CHAPTER - 1.

1.1 INTRODUCTION

One of the most difficult challenges facing the developing country is to evolve appropriate strategies to utilize the human resources for the development of the other natural resources. In a developing country as a result of economic poverty and other culturally crippling conditions, the human resources may not be in a usable form. Such a society, because of its past and also because of its structural features throws up a large number of people who may be designated "Socially disadvantaged".

This term socially disadvantaged denotes a couple of traits and ability, an organization which implies some kind of deficiency, some kind of want predisposing the individual to respond to the environmental challenges in an inadequate way thereby furthering and deepening the "Social disadvantageness" further.

Therefore it is of paramount importance that we study this phenomenon in depth and evolve proper strategies to bring this population into the mainstream of developmental activities. The present study is an attempt in this direction.

There are innumerable studies that indicate that the growth of intelligence of the socially disadvantaged suffers, their motivational levels are low, their vocational aspirations are also a little and follow a different pattern, their academic achievement is comparatively lower than others.

Contd..2.
From yet another angle it is necessary, to have the knowledge of the socially disadvantaged as such a knowledge which enable us to evolve the strategies necessary over the handicaps of the socially disadvantaged. Therefore the present investigation brings at the differences between the two groups.

India today is trying to come to grips with the problems of the socially disadvantaged in the field of education. As the disadvantaged are lacking in skills of reading and comprehension their academic performance is severely affected by their intellective cognitic deficiency and a myriad personality factors, the inadequate self defeating self-image, wrong attitude towards the social environment with school in particular etc., all these contribute to their poor academic performance.

There are several studies in this field. The bulk of the socially disadvantaged come from the poorer sections. Poverty as a culture and not merely an economic condition. A child reared in the poverty suffers not of economic disadvantages but social, familial and other kinds of deprivations, his cognitive development inevitably suffers. Bloom (1964) draws attention to the importance of "Critical period" in different kinds of physical, sensory motor, cognitive and intellectual development and disadvantages suffered during the early critical periods are likely to put the child in a state of almost permanent handicap with respect to the particular function concerned.
Again Whiteman and Deutsch (1968) refer to the cumulative deficits, i.e., disadvantaged group showed a decreasing I.Q. with age. It may also be noted that socio-economic differences in test scores were not significantly related, but the impact was greater on more deprived groups (Whiteman and Deutsch, 1968).

A large number of variation may be seen in reacting to life situations. Such situation tend human beings to react differently in Psychological factors. Some may be more intelligent, some may be less intelligent, some may be creative, others may not be creative. Some may prefer a particular occupation different from the preferences of others. Similarly some may attain high academic standards while others may obtain low score in academic field. This is due to the unique cultural heritage to which the different group belong. This factor is not new, but it is a problem influencing the people from time immemorial. The reasons for such high inequality are (1) environment to which the individual is exposed (2) Economic aspects which plays an important role in shaping the life of an individual (3) Social aspects which make some people to develop inferiority complex (4) Co-operation and competition, prevailing in society (5) The struggle between haves and have nots etc. will play a predominate role in shaping the Psychological life of an individual.

In the recent years it has been found out that some people who are access to better things in life may prove to be better adjusted to the social life whereas those people because of the lack of initiative
and unavailability of opportunities and failure of exposure to better things in life may bring out a distinct group. Transmission of preserved culture and requirement is considered to be the most important function of personality development. This is the same in all countries, cultures, and times, whether he is adolescent or preadolescent, education is hoped to widen the mind and train the critical faculty of thought and judgement. Hence it has been highly valued by all societies and cultures.

1. DEFINING DISADVANTAGED:

The term disadvantaged is one of several euphemism applied to those groups in American society (and recently in other countries as well) which lack the economic and social opportunities available to the majority of the population. Other epithets such as "Culturally different" members of the "Culture of poverty," "Underprivileged," and just plain "Poor" have at one time or another also been used. However, the population so labeled is not a homogeneous one. Although, characteristically, its members live under substandard economic conditions, they come from a variety of cultural backgrounds and exhibit varying behavior patterns. Many came in groups which have suffered and continue to suffer discrimination. Indians, Negroes, Mexican Americans, Puerto Rican others, not identified with specific ethnic groups have migrated to industrial centers from isolated, rural backgrounds continue to live in geographic isolation or in poverty in towns and cities.
Some aspects of the diverse cognitive and social behavior related to ethnic group membership need a through analysis.

2. THE SOCIAL PROBLEM:

Despite cultural diversity, the disadvantaged populations (but by no means all individuals from such backgrounds) typically exhibit poor school performance, early school leaving, and consequent failure to develop adequate symbolic skills (reading, writing, mathematics, and so forth) and problem solving abilities to achieve economic independence in an increasingly symbol oriented, vocationally shifting society. Similarly characteristic of these populations are excessive rates of delinquency, crime, narcotic addiction, and mental disorders.

1.3 PAST AND PRESENT STATUS OF THE PROBLEM:

The existence of poor minimally literate academically marginal groups in India's society is not a new phenomenon. From time immemorial, the caste system is practiced in India which has got its roots in post Vedic cultural development, particularly in the 'Puranas'. Much change in this system was not brought by later thinkers of Jainism & Buddhism. Although efforts were made to weed out the caste system by the later social reformer and thinkers of Saivism like Basava, they could not succeed fully. After independence, systematic work is going on to free Indian society from this evil practice by banning untouchability, encouraging intercaste marriages, Reservation Policies, and many more such measures for the upliftment of down-trodden and to stop caste practice for ever.
The upliftment of the down-trodden not only serves, educational and moral ends, but results in supplementing the economic development by bringing to the mainstream the otherwise under utilized, but potentially capable human resources. Present study is also an attempt to understand the complex ways in which the discriminatory treatment given to the disadvantaged affects the national growth programme, viz., if creative potential or intellect of the disadvantaged who from the major part of our national population is ignored, all developmental strategies will be meaningless. Therefore studies that highlight the deleterious effects of practicing caste system which are increasing in number in our country is a good sign.

The current initiative of Indian government to change the present educational system by accommodating the needs of its economy is an effort in this direction. Precisely at this time the system defects on cast practice should stand exposed through the scientific investigation. This will enable the planner and policy maker to frame suitable strategies for the upliftment of all sections of people.
One glaring difference between India and the European Countries is that India is predominantly a caste based society. The problems most of the European countries facing have their roots in the class phenomenon. India has a complex System which draws heavily on the demerits of class & Caste rendering, difficulty the task of framing uniform educational policies for the benefit of common learner. This understanding has led to the present investigation of socially advantaged & socially disadvantaged. As identified from a host of factors socially disadvantaged have one thing in common that all are left out of the process.

The socially disadvantaged cannot be defined by race, residence, job or behaviour. These are not only found in villages, slum areas, broken family and uneducated family or unemployed families. They are found everywhere. The only thing they have been in common is that all are left out of a process which purports to carry all human-kind regardless of background towards the same basic goal, physical, comforts and survival and feeling of poverty, selfworth, and concerned for the common good. Any one who is deprived of the means to reach any of the human goals is disadvantaged. All sorts of labels have been attached to the particular population which has not had the opportunity for modern full life. Culturally disadvantaged, educationally disadvantaged, under educated slum dwellers, prisoners in the ghetto, poor migrants of the city, all rural isolated children etc.
1.4 - INTELLIGENCE:

It has been a established fact that nature and nature affects the growth of intelligences. Genetics correlates of Intelligence fix a maximum that an Individual would grow into if he is brought up in a cognineal environment. This leads to the assumptions that improvement of Intelligences can be attacked from the environmental side also. Several studies have shown beyond doubt that improved environment as in rural India is a major contributing factor for the underdeveloped intellect of growing Individual. With an object of exploring the possibilities of further understanding the dynamics of underprivileged culture as it would influence intelligence, and thereby the scholastic achievement of the thought. Towards this end here is an attempt to measure the intelligence of advantaged and disadvantaged for the purpose of comparison.

According to Wechsler, "Intelligence is the aggregate or global capacities of the Individual to act purposefully to think rationally and to deal effectively with the environment."

According to standard: "Intelligences is the ability to undertake activities that are characterised by 1) Difficulty 2) complexity 3) abstractness 4) economy 5) Adoptness to a goal 6) Social value and 7) The emergence of originals and to maintain such activities under conditions that demand a concentration of urgency of a resistance to emotional forces" (8, P.4.).
Freeman (1950) concluded that intellectual traits involve capacities such as quickness of learning and apprehension, as well as capacity to solve new problems and perform tasks of intellectual difficulty.

Thurstone (1960) considers intelligence as a movement from trial and error behavior in a complex problematic situation towards increasing abstract controls, through the use of ideas and symbols or words. Cyril Burt (1962) defines intelligences as, "The power of re-adjustment to relatively novel situations by organizing new psycho-physical combinations."

Lastly Guilford (1967) comes out with a structure of intellect under model. In his research he outlines topography of the structure of intellect, providing an integrating rational form describing many facts of intellectual performances. He suggests that there are 3 basic parameters along which any intellectual activity takes place these are operation, product and content, thus Guilford identifies 5 operations, six products and 4 contents. Operations refer to the 5 possible operations performed upon the material of thought, identifies the possible product involved and content refers to the kind of material or content of thought. Thus, the maximum number of factors can be (5 x 6 x 4) one hundred and twenty, each factor has a trigram symbol, one symbol each for operation, content and product.

Once again a review of definition and theory of intelligences indicate that different aspects of intelligence seem to reflect themselves
through many of the academic achievement that take place is school's and colleges.

Generally speaking it is almost accepted that the environment will exert a large measure of influence in shaping the life of the child. A child of well educated parent having all facilities at home with educated parents interested in his studies and knowing the ways of usefully motivating his interest and supplementing the information reviewed from school by careful attention at home and having a wide scope of learning experiences will surely do well in the school and his achievement will be far superior to that of a student. With limited facilities at School and home born of poor and uneducated parents who are not interested in knowing what the child does. The cases of economically and socially backward children scoring high and children of well to do, well- bread, well looked after, scoring low but these are very rare cases. In general good social economic background and supportive culture would favourably effect the child's achievement and as in consistant and unstimulating background would adversely affect his achievement.

Deutsch, M (1965) explains that the deficiencies uncheckd at early stages causes irreparable damage to the cognitive and intellectual growth of the child and result in what may be called cumulative deficit phenomenon. Rendering the disadvantaged progressively more incapable of successful performance in the class room situation. As a result, the longer such a child remains in school,
despite equal facilities available to him in the Institution the further he falls behind in relation to the normal for his age and grade and this could be true also of general intelligences. This view is supported by the findings of Deutsch, M. (1960). Kennedy, W.A. et al (1963), Deutsch, M and Brown (1964), Coleman et al (1966), etc.
THE NATURE OF INTEREST:

INTERESTS have been the object of much attention from vocational and counseling psychologists during the past generation. Three scholarly books Fryer, 1931, Strong, 1943, and Darley and Hagenali, 1955, at least ten significant monographs (Garrestson, 1930; Strong, 1931; Super 1940: Darley, 1941. Barnett et al, 1952: Brogden, 1952 Guilford et al, 1954, Strong, 1955; and Layton, 1960) and a number of reviews of research published in the journals (Berdie, 1944, Super, 1945, 1947, 1954) all dealing with the nature and role of interests, are the result.

Psychologists in other specialties have paid less attention to interests, Vernon and Allport (1932 and Thorndike (1935) being among the few to study interests, and they have used somewhat different methods. Clinical psychologists have tended to devote their energies to intelligence and to personality, students of individual differences have focussed on abilities; and psychologists have been challenged more by problems of the organization of personality. Developmental psychologists are perhaps an exception, as they have paid some attention to the development of play interests in a type of study illustrated by those of lehman and Witty (1929, 1930, 1934).

It is worthy of note that, when these differing approaches to the psychology of individual differences have briefly met, the result has tended to be in confusion, even after 40 years of research in this field.
Thus Lehman and Witty (1932) loosed a broadside at vocational interest inventories, decrying their use on the grounds that interests are unrealiable, but their evidence to that effect was based on expressions of interests and throws no light on inventories of interest. This is an important distinction which will shortly be made clear. Because of the practical importance and complexity of the great amount of material now available on the nature and development of interests, these topics are dealt with at length in this further. The role of interests in vocation with the validity of specific instruments.

Expressed interest is the verbal profession of interest in an object, activity, task, or occupation, what Fryer (1931) called "Specific Interest." Manifest interest is synonymous with participation in an activity or occupation. Objective manifestations of interest have been studied in order to avoid the subjectivity of expressions or the implication of a static quality in interest.

Tested interest is here used to refer to interest as measured by objective tests, as differentiated from inventories which are based on subjective self-estimate. Inventoried interest is assessed by means of lists of activities and occupations which bear a superficial resemblance to some questionnaires for the study of expressed interests.
Interest factors were first studied by Thurstone (1931), who applied factor analysis to 18 occupational scales of the Strong Vocational Interest Blank, Strong (1943, Ch. 8,14) later made several factor analysis, in the last of which he used data from 36 occupational scales, first without rotating the axes (like Thurstone) and then by rotating them. For clarity's sake, the results of these three analysis are presented in Table 29, to complete (Guilford et al, 1954).

The most searching study of interest factors is that by Guilford and associates (1954), who hypothesized the existence of 33 such factors and developed brief but fairly reliable inventories for each of these.
1.6c) CREATIVITY:

Torrance and his associates made a comparative study of urban versus small town versus rural children on divergent production tasks and observed that the rural could tolerate unconventional flying money compared to the other two groups. Restriction of freedom in urban areas and free permissive atmosphere in rural areas might be a possible explanation for this finding.

How do new ideas have their origin among creative people? Much thought has been given to this matter by psychologists and other students of the creative process. It consists of marshaling the widest possible array of facts and ideas and then carefully searching for unrecognized relationships between them. It is much more common for a new idea to arise almost spontaneously in the mind, often seemingly out of nothing and at a time.

Wallach and Kogan (1965) have attempted to find out justification for defining creativity as an unique dimension as contrasted with intelligence. They argue that the various divergent production tests put forth by Guilford and his followers seem to be contaminated with correlation with convergent production abilities or intelligence.

It is Bartlet (1958) who held that all thinking can be regarded as intellectual skills that are trainable analogous to paycomotor skills.
Teaching strategies can be adopted for developing creativity among students. This can be done either by directly giving a course on thinking with practicals to the class or by teaching the subjects adopting creative procedures. Special training methods are also suggested and tried by a number of investigators. These include Brain Storming (as born, 1953), Attributo Listing (Arnold, 1962), Synectics (Gordon, 1961), Morphological analysis (Zwicky, 1957), originality training techniques (Maltzman, 1960).

Creativity is defined as the invention of somethings, production of something new. Till recently it was vague, exclusive and mystical. But as a result of Educationist and psychologist giving due consideration to the aspect of creativity, it has come to be understood in clear perspective.

Quite a number of studies on creativity has been conducted in the West as well as in India and its relation with cognitive ability, personality correlates (Traits), anxiety, achievement, etc., Creativity is an ultimate human asset (Toynbee, 1969) needs to be identified, stimulated and nourished during childhood, if we are serious about developing fully functioning, mentally healthy, well educated and vocationally successful individual. Identification of creativity cannot be left to chance (M.K. Raina, 1974). There is no universally agreed definition of creativity. Usually creativity refers to novelty and originality in one's product process and experiences. Guilford's view is widely accepted who believes it to be "Divergent Thinking Ability" involving sensitivity to problem, flexibility, fluency, originality, elaboration and redefinition.
Creativity is the nation's valuable assets, Paramesh, (1965) found that creative individuals have high theoretic and esthetic values.

Research has identified some of the abilities needed by the child to be creative and many studies have pointed out the importance of the parent's and teachers attitude in encouraging these skills. Opportunity at home and school are necessary for the child to practice unusual thinking, produce and flow of a variety of ideas, use his imagination, venture guesses and attempt to verify them (Williams, 1968).

Several studies (Domino, 1969, Dreyor and Wells, 1966), Weisberg and Springer 1961) are available which suggest that parental behaviour can influence creativity in children.

Cooley (1967) maintains that the kinds of things parents value, and their ideas about what constitutes desirable and undesirable behaviour in children, tend to be reflected in the behaviour of children.

To laymen creativity refers to novelty in the through deed of an individual. Psychologist concepts of 'C' perhaps does not refer to the conceptions cherished by laymen. Investigations like AnneReo(1952), Barron (1955) and Machiunon (1961) have approached the problems creativity by studying persons who were identified by the chosen field.

The subjects studied by Anneroe include creative scientists, mathematicians, artists and painters.
Barron and Mackinnon have studied various professionals such as scientists, mathematicians and architects. However, the psychological realm of creativity stretches itself far beyond the narrower conception of professional excellance. The psychologists shun restricting this field of enquiry to mere achievement and social recognition. Rogers and Meslow have effectively pleaded to show that the achievement and social recognition should be recognized to constitute only one form of creativity and one's actualization of his own self should also be accorded due place in describing creativity. Creativity is considered by these psychologists as a personality affair rather than a product of mere effort and chance.

Through years of laborious factor analytic researches he has arrived at a conceptual model of structure of intellect which serve a very useful purpose in placing creativity in the whole picture of intellect. The three referents the operations, products and contents so considered by Guilford this gives rise to a cubical model representing the structure of intellect as shown in figure, when a person may be thinking of something quite different.

Ex:- Poincare's (1913) insight into Mathematics. Such inspirations, it is well recognised, rarely comes unless an individual has immersed. He must have a right background of knowledge and experience in it. In science he must be laboring to find the answer to a problem or to bring a mass of apparently unrelated facts in his mind into a unity. In art, he must be dreaming and pondering about a painting which he feels is there but cannot quite be brought into existance. He will be wrestling to bring into
actuality these cloudy, hair-formed products of his imagination. The initial inspiration is only the start and must be followed by long hours or days of labour in revising and reconceiving and completing the original flash of insight. Nevertheless, without this flash the creative process might never have been able to get started.

(Guilford, 1960) Development of crucial human abilities cannot be left to chance since 'Creativity is the key to education in the fullest sense and to the solution of the mankind's serious problems.

Garder Murphy, (1966) as Creativity, maintains does not just happen. It needs appropriate seed, soil and climate. Both home and school can help a great deal in developing this 'human-like talent' by providing responsive atmosphere. 'The fostering of creativity at home and school should be continuous, one reinforcing the other-in appropriate balance'- (Willigms, 1968). Both parent and teachers are in an advantageous position to influence the value judgements of children, on whose attitudes, values and decisions in turn will depend the fate of our country for many centuries to follow importance to develop those skills.
Another way to understand creativity is through the study of life history of eminent persons. Studies of this nature highlight antecedent factors that may predispose the adult to creative work, and also focus attention on these characteristics that might be sought in younger persons with creative potential so that their future developments might be facilitated.

Mackinon, (1960), Roe, (1952) Stein, (1957) report that there is reasonably good agreement about some of the early history factors associated with creativity. Creative individuals, it has been found, grew up in environments that provided them with good bases for their later autonomous development and dedication to their work. Their lives were not without complexity, and they experienced varied problems such as, early illness, death in the family, frequent movement from one area to another. They did not withdrew or react negatively to the complexity. Their parents provided them with encouragement, respect and emotional support and also observed as positive models for identification. They were intellectually superior, developed interests even from early childhood period, goal-oriented, did not show concern and interest towards the routine and traditional-bound education.

Fostering stimulating environment in home:

While rearing intelligent children, families need to foster
certain cultivated and intellectual attitudes as well as providing physical establishment in the home.

1. The entire family, including parents and siblings should participate in broad educational planning for all the offspring.

2. Parental guidance may be far more important in the early years with reference to creative children than for normal children.

3. Unusual creative activities may be carried on by intelligent children even at a very tender age.

4. Creative children will have propensity to read by the age of three and challenge most philosophical or logical interpretations made for him.

5. The families of creative children should discuss controversial matters in decisive, direct and reflective ways. Stimulating, exciting conversations often occur in the family cycle of the creative child.

6. The child must be allowed to develop opinions and points of view of his own in a context of intellectual honesty and freedom.

7. The home and family must provide the models of excellence towards which the young intellectual will aspire.

8. The family must provide the examples for the core values that the child will be expected to incorporate into his own personality structure.
9. It is important that the parents of intelligent children interact with other families having gifted children.

10. Parents themselves should avail themselves of specialised educational training, cultural enrichment, and the acquisition of specialised techniques for dealing with their creative children.

The predominant finding of conference on 'Childrearing practices for developing creativity' held at Minnesota directed by Frank Williams (1968) was the need for educational programmes which considered the care and feeding of the child's creative potential both at home and in school. It was also reported that this need system seem to be greater for parents than for teachers. Parents can perhaps, by all means help children in becoming 'more free and alive' (Gowan, 1968) and Parne's model should help a great deal in this direction (Annexure I). On the one side of model, he puts creativity variables, namely, fluency, flexibility, originality collaboration and sensitivity, on the other side include activities in the life of the pre-schooler such as story-telling, after-dinner plan with parents, play with siblings, meal-time conversation etc.,

Present Educational Trends:

Many schools of the present-day emphasise what Silburn calls 'Education for Docility'. They overemphasise order, discipline and conformity, at the expense of self-expression, intellectual curiosity and the development of a sensitive human being who is concerned with values capable of self-reliance, and independent judgement,
and willing to learn for himself. Frequently the content of curricula is determined by tradition than by current needs. Further the manner in which the curriculum is presented (e.g., fixed internals, rigid lesson plans, minimal teacher-pupil interaction, absence of opportunity for independent study or projects) is often influenced by administrative convenience than by what is actually most likely to be effective in challenging students. Hurried teachers, encouraged by administrators may come to view the student as someone to be 'shaped up' rather than stimulated and encouraged to assume responsibility for his own conduct and academic progress. Though there is frequent talk about need for self direction, many schools discourage students from developing the capacity to learn by and for themselves. More critically it is observed that pre-occupation with order and so-called efficiency impedes creative learning. Unfortunately, today schools accept students who conform to the standards set which in turn dampens the enthusiasm of a creative student. All efforts in the school is directed to the needs of the average and below average. The gifted, intelligent and creative students find themselves difficult to cope up as they find the situation in the classroom very impoverished and unstimulating.

Directive teaching depends upon rate memory mechanisms and renders students exclusively dependent upon precedent, tradition, and authority. It may be observed that academically gifted students may thrive in such an environment. It cannot be said however, that creativity and psychologically gifted students thrive in such a setting. Academically gifted students, who though scholarly, never reach productive or innovative levels for want of opportunity.
Williams (1969, 1971) modified Guilford's cubical structure of intellect model. This is three-dimensional model has replaced Guilford's content dimension with meaningful content to the teacher-subject matter curriculum. Guilford's operations. Dimension become strategies teachers use across content. So, Guilford's product dimension became pupil behaviours produced as an outcome of interaction between teachers and content. Thus, this becomes a working model for implementing certain thinking and feeling behaviours directly related to creativity in the classroom (Williams, 1971). (Annexure-II)

This model provides the teachers with a clear and systematic analysis of classroom practices so that the development of creative thinking is no longer left to chance or neglected. It provides a set of strategies to the teacher which he can apply to any type of classroom learning situations. This model has great advantage in that it includes both thinking and feeling processes directly related to creativity in the classroom. Another advantage of the model is that it provides a point of view to the teacher. He can now experiment with a fresh approach for helping pupils do productive thinking as they pursue subject content. This model can perhaps be of immense value in the Indian conditions as well and help the teacher in developing strategies in the classroom to trigger creative thinking and affective behaviour which can no longer be considered secondary purpose of education.

Whether creativity can be facilitated among children, depend on a variety of external as well as internal factors including family
influences and the attitudes and behaviours of teachers and administra tors in our schools. Creativity appears to be festered in direct proportion to the extent that parents and schools value creative thinking, respect curiosity and unusual questions and recognise and reward unusual skills and talents, provide opportunities for self initiated learning. Take the ideas of these children seriously and try to provide as rich and varied a cultural and educational atmosphere as possible. (Torrance, E.P., Vavis, G.H.)
1.7 ACADEMIC ACHIEVEMENT.

The appraisal of various Psychological capacities of growing individual is achieved through the marks given by teachers in the School for more than half a century. Intellectual Sub-normality or marginality was thought to be the Chief contributor to low academic achievement, but research has unfolded new facts pertaining to the non-intellectual or environmental influence on academic achievement. Studies conducted in United States on Culturally handicapped and minority group's has amply demonstrated the influence of disadvantagedness on academic achievement and also personality as a whole.

The effects of Social class on academic achievement are even more marked than on intelligence. Typically consider the magnitude of .50 but specific correlations vary from one study of a sample of fifth-grade Negro and white pupils in New York city Schools, Whitman & Deutsch, 1968 reported a correlation of only .44 between socio-economic status and reading test scores, correlations of .84 and .90 were reported in a study of all third-graders in two western Pennsylvania School districts (Hill & Giammatteo, 1963) with vocabulary and reading comprehension, respectively on the lower Test of Basic skills., With both arithmetic skills and problem solving, SES (Socio-Economic SES) level fell behind those from the top level by eight months on vocabulary, nine months on comprehension, six months on arithmetic skills, and more than a year on problem solving.
As a part of comprehensive study of the relationship between income and education in Big City (Sexton, 1961) a comparison was made of the composite scores on the lower Test of Basic Skills earned by fourth-sixth, and eighth-grade children from families in four major income brackets. At fourth grade, the average difference between the least ( $ 3,000 per year) and the most ($ 9,000 per year) affluent pupils was 1.36 years, at sixth grade, 1.82 years, and at eighth grade, 1.90 or almost two full grades. At each grade level, the scores showed a steady upward progression as family income went up. For example, at sixth grade the mean grade equivalents went from 5.2 for the $ 3,000-a-year group, to 5.6, for the $ 5,000 group, 6.5 for the $ 7,000 group, and 7.1 for the $ 9,000 group. When each of the subtests was examined, the greatest differences among income levels were on the reading tests.

These are but a few examples of the many studies which have examined the effects of socioeconomic status on school achievement, or the relationship between the two, using various age groups in various parts of the country. Although the studies vary considerably in the tests used and socioeconomic measures applied, they are almost unanimous in reporting consistent positive relations (though of varying magnitudes) between the two factors.

Achievement scores also show ethnic differences which, like the IQ findings, are frequently contaminated by difference in socioeconomic status. Some typical examples are presented below.
Achievement scores for the sample of 1,800 southern Negro pupils referred to above (Kennedy et al., 1963) fell two months behind those of the white Stanford-Binet 1960 Standardization sample at grade two, and 1.2 years behind at grade six.

A survey of all the schools in central Harlem, which are populated, largely by Negro pupils, found only about 30 percent of the pupils reading below grade level in third grade but 81 percent below grade level by the end of grade six (Haryou, 1964).

In the New York City survey mentioned earlier (Morbier, 1961) both indigenous and in-migrant Negro pupils were about seven months retarded in reading comprehension at the end of grade three and about 1.7 years retarded at the end of grade six. Similarly, in-migrant Puerto Rican pupils were 1.2 years retarded at the end of grade three and 2.3 years retarded at the end of grade six. Indigenous youngsters of Puerto Rican Parents were 1.0 and 2.1 years retarded at the end of the third and sixth grades, respectively.

"Other" Children, if in-migrants to New York City were two to three months retarded at grades three and six if indigenous New Yorkers, they scored, on the average, four months above grade level both in third and sixth grade.

A recent analysis of reading scores (Greenspan & Osborne, 1968) in all the Bronx, New York, Public schools found great differences in reading achievement between children in schools with more than 90 percent as against those with less than 25 percent
Negro and Puerto Rican Pupils. The former, designated as "thetto schools", were generally located in poverty areas while the predominantly white schools were situated in relatively affluent parts of the borough.

A survey of the achievement levels of Spanish-American as compared with Anglo-American children in the South west (Zintz, 1962) found the former, on the average, a full year behind national norms in grades five and six while the Anglo children were at grade level or a half year behind. In view of the fact, however, that the majority of the Spanish-Americans was a year coverage in grade, their retardation in the intermediate grades was more than nearly two years.

The Indian Children surveyed in the same study intended to fall two to three years behind national norms in reading in grade six and, in addition, were one to two years overage in grade.

Jaya Nagaraj (1973) points out "Academic Achievement represents a measure of Intellectual attainment which forms the central theme of Educational Institution".

According to Dhirendra Verma (1971) "Failure often steps in the child's life when the parents are apathetic towards his studies,"
school work, hobbies and daily activities. Parents drive the child towards failure when they always nag him unwisely".

Pointing out the importances of non intellectual factors in academic achievement Eysenck (1953) observed that "It has been found that the successful student is persistent, emotionally stable & has level of aspiration not to far removed from reality; the unsuccessful student of similar intelligences lacks persistence, is unstable & his level of aspiration are unreasonably high or low.

In the opinion of Carter Y. Good "Academic achievement is the knowledge attained or skills developed in the school subjects, usually designed by test or by marks assigned by teachers or both".

In research studies academic achievement has since been ascertained either by achievements tests in certain subjects, administered by a researcher or marks achieved by students in the terminal or annual examinations in schools or colleges.