, stability than girls.
SOCIAL STRATIFICATION VS SOCIAL BEHAVIOUR DISPOSITION-G

(Compulsive domination-complaint, retiring (adaptability))

2.1.6.0. There will be significant difference between children having urban and rural background with regard to complaint, retiring (adaptability).

2.1.6.1. The urban children will have greater complaint, retiring (adaptability) than rural children.

2.2.6.0. There will be significant difference among children belonging to Forward Caste, Backward Caste and Scheduled Caste/Tribe with regard to complaint, retiring (adaptability).

2.2.6.1. The Forward Caste children will have greater complaint, retiring (adaptability) than the Backward Caste and the Scheduled Caste/Tribe children.

2.2.6.2. The Backward Caste children will have greater complaint, retiring (adaptability) than the Scheduled Caste/Tribe children.

2.3.6.0. There will be significant differences among children belonging to high, middle and low socio economic classes with regard to complaint, retiring (adaptability).

2.3.6.1. The high socio economic children will have greater complaint, retiring (adaptability) than middle as well as low socio economic children.

2.3.6.2. The middle socio economic children will have greater complaint, retiring (adaptability) than the low socio economic children.

2.4.6.0. There will be significant difference between boys and girls with regard to complaint, retiring (adaptability).

2.4.6.1. The boys will have greater complaint, retiring (adaptability) than girls.
There will be significant difference between children having rural and urban background with regard to dependability.

The Urban children will have greater dependability than rural children.

There will be significant difference among children belonging to Forward Caste, Backward Caste and Scheduled Caste/Tribe with regard to dependability.

The Forward Caste children will have greater dependability than the Backward Caste and the Scheduled Caste/Tribe Children.

The Backward caste Children will have greater dependability than the Scheduled Caste/Tribe Children.

There will be significant differences among children belonging to high, middle and low socio economic classes with regard to dependability.

The high socio economic children will have greater dependability than the low socio economic children.

The middle socio economic children will have greater dependability than the low socio economic children.

There will be significant difference between boys and girls with regard to dependability.

The boys will have greater dependability than girls.
SOCIAL STRATIFICATION VS ACADEMIC ACHIEVEMENT

3.1.1.0. There will be significant difference between children having urban and rural background in academic achievement.

3.1.1.1. The urban children will have greater academic achievement than rural children.

3.2.1.0. There will be significant differences among children belonging to Forward Caste, Backward Caste and Scheduled Caste/Tribe in academic achievement.

3.2.1.1. The Forward Caste children will have greater academic achievement than Backward Caste and the Scheduled Caste/Tribe children.

3.2.1.2. The Backward Caste children will have greater academic achievement than the Scheduled Caste/Tribe children.

3.3.1.0. There will be significant differences among children belonging to the high, middle and low socioeconomic classes in academic achievement.

3.3.1.1. The high socioeconomic children will have greater academic achievement than the middle as well as low socioeconomic children.

3.3.1.2. The middle socioeconomic children will have greater academic achievement than the low socioeconomic children.

3.4.1.0. There will be significant difference between boys and girls with regard to academic achievement.

3.4.1.1. The boys will have greater academic achievement than girls.
It is to be observed that no specific hypothesis pertaining to the different patterns of interactions among rural-urban background, caste, socioeconomic status and sex have been explicitly formulated in the preceding pages. In general, the effect of these factors may be additive with reference to their influence both on social behaviour and learning style. In the results' section two factors interaction will also be focussed though no specific hypothesis has been formulated. Further, the present study may not attempt to interpret and explain complex interaction involving more than two factors at a time.