

CHAPTER-II

REVIEW OF RELATED LITERATURE

Practically all-human knowledge can be found in books and libraries. Unlike other animals that must start anew with each generation, man builds upon the accumulated and recorded knowledge of the past.

For any worthwhile study in any field of knowledge, the researcher needs an adequate familiarity with the library and other resources like Internet which provides latest information and knowledge from all over the world and that too, within minutes. Only then will an effective search for specialized knowledge can be possible. The search for reference material is a time consuming but very fruitful phase of a research programme. Every investigator must know what sources are available in his field of enquiry, which of them he is likely to use and where and how to find them.

In the field of education, as in other fields too, the researcher needs to acquire up-to-date information about what has been thought and done in the particular area from which he intends to take up a problem for research. But it is found that generally the extent of important, up-to-date information

regarding educational research and ideas possessed by educational workers is very limited.¹

Good, Barr and, Scates quote the poor results of investigations carried out on this point by **D.A. Worcestor and Ashbaugh**, and rightly conclude that the present status of professional information in education is at a very low level.²

Availability of adequate information and possession of sufficient familiarity with it, however, are not one and the same thing. Availability of adequate information about educational thought and research does not by itself result in possession of its knowledge by the researcher.

The researcher must apply himself keenly to the task. He may be very keen to possess up-to-date information regarding his field, and may try hard to be posted up-to-date, and yet fail to get enough information due to the non-existence of sources of such information. In our country the researcher quite often comes across the latter handicap.

The researcher is also tempted to let a sketchy review of literature suffice so that she can get started sooner on her own research project. The researcher, however, should make every effort to complete a thorough review before starting her research because the insight and knowledge gain by the review almost inevitably lead to a better design project and greatly improve the chance of obtaining important and significant result.

¹ **John W. Best**, op. cit., p. 31.

Related Studies on Attitude:

Attitude literature shows that a good deal of work of different aspect of attitudes has been done in different countries. The researcher could find two important and interesting studies - one is Newcomb's **Bannington Study** (1948) on college students. His economic and political progressivism scale is based on **Likert Technique**. This scale was administered continuously for four years on students to assess their attitudes towards social and economic issues.

Another interesting study is by **Freedman Marvin B.**, in six decades of some attitudes and values held by educated women (1961). It was found that various decades from 1904 to 1956 differed significantly and this differences were related to cultural attitudes prevailing at the time when these individuals were in schools.³

In India a review by **Indian Council of Social Science Research** (1970) shows that during the last fifteen years considerable amount of work on attitudes and opinions have been done. It has stated that maximum work during these years have been done in connection with the survey of attitudes of various political issues. Due to rapid changes that are taking place in our country in this transitional period, the psychological phenomenon instigated psychologists to make a quick survey of attitudes of various socio-political groups.

² **Carter V. Good, A. S. Barr and, D. E. Scates**, *op, cit.*, pp. 167-68.

³ **Vimla Mehta**, *Attitude of Educated Women Towards Social Issues*, National Publishing House, New Delhi, 1979, p.27.

In Educational Psychology, the work has been mostly done on attitudes towards school subjects, school activities, religious and social conventions, teacher training and teaching as a career.

The study by **Rao, N.C.S.** '*Factor Analysis of Social Attitudes*' has been of interest to the author. The scale, consisting thirty three items, was factor analyse with rotation and gave three bipolar factors. Two factors are identified and third factor consisting mostly of negative loadings could not be identified.

Interlinkages between Education & Socio-economic variables:

Education has several economic dimensions, this was recognised by the thinkers in India. Since long – for example the eminent *Sanskrit* poet **Bhattacharya** termed, Education as indestructible wealth having significant use value and exchange value. It is only during the period after the 1930s or more specifically after 1960s that economics of education as discipline was born. A series of studies on estimating the economic value of education strengthened the foundation of this new discipline.

The reciprocal linkage between economic and education also widen the scope of the discipline still later the simultaneous interaction between the effect of socio-economic variables and educational variables comes to be considered in some of the technical study.

In India, in recent years such direct and reciprocal linkages between socio-economic and education variables have been examined in a number of empirical studies. The studies are rich in their perspective covering several subtle aspect of this linkage. It was proposed to attempt a thematic review of the recent studies highlighting the effects of education on socio-economic variable first as how the literature in economics of education seems to have developed.

After such a thematic view, it was proposed to review the recent studies focussing on the effect of socio-economic variables on education. The studies in economic of education have focussed on the importance of education for socio-economic status.

The reciprocal linkage between the socio-economic status in education is also equally important, some of the first generation studies in this field tried to show how in the low income countries educational development was neglected. In a micro level setting the less advanced social status was also found to be related to the lower educational status of the individual. The educational backwardness of the scheduled caste population brought out by a number of studies is illustrative of such a linkage.

In the same way the educational backwardness of the blacks in the United States and economically less developed countries in Africa subcontinent are taken as cases of evidence

of such a correlation between the socio-economic status on the one hand and educational development on the other.⁴

John E. Nordskog (1960),⁵ in his study of the relationship between students of different socio-economic backgrounds and their attitude towards education at senior school level. The objectives of the study were –

1. To find out the extent to which social structure, social process, social control, social change over community as a whole including the child, family education, assist or hinder the attitude of the children.
2. To find out the degree of relationship between socio-economic status and pupil's attitude, income area, sex and, school-wise.

The chi-square and contingency of correlation were used for analysing the data. The findings of the study were –

1. Socio-economic status was positively and significantly related with attitude.
2. The students attitude was related with his socio-economic status irrespective of whether his home town was a village, a town or a city. The correlation was more consistent in urban than in rural areas.
3. The attitude of rural and urban students was closely related with their guardian's income.

⁴ **Buch M.B.**, *A Survey of Research in Education*, Vol. I, 1988-92.

⁵ *Ibid.*,

4. There was a positive and significant correlation between socio-economic conditions of attitude in the case of boys and girls students of rural and urban areas.
5. The attitude of the students of different types of schools was significantly related with socio-economic conditions of their families.
6. The attitude of the children of educated parents, illiterate parents and educated mothers was significantly correlated with socio-economic status of the family.
7. The attitude of the students of junior high school classes was directly and significantly related with their families of different socio-economic status.⁶

Chopra S.L. (1994), A Study of Relationship of Socio-economic factors with Attitudes of the students in secondary schools.

The objective of the research work was –

To Study the relationship between socio-economic factors and their attitudes with measured intelligence held constant.

The size of the sample was 1359 students of class of X. Tools were –

1. A questionnaire prepared to collect the information regarding socio-economic background of pupils.
2. The Raven's Progressive Matrices.

Findings of the study were –

1. On the basis of father's education and occupation, family income, type of lodging, size of the family, cultural level of home, students belonging to higher qualitative group, show significantly higher mean achievement than students coming from lower categories.
2. None of the sons of father's engaged in professional, administrative, executive, and managerial jobs expected to discontinue education.
3. 96.09 percent of students who discontinued education attested the reason for economic condition of the family.
4. This study reveals the co-relation between socio-economic status and attitude. If socio-economic status is high their attitude is positive towards education.

Jain S. (1985), An Experimental Study of the Relationship Between Home Environment and their Attitude Towards School.

The main objective of the study was –

To investigate experimentally into the influence of home environment as correlate of attitude with reference to particular school subjects.

Sample of the size was 204 students and the tools used were the home environment questionnaire.

The finding of the study revealed that –

⁶ **John E. Nordskog**, *Social Change*, Mac-Graw Hill Publications, New York, 1960.

1. Socio-economic condition seemed to have no relationship with school.
2. The influence of home environment on attitude was positive and significant.
3. There is significantly positive relation between socio-economic status and attitude.

Anand C.L. (1973), A study of the effect of socio-economic environment and medium of instruction on the mental abilities and their attitude towards study of children in Mysore State.

The specific objectives of the study were –

1. To study the relationship between socio-economic environment and non-verbal intelligence.
2. To study the interaction among socio-economic status, medium of instruction, intelligence and, attitude.

The size of the sample was 1897 pupils. The tools used were –

1. Kuppuswamy's Socio-economic status scale (Urban).
2. Nefde's non-verbal test of intelligence.
3. The battery of Attitude test in mathematics, science and, social studies.

The findings of the research were –

1. Three socio-economic status groups differed significantly from one another in their non-verbal and verbal intelligence, high socio-economic status group achieved higher mean score than pupils in both the low socio-

economic status group and middle socio-economic status group.

2. The relationship between socio-economic status and attitude was found to exist even when the influence of intelligence of non verbal as well as verbal type was partially out.⁷

A.K. Sharma conducted a study of attitude in relation to intelligence, personality, socio-economic status and sex of High School students of Indore City to find out ;

1. Relationship between attitude with intelligence,
2. Relationship between attitude and personality patterns of the students,
3. Relationship between attitude and socio-economic status and,
4. Differences in attitude with respect to the sex of the students.

The sample of the study consisted of 200 students of IX and X classes selected randomly from seven educational institutions of the city of Indore. The relevant data were collected with the help of-

1. The Dr. S.L. Chopra's Test of attitude;
2. The Jalota's Group General Mental Ability Test ;
3. The Eysenck's M.P.I. adapted by Jalota and Kapoor, and ;
4. The socio-Economic Status Scale by Kuppuswamy.

⁷ **M.B. Buch**, *Second Survey of Research in Education*, Baroda: Society for Educational Research and Development, 1979.

The collected data were analysed with the help of t-test and product moment correlation technique.

The findings of the study were:

1. There was no relationship between attitude and intelligence;
2. No significant mean difference on attitude was observed between introvert and extroverts;
3. The students of upper socio-economic status scored significantly higher on attitude than the students of upper middle, lower middle and upper lower socio-economic status.

The students of upper middle socio-economic status out ranked their counter parts of upper lower socio-economic status significantly. Further the students of upper middle socio-economic status were found significantly superior to those of upper lower socio-economic status on attitude;

1. The mean differences on attitude among the students of upper middle and lower middle socio-economic status were not significant; and
2. Males scored significantly higher on attitude than female students.⁸

Jha V. (1970), An Investigation into some Factors Related to Attitude Towards Science by Students of Secondary Schools.

⁸ **A.K. Sharma,:** *A Study of Attitude in Relation to Intelligence, Personality, Socio-economic status and Sex of the High School Students of Indore City*, Unpublished M.Ed. dissertation , Indore University, 1979.

The study was aimed “To Know the Relationship between Intelligence, Socio-economic Status and, Attitude towards Science Subject.

Size of the sample was 500. Tools used were –

1. Kuppuswamy’s Socio-economic status scale
2. The Mohsin’s General Intelligence Test
3. The Roy-Choudhary’s Science Selection Test

Finding of the study revealed that –

1. There was no relationship between attitude towards science and socio-economic status.
2. There was a significant relationship between attitude towards science and study habits in the case of boys.
3. The study revealed that the attitude of boys towards science is more as compared to the girls.

R.M. Kulkarni⁹ conducted a research on socio-economic status and attitudes to identify certain attitudinal variables that would discriminate between high and low achievements in secondary schools.

Eleven attitudinal variables are isolated for the study, they are –

1. Risk taking
2. Self acceptance
3. Competition

⁹ **Kulkarni R.M.**, *Socio-economic & Attitude Study*, M.Ed. Dissertation unpublished, Pune University, 1986.

4. Independence vs. conformity
5. Present
6. Past
7. Future
8. Self effort vs. fatalism
9. Other acceptance
10. Authority
11. Radicalism

The hypothesis that the eleven attitudinal variables selected will discriminate between high and low achievers was tested.

The major findings of the study were as under –

1. The attitudinal variables which seemed to have the highest potential in discriminating high and low achievers were self effort fatalism, other-acceptance, independence vs. conformity, future present and past.
2. The attitudes which seems to have least effectiveness were risk taking, authority and, radicalism.
3. The socio-economic status of the students and their perception regarding attitudinal variables was significantly related and there is some correlation between these two variables.
4. All the variables were found to be useful in discriminating between atleast one or other of the sub-groups of extreme achievers compared.

5. These factors, namely realistic futurism, deterministic, radicalism, realistic-independence accounted for the total variance of the correlation matrix for the high achievers groups.
6. Four factors, namely, unrealistic independence; self-oriented, unrealistic-futurism and irrational acceptance were needed for explaining the variance of the low achieving group.

S. Badrinath and S.B. Satyanarayanan, Correlates of Attitude of high school students.

The main objectives of their study:

1. To find out the relationship between attitude and intelligence,
2. To find out the relationship between attitude and academic achievement,
3. To find out the relationship between attitude and socio-economic status and,
4. To find out the relationship between attitude and age, sex, religion, birth-order and, mother tongue.

The sample of the study consisted of 114 students, studying in class IX of five Central Schools of the city of Bangalore.

The instruments used for data collection were-

1. The Attitude thinking test by Dr. Ahluwalia
2. The Nair's non-verbal test of intelligence, and
3. The Kuppuswamy's socio-economic status scale.

The analysis of variance was carried out to analyse the data.

The findings of the study were :

The students of high intelligence group were significantly higher than the students of low intelligence group towards education.

1. There was no significant difference in the attitude scores of the students of high and average intelligence groups,
2. There was no significant difference in the attitude scores of the students of low, middle and, high academic achievement groups in attitude,
3. There was no significant difference in the attitude scores of the students of high, middle and, low socio-economic status,
4. There was no significant difference in the attitude scores of the students of 13,14, and, 15 years age,
5. There was no significant difference in the attitude scores of Hindu and Christian students,
6. The students of first, second, third and, fourth birth orders did not differ significantly with respect to their attitude scores and,
7. There was no significant difference in the attitude scores of the students speaking different languages such as : Kannada, Tamil, Telugu, Malayalam, Hindi or the other.¹⁰

K.P. Ojha¹¹, conducted a study of correlation between socio-economic status and academic achievement of high school boys, the main objectives of the investigation were –

¹⁰ **S. Badrinath and S. B. Satyanarayan** : *Correlates of Attitude of High School Students*. Attitude Newsletter, Vol. 7 & 8, No. 2 & 1. 1979.

1. To identify the nature of relationship between socio-economic status and academic achievement of students.
2. To study the functional relationship of academic achievement with parental education, parental occupation, and parental income.

The marks obtained in the high school examination serve as the criterion for achievement.

The analysis of data revealed a significant positive correlation of 0.34 between achievement and socio-economic status for rural boys and 0.69 for urban boys. The achievement of rural boys was found to be better than that of urban boys. For both rural and urban students, the 'T' test analysis led the investigation to conclude that the higher the socio-economic status, the better would be the academic achievement of the students at the high school level. Parental education, occupation and income were also related with the educational achievement by both rural and urban boys of class IX.

This study reveals the correlation between socio-economic status and educational achievement as positive, as socio-economic status increases along with scholastic achievement.

Study of some factors related to scholastic achievement by **Guskin A.E.** in 1965. Conclusions drawn from this study about the interrelationship of the different variables are as follows -

¹¹ **Ojha K.P.**, *Study of Correlation between Socio-economic status and Achievement*, Journal of Education and Social Change, New Delhi, Aug. 1990.

1. The three independent variables intelligence, study habits and, school attitude were significantly related to the prediction of scholastic achievement, while socio-economic status was not.
2. The multiple correlation coefficients between achievement score and the scores of the intelligence, study habits and attitude towards schools was 0.81; which was quite high. This indicates that one can place high reliance on the prediction of the scholastic achievement of the pupil from the independent variables.
3. The variable-intelligence, study habits and, attitude towards schools, accounted for sixty six percent of the predictability of the scholastic achievement and the remaining thirty four percent of the variance in achievement remained to be accounted for. The dependence of scholastic achievement on various other factors for study, level of aspiration values, etc. was generally recognised to explain this variance¹².

Kuppuswamy Socio-economic status scale¹³ was adopted from **Parikh and Trivedi**. The major findings were –

1. The organisational climate profile of Govt. schools in Telangana area was controlled. The academic achievement levels of the students were 305.34 out of 600 marks.

¹² **Goskin A.E.**, *A Social Psychology of Education*, Addison Wesley, 1970.

¹³ **Kuppuswamy K.**, *Organisational Climate of the Schools*, Journal of Experiment in Education, Chennai, July 1992.

2. The organisational climate profile of the schools under aided management was controlled-cum-autonomous. The academic level of the students was 325.73 marks out of 600.
3. The organisational climate profile of the schools under unaided management was controlled-cum open. The level of academic achievement of the students was 364.54 marks out of 600.
4. The organisational climate of the schools under different management and different profiles and the students perception of rewarding behaviour was neutral in all the cases.
5. There was a positive correlation between the socio-economic status of the students and their academic achievement.
6. The student's perception regarding behaviour was consistently neutral.

B.D. Satyanardam¹⁴, conducted study of socio-economic status and academic achievement in the year 1979. This aimed at finding out –

1. Whether there was significant difference in academic achievement of children belonging to various economic and educational background.
2. Whether low economic background caused any setback in the learning process of the subject.

3. Whether sex had any bearing on the learning process.
4. Whether the educational level of parents had any influence upon the achievement levels of pupils.

The hypothesis formulated was, there was no relationship between educational levels of employed parents and the academic achievements of their children studying at the higher secondary stage.

The study yielded the following results:

1. The Children of graduate parents performed better than the children of matriculate parents.
2. The children of upper economic strata and lower economic strata differed very significantly.
3. The upper and middle economic groups differed significantly.
4. The middle and lower economic groups did not differ significantly. However, the middle economic group was better than the lower economic group.
5. Sex had no bearing upon the achievement level.
6. This study also reveals the correlation between economical status and scholastic achievement as positive.

N.K. Chadha and A.K. Sen conducted a study to see if there is any relationship between Attitude, intelligence, socio-economic status and, sex within a group of 12 grade

¹⁴ **Satyanardam B.D.**, *Socio-economic Status & Academic Achievement* Journal of Education and Social Change, Pune, May 1979.

school students. The sample for the present study consisted of 116 students of the 12th grade 10+2+3 system from a reputed Delhi Administration School. Out of these 116 students, 61 were girls and the remaining 55 were boys.

The Thurstone Tests of Attitude, the Kulshrestha's socio-economic status scale (Form-A) and the Raven's Advanced Progressive Matrices were used to measure Attitude, socio-economic status and, intelligence of students.

The data were analysed by employing t-test. It was found that boys and girls differed significantly on their attitudes, but no significant difference was found on boys and girls belonging to the family of upper class in their Attitude towards education. The results also show that there is a positive correlation between Attitude and intelligence. Lastly, the data shows that there is no significant relationship between Attitude and socio-economic status.¹⁵

Dr. S.P. Ahluwalia & Shyam Deo (1995), "A Study of Relationship Between Socio-economic Status and Attitude of High School Students".

The size of the sample was 189, secondary school pupils. Tools used were a Questionnaire of Attitude and socio-economic status scale prepared by the investigator.

Findings of the research revealed that –

1. There exists a negative correlation between socio-economic status and total marks in various subjects.

2. Positive correlation exists between socio-economic status and attitude in some cases. But it is very low and insignificant.
3. The lower performance were given by students belonging to lower income groups, uneducated and occupationally low family status.¹⁶
4. Students belonging to high and average families achieved higher scores whose fathers were well educated and belong to higher economic groups.

Rathod I.K.S. (1997), The Role of Family, Locality and Other Factors in Determining the Nature of Some of the Scientific Ideas Among Elementary School Children.

The objectives of the study were –

To find out the relationship between family background to the nature concepts acquired with special reference to the educational background of the family.

The size of the sample was 2250 pupils. Tool used was interview technique.

The findings of the study revealed that –

Socio-economic background of the family was found to be not significantly related to the nature of concept.

As some research scholars established relationship between scholastic achievement and socio-economic status,

¹⁵ **N.K. Chadha and A.K. Sen**, : *Attitude as a function of intelligence, socio-economic status and sex among 12th grade school students*. Journal of Education and Psychology, Vol. 39, No. 1, p.52-56.

some others found in their research work that there is no correlation between scholastic achievement and socio-economic status.

Rao P.S. in his research thesis - Changing certain attitudes in urban secondary school students – A study of Techniques and Effects, Mysore University 1984 gave the following objectives –

1. To construct valid scales for measuring attitudes towards education.
2. To design educational treatment employing three distinct communication strategies, verbal-visual-communication, dramatized communication and a combination of the two.
3. To study the separate and relative effectiveness of the three treatments in producing change in attitude in urban secondary school students.
4. To relate the initial attitudes or change in the attitudes towards education with reference to socio-economic status of the subject.

The hypothesis of the study was:

1. Each of the educational treatment employing different communication strategies will produce a significant change in the attitude towards education.

¹⁶ **Ahluwalia S.P.**, *Journal of Educational Research and Extension*, Ramkrishna Mission Vidyalaya Teacher's College, Coimbatore, 1995.

2. There is no significant difference among the three treatments in respect of the direction and magnitude of change produced in the attitude concerned.
3. There is no significant difference between boys and girls and students belonging to different group in respect of the three attitudes.

The major findings of the study were as follows:

1. There is no clear unidirectional relationship between socio-economic status and attitude.
2. There did not seem to be any significant difference between boys and girls on the one hand and among the three socio-economic status groups on the other in respect of the positive changes produced in the attitude.
3. All treatment produced clear attitudinal change in the desired duration in the subject.

Dr. A.K. Sharma (1980) in his research tried to find out the effect of intelligence, socio-economic status and their interaction upon the attitude of the high school students. The sample of the study consisted of 200 students of IX and X class, studying in various higher secondary schools of the city of Indore.

The data were collected with the help of;

1. The Ahluwalia's test of Attitude test (verbal form),
2. The Maudsley's Personality Inventory,
3. The Kuppuswamy's Socio-economic status scale.

The analysis of variance technique was employed to analyse the data. The findings of the study were;

1. The students of high Socio-economic status scored significantly higher than the students of low socio-economic status of the attitude of the students,
2. No significant differences were observed between introverts and extroverts in any of the components of attitude,
3. There was a significant effect of interaction between socio-economic status and personality on the originality of the students attitude remained unaffected from such an interaction.

The following research on socio-economic and attitude with other factors which is related with education is very important because their results are shown separately, that socio-economic status totally effect education of the school students. Research on attitude with other factors shows that the attitude of the school students is significantly related with their family background.

R. Goswami (1982)¹⁷, conducted an enquiry into reading interests of the pupil of standard VIII to X in relation to Intelligence SES (Socio-economic Status) and academic achievement.

Objectives of the study were –

1. To enquire into reading interest of pupil of standard VIII, IX and X.

¹⁷ *Ibid.*,

2. To find relationship between reading interest and different pupil characteristic, namely, age, sex, socio-economic status, intelligence and, academic achievement.
3. To find out the difference in regarding interest among different groups of students in terms of standard, age, sex, socio-economic status, intelligence and, academic achievement

Intelligence was measured by **Madhukar Patel's** non-verbal test of intelligence and socio-economic status. And was measured using the socio-economic scale (constructed by Parikh and Trivedi). The records of total marks of annual school examination were taken to represent the academic achievement of the pupil. The data was analysed using mean, S.D., product moment correlation and T. test.

The major findings were –

1. Although there were high reading interest among the pupil of three standards it was relatively high among standard X students and lower among the pupils of standard VIII.
2. Books preferred by the students most were story books (38.3 %) followed by comics/humour books (37.0%), general knowledge books (34.3%), novels (29.2%) and science books (27.9%).
3. There was considerable interest in reading news paper among the students. The percentage of the students who read newspaper daily was 76.21%.

There was significant relationship between socio-economic status of the students and their reading interests.

Francis Brown (1987)¹⁸ has studied the affect of certain socio-economic focus on the scholastic achievements of the school children.

The objective of his study was to investigate the affect of some important aspect of social class such as income, parental education, family size, general condition of the home, etc. upon the scholastic achievement.

The findings were -

1. The economic conditions of the family have no effect upon the scholastic achievement in all the intellectual ability groups. Similarly, possessions of a study-room had no favourable effect in increasing the achievement score in almost all the cases.
2. The family size and number of siblings were inversely related to the scholastic achievement specially in the low intellectual level. In some cases parents help had significant positive contribution towards higher achievements.
3. Parent's educational levels were directly related to the achievement of their children.
4. In the high ability growth, children had greater achievement when they had no private tuition than when

¹⁸ *Ibid.*,

they prepare their lessons under the guidance of a private tuition.

5. Father's occupation was not consistently related to the children's achievement for their high ability groups, children of servicemen excelled with the businessman but the trend was reversed for the average and low intellectual groups.¹⁹

In 1964, **Kilpatrick W.H** conducted the study of relationship of socio-economic status with achievements of the students in the secondary schools.²⁰

The mean of the high school examination marks for one different category were studied with the help of analysis of co-variance techniques. Multi co-relation method was used for studying compared relationships. None of the sons of fathers engaged in professional, administrative, executive and, managerial jobs expected to discontinue education.

1. The corresponding figures for the agriculturists and unskilled workers groups were as high as sixty four and sixty five percent respectively, 96.09 % of students who discontinued education attested the reason of poor economic conditions of the family.
2. The percentage of failures among the students from the professional, administrative, executive and, managerial groups was twenty seven, while that for the other groups ranged between fifty nine and sixty one.

¹⁹ **Brown Francis**, *Educational Sociology*, Prentice-Hall, New York, 1987.

3. The percentage of the students securing first class marks was twenty eight and seven, respectively for the two groups.
4. On the basis of father's education and occupation, family income, type of lodging, size of the family, cultural level of home, students belonging to the higher quantitative group showed significantly higher mean achievement than students coming from lower strata.
5. The differences between the academic achievements of different castes were significant at 0.5 levels.
6. Comparatively, longer percentage of people belonging to lower castes were engaged in lower occupation and were thus economically poorer than those belonging to the higher castes. The groups of different caste matched for father's occupation did not show significant difference in achievement.

Multiple correlation between a combination of these factors (0.350) was significantly higher than the multiple correlation between those and intelligence, test scores (0.225). The difference observed in this study was the differences in averages and the results, therefore, do not employ that children from the higher socio-economic group are brought and that from lower socio-economic group are dull and it will not be possible to predict the academic achievement of the individual children from the socio-economic level of their families alone.

²⁰ **David W. Johnson**, *The Social Psychology of Education*, Rinehart & Winston Inc., New York.

P.N. Dave & J.P. Dave have studied socio-economic environment as related to non-verbal intelligence of ranked and failed students.

The objectives of the study were –

1. To investigate the relationship of some factors in the home environment, parental income, education, occupation, caste, religion and, concern, to the non-verbal intelligence of rank and failed students.
2. To examine the environmental background of the students pertaining to each of the factors mentioned above.
3. To study the effect of sex and the medium of instruction on non-verbal intelligence.

The findings of the study revealed –

1. The non-verbal intelligence of the ranked students was superior to that of the failed students.
2. There existed significant difference in the intelligence of the students coming from home having different parental income and occupations.
3. The non-verbal intelligence of ranked boys was superior to that of ranked girls.
4. The intelligence of ranked students studying through the medium of their mother tongue of failed students classified with respect to all the above variables.
5. A higher percentage of ranked students belong to home having higher parental income, occupation and

education, were as a higher percentage of failed students belong to homes having lower parental income, occupations, and education.

6. Size of family was not related to the academic achievement.
7. Parents of the ranked students showed academic concern about their wards than those of failed students²¹.

R.S. Thakur²² (1985) have studied of scholastic achievement of secondary school pupils in Bihar.

The main purpose of the study was to investigate into the scholastic achievement of secondary pupils of Bihar in the age of thirteen and half to twenty one years. The main aim was to investigate whether scholastic in different subjects of the secondary school pupils was up to a standard level, and if not, to trace back to the previous performance so as to stabilise a single or a group of subjects significantly responsible from the retarded growth in achievement levels.

To investigate whether the academic and non-academic correlates such as intelligence, aptitude, interest, achievement, motivation, sex, socio-economic status and, age were significantly related to the scholastic achievement levels.

The major findings of the inquiry were as follows:

1. The group performance in all the branches of scholastic achievements did not differ significantly.

²¹ **Dave P.N.**, *Socio-economic environment*, Article-Journal of Education and Social change, Vol. VIII, No. 3, New Delhi, 1987.

2. Physics was found to be responsible for lowering the standard of science.
3. For class VIII & IX the group performance of boys was superior to that of girls in all branches.
4. The best group performance of upper middle class was found to be followed by middle class, upper class, lower middle class and, lower class.
5. Scholastic achievement and intelligence was significantly associated.
6. The correlation between achievement, motivation and, aptitude was significant for boys only.

Mathur K. (1963), Effects of Socio-economic Status on the Achievement and Behaviour of Higher Secondary School Students, Ph.D. (Psycho), Agra University.

The study was designed to test the following hypothesis –

1. Students of higher socio-economic status show significantly higher educational achievement.
2. I.Q. positively corresponds with the socio-economic status of the students.
3. Students of higher socio-economic status are younger than their counterparts.

Size of the sample was 500. Tools used were –

1. The Socio-economic status scale.

²² **Thakur R.S.**, *Scholastic Achievement of Secondary School Pupil in Bihar*, Journal of Indian Education, NCERT, New Delhi, May 1985.

2. The achievement test.
3. The standardised test of intelligence.

Findings of the research reveal that –

1. The percentage of students belonging to higher Socio-economic status was high for superior intelligence.
2. The students of higher socio-economic status were younger than the students of lower socio-economic status.
3. The students who were rated high in personality components were superior in intelligence also.²³

L.M. Singh & R. Venkatchalam²⁴ has conducted a study on sub-socio-economic environment and performance under trimester system, Department of Sociology.

The investigation aimed at evaluating the performance of students from different socio-economic environmental status groups under the traditional system and the trimester system.

The major findings of the investigation were –

1. Students coming from unfavourable and most unfavourable socio-economic environmental groups were able to perform better under the trimester system than under the traditional system.
2. The trimester system with built-in-supervision and continuous evaluation compensated for some of the

²³ *Ibid.*

²⁴ **Singh L.M. & Venkatchalam R.**, *Study of Sub-socio-economic environment*, Journal of Indian Education, NCERT, New Delhi, 1990.

socio-economic environmental handicaps faced by the students coming from unfavourable socio-economic environmental status group.

An investigation was made by **Brembech C.E.** (1969)²⁵, into the factors related to Education under achievement. The purpose of the study was to investigate into the factors related to education under achievement on the basis of their scores on verbal and non-verbal tests of intelligence serving as the predictor variables and average of examinations marks spread over six consecutive examinations serving as the criterion variable. The finding indicates that –

1. Under achievement was related to
 - a. Poor study habits
 - b. Poor reading ability which includes poor reading speed, vocabulary.
 - c. Poor social and emotional adjustment.
 - d. Problems concerning family and school.
2. Under achievement was related to various background and personal factors like age, socio-economic status, father's profession, size of family, number of siblings, birth order, reading interest, failures, in-school examination and participation in games and sports.

²⁵ **Ernest R.H. & Willard B.S.**, *Educational Psychology*, International Edition, Prentice-Hall Pvt. Ltd., New Delhi.

No significant relationship was found to exist between under achievement and intact parental structure, hobbies, interest in games, sports and, music and attitude towards school.

C.A. Reddy, (1981) carried out an investigation with the objective of finding out the relationship between –

1. The organisational climate of schools and academic achievement of schools and academic achievement of students.
2. Type of management and academic achievement of the students of the concerned schools.
3. The socio-economic status of students and their academic achievement.
4. The organisational climate of schools and students perception regarding behaviour.
5. The socio-economic of students and their perception regarding behaviour and academic achievement²⁶.

Pandey P.S. The Study of Socio-economic Opportunity and Educational Achievement, Ph.D. thesis Kashi University, 1981. The sample includes 250 post graduate students of 5 Post Graduate colleges belonging to Balia and Deoria, only male students were included. The major findings of the study were –

1. An urban atmosphere was more conducive to achievement than the rural environment.

²⁶ **Reddy C.A.**, *Study of Achievement of School Students*, Experiment in Education, SITU, Chennai, Dec. 1998.

2. With advancement in age, academic achievement decreases.
3. Education of the parents had a positive effect on academic achievement rather than the respondents.
4. Perceptions of economic status had a negative effect on academic achievement.
5. Co-education had a positive impact on achievement.
6. The effect of cost was neutral over academic achievement.

Implications of the study:

1. Teachers with positive attitudes towards their profession should be appointed.
2. In order to provide equal educational opportunities to the economically deprived, an effective system of scholarships should be introduced.

In rural environment 80% of India's population dwells should be improved by introducing better facilities for education.

A research was carried out by **H.S. Desai**²⁷ on the topic 'The Attitude to Mathematics of High School students of Saurashtra'.

The major findings of the investigation were as follows:

1. The pupil with favourable attitude to mathematics preferred to offer it at the S.S.C. examination.
2. The attitude of the boys become more favourable as they move from the grade VIII to grade IX. Their attitude less favourable in grade X than in grade IX.

3. Girls in grade X had a more favourable attitude towards mathematics than those in grade VIII & IX.
4. In general pupil grade IX and X had more favourable attitude towards mathematics than those in grade VIII, their attitude being less favourable in grade X than in grade IX.
5. The boys and girls of the grade X had more or less similar attitude.
6. Boys in general did not differ from the girls in their attitudes towards mathematics.
7. It has been observed that there was a grade X – sex interaction in the attitude towards mathematics.
8. Rural as well as urban children as they advance in their studies show more favourable attitude to mathematics.
9. Urban children in general had more favourable attitude towards mathematics than rural children.
10. It has been found that there was an area X – sex interaction in the attitudes towards mathematics.

S. Gakhar compared the attitude scores of male and female students of classes IX, X and, XI. The sample of the study consisted of 150 students of classes IX, X, and, XI (25 students of each sex and from each class). Baker's Test of Attitude was used to collect the relevant data. The findings of the study were;

²⁷ **M.B. Buch**, *A Survey of Research in Education*, NCERT, 1974.

1. The fluency and flexibility scores of the students showed an upward trend from IX to X grade which was followed by a decline from X to XI grade;
2. In case of originality and total attitude the boys in the X class happened to score the least as against the girls in the same class who scored maximum at this class;
3. Sex did not contribute significantly to the variance resulting from attitude score;
4. The interaction effects of grades and sex were not found effective in accounting for the significant variances with regard to fluency, flexibility, originality, and total attitude of the students;
5. The girls exhibited significant increase in attitude from Classes IX to X, followed by the significant decrease from classes X to XI;
6. No significant differences were found in the attitude scores of the female students of classes IX and XI.

It was observed that the growth of attitude was possible upto the X class for girls, while in case of boys it reached its maximum at IX class.²⁸

Mr. K. Sehgal wanted to know the relationship between school system and attitude of students.

He conducted a study:

1. To compare the attitude scores of private, government and model schools, and

²⁸ **S. Gakhar**, : *Attitude in relation to Age and Sex*, Journal of Education and Psychology, Vol. 32, No.3, 1974.

2. To compare the attitude scores of students belonging to rural and urban backgrounds. The sample of the study consisted of 42, X class students, 14 each from each of these three types of institutions. The Hindi adaptation of Wallach and Kogan's tests of attitude was employed in the collection of data. The 3x2 ANOVA was computed to analyse the data.

The study revealed that ;

1. The Attitude of the students of model schools was than those of government and private schools and,
2. There was no significant difference in the attitude scores of students coming from urban or rural backgrounds.²⁹

R.L. Bhardwaj and R.P. Gupta in their research on Fluency, intelligence and socio-economic status as correlates of the interests in scientific pursuits came to know that the society has a demand for innovators and inventors, who can create the 'beautiful'. The goal to create the 'beautiful' can only be achieved when we are in a position to select the right person for right job. The present paper is an attempt in his direction by studying Fluency, Intelligence and, Socio-economic Status as it relates to the interest in scientific pursuits. Empirical verification of 35 Null Hypotheses have been made with the help of five '2x2x3' factorial experiments. It is noted that only Fluency (as a whole) and associational fluency tends to promote or demote the interest in scientific pursuits under different level variation of intelligence and Socio-economic

²⁹ **K. Sehgal,:** *School Systems as Related to Attitude of Students*, The Progress of Education, Vol. 52, No.10 & 11, 1978, p.207-211.

Status. Intelligence plays an important role when there is a level difference of socio-economic status. It is also discerned that the interest in scientific pursuits belongs to mid Socio-economic Status.³⁰

THE PSYCHOLOGICAL STUDY OF ATTITUDE:

Psychology as a discipline has a great interest in the cognitive and behavioural processes of the human individual. For this reason, it remains a mystery why there has not been more research into the issues, methods, and development of Attitude from a psychological perspective.

In their article, investigating in Attitude, Sternberg and Lubart explore this very issue, expressing their concern for the lack of research investment in this important topic. They go on to explain the fact that current psychological theories tend not to lend themselves to the study of something that is as seemingly abstract as Attitude.

Their suggestion to encourage the contrary involves implementation of a multidisciplinary approach that they believe might have a significant chance to boost knowledge in the area. It seems that, with or without the suggestion, recent years have seen a relative surge in the interest in the subject, resulting in a significant body of research.

This body of research helps to draw some interesting conclusions about the links between attitude and psychology.

³⁰ **R.L. Bhardwaj and R.P. Gupta**,: *Fluency, intelligence and socio-economic status as correlates of the interests in scientific pursuits*. Asian Jr. of Psychology and Education. Vol. 6, No. 3, 1981 p.23-30.

The educational system in America has often drawn some dubious links between attitude and academic achievement. Some educators believe that attitude coursework and study leads to higher intelligence and achievement. Other views express that a practical approach to education needs to be emphasized, by focusing on subjects with concrete learnable information that can serve the student in future years.

REVIEW OF RELATED LITERATURE FROM INTERNET

The Urban Education Scene – by R. Govinda

In this struggle to overcome the weaknesses and inequalities, two kinds of disparities have attracted considerable attention. These are rural-urban disparities and male-female disparities in terms of educational provision and utilisation. However, the wide disparities within the urban education sphere have very rarely drawn serious attention from the educational planners. It is necessary to recognise that the urban education system serves a huge population which is a constellation of highly

heterogeneous sub-cultures. Taking also into account the poor, who do not happen to live in demarcated slums yet manage to survive in the urban chaos, the magnitude of the problem of creating an equitable system of education for the urban poor becomes stupendous.³²

Psychology of Attitude Change and Social Influence

Philip G. Zimbardo and Michael R. Leippe

Social influence is at the heart of many pressing societal issues-promotion of healthful lifestyles, the raising of environmental consciousness, the effects of censorship, "image -processing" in politics, and ultrasophisticated

³² **Department of Education,** ... Identifying High school Students from Low **Socio-Economic Status** Backgrounds **and** urban ... The current HESS classification **of socio-economic status** (SES) is derived ..

advertising and marketing. With lively examples from current events and popular culture, this book pulls together a wide range of research and theory about the psychology of attitudes, persuasion, and social influence.

Philip Zimbardo and Michael R. Leippe cover all the major topics in this area. To integrate the vast amount of material they use the recurring theme of "attitude systems," in which attitudes, cognitions, behaviors, and intentions can be affected by external agents of influence as well as influenced internally by each other.

Stressing the personal and cultural relevance of social influence principles, Zimbardo and Leippe use social and geopolitical events and issues to illustrate the concepts and offer stories and anecdotes as examples of how these principles work in day-to-day situations. In addition, two applications chapters focus on influence in the legal system and on improving the quality of life (the environment, personal health, and mental well-being).³³

About the Author(s)

Philip G. Zimbardo, Professor of Social Psychology at Stanford University, created and hosted the PBS-TV series *Discovering Psychology* (1990).

Michael R. Leippe is Professor of Psychology at Adelphi University.

³³ http://www.temple.edu/tempress/titles/881_reg.html

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A Study of Underachievement in Relation to Study Habits and Attitudes³⁴

- BY VINEETA SIROHI

The present investigation aims at studying the contribution of the areas related to attitude towards teacher, home and school environment, attitude towards education, study habits, mental conflict, concentration, home-assignment, self-confidence and examination, in causing underachievement. A sample of 1000 Elementary Grade students were taken from X Composite Schools of South District, Delhi. Underachievers thus identified were studied by administering study habits and attitudes test, which indicated the need for guidance programme for this special group specially in the area of study habits as this area was found to be deficient in most of the underachievers. Guidance programme shall lead to better results, improving the achievement of the students and thus their potentialities be maximally utilised.

Methodology:

Sample:

The study was carried out on a sample of 1000 students of Elementary Grade of X Composite Schools of South District of Delhi. Tools: The tools administered in the study were:

- (a) General Mental Ability Test by Jalota.
- (b) Teachers made Achievement Tests.

³⁴ www.ncert.nic.in/sites/publication/journal/jiemay2004/a%20study%20of%20underachivement.pdf Similar pages

(c) Test of Study Habits and Attitudes

by Mathur.

The study habits test is based on nine major areas of the study techniques, habits and attitudes, viz, attitude towards teachers; school and home environment; Attitude towards education, study habits; Mental conflict; Concentration; Home assignment; Self-confidence; and Examination, and contains 60 items.

Procedure:

The General Mental Ability Test was administered on 1000 students and then Achievement Tests in the four subjects – Hindi, Mathematics, Social Studies and Environmental Science, were administered on these students. On the basis of the Raw Scores of Intelligence Test and Achievement Test Stanines of both Intelligence and Achievement for each student were compared to identify underachiever. A Stanine difference of 3 was identified as 16 Journal of Indian Education May 2004 underachiever. Thus, out of 1000 students 81 students were identified as underachievers. Then Study Habits Test was administered on these underachievers to look into the contribution of nine areas in underachievement. L Scoring Key A indicates the scores for correct study habits. L Scoring Key B indicates the area of deficiency for guidance purposes.

Results

By analysing the data, 81 out of 1000 students were identified as under-achievers. Table 1 indicates that 98.7% of the underachievers tend to possess unfavourable attitude towards teacher and needed guidance. 92.5% of underachievers indicated deficiency in school and home environment, 24.6% in

attitude towards education, 100% in study habits, 72.8% faced mental conflicts, 97.5% had poor concentration. 70.3% had problems related to home assignments, 72.8% were low in self-confidence and 96.2% lacked proper attitude towards examination. The above findings show that study habits is the most prominent area where all the underachievers need guidance and its contribution to underachievement is maximum. Attitude towards teachers, concentration and examination are also areas that need to be taken care of. From the above analysis it is easier to diagnose and locate the areas which need guidance so that they can be dealt specifically. The bar graph reflects the highest percentage (100%) in the area of study habits, highlighting the fact that it is the most prominent factor contributing to underachievement. Attitude towards teacher, concentration and examination also represent high percentage indicating that these major areas need guidance for underachievers mental conflicts, home assignments and self-confidence represent a lower percentage and attitude towards education is at the lowest level.

RIGHTS OF THE GIRL CHILD

"Equality" among humans necessarily implies rights of each individual; subsequent membership to a specific category /sex/religion/caste/class/ economic level/geographical region does not in any way modify the individual's original rights. Society defines roles for its members as belonging to one or the other group. Born a female, from birth onwards, she is considered a member of a specific category and right through continues to be identified and treated in a manner considered appropriate for them.

GENDER DISCRIMINATION IN SOCIETY

Being born a girl or boy does not differentiate two individuals on ability. However close observations of prevalent practices and specific patterns of behaviour help one become aware of dimensions and intensity of gender discrimination occurring right through a life span.³⁵

The deteriorating law and order situation (increasing number of thefts, kidnappings, murders) compels one to lay certain physical limits on women in the family, particularly the girls; quite unknowingly one has managed to 'control' the freedom of a girl child though in all seriousness, it was merely intended to safeguard her dignity.

³⁵ The **family**, educational institutions like **schools**, colleges, ... **attitudes**, habits and pattern of behaviour, nature of **students** and their varying background ...
www.ncte-in.org/pub/human/chap5.htm - 79k - [Cached](#) - [Similar pages](#)