CHAPTER - I

INTRODUCTION
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Nations are built by the imagination and untiring efforts of generations. The role of education in the development of a nation has been considered so vital that no nation can afford to ignore it, be it a developing country or developed country. That is why there is social demand for education. It is clarity of national vision that constantly drives people toward attaining those goals. So as to realize this vision of developed India, contribution and participation of all sections of the society should be needed including elementary school children. India should become a developed nation by 2020. So what does this developed status mean in terms of the common man? It means the major transformation of our national economy to make it one of the largest economies in the world where the countrymen live well above the poverty line, their health and education are of high standard, national security reasonably assured, competent to export quality products and thereby bringing all round prosperity for the countrymen. So as to realize this vision of developed India, contributions of privileged sections of the society are not sufficient, the participation of deprived section of the society is also warranted. And to bring them into the mainstream we are to impart them with proper education, which is the only catalyst for development.

Education enriches a society, as it is the potent instrument for the achievement of ideals of life and
civilized attempt to bring out the natural, harmonious and progressive development of human personality. It is only with the help of education that we can sensitize people about social needs and prepare a work force who can contribute to social and natural development.

The welfare and development of children is a matter of paramount importance to any nation, is quite self evident. Yet an attempt to review the actions initiated towards this reveals that in general it has been a story of long neglect in almost all parts of the world. In fact, some concrete actions in this regard seem to have been initiated only during the beginning of this century. The United Nations Declaration of the Rights of Children represents a major landmark creating a moral pressure on the part of the signatory countries to protect the rights and interest of the children. The worldwide deliberations during the year 1979 which was declared as the International Year of the Child brought into sharper focus the problems of children, their welfare and development.

In India, concern for the welfare and development of children was expressed explicitly in the constitution of the country by making education of all children up to 14 years of age a state obligation, prohibition child labour, exploitation and so on. In 1960, the Government of India enacted legislation for the protection, welfare and development of children through the Central Children Act.

ROLES, GOALS AND VALUES IN EDUCATION

Education is a process, a long drawn out one, indeed
a lifelong process of 'Learning to Be by Learning to Become' of years. In order to qualify as an important first step of a process, education must equip the students with capabilities to learn as well as to unlearn, seeing both learning and unlearning as important. Thus, first or beginning education is only the initiation of the child in two the world of knowledge, attitudes, values and skills. The beginning education, must provide foundational knowledge (a mere heap of facts and data for memorization will not prove to be a formation on which one can build buffer), a critical exploration into the perspective and values of the community, of people where he lives and deals with and the beginning of a set of psycho-motor skills.

The major goals and roles of education may specifically be to provide:

- A techno-informative or a sound knowledge base, empowering the person through knowledge and on which one can build later on.

- Opportunities to acquire skills, through engaging the students in a variety of processes or situations. These skills would be basic life skills, such as foundational skills in communication, computation, social skills and manual skills, which would enable the students to develop specific job oriented skills later.

- A climate for the nurture of set of values forming one's character and including necessary social,
cultural and national values, so as to have a context and meaning for actions and decisions, and in order to enable the persons to act with convictions and commitment.

- An interventionist and catalytic role too for promoting national cohesion and unity by empowering the students to become agents of social change.

However, our present day education, at school and even at college and university levels, provides little scope for organized and regular replication and even less for experimental learning.

Education should pave way for enhanced awareness, greater openness, and ability. In other words, initial education is to be a foundational experience, starter for evolving the individual to enter effectively and creatively into many tasks and challenges of life. It is not a tool box he/she would carry though the life, in the belief that all eventualities can be dealt with the aid of the tools in the box. That is why certificate or degree education can be so misleading about the real role and purposes of education. One view is to see the goal of initial education as equipping one with basic minimum levels and skills to start one's life journey. Another view is to assure that first education, whether completed at the primary, secondary or even tertiary stage, will help one to reach one's destination in life.

Education, as an instrument of development, must, therefore, also be a truly freeing experience, a process of
liberation. Liberation for what? In our Indian context, liberation from the numerous prejudices based on caste, gender, religion, languages, ability etc; from prejudices based on superstitions and beliefs; from a variety of unfounded fears; and passively freedom to explore or to investigate.

The indicator of effective education is to see the kind of competencies that the person has acquired and is capable of acquiring in terms of knowledge, attitudes and skills. Thus, education must initiate a lifelong process of developmental exploration, within its two dimensions, one of the self and the second of the community and the wider society.

In 1937, the Zakir Hussain Committee, appointed by the All India National Education Conference, and presided over by Mahatma Ghandi, held by the ideal of development of a citizenship in an organized, civilized, democratic and cooperative community recommended that a course in History, in Civics and in Current Events, combined with a referential study of the different religious should be introduced.

Education is a multi-dimensional process. While developing the individual, there must also be a stress on education contributing to assist the student towards attaining national goals and purposes. Currently, national unity and secularism, scientific temper and modernization, a work culture and work ethics and above all a human and caring society are among the pressing national goals.
A major task of reconstruction of the education system is to re-establish the links between education and life, and hence between the school and the community. The teachers by and large, see themselves as responsible for teaching certain other assigned tasks. They have little or no links with the concerns and situations of the community in which the school is placed and for the people, whose children they teach. This alienation has to be put an end.

A community school would mean that the school is not only teaching the children from the community or area but it is organically linked with the community, has emotional attachment with it and hence, is actively involved with and extends itself into the life and concerns of the community. This kind of open ended community that bridges the barriers based on gender, groups, ability, caste, religion or language, is seen as an important role of education.

**PRIMARY EDUCATION FOR ALL**

Universalisation of Elementary Education (UEE) is a goal enshrined in the constitution of the country. This is expected to serve two fold purposes. On the one hand, it would ensure that all children acquire a minimum level of education irrespective of sex, caste, and creed considerations, contributing towards their all-round development. On the other hand holding the children in the school would indirectly prevent child labour and exploitation. It is in the Article 45 of the Constitution that specifies the directive principles that the state shall
endeavour to provide free and compulsory education to all children up to the age of 14. This goal was initially sought to be achieved within a period of 10 years, that is by the year 1960. While the basis resolve to achieve universalisation has remained unchanged, the target dates have got shifted again and again. This issue has been examined by several Commissions, Committees and Task Forces. The determination to achieve universalisation has been reiterated, the problem involved has been diagnosed and remedial measures proposed.

The National Policy on Education (NPE), 1986 set 1995 as the revised date for achieving UEE and advocated for the adoption of bold and wide-ranging measures to achieve the target. Another important development was the world conference on Education for All (EFA) held in March, 1990, in Jomtien, Thailand. The conference was organised by UNESCO, UNICEF, UNDP and the World Bank and attended by 155 member states of United Nations system and several donor agencies. The Conference adopted a declaration calling upon all member states and international agencies to take effective steps for achieving EFA by the year 2000 AD.

The National Policy on Education, 1986 is a milestone in Indian education. Based on an in-depth review of the Indian educational system and evolved through a consensual process, it provides a comprehensive framework, to guide the development of education. The operational effectiveness of the NPE was enhanced by a programme of Action (POA) incorporating a detailed
strategy of implementation, along with the assignment of specific responsibilities, financial and organizational support. The policy and its POA were updated once again in 1992 through a consensual process involving all state governments, resource organizations and educationists. It was further resolved that the highest priority be given to solving the problems of children dropping out of school and we must adopt an array of meticulously formulated strategies based on micro-planning and applied at the grass-roots level all over the country to ensure children's retention at school.

One of the important pre-requisites for providing good quality education is the provision of certain minimum facilities in all the schools. It is in pursuance to this that the country had launched a nation wide programme - "Operation Blackboard". Apart from infrastructural facilities there are number of internal and external factors operating the teaching-learning system in the schools which exert influence on the quality of the learning outcomes. Some psychological and sociological factors like Intelligence and Motivational characteristics of the learner, Socio-Economic Status of parents, and Level of Aspiration of the learner and some other factors which influence teaching and learning system in schools.

One of the major groups of students is in the elementary schools. It is the most formative age for the adolescent. Education plays a significant role to mould the behaviour of this group of students. So the government has planned a number of programme and policies to uplift their education system.
1.1 CONCEPT OF ELEMENTARY EDUCATION

Education is a purposefully designed process aiming at fostering the harmonious and healthy development of individuals as productive, successful and well-adjusted persons in the society. It also acts as an instrument of social change and social control. But no aspect or component of it, can be left untouched by psychology. Almost all issues like fulfillment of aims of education, framing of curriculum, selection of text books, pedagogy of teaching, maintaining discipline in the educational institutions, bringing improvement in evaluation system, building better teacher student relationship are directly or indirectly linked with different cognitive and non cognitive dimensions like memory, mental abilities, creativity, achievement motivation, personality, interest, aptitude, etc. of psychology. So it is very pertinent and essential to know about the psychological potentialities of the individuals before applying any kind of techniques to bring modification in their behaviours.

Moreover education is concerned with learning of the students. Learning is the process of acquiring knowledge, skills or both by instruction, study or experience. During the process of it so many cognitive and non-cognitive factors are involved.

1.1.1 STATUS OF ELEMENTARY EDUCATION IN INDIA

India made a Constitutional commitment to provide free and compulsory education to all children up to the age of 14 nearly sixty years ago. The goal, which was expected
to be achieved by 1960, has remained elusive even now. Yet, one has to admit that developments in recent years have made significant impact on the situation, raising the hope that universal basic education could be a reality within a reasonable period of time. Three factors seem to be making a distinct difference in the growth trajectory of elementary education in the country. The first factor is the increased direct involvement of the Central Government in strengthening infrastructure and delivery of elementary education following the adoption of the National Policy on Education 1986 (NPE 1986) that stands out as a landmark innovation in educational policy making. The second factor has been the adoption of district as the base for planning development inputs for elementary education and concurrent move to decentralize the governance set up by empowering the local self-governance mechanisms through panchayati raj institutions.

The third factor that has begun to significantly reshape the elementary education scene in the country in recent years is the massive social mobilization drive taken up during the last 10-15 years within the elementary education sector and under the auspices of the National Literacy Mission. This has resulted in increased demand for elementary education, on the one hand, and substantially enhanced the role of non-state sectors in provisioning of elementary education and support services in the country, on the other.

The Indian scenario is too complex and varied to be effectively captured through aggregate national figures in
relation to availability of schooling facilities across the country and their optimum use for educating all children. At one end of the spectrum, there is Kerala with practically every child completing elementary school and transiting to the secondary level and almost every school having at least five teachers and five classrooms. At the other end, there is Bihar where only one out of two children in the relevant age group is in the school, majority of children entering school fail to complete the elementary cycle, many schools are invariably understaffed, and teachers are untrained and barely have any academic support mechanism.

On the whole, there has been a phenomenal growth in the number of schools in the country alongside a rapid increase in enrolment and number of teaching staff in primary and upper primary level during recent years. In 1992-93 (according to Sixth All India Education Survey (AIES) of NCERT), 83.36 per cent of habitations in the country had primary schooling facilities within or at a distance of 1 km. Percentage of habitations served by upper primary schools up to a distance of 3 km was 76.15 per cent in the country. In about ten years time, according to Seventh AIES (NCERT, 2003), the corresponding figures became 87 per cent and 78 per cent habitations, respectively. Expansion of schooling facilities has continued as according to the Annual Report of MHRD of 2006-07 shows that 1,07,539 schools were constructed and many more were under construction.

However, during the same period, substantial number of primary and upper primary schools were closed down in
Kerala, probably due to demographic changes, rapid increase in number of schools, teachers and students seems to be accounted to a great extent by increase in number of small schools particularly single room and single teacher schools which invariably have inadequate physical and academic infrastructure. For instance, the Seventh AIES showed that 15 per cent of all primary schools in the country were single teacher schools.

Overall increase in number of children in elementary schools also includes those who are enrolled in private schools and in small schools. Although Government and local bodies continue to be the main providers managing around 91 per cent of the primary schools and 73 per cent of upper primary schools, in other words, we can say it depends upon so many cognitive and non-cognitive abilities and prominent among them are Achievement Motivation, Intelligence, Level of Aspiration and Socio-Economic Status whose concept and nature have been discussed in the succeeding pages in details.

1.2 CONCEPT OF ACHIEVEMENT MOTIVATION

From the time of Plato and The Bhagwad Gita, Western Philosophers have tended to see reason and desire as two distinctly different elements in human mind. If we peep into history of psychology, we will find that desiring element is always represented by a kind of motivational force and controlled by reason. At about the dawn of modern psychology, in the middle of nineteenth century, the relationship between these two psychic elements took on a very specific meaning largely under the influence of
Darwin and others. Man was conceived as an animal engaged in a struggle for survival with nature. It was an obvious corollary to assume because man struggled he had a desire or wish to survive. Biologists and psychologists were quick to point out how such a desire was mechanically controlled by the organism, since unmet psychological needs ordinarily triggered certain danger signals which would irritate or disturb the organism until the needs are satisfied.

Murray (1938), who introduced the concept of need achievement, described personality in terms of psychogenic needs and need achievement is one of them. He distinguished between primary or viscerogenic and secondary or psychogenic needs. According to him, "Primary needs are engendered and stilled by characteristics periodic bodily events. Whereas the later have no subjectively localizable bodily origins and the psychogenic needs are stated to be occasioned by regnant tensions with or without emotions, that are closely dependent upon certain external conditions or upon images depicting these conditions." Murray argues that psychogenic needs are important in understanding human behaviour and experience. It is one type of motive, which is unique to our own species. The achievement motive involves the desire for success. It is present whenever someone is concerned with attaining some sort of standard, set by him or others. This standard implies a certain degree of excellence, so that the individual is pleased with competence and disappointed with
incompetence. People, in whom the need for achievement is strong, seek to become accomplished and to improve their tasks performance. They are task oriented and prefer to work on tasks that are challenging and which their performance can be evaluated in some way, either by comparing it with other people's performance or interims some other standard. More formally the gist of above discussion about Achievement Motivation can be put as below: "Achievement Motivation is a task oriented behaviour that allows the individual's performance to be evaluated according to some internally or externally imposed criteria on that involves the individual in competing with others, or that otherwise some standard of excellence".

Motivation drives and directs behaviour in general whereas achievement motivation governs behaviour relevant to achievement and learning. To make this point more transparent here explanation is followed. Generally, we say that when a student is motivated, he is or probably will be active. But it is very difficult to judge the pupil is active or motivated. It is possible for him to appear to be active, to seem to be on a task without actually doing it. They go through all the movements of learning because the teacher expects them to do so, but they do not learn, as their movements are not accompanied by a desire to learn. So, what is very important is that, they should have a desire or want to learn, which means that motivation should not only initiates behaviour, but also directs and sustains it. Teacher's task would be very much simpler if
pupil’s achievement motives is in line with the goals of the teacher. When the achievement motive of pupils is strong and high, inducements and pressures are not really needed, and pupils learn and achieve readily and effectively.

Though achievement motivation belongs to the non-cognitive family of psychology, we cannot cut off its link with cognitive aspects. So the foremost psychological process involved in inducing achievement motivation among students is that of creating a particular cognitive structure. A person’s behaviour is guided by his perception of the world in which he lives. Action is taken on the basis of person’s view of the facts of the situation and the facts are coloured by his beliefs and opinions. The content and relationships among parts of a person’s psychological world may be called his cognitive structure. Since this structure underlies all behaviour efforts to influence pupils, behaviour will succeed only if this structure undergoes a change. So the first and foremost task of the teacher is to make students understand their main purpose of coming to school and about the aims and objectives of schooling. The right information in this regard will reorient them cognitively to schoolwork. Many students attend school because their parents want them to get out of their way, they do not pay any attention to the achievement and progress of their wards. On the other hand, there are students whose parents send them to school with the intent that they learn and achieve things. Naturally, the latter accepts more the message of the
teacher because they are consistent with their cognitive structure.

The degree to which people with strong underlying achievement motivation show achievement-oriented behaviour depends on many factors such as: child-rearing practices, race and environment, family structure, physique, occupational status, climatic condition and so on, which directly or indirectly are responsible for the same.

It is, however, David C. Mc Cleland (1964) who is most noted for his work on achievement motivation. He says, "If there is one thing that all this research taught me, it is that men can shape their own destiny, that external difficulties and pressures are not nearly as important in shaping history as some people have argued. It is how people respond to those challenges that matter, and how they respond depends on how strong their concern for achievement is. So the question of what happens to our civilization or to our business community depends quite literally on how much time tens of thousands or even millions of us spend thinking about achievement, about setting moderate achievable goals, talking calculated risks, assuming personal responsibility and finding out how well we have done our job. The answer is up to us."

1.3 CONCEPT OF INTELLIGENCE

Intelligence is a composite mental ability. It consists of numerous mental functions. Binet (1905) identified the
essential features of intelligent behaviour as the tendency to take and maintain definite direction, the capacity to make adaptations for the purpose of attaining a desired goal, and power of auto-criticism. Direction, purpose and judgment formed the area of intelligent behaviour.

By the time Binet was identifying mental functions and constructing first Intelligence test, a series of statistical studies have been conducted in Britain and U.S.A. to find out the underlying factors of Intelligence. Through these studies, psychologists tried to discover the components of Intelligence to understand this complex process. As a result of this discovery many theories of trait-organization evolved.

First scientific theory was Spearman's (1904-1927) 'Two Factor Theory'. On the basis of correlation between different tests, he concluded that there was one common factor, which was present in all the tests. He termed it as 'General Factor' or 'g'. In addition to this he identified Specific Factors or 's' each being strictly specific to a single activity.

**Spearman's Description of General Mental Ability**

Describing the nature of 'g' he held that general mental ability is the perception of difficult or subtle relations between two objects or ideas. When two objects or ideas are presented, one immediately tries to see the relationship between them, for example, the relationship between 'bat' and 'ball'. The more intelligent will try to see not only more relations, but also more subtle relations.
This general mental ability is found in all types of mental activities like reasoning, memorizing, verbal ability etc. That is the reason he found positive correlation between different tests of English, Arithmetic, Geography and Art. All individuals have this general mental ability but its amount varies in them. It is innate but can be influenced by environmental pressures.

This theory suggests that if ‘g’ factor runs through all abilities, it furnishes only the basis for prediction of individual’s performance from one situation to another. It would be futile to measure specific factors, since each operates in only a single activity. He proposed that a single test highly saturated with ‘g’ should be used to measure the Intelligence of an individual. He also suggested that tests dealing with abstract relations are the best measure of ‘g’ and could be used for this purpose.

Thorndike (1927) proposed ‘Multi Factor Theory’ of Intelligence and assumed that Intelligence was the combination of innumerable factors, as many connections as mind could have.

Thurston (1938) however, conceived, Intelligence as a group of abilities and proposed ‘Group Factor Theory’. The theory stated that Intelligence neither consisted two factors, nor multi-factors, but a group of factors. These were known as seven primary factors-number, verbal space, relation, memory, reasoning, word fluency and perceptual speed. On the basis of these, test of Primary Mental Ability (PMA) was constructed.
Guilford (1956) made a radical departure from the above theories and held that Intelligence neither consisted two factors, nor group factors, but there were 120 separate types of intellectual abilities. He presented a model of 'Structure of Intellect' on this notion. He assumed that there were three dimensions whose combinations determined different types of intellectual abilities. One kind of dimension of ability is mental 'Operation' involved in ability. It is of five types. The second dimension is 'Content' or 'Area' which has four types. The third dimension of an ability is the 'Product' resulted from a particular operation. It is of six types. The interaction and combination of these, results in 120 mental abilities.

Alternative schema for the organization of factors was proposed by British psychologists Burt (1949), Vernon (1960) and Humphrey's (1962) in Hierarchical theories. Burt (1949) found the general Intelligence of integrative capacity at the top of the hierarchy and Intelligence of sensory motor level at the bottom.

Vernon (1960) proposed that all the mental activities were characterized by some common ability known as 'g' factor, which came at the top of the hierarchy. Then came the major group factors of Verbal Education and Practical Mechanical. Then in order of hierarchy came Minor Group factors of Verbal, Number, Mechanical, Spatial and Manual. Lower in the ladder came Specific Factors.

Thus above theories of trait organization suggest that intelligence is not a single mental operation, but is an
aggregate of several mental functions. For determining one's mental level and for constructing a test, these factors should be kept in mind.

1.4 CONCEPT OF LEVEL OF ASPIRATION:

Level of Aspiration is an important aspect of personality which deserves consideration with regard to academic attainments of a student. It has aroused considerable interest and experimentation in recent years.

Aspiration of upper class and middle class students are higher than those of lower class. Western studies have indicted that deprived group lack optimism. In certain cases, however, that may show a compensatory reaction leading to very high aspiration. Further, majority of the students showing higher educational and occupational aspirations belong to higher status groups while those having low aspirations come from low status families.

It plays a very important role in life situation of a person. Success and failure in life depends on the harmonious development of an individual's personality. Thousands of words in English language describe personality or human behaviour. It is recognized a unique pattern of traits which characterizes the individual. It is extremely complex and comprises distinguishable dimension. Personality is revealed in the way an individual faces the situation, things and acts in relation to other individuals. A person's desires, demands, needs, his culture, social norms etc. formulate the overall constitution of personality. Interest, attitude, motivation,
uniqueness, peculiarity of behaviour and patterns of deeds, all these are components as well as the differential of personality. It is an organization of large number of traits. It is the integration of all the individual's abilities and characteristic, physical and mental, learned and unlearned. Personality is an important determinant of human behaviour both in the laboratory as well as in actual life. Ordinarily, personality is taken as the external appearance of the individual. Philosophically speaking 'personality is an idea of perfection.' In biophysical terms 'personality is what man is within him'.

Psychologically speaking, personality is all that person is external as well as internal. It is the totality of one's behaviour towards oneself and others, it includes everything about the person, i.e., physical, emotional, social, mental and spiritual make-up.

Murray (1938) defined personality as the controlling organ of the body affecting change from birth to death.

Rath (1973) contended that aspiration of children are nothing but the internalized projection of similar aspirations of their parents. With low motivation, teaching and learning situations become dull, children findings increasing difficulty in coping with the school and tend to drop-out. He points out that, as there is no push from home and no pull from the school, the child adopts the normal behaviour to escape from such a painful and constrained situation.
Chauhan (1987) reported that there is diversity of views but even then all psychologists are unique. No two individuals are alike. The second basic fact is that it is the product of its own functioning. It is the net result of accumulated experiences by continuous interaction with external environment. The third common characteristic is that they stress the need to understand the meaning of individual differences. Personality what makes individuals unique, it only through the study of personality that the relevant differences among individuals can be made clear.

An individual since his birth attempts to adjust to his environment. Behaviour of an individual can be defined as an adjustment to his environment. Every individual develops his own unique way of adjustment in the society. According to this approach, personality is an individual’s characteristic pattern of behaviour. Individual, through his continuous reactions, attempts to adjust himself in his environment. We can say that sum of the individual’s movements as he adapts himself to the environment is his personality.

From the afore mentioned operational definition stated so far, we can draw some conclusion regarding the nature of the term Level of Aspiration. The term stands for the whole individual, his physical organism, skill, knowledge, interest, attitude, ideas, hopes, habits, sentiments and character. It is an individual's expectation or ambition.
1.5 CONCEPT OF SOCIO-ECONOMIC STATUS

The term 'status' indicates the recognition given to an individual by his group relations. As a rule of conservation, in terms of the sense of belonging, it is the result of the ranking of a role by the group that determines for its possessions of a degree of respect, prestige and influence. They are, thus, the ancient powers and privileges of the family bestowing prestige, authority and power, (Mussen et. Al. 1963).

1.5.1 SOCIAL STATUS

A social person is one who conforms to the three criteria of social development. He should behave in approved manner, play the role which society prescribes for him and possess favourable attitudes towards people and social activities (Hurlock, E.B. 1964). Social status, therefore, is an indication of one's position of respect, prestige and influence in the social structure apart from his personal attributes, which may either inhibit or enhance an individual's access to sources of information and his willingness to deviate from group norms and may even vary with the groups.

1.5.2 ECONOMIC STATUS

The word 'Economic' is used generally for the motives involving earning a livelihood, the accumulation of wealth and the like, (Drever, J. 1964). Economic status, thus, stratifies modern population according to the amount and source of income which is usually derived from a set of occupational activities, the ownership of property or both.

23
1.5.3 SOCIO-ECONOMIC STATUS

It is obviously a blending of the two status as enumerated earlier. Though none of the two can exist without each other, yet they are distinctively different. ‘Socio-Economic Status’ appear to be the resultant of the position of an individual in a society by virtue of a complex fusion of both of them, which often do not run parallel to each other in their own areas.

1.6 JUSTIFICATION OF THE STUDY

The present day man has attained the status of E-civilization. The world scenario is changing rapidly. If we keep ourselves restricted to our social conventions and traditions, we cannot march ahead with other nations. Our progress will remain stagnate and our vision of a developed India will remain unfulfilled. So far as the progress of a nation is concerned, the active participation of its all citizens in the development plans of a nation is essential. So participation of all sections of the society is warranted to lead the nation ahead. Therefore, even the elementary school children should also be involved so that they can participate and contribute their share in building a developed India. But, it has been seen that these groups fail to make any significant participation and worthwhile contribution in the developmental process due to various factors, which need to be investigated. The present scenario of elementary school children shows a picture of uneven development in terms of educational growth as well as in other important indicators of vibrant economy, e.g., power generation, extent of use of updated technology in
the field of education, small industry sector, communication sector, infrastructure development, awareness regarding burning problems of nations etc. Recently, there is emphasis on providing all possible facilities to these groups by making even special provisions for them so that they can join hands and come at par with the non-elementary school groups. But what remains to be seen is whether the educational programmes of the school in a given state which are primarily modeled by predominant culture of the state is suited to the elementary school students or not. The experts who plan the educational programmes, either at the state or in the states, belong to urban middle class and they hardly appreciate the viewpoint of the functionaries who are serving at the grassroots communities of the undeveloped rural areas. It is a matter of great concern as the elementary school students still leading a primitive life.

The elementary school children of government schools are psychologically alienated. They may not have proper stimulating home environment to flower their inherent abilities and aptitudes. They may have higher level of Intelligence in comparison to other students, yet their educational achievement may be much poorer than that of others, because they do not have higher aspiration and stronger degree of achievement motivation. Moreover, they are born and brought up in a different social setup and their abilities may be latent and we need to nourish and develop the same. In this regard, the policy planners and the educational experts need to be well versed with the
elementary school psychology basically with respect to the cognitive and non-cognitive abilities of elementary school children so as to find out the etiology of their low academic achievement and to chalk out remedial measures and thus to make them the good citizen of the nation.

If elementary school children have possessed low level of achievement motivation, deficient in intelligence and low potential in various aspiration in comparison to non-elementary school children then what measures should be taken for their improvement in all these areas? On the basis of the findings of these questions, policy planners and government will have a strong base to facilitate educational system for their upliftment.

Elementary education is a critical stage in any scheme of educational reconstruction for the development of societies. The scanning of previous related research studies reveals that very scanty researches have been made on Achievement Motivation, Intelligence, Level of Aspiration and Socio-Economic Status of Elementary School Children. Though some studies are available on Achievement Motivation and general Intelligence, the results are contradictory. Moreover if we do not know the potential level in various Achievement Motivation, Intelligence and personality characteristics of the deprived section of our society, we will not be in a better position to adopt various measures to sharpen different dimensions of their personality. Thus the present investigator found the scope to undertake the present study to correlate Scholastic Achievement with Achievement Motivation,
Intelligence, Level of Aspiration and Socio-Economic Status of Elementary School Children of Haryana state to arrive at substantial conclusions.

1.7 STATEMENT OF THE PROBLEM

In the light of the above discussion, the investigator was motivated to undertake the following research problem:

"SCHOLASTIC ACHIEVEMENT OF ELEMENTARY SCHOOL CHILDREN IN RELATION TO THEIR ACHIEVEMENT MOTIVATION, INTELLIGENCE, LEVEL OF ASPIRATION AND SOCIO-ECONOMIC STATUS"

1.8 OPERATIONAL DEFINITION OF THE TERMS USED

1.8.1 Achievement Motivation

Achievement Motivation is characterized by a desire to attain a high standard of excellence and to accomplish something worthwhile and unique.

1.8.2 Intelligence

Intelligence is the aggregate or global capacity of an individual to act purposefully, to think rationally and to deal effectively with his environment.

1.8.3 Level of Aspiration

Level of Aspiration is an individual's expectation or ambition. It refers to the estimate of one's future performance in a given task.
1.8.4. Socio-Economic Status:

Socio-Economic Status implies the ranking of an individual by the society he lives in, in terms of his material belongings and cultural possessions along with the degree of respect, power and influence he wields.

1.8.5. Scholastic Achievement:

Scholastic Achievement refers to the learning outcomes of students in various subjects of curriculum in the educational situations. As the sample of the present study comprises class VIII students and therefore, their achievement in the annual examination of class VII is taken as their Scholastic Achievement.

1.8.6. Elementary School Children

Elementary School Children refers to those students who are studying in classes I to VIII of different government schools of Haryana state located in rural and urban area.

1.9 VARIABLES INVOLVED IN THE STUDY

Dependent variable
i) Scholastic Achievement

Independent variables
i) Achievement Motivation
ii) Intelligence
iii) Level of Aspiration
iv) Socio-Economic Status
1.10 OBJECTIVES OF THE STUDY

Keeping in view the above discussion, the objectives of the study set forth were:

1.10.1. To study the relationship between Scholastic Achievement and Achievement Motivation of Elementary School Children.

1.10.2. To study the relationship between Scholastic Achievement and Intelligence of Elementary School Children.

1.10.3. To study the relationship between Scholastic Achievement and Level of Aspiration of Elementary School Children.

1.10.4. To study the relationship between Scholastic Achievement and Socio-Economic Status of Elementary School Children.

1.10.5. To study the Scholastic Achievement differentials between different Achievement Motivation groups.

1.10.6. To study the Scholastic Achievement differentials between different Intelligence groups.

1.10.7. To study the Scholastic Achievement differentials between different Level of Aspiration groups.

1.10.8. To study the Scholastic Achievement differentials between different Socio-Economic Status groups.

1.11 HYPOTHESES OF THE STUDY

On the basis of the objectives of the study, the following hypotheses were framed for investigation:

1. There exists a significant positive relationship between Scholastic Achievement and Achievement Motivation of
Elementary School Children.

2. There exists a significant positive relationship between Scholastic Achievement and Intelligence of Elementary School Children.

3. There exists a significant positive relationship between Scholastic Achievement and Level of Aspiration of Elementary School Children.

4. There exists a significant positive relationship between Scholastic Achievement and Socio-Economic Status of Elementary School Children.

5. Elementary School Children with high Achievement Motivation will have higher Scholastic Achievement in comparison to children with low Achievement Motivation.

6. Elementary School Children with high Intelligence will have higher Scholastic Achievement in comparison to children with low Intelligence.

7. Elementary School Children with high Level of Aspiration will have higher Scholastic Achievement in comparison to children with low Level of Aspiration.

8. Elementary School Children with high Socio-Economic Status will have higher Scholastic Achievement in comparison to children with low Socio-Economic Status.

9. There exists a significant difference between girls and boys of Elementary School on Achievement Motivation.

10. There exists a significant difference between girls and boys of Elementary School on Intelligence.
11. There exists a significant difference between girls and boys of Elementary School on Level of Aspiration.
12. There exists a significant difference between girls and boys of Elementary School on Socio-Economic Status.
13. There exists a significant difference between girls and boys of Elementary School on Scholastic Achievement.
14. There exists a significant difference between rural and urban Elementary School Children on Achievement Motivation.
15. There exists a significant difference between rural and urban Elementary School Children on Intelligence.
16. There exists a significant difference between rural and urban Elementary School Children on Level of Aspiration.
17. There exists a significant difference between rural and urban Elementary School Children on Socio-Economic Status.
18. There exists a significant difference between rural and urban Elementary School Children on Scholastic Achievement.

1.12 DELIMITATIONS OF THE STUDY

1. The study was confined to Elementary School Children of Haryana state only. Further it was confined to selected four districts, i.e., Panipat, Sirsa, Pachkula, and Faridabad of Haryana state only.

2. The sample was restricted to 800 Children studying in Govt. School.
3. The study was confined to Children studying in class VIII only.

4. The study was confined to four independent psychological variables, *i.e.*, Achievement Motivation, Intelligence, Level of Aspiration and Socio-Economic Status.

5. To conduct the overall study descriptive survey type research method was adopted.

    With this background, we may now turn to the next chapter review of related literature.