CHAPTER - I

INTRODUCTION

I.1 INDIAN SOCIETY AND ITS HIERARCHICAL SOCIAL STRUCTURE:

Social Stratification refers to the hierarchical arrangement of individuals into divisions of power and wealth within a society. The term most commonly relates to the socio-economic concept of class, involving the classification of persons into groups based on shared socio-economic conditions. A relational set of inequalities with economical, social, political and ideological dimensions. In the words of Young and Maek (1962), “in most societies people classify one another into categories, and rank these categories from the higher to lower. The process of defining such categories is called social stratification”. The rigidity of stratification structure differs in different societies. In some it is extremely rigid while in others it is flexible. For example, the caste in Indian society is a very rigid stratification structure. Every member of a Hindu society is born into a category known as caste. He can never change his caste. His marriage has to take place within the caste bounds and to a great extent his profession is also decided by his caste affiliations.

The Indian society presents a context in which vast differences still continue to exist in the life conditions of the people. It presents a hierarchically arranged social structure in which the lowest strata of society, constituted by the people of some backward and scheduled caste as well as scheduled tribe groups is deprived of economic, cultural and social opportunities for considerable period of time. Areas with a high proportion of tribals notably in central and eastern India are amongst the poorest. In rural areas many low castes are still relegated to menial roles and are put to severe discrimination.

The extent of admission to various socio-cultural, religious ceremonies and activities depends on the caste of a person. A majority of these castes make their living as agricultural or urban labourers as employees of the landlord. Their cultural, social and religious life somewhat differs from that of the higher castes. The prevailing power structures, partially reflecting the distribution of land ownership and wealth often create social discrimination. The official measures adopted after
Independence (e.g. social legislation, industrialization, spread of educational facilities, zamindari abolition) have made financial, educational, social and cultural activities partly independent of caste structure and upward social mobility has been on increase. However, the equality of opportunity is not yet realized. The efforts to accelerate the process of socio-economic uplift of the disadvantaged groups through positive discrimination have not been able to achieve much.

The nature of disadvantage and its dimension in Indian context are characterized by an extreme degree of poverty, over population, vertical social structure and varying degrees of agro-economic development. The structure of disadvantage is related to the broader socio-cultural configuration of society which transmits and maintains deprivation. As Amartya Sen (1982) has rightly noted that in India, the lower castes were traditionally at a disadvantageous position in the overall socio-economic structure and they have lived for long in perpetual poverty. They include untouchables, tribals, weaker castes, women and certain minority groups (including refugees and internally displaced people). Thus, various social groups suffer from intergenerational continuities of deprivations due to structural disadvantage. “Caste, gender, ethnicity become linked with deprivation because of the feature of social structure. Disadvantage involves systematic unfairness in the distribution of rewards and the opportunities of life” (Brown, 1983).

1.2 CONCEPT OF SOCIALLY DISADVANTAGED AND ADVANTAGED:

The term ‘socially disadvantaged’ or ‘disadvantaged’ is used to refer to those children who are economically, educationally, linguistically or socially disadvantaged. Children constitute another important category of the disadvantaged. They bear the heaviest burden of poverty. The effect of poverty is direct as well as indirect on the children. The direct consequences include ill-health, poor nutrition, poor housing and lack of proper education. The indirect influences are diverse. They include less than optimal parental interaction, inadequate child care and child labour.

A disadvantaged child is one who suffers from a continuing inadequacy of basic necessities of life, who has been denied the basic and universal rights of children (i.e. a stable home; a loving mother; a supportive father who provides the material needs such as protection, clothing, adequate diet, and play space; fresh
experience to stimulate language and mental growth; recognition and an encouraging atmosphere, and contact with other children and adults); is at risk of future educational problems; has been denied the opportunity to grow normally at his own natural rate. Thus, the term disadvantaged refers to an inner condition of a child resulting from an outer deprivation. It is because of disadvantaged children having poor social conditions, economic pressures, poor educational backgrounds, differences in language and culture that, for no fault of their own, such children show intellectual, emotional, learning, language and motivational problems.

Socially disadvantaged children are especially handicapped by their basically poor cognitive backgrounds. By the time the child comes to school for formal education his cognitive growth is already depressed. The gap between advantaged and disadvantaged children widens rapidly over increasing years ultimately leading to premature school termination and high rate of stagnation. Such children may have below average intellectual functioning, poor school achievement, low level of aspiration and marginal social and occupational adjustment. The home of the socially disadvantaged children serves in no way to prepare them, to equip them with the required readiness to enter the school. This may be because of their poor illiterate parents, apathetic attitude of parents towards education, or backward geographical location of their habitation.

The socially disadvantaged children have learning difficulties. Such children appear lifeless, incurious, and deceptively unintelligent. They show a lack of interest, involvement, and motivation for academic success. They lack confidence and competence in expressing themselves. They do not participate in classroom discussions and fail to profit from classroom instructions. They show specific learning difficulties in language, mathematics and science or general academic underachievement. They show progressive academic deterioration or cumulative achievement deficits resulting in high rate of failure, repetition of grade, and premature termination from schooling. The learning problems of socially disadvantaged children are mainly due to depressed cognitive growth and lack of readiness for school education. The intellectual, language, and learning problems of socially disadvantaged children are mainly caused by outer conditions in the home and neighbourhood.
The disadvantaged children simply receive an ignored and indifferent attitude from their guardians. These children are deprived of any recognition for their praise worthy acts of achievements. Their queries remain almost unheard and unreplied. Their anxiety to be acquainted with their surrounding is simply suppressed. These children are always on the lookout for someone to whom they should love and by whom they should be loved. Virtually they are not given any opportunity to take their own initiative and act at their own free will. Thus, their desire for self-independence is blocked. Due to immature emotional development, deprivation of stimulation, and lack of opportunity for advancement, disadvantaged children have been drawn to maintain a very low level of motivation which stands in their way for further progress. They do not consider education as a means for upward mobility not because they devalue education, but because they do not expect to rise too far in the occupational world. The child’s total experience in the unstimulating social environment, poor economic conditions and lack of motivation leave him ill-prepared for the school life. Most of the children come to school in a starved condition. Delinquent tendencies, drop-out cases, and other behavioural problems are more frequent among socially disadvantaged children than among others.

Cole and Bruner (1971) found that the minority communities or the poorer segments of a population are characterized as disadvantaged because they are deficient or disorganized. In every society, there are sub-groups which are generally characterized by (a) poor educational and cognitive performance of its children, (b) a high level of uneducated or school drop-out children, and (c) conditions of low socio-economic status related to unemployment or under-employment. Coleman and Browen (1972) identified five conditions in the families of the socially disadvantaged children on the basis of several researches in this area. These conditions are: (i) lack of cultural artifacts such as books, magazines, toys etc. and lack of cultural experiences such as visits to library, museum, zoo etc. (ii) limited parent-child interaction and the inhibiting nature of interaction, (iii) physical and arbitrary punishment without any explanations, (iv) noise, over-crowding and disorganisation and (v) ineffective models of parents as teachers. The socially disadvantaged children live in overcrowded homes, have low parental aspirations or suffer from absence of father.
Socially advantaged is a large group of children who live together in an organized way, making decisions about how to do things and sharing the work that needs to be done. They are the part of that society which consists of people who are rich, powerful and fashionable. They possess high socio-economic status. The spacious homes and grounds where children of upper class families grow up and the privileged conditions under which they attend school, travel and recreate, develop an appreciation of seclusion and privacy, and foster a strong sense of individuality. These advantaged children have little experience with crowds, and become extremely sensitive to the members of their own kind. Identity rests very firmly on socio-economic security, as well as on father’s occupational importance, or even his indispensability. This gives them a sense of self-confidence. Tone of voice, subject of conversation, dress, posture and body care come to be carefully watched and cultivated according to class-bound standards and the etiquette becomes automatic.

Socially advantaged children do not suffer from disabilities like untouchables from other castes. They enjoy a high status in the society. These children are economically, educationally, linguistically and socially advantaged and they enjoy the basic necessities of life. Such children may have above average intellectual functioning, high school achievement and high level of aspiration. They show interest, involvement and motivation for academic success. They have rich ability to organize, analyze, judge and to produce things accurately. Their mental traits are well developed.

Children whose parents have at least a basic education tend to do better in school than children whose parents have had little or no education. Most educated parents support learning at home of their children by providing additional reading material such as newspapers, magazines etc. The encouragement given by parents for the education of their children is seen to be contributing to the learning achievement at school. In all societies the best predictor of the learning achievement of children is the education and literacy level of their parents. Henderson and Berla (2002) in their studies found that when parents are involved in their children’s education at home, they do better in school. And when parents are involved in school, children go further in school, the schools they go to are better and they stay in school longer.
The children of socially and economically advantaged families tend to receive more favourable educational experiences in schools than the socially disadvantaged families. Middle class parents appear to be the ideal consumers because they are likely to be in a good position to make choices that will replace their children in the best situation for academic achievement. In many cases the upper class has been distinguished by the possession of largely inherited wealth, while the working class has consisted mostly of manual labourers and semi-skilled or unskilled workers, often in service industries, who earn moderate or low wages and have little access to inherited wealth. It is a matter of common experience that there are certain persons who are at the top of the social hierarchy. They are accorded difference in nearly all types of relationships. People are anxious to associate with them and they are the members of exclusive clubs. This stratum is composed of wealthy families, whose wealth is often inherited and whose heads are leaders in the community’s business and professional pursuits. Its members live in those areas of the community generally regarded as the best. These people occupy position of high social prestige.

1.3 HOME ENVIRONMENT OF SOCIALLY DISADVANTAGED AND ADVANTAGED CHILDREN:

The home is an important agency of social links. Every human being is the representative of his home or family. As is the home, so are the members of the family. The home environment has to be conducive and soothing for the proper growth and development of the individuals. Home plays an important role in the life of a budding child. The child becomes more active, bold, courageous, strong, social or whatever type we want him to be - all in the company of his parents or other members of the family. The home provides a sense of security and belongingness to the child through parents. It is an important agency of socialization because every man has to come first in this institution. Social qualities are developed and personality is shaped through the atmosphere of the family. The home is rightly called the cradle of social virtues where the child gets his first lesson in cooperation, tolerance and self-sacrifice in the family. The family is the basic institution of society. Bossard and Boll (1966) emphasized that home is the place where the child comes back to with his experience. Witmer and Kotinskey (1952) mentioned about the family that it continues to exercise its influence on the child throughout life. It is
in and through family that the main components of child’s personality develop. The family members play an important role in relation to later personality components also.

The way in which learning proceeds and the large amount of time that a child spends during the pre-school years with his family testifies to the important role of the family as a teacher in crucial areas namely attitudes, convictions and beliefs which eventually determine actions. The customs and beliefs of our society are first handed down within the family. Here the child first observes and then internalizes. The values of parents’ social, political and religious beliefs and customs are transmitted via the family (Dinkmeyer, 1965). In the family we assembled four functions fundamental to human social life – the sexual, the economic, the reproductive and the educational. Without provision for the first and the third, society would become extinct; for the second, life itself would cease; for the fourth, culture would come to an end. The immense utility of the family and the basic reason for its universality thus begin to emerge in strong belief (Bell and Vogel, 1968).

The family also fulfils other functions, one of the most important being the mediation or communication of social values. Robert Bierstedt (1957) revealed that, "Taking all the functions of the family together, there is no other institution that can perform so well, no other that can so efficiently satisfy the needs of the society, and it is for this reason that the family achieves its universality in history and its very great importance in the life of the individual”. As Meece (2002) reported children’s intellectual development is most strongly influenced by the home environment during infancy and early childhood when they are under the direct influence of their parents. As children mature, schools and peers also begin to play a role in their intellectual socialization. In order that the students play their student role properly and develop commitment to education, the family has to play a cooperative role. The student role needs to be regularly reinforced at home. It is necessary that the family elders supervise their children in the matter of their education, draw their attention, help, guide and encourage them and provide necessary facilities and free time at home for study. This is not possible in the families of socially disadvantaged children.
In India, scheduled caste, scheduled tribe and weak & under-privileged classes constitute a special group of disadvantaged community. A very large proportion of families of these disadvantaged groups are extremely poor. In order to maintain their livelihood, all the family members including young children have to undertake some economic activity which fetch some income for them. Therefore, if children are sent to school, the parents have to forgo the income they bring or help they receive from them in their economic activities. They are so poor that they cannot bear even this small loss. Besides, though the children get education free, the parents have to incur at least some expenditure for sending them to school. Because of all these factors, they generally develop an attitude of not sending them to school. Thus, their family economic condition develops their negative attitude towards education of their children.

It is true that the scheduled caste, scheduled tribe and weak & under-privileged classes have no educational traditions in their families. Most of them are illiterate and those who are literate have a very low level of education. As a large number of parents do not utilize the free educational opportunities offered for their children, it may be argued that they are not interested in education. It seems that education does not have the same meaning for these groups as it has for the middle and upper strata. They have lower status in society and have been deprived even of necessities of life for generations. Consequently, the idea of taking education for its own sake does not interest them. They do not look at it as an opportunity for self-expression, self-realization or development of personality. They look at it only as an instrument of getting more economic returns. Their attitude towards education is governed by the idea of economic returns.

The practical and utilitarian aspects of education seem to appeal to these reserved categories more. They look at it as means for getting more remunerative work and different kinds of work, for bettering their living conditions, and for a more secure future. This they wish to achieve in as short a time as possible as they cannot afford to wait for long. It is the vocational rather than the academic aspect of education that appeals to them more. A large proportion of students belonging to these categories drop-out either at the middle school or high school stage. They go in for whatever jobs become available to them at that stage of their education. As a
child grows up, he shares more and more responsibilities with other family members and is soon burdened with other work and education remains a remote idea for him.

Most of the parents are economically very poor and are not in a position to provide their wards facilities by way of a place and peaceful and adequate free time for study at home. They are not equipped with knowledge and experience needed to be able to supervise, direct, guide and counsel their wards, nor have they spare time for them. Their own world view is very narrow and traditional. They are, therefore, incapable of performing the role played by upper and middle class parents in reinforcing their ward’s student role and resultant the performance of these disadvantaged groups remains lower than that of the others. The parents of these socially disadvantaged children often have been reported as failing to support their children’s academic pursuits. It is possible when their second generation comes in education, the families may be able to perform this role much better and the quantitative and qualitative development of their children would improve the problems like wastage and stagnation.

Children are motivated to work on activities and learn new information and skills when their environments are rich in interesting activities that arouse their curiosity and offer moderate challenges. The same can be said about the home environment. Unfortunately, there is much variability in motivational influences in homes. Some homes have many activities that stimulate children’s thinking with the help of computers, books, puzzles and the like. Parents may be heavily interested in their children’s cognitive development, and spend time with them on learning. Other homes do not have these resources and adults in the environment may pay little attention to children’s education.

In case of advantaged children, of the various socializing influences, the parents or guardians exert the most powerful effects on children’s social development. For good or ill, they act as models, articulate attitudes and beliefs, and communicate and enforce behavioural demands. Children acquire many of their most pervasive attitudes and values, including religious and political beliefs and practices and it exerts far reaching effects on children’s social development. Family plays a dominant role in educating such children. Family members mutually influence one another. Advantaged children have better social and economic family
status which definitely show a more healthy physical and psychological development contributing towards a better social and emotional growth. Much of the variability in the relation between family income and children’s intellectual development comes not from socio-economic status but rather from the family’s provision of a stimulating home environment. Zuger (1970), Rebelsky and Hanks (1971), Zern (1972) and Bronson (1974) in their studies revealed that when grandparents or other relatives live in the home, their influence on children is greater than when they see the children only occasionally. The influence they exert is also determined by how children react to relatives and the closeness of the emotional tie between them and the children.

Parents and other family members can help to establish the motivation for learning and provide learning opportunities within the home environment. A responsive home environment provides advantaged children emotional support and positive interactions with adults as well as activities and materials that stimulate and challenge children. Some aspects of the home environment have a positive influence on the social-emotional development of advantaged children. Advantaged children, for example, whose parents believe that they should sacrifice personal interests and activities to devote their time and attention to their children, produce a child-centered home in which the child is treated as the most important member of the family. By contrast, parents who believe that children should be seen but not heard, produce an adult-centered home where the adults are the most important members and the children are expected to play subservient roles.

1.4 FACTORS INFLUENCING THE FAMILY:

A variety of factors enter into the constitution of child’s family life. Persons, things, material, objects and personal attitude in varying degrees, contribute a share towards the environment complex called “family” (Jones, 1967).

1. Physical Factors:- It has been observed that a spacious and well furnished home definitely provides a better environment as compared to a small and dirty home. The effect of home environment in the poor sections of society is perhaps, the worst. The description of the homes of the down trodden given by Spalding (1880) in which “.......... the poisoned air of the poor homes takes the bloom from the cheeks of childhood” still holds good to a large
extent even today. Children in such home never enjoy the security and liberty. Such children behave as if born in a prison and hold the chain of servitude throughout their lives. Proper management of their home does influence the children within. Efficiency and skill in management contributes to the restfulness, orderliness and a habit of cleanliness. On the other hand, degree of freedom from work, fatigue and worry result in an atmosphere most unhealthy to all family members (Rice: 1976, 1977).

2. **Economic Factors**: Poor income imposes limitations on the entire physical setting of the home. Insufficient income also creates a situation of tension and strain that the little one cannot help out (Skeels, 1967). There are several instances in which force of circumstances may lead to the cultivation of a spirit of cooperation, self-reliance and resourcefulness and a willingness to do without family members (Dinkmeyer, 1965). On the other hand, in homes where there is everything that a child craves for, there is a danger that the child may develop into an unsocial and selfish individual. Neither extreme wealth nor extreme poverty would seem to provide ideal situations for growing children.

3. **Social Factors**: There is a great variety of social influences and these may vary from being wholly good to being positively bad. Outstanding among these are the influences exerted by other members at home – brothers and sisters, guests, near kin and above all, the parents together with various relationships, paternal, fraternal, filial etc. that result there from.

I.5 **PARENT-CHILD RELATIONSHIP AND PARENTAL INVOLVEMENT**:

Parents serve as the first socializing agents within the family atmosphere. It is in the family that a child learns what he is and what his parents and siblings expect of him (Breig, 1958). According to Burton (1957), a child is dependent upon his parents for his desired social behaviour. Similarly, family members go a long way in fostering among the child, the social patterns acceptable in society. Parents are of crucial importance in the psychological development of the child. They serve as the objects of his most important identifications, and they provide him with a certain security and love that he obtains from no one else.
Parenting is a dynamic process. Parents perpetually adapt their parenting to fit their children’s emerging needs and interests, to meet their own needs and reflect new learning, and to respond to the ever-changing influence of society. They believe in the goodness and potential of their children. Parents are more accessible to the child than other family members. Mother is the first teacher and home is the first school. The newly born baby is dependent on parents who nourish and bring it up. The first lesson about love, compassion, competition, trust and other such values are taught at home. Children show respect to their parents. They are greatly influenced and impressed by the behaviour, talks, interests, practices and attitudes of the parents and elders at home. The kind of family in which children grow up affects their development by determining the kind of relationships they have with different family members. Not all members of the family exert equal influence on children. How much influence a family member exerts depends largely upon the emotional relationship that exists between the child and the family members. Since the mother spends more time with the child than the father and shows her affection for the child more openly, she exerts a greater influence than the father.

Parents can play an important role in shaping and building the career of their children. Modern parents are above all versatile, able to play numerous roles, and juggle many responsibilities. Parents can help boost the personality of a child. They are the architects who have a great impact on his overall development. The bond between the child and the parents is very strong. Children look up to their parents as role models. They always try to imitate their parents. They have strong feelings that whatever their parents do is right and they should also follow the same. Parents also play a positive role in the educational process of the child. It is the parental involvement which is required and which leads to improvement in the quality of education. Parents provide opportunities in learning experiences.

Parents and teachers are the two essential parts of the educational process. Goodson and Hess (1975) assessed the role of parents as policy-makers, as effective teachers and as supporting resources for the school center. Although parental involvement may have a positive impact on children’s achievement, results from several studies suggest that this is a complex relationship (White, Taylor and Moss, 1992; Yoon, Wigfield and Eccles, 1993). Parental involvement in schools has been explored as a possible means through which students can be provided with additional
supports. Students whose parents are more involved in their schooling earn higher grades (Sewell and Hauser, 1980; Stevenson and Baker, 1987), have better school attendance (Epstein and Sheldon, 2002) and have fewer discipline problems (Lee, 1994; Deslandes and Royer, 1997) than do their peers whose parents are less involved. Parent-child relationship has also been found as a significant predictor of high educational achievement (Edwards, 1976).

Parents have to perform different functions in the family. The mother fulfills expressive functions. This means that she tries to maintain the family’s morale and to insure open paths for communication among family members. The father’s functions are instrumental. Fathers bring resources to the family from outside through work. Within the family, fathers show their competence by meeting task-related demands of the family members. When parents fail to give children a good start in life, everybody suffers – the child, the parents, and society as a whole. Children need to grow up with a capacity for love, joy, fulfillment, responsibility, and self-control. Most people discipline their children in the same way they were disciplined. Unfortunately, this means many parents make the same mistakes their parents did (Covell, Grusec, and King, 1995).

Parental involvement and interaction with their children from infancy onwards is necessary for their total involvement. Parental involvement refers to some degree of participation at all major stages of an early education programme: planning, execution, evaluation and modification. Decision-making responsibilities shared by parents become a crucial aspect of parental involvement. Parental involvement emphasizes an active and meaningful participation by parents in child education programmes. Meaningful participation in the educational activities contributing to a child’s development has positive effect on parents’ personality. It helps parents to develop their own sense of self-worth and gives them new confidence. It also increases the child’s educational achievements and helps them to develop wholesome attitudes towards the teachers. Parents guide their children’s efforts to maintain the often precarious balance between love and hate, acceptance and rejection, work and idleness, kindness and cruelty, constructiveness and destructiveness, honesty and dishonesty, learning and ignorance, openness and prejudice, and self-discipline and self-indulgence.
1.6 TYPICAL PARENTAL ATTITUDES AND STYLES OF PARENTING:

Parental attitudes influence the way parents treat their children and their treatment of the children, in turn, influences their children’s attitudes towards them and the way they behave. Fundamentally, therefore, the parent-child relationship is dependent on the parents’ attitudes. If parental attitudes are favourable, the relationship of parents and children will be far better than when parental attitudes are unfavourable. Parents often report that living with adolescents is stressful. The family is a system that must adapt to changes in its members. But when development is very rapid, adjustment is harder.

Many parents of adolescents have reached their forties and are changing as well. While adolescents face a boundless future and a wide array of choices, their parents must come to terms with the fact that half their life is over and their own possibilities are narrowing. The pressures experienced by each generation act in opposition (Holmbeck and Hill, 1991). Parents often cannot understand why the adolescent wants to skip family activities to be with peers. And adolescents fail to appreciate that parents want the family to be together as often as possible because an important stage in adult life - parenthood will soon be over.

Some typical parental attitudes are as follows:

1. **Acceptance:** Parental acceptance is characterized by a keen interest in and love for the child. The accepting parent provides for the development of the child’s abilities and takes into account the child’s interests. The accepted child is generally well socialized, cooperative, friendly, loyal, emotionally stable and cheerful.

2. **Rejection:** Rejection may be expressed by unconcern for the child’s welfare or by excessive demands on the child and open hostility. This leads to resentment, feelings of helplessness, frustrations, nervous mannerisms, and hostility to others, especially those who are smaller and weaker.

3. **Submission to child:** Parents who submit to their children, permit the children to dominate them and the home. Children boss their parents and show them little consideration, respect or loyalty. They learn to defy all authority and try to boss people outside the home.
4. **Domination:** The child who is dominated by one or both parents is honest, polite, and careful but tends to be shy, docile, easily influenced by others, submissive, and overly sensitive. Dominated children often develop inferiority complexes and feel martyred.

5. **Favouritism:** Inspite of claims that they love all their children equally, most parents have their favourites. This makes them more indulgent and loving to the favourites than to the other children of the family. Favoured children tend to play up to their parents but are aggressive and dominating in sibling relationships.

6. **Over-protectiveness:** Parental over-protectiveness consists of excessive care and control over the child. This fosters over-dependency in children, dependency on all people, not parents alone, lack of self-confidence and frustrations.

7. **Permissiveness:** Parental permissiveness is shown by the parents’ willingness to permit children to do things much as they wish, with few restraints. This leads to a child-centered home. If permissiveness is reasonable, it encourages children to be resourceful, self-reliant and well adjusted socially. It also encourages self-confidence, creativity and poise.

8. **Indulgence:** Excessive permissiveness-indulgence makes children selfish, demanding, and often tyrannical. They demand attention and service from others' behaviour that leads to poor social adjustments in the home and outside.

9. **Parental Ambitions:** Almost all parents have ambitions for their children often unrealistically high. These are often influenced by thwarted parental ambitions and parental desires to have their children rise on the social ladder. When children cannot live up to parental ambitions, they tend to become resentful, irresponsible and underachievers. In addition, they develop feelings of inadequacy often coloured by feelings of martyrdom stemming from parental criticism for their lack of achievements.

Parenting style is fairly stable over time. Parents who are authoritative with their school-age children tend to be authoritative when their children are adolescents.
(Mc Nally, Eisenberg, and Harris, 1991). Parenting styles influence children’s development (Maccoby and Martin, 1983; Baumrind, 1991). Children with authoritarian parents typically have lower grades in school, low self-esteem, and are less skilled socially. Children with authoritative parents tend to have higher grades, responsible, self-reliant and friendly. Children with indulgent-permissive parents have lower grades and are often impulsive and easily frustrated. Children with indifferent-uninvolved parents have low self-esteem and are impulsive, aggressive and moody.

The very term family system implies that the responses of all family members are interrelated (Hart et al., 1997; Parke and Buriel, 1998). These system influences operate both directly and indirectly. Many studies show that when parents are firm but patient, children tend to comply with their requests. And when children cooperate, their parents are likely to be warm and gentle in the future. In contrast, parents who discipline with harshness and impatience have children who refuse and rebel (Stormshak et al., 2000). And because children’s misbehavior is stressful for parents, they may increase their use of punishment, leading to more unruliness by the child (Dodge, Pettit and Bates, 1994). In these examples, the behavior of one family member helps sustain a form of interaction in another that either promotes or undermines children’s well-being. The way people interact in families has an enormous impact on development. Each family member may have a specific role in interactions with other family members.

Research consistently reveals two general dimensions of parental behavior. One is the degree of warmth and responsiveness that parents show their children. Another is the amount of control parents exert over their children. At one end of the spectrum are parents who are openly warm and affectionate with their children. They are involved with them, respond to their emotional needs, and spend considerable time with them. At the other end of the spectrum are parents who are relatively uninvolved with their children and sometimes even hostile towards them. These parents often seem more focused on their own needs and interests than their children. Warm parents enjoy hearing their children, describe the day’s activities, uninvolved or hostile parents are not interested, considering it a waste of their time. Warm parents see when their children are upset and try to comfort them; uninvolved or hostile parents pay little attention to their children’s emotional status and invest
little effort comforting them when they are upset. Children benefit from warm and responsive parenting (Pettit, Bates and Dodge, 1997). When parents are warm towards them, children typically feel secure and happy, and they are better behaved. In contrast, when parents are uninvolved or hostile, their children are often anxious and less controlled. Children often have low self-esteem when their parents are uninvolved (Rothbaum and Weisz, 1994).

A second general dimension of parental behaviour concerns the control that parents exercise over their children's behaviour. At one end of this spectrum are controlling and demanding parents. Over-control is shown by parents who always want to know where their teenagers are and what they are doing. At the other end of the spectrum are parents who make fewer demands and rarely exert control. Their children are free to do almost anything without fear of parental reproach. Over-control deprives children of the opportunity to meet behavioural standards on their own, which is the ultimate goal of socialization. Under-control fails children because it does not teach them cultural standards for behaviour.

Parents need to strike a balance, maintaining adequate control while still allowing children freedom to make some decisions for themselves. This is often easier said than done, but a good starting point is setting standards that are appropriate for the child's age, then showing the child how to meet them, and finally rewarding the child for complying (Rotto and Kratochwill, 1994; Powers and Roberts, 1995). Once standards are set, they should be enforced consistently. Children and adolescents are more compliant when parents enforce rules regularly. When parents enforce rules erratically, children come to see rules as optional instead of obligatory, and they try to avoid complying with them (Conger, Patterson, and Ge, 1995). Effective control is also based on good communication. Parents should explain why they have set standards and why they reward or punish as they do. Parents can also encourage children to ask questions if they don't understand or disagree with standards. A balanced approach avoids the problems associated with over-control and under-control shown by the parents because standards are set and parents expect children to meet those standards consistently.

Combining the dimensions of warmth and control produces four prototypic styles of parenting (Baumrind, 1975; 1991). They are:
1. Authoritarian parenting combines high control with little warmth. These parents lay down the rules and expect them to be followed without discussion. Hardwork, respect and obedience are what authoritarian parents wish to cultivate in their children. There is little give and take between parents and child because authoritarian parents do not consider children’s needs and wishes.

2. Authoritative parenting combines a fair degree of parental control with being warm and responsive to children. Authoritative parents explain rules and encourage discussion.

3. Indulgent-permissive parenting offers warmth and caring but little parental control. These parents generally accept their children’s behaviour and punish them infrequently.

4. Indifferent-uninvolved parenting provides neither warmth nor control. They provide basic physical and emotional needs to their children but little else. They try to minimize the amount of time spent with their children and avoid becoming emotionally involved with them. Children have low self-esteem and are impulsive, aggressive and moody.

### 1.7 NEED AND SIGNIFICANCE OF THE PROBLEM:

Education is treated as a source of illumination tending human beings to properly adjust in various spheres of life. The adults provide education to younger generation in order to inculcate in them such experiences which may help them to grow physically, mentally, socially, emotionally and morally. If the parents of the children are educated, they will guide their children properly. Such children will have higher level of aspiration and they will also perform better in the examination as compared to other children whose parents are illiterate, hailing from poor socio-economic background and belonging to various reserved categories.

In all countries there are disadvantaged individuals and groups. These so deprived sections of the community have to struggle hard for survival and development. Government is expected to take special care of citizens in this category. This involves both protective and promotive measures affecting different facets of their lives. From the ancient times, people belonging to socially
disadvantaged categories (scheduled caste, scheduled tribe and weak & underprivileged classes) have been neglected in all spheres of life including education, this is the reason that their children show low achievement motivation. But after independence, the rate of literacy has gradually improved in these disadvantaged categories. This has happened mainly due to the provisions granted in the Constitution of India under the Article 46: “Promotion of educational and economic interests of Scheduled Caste, Scheduled Tribe and Weak & Under-privileged Classes”. So this legislative provision has provided an impetus to the rate of literacy among the students of different reserved categories. However, still there are numerous problems being faced by the parents and their wards belonging to these categories in respect of education.

In certain areas, the untouchability is prevailing and this sometimes proves impediment for the parents to send their children to school. Secondly, scheduled caste, scheduled tribe and weak & under-privileged classes are not fully aware about the significance of education in the social development of the societies. Thirdly, it has also been observed that the people belonging to these categories associate education with the employment i.e. Govt. Job. In general, per capita income of scheduled caste, scheduled tribe and weak & under-privileged class categories is comparatively very low. Therefore, majority of the families are not able to provide good education to their wards.

In certain situations, as and when the students of reserved categories are ignored in the schools by their classmates and sometimes by the teachers, there is a psychological pressure on their thinking. They cannot think of achieving better in the society. This is the reason that their achievement motive is not properly developed and they do not excel in different fields of life. The problems of the socially disadvantaged students become so complex and numerous that they require an interdisciplinary approach. They have been studied by economists, scientists, sociologists, psychologists and others. People belonging to these categories are economically poor, socially and educationally backward. These families were oppressed and exploited by those who belonged to the higher castes. They remained deprived for centuries, this is the reason that their children performed academically low also.
India is a multi-religious, multi-lingual and multi-cultural country. In terms of socio-economic and educational development, it presents unique contrasts. On the one hand, there is a large component of population, which is socially, educationally and economically backward like the scheduled caste, scheduled tribe and weak & under-privileged classes. On the other end of the scale are the urban elites: well-educated, economically much advanced and high up in the social ladder. An important task of education is to lessen, if not eliminate, this digital divide that has been the prime cause of social tension across the country. India has embarked upon the process of structural reforms since 1990s. This is an essential component of globalization of economy that is sweeping across the countries of the world.

Education exercises a determining influence on the socio-economic development and cultural rejuvenation of the country. It has also a very significant impact on the distribution of wealth generated by facilitating the vertical and horizontal mobility of the educated persons. The National Policy on Education (NPE, 1986) described education as a unique investment in the present and future. The NPE laid special emphasis on the removal of disparities and equalizing educational opportunities by attending to the specific needs of those who have been denied equality so far. In this endeavour, special emphasis has to be laid on the education of scheduled caste, scheduled tribe and weak & under-privileged classes in order to ensure “their equalization with the general population at all stages and levels of education in all the four dimensions – rural male, rural female, urban male and urban females” (NPE, 1986). Considered from this point of view, the emphasis has to be laid on the education of the disadvantaged groups: the scheduled caste, scheduled tribe and weak & under-privileged classes who have no tradition of education for centuries.

Education has been acclaimed as the prime mover of development. It opens the door to modernization. The educational process, however, does not benefit the disadvantaged groups evenly, resulting in differential development. The educational input takes various forms such as opening of schools, enrolment drives, measures for the retention of students in schools, provision of tuition without payment of fees and of scholarships and stipends for the upkeep of scholars, supply of textbooks and other teaching-learning material, opening of residential schools with or without a vocational base, appointment of teachers from the students’ own community,
orientation of outside teachers in the culture of the disadvantaged groups. These inputs are expected to facilitate the educational process and attract disadvantaged children to school or college. It also affects the formation of their personality and moulds their attitudes to issues current in society. Recently, adult education, non-formal education and life-long learning have been introduced with a view to serve the interests of these socially disadvantaged groups (scheduled caste, scheduled tribe and weak & under-privileged classes). The impact of these educational innovations has to be studied. The parents’ role and home environment contribute a lot in the effective academic achievement and achievement motivation of students.

Home has the main role in the informal education of the child. The education of the parents is essential for the all-round development and growth of the child. Parents have a positive role to play in the educational process of the child. Parental involvement in Indian culture covers almost all the dimensions of behaviour. At adolescent stage, the parents of socially advantaged children feel more concerned rather a total involvement in the child’s activities resulting into high academic achievement level among their children. They actively involve themselves in the educational activities of their children whereas the parents of socially disadvantaged children are illiterate and they show apathetic attitude towards the education of their children. As a result, their children lack confidence and competence in expressing themselves. They show a lack of interest and motivation for academic success. The atmosphere under which the child grows has a marked effect on his personality but parental care and attitude go a long way in shaping the total personality of the child. Some parents want that their children should carry on according to what they feel. In such cases, parents should never try to impose things on them. Such an imposition may not enable children to think independently and as such may suppress their original thinking and creativity.

It is the responsibility of the parents of socially disadvantaged children to create a congenial academic atmosphere in the home so that their children may be motivated towards positive direction. This type of atmosphere can only be possible if the parents are aware about their children’s problem and provide facilities to their children. Negligence on the part of the parents lead the children towards poor adjustment in the field of educational, social, emotional, physical and moral aspects of life. Thus, for achieving desirable results in terms of children’s educational,
social, emotional, physical and moral aspects of life, parental awareness is must. The parents should realize their responsibilities in this regard otherwise children will grow in wrong directions. Parental and family influences are just one element in the larger process of socialization. Socialization is the life-long process by which individuals learn to become members of a social group. Parents use a variety of child-rearing techniques, depending on the situation, the child, the child’s behaviour at the moment, and the culture. Ideally, parents limit the child’s autonomy and instill values and self-control while taking care not to undermine the child’s curiosity, initiative or competence. To achieve this feat, they must balance the parenting dimensions of control and warmth.

Education also contributes to SES differences. High SES parents have more control over their own lives. Furthermore, the greater economic security of high SES parents free them from worry about making ends meet on a daily basis. They can devote more time, energy and material resources to furthering their own and their children’s psychological characteristics. Socio-economic status thus is an index that combines years of education, prestige and skill required by one’s job and income. As socio-economic status rises and falls, parents and children face changing circumstances that profoundly affect family functioning. The parents of low socio-economic status group tend to emphasize external characteristics such as obedience, neatness and cleanliness. In contrast, the parents of high socio-economic status group emphasize psychological traits such as curiosity, happiness and self-direction. In addition, fathers in high SES families tend to play a more supportive role in child-rearing. The parents belonging to high socio-economic status group talk to and stimulate their children more and grant them greater freedom to explore. When their children are older, high SES parents use more warmth explanations, inductive discipline and verbal praise. In contrast, commands as well as criticism and punishment occur more often in low socio-economic status households. The parents of low SES often feel a sense of powerlessness and lack of influence in their relationships beyond the home. They make a greater use of coercive discipline and physical punishment.

It has been observed that the educational development of the scheduled caste, scheduled tribe and weak & under-privileged classes is not uniform in the J & K State. Inspite of great changes in the caste system, the scheduled caste in urban areas
feel that education is a tool of their liberation from caste system and a means for economic upliftment in the society. Low achievement among the students belonging to scheduled tribe and weak & under-privileged classes in urban areas has been one of the serious problems. These children are primarily from families in which parents have little education and who live in poverty. Generally their academic achievement lies far behind than the socially advantaged students. However, the benefit of education does not percolate so easily because of various problems that these reserved categories encounter. Lack of adult literacy, deprivation of the opportunity for schooling, poverty and social taboos, parental attitude towards education, literacy level of the family and several non-educational factors are to be examined here against the backdrop of educational performance of these children. The problem of uplifting the scheduled caste, scheduled tribe and weak & under-privileged classes socially, educationally and economically is receiving increasing attention of the government recently. Despite all provisions taken to this extent, there still exists a wide gap in the academic achievement of the students belonging to socially advantaged and disadvantaged groups.

Thus, it is clear from the above discussion that the findings of the present study will be of great value for the educational planners, curriculum designers, educational administrators, teachers and parents too. Therefore, in this context, an enquiry into achievement motivation, academic achievement and parental press (awareness) as revealed by the children towards their parents under varying types of socio-economic background have special relevance. Moreover, the comparison of the students on the basis of their different social categories, gender and socio-economic status would be of practical help to the teachers and counselors in understanding their psychological characteristics and thus offer assistance through counseling process in a more effective way. The family climate of high school boys and girls belonging to socially disadvantaged and advantaged groups would help the counselors in solving their various types of problems and helping them to cope up with the difficult situations. The findings of the study may also provide assistance to the educational advisors or counselors in fulfilling the psychological needs of the grown up students belonging to different social categories thus solving their difficulties. In the above context, it was thus thought worthwhile to take up the study.
of Socially Disadvantaged and Advantaged High School Students for assessing their Socio-psychological Correlates.

1.8 STATEMENT OF THE PROBLEM:

In the present investigation, the investigator studied the Socially Disadvantaged and Advantaged High School Students belonging to different groups based on social categories, gender and socio-economic status.

Achievement Motive Test, Academic Achievement (examination marks), Parental Press Inventory, Family Climate Scale and Socio-economic Status Questionnaire were the different tools employed in the present study. Socio-economic Status Questionnaire prepared by the investigator for the students of urban areas was employed in order to know the socio-economic conditions of the families of these students. Achievement Motivation, Academic Achievement, Parental Press, Family Climate and Socio-economic Status were considered as the Socio-psychological correlates. The investigator studied the significant mean differences on various socio-psychological correlates among the students belonging to different social categories. The investigator also studied and compared the degree of relationship between achievement motivation and academic achievement variables among the students belonging to different social categories. The investigator also studied the Chi-square in order to test the hypothesis of independence of variables between social categories and gender; social categories and socio-economic status. The data was analyzed through various statistical techniques viz. Quartiles, Bartlett’s Test of Homogeneity of Variance, Three-way Analysis of Variance, Post-ANOVA (t-test), Critical Ratio, Correlations and Chi-square.

1.9 DEFINITIONS OF THE TERMS EMPLOYED IN THE STUDY:

Some of the important terms used in the present study are explained as under.

(a) Socially Disadvantaged: Socially disadvantaged individuals are those who have been subjected to racial or ethnic prejudice or cultural bias because of their identity as a member of a group without regard to their individual qualities. Disadvantaged is an omnibus category. It includes the scheduled caste, scheduled tribe and weak & under-privileged classes.
(i) **Scheduled Caste:** These are those untouchable castes which are subject to some disabilities in every walk of life – social, religious, educational, economic and political. Scheduled Caste includes Barwala, Basin, Batwal, Chamar or Ramdasia, Chura, Dhyar, Mahasha, Gardi, Jolaha, Megh or Kabirpanthi, Ratal, Saryara, Watal (Specified in the schedule to the Constitution, J&K Scheduled Caste order, 1956 made by the President under Clause (I) of Article 341 of the Constitution of India).

(ii) **Scheduled Tribe:** These are generally called Tribal people, survived with their unchanging ways of life. They are known by various names such as Balti, Beda, Bot, Boto, Brokpa, Droba, Dard, Shin, Chapga, Garra, Mon, Purigpa, Gujjar, Bakarwal, Gaddi, Cippi (Specified in the schedule to the Constitution, J&K Scheduled Tribe order, 1989 as amended from time to time).

(iii) **Weak and Under-privileged Class:** Weak and Under-privileged Class is a large mixed category of persons who are considered to be below poverty line. These weak and under-privileged classes are “other backward classes” which include Bahach Hanjie and Shikara wallas, Fisherman, Kumahars, Shaksaz, Shoe-repairers, Bangies, Khakrobies, Barbers, Washermen, Bhands, Mirasis, Madari/Bazigars, Kulfaqir, Dambali Faqir, Dooms, Shurpin Watatt, Sansis, Sikligars, Jheewars, Grati, Teeli, Lohars, Tarkhans (Specified in Annexure “E” to SRO-126 dated – 28-6-1994).

(b) **Socially Advantage:** Socially advantaged are those who enjoy a high status in the society and do not suffer from disabilities like untouchables from other castes. In the different spheres of life, they enjoy special privileges whether it be in the economic sphere, political sphere, educational sphere, religious sphere or social sphere. This group includes the people belonging to the upper caste.

(c) **Gender:** It is a word used for making distinction between boys and girls. In the present study, it comprised of X\textsuperscript{th} Class boys and girls studying in government high schools of Jammu Province.
(d) **Socio-psychological correlates:** In the present study, the following socio-psychological correlates were studied:

(i) **Achievement Motivation:** Achievement motivation in the present study means a pattern of planning of actions and of feeling connected with striving to achieve some standard of excellence. It is also an urge to improve. It is the expectancy of finding satisfaction in mastering challenging and difficult performances. It is sometimes called the "pursuit of excellence".

(ii) **Academic Achievement:** Academic achievement can be defined as accomplishment or gain or achievement or a performance carried out successfully by an individual or group on the completion of an academic task. In the present study, academic achievement includes percentage of marks obtained by socially disadvantaged and socially advantaged students of class X\textsuperscript{th} in the annual examination of two previous classes i.e. VIII and IX.

(iii) **Parental Press:** The parental involvement and awareness has been termed as parental press. The parents contribute effectively in the various spheres of the development of the child. In the present study, parental press areas include Educational, Social, Emotional, Physical and Moral areas. These are the areas where in the parents of socially disadvantaged and socially advantaged students influence the process of their children’s education. It is the family which has the responsibility for creating congenial academic atmosphere so that the children may be motivated towards positive direction. This type of atmosphere can only be possible if the parents are aware and provide facilities to the children.

(iv) **Socio-economic status:** It refers to the position that an individual or the family occupies with reference to the educational, occupational and the income levels, cultural possessions, material possessions etc. In the present study, the high and low socio-economic status students were identified by applying Q\textsubscript{3} and Q\textsubscript{1} technique to the SES scores.
(v) **Family Climate:** Family climate means the environment within the family which may include the nature and behaviour of the parents and siblings. Family climate also denotes the attitude of parents towards the children and behaviour of the siblings amongst themselves. In the present study, family climate relates to ten dimensions of family climate viz. freedom vs restrictiveness, indulgence vs avoidance, fairness vs partiality, attention vs negligence, acceptance vs rejection, warmth vs cold relations, trust vs distrust, submissiveness vs dominance, expectation vs hopelessness, open communication vs controlled communication.

I.10 **AIMS OF THE PRESENT STUDY:**

The following are the aims of the present study:

1. To find out differences in the achievement motivation, academic achievement and five parental press areas respectively under the influence of varying types of independent variables viz. Social Categories (GC, SC, ST and WAUPC), Gender (Boys and Girls) and Socio-economic status (High and Low).

2. To find out the joint influence of first and second order interaction between the following independent variables on achievement motivation, academic achievement and five parental press areas respectively i.e.

   (i) Social Categories and Gender
   
   (ii) Social Categories and Socio-economic status
   
   (iii) Gender and Socio-economic status
   
   (iv) Social Categories, Gender and Socio-economic status

3. To find out and compare the differences of mean scores respectively on the ten dimensions of family climate (freedom vs restrictiveness, indulgence vs avoidance, fairness vs partiality, attention vs negligence, acceptance vs rejection, warmth vs cold relations, trust vs distrust, submissiveness vs dominance, expectation vs hopelessness, open communication vs controlled
communication) between the students of different social categories viz. GC and SC; GC and ST; GC and WAUPC; SC and ST; SC and WAUPC; ST and WAUPC.

4. To find out and compare the differences of mean scores respectively on the ten dimensions of family climate between the boys and girls belonging to both socially advantaged and disadvantaged groups viz. GC, SC, ST and WAUPC.

5. To find out and compare the differences of mean scores respectively on the five areas of parental press between the boys and girls belonging to both socially advantaged and disadvantaged groups viz. GC, SC, ST and WAUPC.

6. To find out the degree of relationship between achievement motivation and academic achievement variables respectively among the students belonging to both socially advantaged and disadvantaged groups viz. GC, SC, ST and WAUPC.

7. To compare the differences in the correlation coefficient values based on achievement motivation and academic achievement variables respectively between the students of different social categories viz. GC and SC, GC and ST, GC and WAUPC, SC and ST, SC and WAUPC, ST and WAUPC.

8. To find out the degree of relationship between achievement motivation and academic achievement variables respectively among the boys and girls belonging to both socially advantaged and disadvantaged groups viz. GC, SC, ST and WAUPC.

9. To compare the differences in the correlation coefficient values based on achievement motivation and academic achievement variables respectively between the boys and girls belonging to different social categories viz. GC, SC, ST and WAUPC.

10. To find out the association of different social categories respectively with gender and socio-economic status in order to check the hypothesis of independence of these variables.
I.11 HYPOTHESES OF THE STUDY:

The following are the hypotheses formulated for the present study:

1. There will be no significant differences in the (a) achievement motivation, (b) academic achievement and (c₁ to c₅) five parental press areas respectively under the influence of varying types of independent variables viz.

   (i) Social Categories (GC, SC, ST and WAUPC)

   (ii) Gender (Boys and Girls)

   (iii) Socio-economic status (High and Low)

2. There will be no joint influence of first and second order interaction between the following independent variables on (a) achievement motivation, (b) academic achievement and (c₁ to c₅) five parental press areas respectively i.e.

   (i) Social Categories and Gender

   (ii) Social Categories and Socio-economic status

   (iii) Gender and Socio-economic status

   (iv) Social Categories, Gender and Socio-economic status

3. There will be no significance of differences of mean scores respectively based on the ten dimensions of family climate (a. freedom vs restrictiveness, b. indulgence vs avoidance, c. fairness vs partiality, d. attention vs negligence, e. acceptance vs rejection, f. warmth vs cold relations, g. trust vs distrust, h. submissiveness vs dominance, i. expectation vs hopelessness, j. open communication vs controlled communication) between the students of different social categories viz.

   (i) General and Scheduled Caste

   (ii) General and Scheduled Tribe

   (iii) General and Weak & Under-privileged Class
(iv) Scheduled Caste and Scheduled Tribe
(v) Scheduled Caste and Weak & Under-privileged Class
(vi) Scheduled Tribe and Weak & Under-privileged Class

4. There will be no significance of differences of mean scores respectively based on the ten dimensions of family climate (a to j) between the boys and girls belonging to both socially advantaged and disadvantaged groups viz.

(i) General Category
(ii) Scheduled Caste Category
(iii) Scheduled Tribe Category
(iv) Weak and Under-privileged Class Category

5. There will be no significance of differences of mean scores respectively based on the five areas of parental press (a to e) between the boys and girls belonging to both socially advantaged and disadvantaged groups viz.

(i) General Category
(ii) Scheduled Caste Category
(iii) Scheduled Tribe Category
(iv) Weak and Under-privileged Class Category

6. There will be no significant relationship between achievement motivation and academic achievement variables respectively among the students belonging to both socially advantaged and disadvantaged groups viz.

(i) General Category
(ii) Scheduled Caste Category
(iii) Scheduled Tribe Category
(iv) Weak and Under-privileged Class Category
7. There will be no significance of differences in the correlation coefficient values based on achievement motivation and academic achievement variables respectively between the students of different social categories viz.

(i) General and Scheduled Caste
(ii) General and Scheduled Tribe
(iii) General and Weak & Under-privileged Class
(iv) Scheduled Caste and Scheduled Tribe
(v) Scheduled Caste and Weak & Under-privileged Class
(vi) Scheduled Tribe and Weak & Under-privileged Class

8. There will be no significant relationship between achievement motivation and academic achievement variables respectively among the boys and girls belonging to both socially advantaged and disadvantaged groups viz.

(i) General Category
(ii) Scheduled Caste Category
(iii) Scheduled Tribe Category
(iv) Weak and Under-privileged Class Category

9. There will be no significance of differences in the correlation coefficient values based on achievement motivation and academic achievement variables respectively between the boys and girls belonging to different social categories viz.

(i) General Category
(ii) Scheduled Caste Category
(iii) Scheduled Tribe Category
(iv) Weak and Under-privileged Class Category
10. There will be no significant association of different social categories respectively with (a) gender and (b) socio-economic status variables.

1.12 DELIMITATIONS OF THE PRESENT STUDY:

The present study was carried out under the following restrictions:

1. The study was restricted to government high schools located in five districts (Jammu, Samba, Udhampur, Kathua and Rajouri) of Jammu Province only.

2. The study was undertaken on 1100 students (Boys = 509; Girls = 591) of X\textsuperscript{th} class only.

3. The study was confined to the schools under the control of the Jammu and Kashmir State Board of School Education, Jammu only.

4. The study was confined to Socially Advantage and Disadvantaged groups viz. 300 General Category, 270 Scheduled Caste, 250 Scheduled Tribe, 280 Weak and Under-privileged Class Category students of urban areas only.

5. Only Hindi knowing students were taken up for the present study as the tools used were in Hindi language.