CHAPTER - I

INTRODUCTION

Individual differences are bound to exist in all mental and physical abilities. The human nature differences are almost entirely of physiological and social origin (Harvey Tinker, 1975, p.52). It can be said that, human development is the result of interacting causes operating through heredity - the person's nature, and through environment - the person's nurture.

The relative importance of heredity and environment in determining an individual's capacity in physique, intelligence, aptitudes and social behaviour is an old and much discussed problem. It is impossible to say how much of any specific act is shaped by inheritance and how much by training. Henry Garrett (1961,pp.61-63) points out that training and life experiences may have profound effects on many traits and has great influence in shaping specific habits, personality characteristics, beliefs, and values.
Environmental determinants play a powerful role in the development of the human. It includes physical and social determinants (Harvey Tilker, 1975, p.52). Physical determinants are those ecological factors, that maintain life, air, water, food, and light. The social determinant includes all those effects, which people have on one another in families, in peer groups, and in neighbourhoods. It also encompasses the influence of social institutions such as schools, cultural and subcultural values, attitudes and beliefs.

Leo F. Schnore (1966) points out that place of residence is a fundamental social characteristic, that merits the same attention given to such as age, sex, ethnicity and socio-economic-status. It is one of the most important factors with which psychologists deal.

Not only the place of residence, but rural versus urban plays a crucial role in current characteristic, it is also a vital variable when regarded from the standpoint of one's place of origin. A very wide range of behaviour can be predicted with respect to either (a) a type of community in which the person now resides or (b) the type of community in which he was born and reared.
Modern psychologists recognize the impact of cultural environment on the development and function of personality. Culture has been viewed as an environment in relation to which the person has to adjust and also as a guiding force of behaviour after the maturity has been attained. From the studies of Pramod Kumar (1969, pp.247-250) it was concluded that, the forces which operate from the very childhood of a person as being the member of a particular social group, result in the development of a particular type of personality configuration reflecting it.

Gillette M. John (1929, pp.1089-1098) in his study about rural life, notices that mechanic and scientific innovations have thrown population into disequilibriu and farming people have responded by taking on a high degree of mobility and fluidity. There is a vast exchange of population between the town and village, the net losses on the village side being excessively heavy. The schools of farmers are still quite backward, both in academic standards and in the emoluments of teachers.

One of the question in psychology as well as in education, about which controversy has been developed is,
whether rural children are less intelligent than urban children. Many studies failed to answer this question conclusively, and opinions differ. Generally it has been found that the intelligence of urban children is slightly higher than the intelligence of rural children (Katz Mofford, 1950, p. 40).

Munn and others (1976, p. 443) observed that the average IQ of rural children is usually 5-10 points below the average IQ of city children. Environmental influences play an important role in developing the functions that are measured by most intelligence tests and the rural-urban difference is very likely the result of such factors.

These studies make it evident that, due to cultural and environmental variations there will be a difference in the psychological characteristics. Study of the characteristics like Personality, Interest, Intelligence, Aptitudes and Achievement of rural and urban young students would definitely throw some light on, the current and one of the important problems, the rural-urban difference. Thus the above characteristics were chosen for the study.

Now, before going directly to the differences in
psychological characteristics, let us consider some of the
genral differences, that exist between these two communi-
ties.

One of the basic problems, in community research today
is that of classifying communities into rural and urban
type (D.Y.Yuan, 1959 ). It is to the particular social
system, that we must look for an explanation of the quite
divergent pattern of life adjustment that rural and urban
population tend to have.

The distinction between rural and urban is a familiar
one. It is commonly recognised in everyday language,
though the criteria employed are hardly exact, certainly
not scientifically precise. The basis of the distinction,
however, is ordinarily conceived as occupational and
industrial (Leo F. Schnore, 1966). That is ‘rural’ communi-
ties are usually thought of as agricultural in character or
essentially devoted to primary activities whereas urban
communities are considered to be the centres of manufactur-
ing, trade and services (secondary and tertiary activities).

These everyday connotations of the two terms have been
carried over into the sociological literature by Sorokin.
and Zimmerman (1969, p.15). The principle criterion of the rural society is 'occupational' i.e. collection and cultivation of plants and animals. Through it, the rural society differs from the other, particularly urban society, engaged in different occupational pursuits. Such is the first and fundamental criterion of difference.

These writers went on to enumerate a number of other ways in which rural and urban communities differ, in community size, density, heterogeneity, social differentiation, and stratification, mobility, environment and system of interaction. They argued that these fundamental characteristics are all casually connected or intercorrelated. Each one of the traits identified by Sorokin and Zimmerman are literally variables differing in degree and not in kind.

The identification of urban communities as large, dense, and homogeneous is satisfactory, only upto a certain point (Leo F. Schnore, 1966). The extreme ones are easy enough to identify but there are inevitable problems encountered in drawing a hard and fast line. Communities range in size, from small to large. They vary in density from low to high and they extend from virtually homogeneous to highly heterogeneous. One has to set the arbitrary
limits as to what shall be regarded as rural and urban communities.

The most convenient way to do this is to define rural and urban communities primarily in terms of population, size, and density. Until 1951, the Indian census authorities applied mainly the criterion of size. For the most part, a local group with a population of 5,000 or more was classed as urban. In 1961, however, the census of India arrived at a more complex definition.

City life in India is traced back by historians to the Indus Valley civilization, nearly 4,000 years ago. However, the earliest significant town can be said to have emerged only after the Aryans settled down in the country. These early towns were either cultural or political centres. These towns represented, according to the typology suggested by Redfield and Singer (1954, p.55), the primary phase of contemporary Hindu civilization to the outside world. Not much is known about the differences in the social, economic and political structures between these urban communities and the rural areas, which surrounded them. However, the available historical material suggests that there were significant differences between the two; (for instance,
Moreland, 1962 and Shrinivas & Shah, 1960). A crude factory system prevailed in urban industry and exchange of goods and service was considerably governed by money rather than barter. The level of education in urban areas was fairly higher than in villages.

The basic aspects of our social heritage are rural. The urban community, creature of trade, industrialism has been superimposed upon an older, agriculture society. But the human nature that is characteristic of the farm and village is in some regards incompatible with the new conditions of life. The city man has came to have attributes of human nature distinct from those of his rural brothers (Lapalere & Fronsworth, 1969).

The ancient civilization of India is mainly the civilization of its villages (S.R.Vidwana, 1949). As in ancient times even today the major part of the population resides in the villages and their occupation is agriculture. If we visit any of our villages we find that, the same primitive methods are followed in all the walks of life. The mind is conservative, and there is a great hindrance to reforms in the field of religion, education and agriculture.
Inspite of the rural character of our country, no attempts were made until recently to study its rural problems scientifically (S.R. Vidwans, 1949). The contrast between the rural and urban life was felt in our country, after the rise of big cities. With the introduction of industrialization, the labour from the rural areas was drawn to the cities. The city people, with the help of their wide knowledge evolved a method of studying urban societies, which cannot be used to study the rural society. The urban life is different from that of the rural life. Because of the difference in environment, the physical and mental attitudes of the people are different.

There is considerable awareness among intellectuals and political leaders about the gulf dividing town and villages in India and earnest efforts are being made to bridge the gulf (N.R. Sheth, 1969, pp.16-34). The conceptual framework of urban-rural difference in India and South East Asia was discussed at a seminar convened in 1962 by UNESCO (1964). Some aspects of rural-urban difference are found in Acharya (1956), Rao (1962, 66), Mukherjee (1965), Shrinivas (1959 & 1965), Sovani (1966), and Redfield & Singer (1954). Besides this, some tangible problems of urban-rural difference and their implications
for the country's development were discussed within policy framework by various contributors to a seminar held at Berkeley.

The University indirectly draws its students from the village but does not send them back. With agriculture, the chief source of wealth, most of the fundamental support comes directly or indirectly from the villages, but except through irrigation works, very little benefit has been returned. To have the faces of educated men turned away from more than three quarters (¾) of population, is a great national loss.

The classical literature of India, we understand (Arthur Morgan, 1954, p.10), was mostly produced by village people. Could the villages of today produce it? Even though native capacity is present, the background of cultural tradition has been sadly reduced. The causes could be that, the village progress and prosperity is the general absence of the open, inquiring mind, and of the scientific spirit. Another great handicap of the Indian village is the absence of any clear, full picture of what a good village would be like.
Education was valued very much by the villagers. But the support from them was not forthcoming either to the teachers or the school. With the idea of involving people in the programme, the community development agency opened schools where there was none and constructed school buildings. But having a school in the village appeared to be a matter of prestige, rather than an agency of transformation (Lakshminarayana H.D., 1976, p.99). People were also not very much concerned about the quality of education provided in the schools. The school teachers had a very minor role in the villages and were unable to raise local support for the school.

The scheme of Rural Higher Education, was launched in 1956, (India, A reference Annual, 1977-78, p.49) with the object of providing higher education after the secondary stage, to the rural youth and inculcating in them a spirit of service to the community, and sympathy for the rural way of life, besides training them for careers in the rural development programme.

The government of India has introduced a comprehensive programme of community development for the economic and social uplift of the villages. Plans for improving the
standards of literacy, housing and sanitation have been undertaken. According to 'A Reference Annual India' (1977-78 p.49), the literacy rate in India has gone up from 16.6 percent in 1951 to 29.45% in 1971. At the University stage, the number of students increased by about 9 times and that of colleges more than 6 times.

Glenn Fuguitt (1963, p.256) in his study concludes that some of the changes have led to an increasing degree of interdependence between the city and the countryside (village). The old isolation is gone. The occupation of farming has been more closely tied to urban areas. More people with other occupations live in the village.

Though we notice some considerable development in some fields and increase in literacy rate, the rural students can be at a disadvantage in some respects.

Students who live in rural areas, encounter a variety of conditions which can limit their social, physical, educational and vocational development. Geographical isolation, low population density and the small town milieu are among the most important conditions affecting them (Thomas Sweeney 1971, p.3). These are the obvious conditions which help
to determine the life style of these students. The combination of these two factors affects all facets of the student's development. Socially the rural student has fewer out-of-school opportunities, and other social activities which are taken for granted by middle class youth in urban and suburban areas.

The physical development of the student can be, and for many students is, a critical factor in his ability to cope successfully in other areas of life. Trade, vocational, commercial and technical schools which require special personnel and equipment are not readily available in rural areas. Unfortunately too many rural poor youngsters do not complete high school and not only in the skills but the attitudes conducive to successful training and employment (Miller & More, 1965).

Because of the low immigration and high emigration rural communities tend to be made up of closely interrelated families. Certain family surnames predominate. The beliefs and values of the elders are less frequently challenged. Alienation from urban, the urban culture and defeatism often take hold of the community and influence the individual's approach to life.
Rapid growth of population, the profitless nature of agriculture methods and production, inability to utilise or prejudice against the use of modern methods of cultivation, unemployment and underemployment of the rising youth, lack of incentives for progress and centuries of foreign domination are some of the major causes of poverty in villages. In these circumstances, the prospects of steady income by way of wages, however small, is more than a sufficient incentive to drive the villagers to the city. Young people do not find it as difficult to adjust to the urban conditions as the older ones do.

The causes of city-ward migration are not purely economic, there are also other social causes. Lack of facilities in the villages for proper and higher education of the youth is an important factor which has also partly caused the city-ward migration. There are much better educational facilities in the cities than in rural areas. Also there are no adequate facilities for medical aid and organised recreation in rural areas.

Some especially, of the youth might have migrated in search of greater psychological satisfaction of innovations, of fashions, of exciting life, it has a certain attraction
for the youth. It opens to them opportunities for fulfilling their ambitions and aspirations, opportunities which are not available in the small villages (Pandharinath Prabhu, 1956, pp.30-50).

The general belief has been that, the brighter have migrated to the cities (Sorokin & Zimmerman, 1969, p.233). Various authors have attempted to prove this on several grounds. They have maintained; that most of the men of genius and leaders were born in cities; that bright persons born in the country (village) migrated to the cities, where greater opportunities and appreciation awaits them so that their children are born in the cities; that the statistics of feeble minded show that the duller are congregating in the country; that the bright pupils are in cities; and finally that psychological tests and school achievement show that the urbanites have higher intelligence on the average than the country people of ruralites.

In case of personality, it is an organization and elaboration of inherited traits under the influence of social stimuli. According to Park & Burgess, a sociologist at the university of Chicago, at birth a human being is merely a biological unit but in a social environment, he
acquires social traits, receives recognition and becomes a person. The social environment may have a constructive or destructive effect on the personality of the human.

Thus it is the responsibility of the society or an environment to mould a child into a responsible youth to understand and develop, himself and his society. To mould a youth into something, it is necessary that they are understood thoroughly.

An individual is not in a position to decide for himself, how best he can utilise his abilities to shape his life and serve the society. This is particularly true, in case of the young students. Thus it is necessary to study some of the psychological characteristics like, Interest, Intelligence, Differential Aptitudes, Personality and the Academic Achievement of the young students coming from rural and urban background. The above five characteristics were chosen for the present study as it might throw some light on the rural-urban difference, which is one of the current problems.

These various tests serve an extremely useful purpose both for the teacher and the taught (Abdur Rauf, 1976, p.448) and also for the society. A scientific and all-round guidance
obviously proves very helpful for the students. The psychological tests give them a picture of their present standing and provide them with incentives to make further progress in various fields. For a country which is underdeveloped and on its path of all-round development and expansion, it is necessary that its resources are utilised to the fullest extent and with the least wastage (Psychological Studies, 1966). As such it is the responsibility of the society, youth and every one concerned with education to prevent wastage and ensure proper benefit.