CHAPTER - 1

INTRODUCTION

Education is a key to national prosperity and welfare. Therefore it is the most important form of national investment. In a developing country like India with limited resources. It's all the more important that whatever is available for school education should be fully utilized. Thus if a student’s scholastic achievement is not adequate, it means we have wasted our meagre resources. Hence the study of resources which are responsible for scholastic achievement, specially at the first public examination, that is High School Exam. in Uttar Pradesh are again all the more important, so that the wastage in education may be nipped in the bud.

In every country the student community forms a potential and primary course of trained manpower and acts as an important instrument in the various types of advancements. The elites, executives and the ground level technicians are recruited from schools, colleges and professional institutions and higher seats of learning. But as we know not all the students are able to get good jobs and high posts. This is because many of the students can't reach the higher courses of study due to their poor achievement, we see that the higher degree courses, vocational courses, occupational courses are only open for high achievers of High School and Intermediate Exams.

Education plays a vital role in the building up of the society. If democratic government and democratic way of life are to function properly and succeed, education must be spread among all citizens. For proper development and maintenance of high level of administration, leadership and scientific and technological growth of an efficient system of education is a prerequisite.
According to Nehru - "Right education must be an all round development of the human being a harmonizing of our internal conflicts and a capacity to co-operate with others.

From the point of view of society also, the role of education is very important. Democracy cannot be successful unless people are properly educated. Education plays the most important role in the preservation of democracy. Education of the child begins from the very early stage and continues throughout the life. Faith in democracy has given rise to the idea that every child has the right to be educated. It is considered one of the responsibilities of the state to provide educational facilities to all the children of school going age. The state has further to see that every child obtains education suited to his needs, capacities and interests. Education is thus expected to develop the potentialities of the children to the fullest extent.

Indian democracy is passing through the formation stage of its development. Indian democracy requires good citizens. Democracy is expected to provide each and every individual the right kind of opportunity to survive and thrive as individual and the constitution is designed and given an undisputed locus standi with the aim of protecting the rights of these individuals and also to make them conscious of their corresponding duties. The whole atmosphere in educational institutions has to be purified then only we can think of discipline among students.

There was a time when India was noted all over world as a glorious centre of education and culture where students from all parts of the globe thronged. The educational and cultural centres of Nalanda, Taxila and Prayag attracted students from places as far as Egypt, Greece, China, Ceylon and Indonesia. It was an ideal system of education. But now when we look at the present state of affairs in our country, the challenge shocks us deeply.
Our concern is located in current development in the sphere of education. Structurally, the prevalence of institutions for education indicate that they are regarded as fundamental agency for social formation and social transformation for development of skill equipping individual to engage with changes taking place at a global level with the overriding aims of promoting social and economical development.

Improving the condition of school in developing countries require careful attention to the allocation and management of resources, to ensure the selection and use of inputs that help student learning.

Discrimination between boys and girls begins even before birth. The male child is cared much more than a female child. This deprivation continues with age. Early induction into house hold tasks, restrictions on mobility and deference to male authority, adversely affect the educational opportunity of girls. The drop out rate for girl students, at all levels, is higher than those for boys, in rural areas and among the urban poor the problem is more acute. A majority of girls cannot join school at all, and of those who do join, more than 70% drop out at primary level itself. Very few reach the secondary level. Even those who get access to education are often pressured to choose traditional vocational courses, such as Handicrafts and Home Science or the Liberal arts, in preference to professional studies, since women's education is viewed primarily as an asset in the marriage market rather than as leading to gainful employment. Unequal treatment and discrimination continue to govern the lives of girls as they grow up into the world. Both boys and girls of urban areas are inducted into performing family tasks from as early age. But even here, it is girls who get inducted into domestic tasks in larger numbers and at an earlier age as school drop out figures show. Such training into future roles is also given to girls in middle class families. In
addition the family begins to impose various restrictions on the movement and behaviour of girls. The overall impact of the social and physiological conditions met out to Indian girls thwarts their development and personality and leads to entry without adequate preparation in life.

So the development of girls’ education is essential not only on equality consideration but also to capture the substantial contributions to economic growth and family welfare that stem from girl education.

The existing literature on the subject impresses the need for assessing the socio-culture factors involved in the personality of the youth. This aspect has to be examined in the context of social policy, educational practices, political system and the public opinion. Further the mental health as nurtured and maintained by the social forces is also the vulnerable area of exploration which can offer meaningful explanations of the dynamics of youth students.

We can say that an integrated programme for implementation and promotion of inter-related educational development policies together with a change in social pattern to the country can alone be of help to us in this direction.

Owing to the birth of a child in a certain family a child automatically enjoys certain, social economic and cultural benefits, position of facilities but at the same time he has to bear the prejudices, atrocities, restrictions, hindrances or handicaps imposed by others on him. All these factors are closely linked with the formal as well as informal institution of the social structure of his society in a very distinct pattern and such patterns are found to differ in cases of other incumbents in the same or other societies or even in the case of same incumbent within his own society with the elapse of time and
consequent shift or change in the social milieu. Not only is the child the product of his family but he brings his family into the school room. What he has learnt and continues to learn at home affects his attitude towards the school and generally influences how he learns and what he does in the school setting.

The student is the most important unit of educational process. Different educationists have presented different views about the development of students. Some say that it depends upon one's interest and aptitude, while others hold that it depends on one's intelligence but many psychologists consider that family is that first unit of social life. Generally a child, until he goes to a school spends all his time in the family. The human family, because it shapes the lives of all of us is one of the most influential institutions of society. It is widely accepted fact that the family does occupy a central place in our social life and culture. Every member of the family recognizes his rightful relationship to every other member. The family is a strong well knit social unit, that holds a respectable position in the community. Unfortunately, not all homes offer an atmosphere in which the developing child can thrive.

In other words we can say that the new born infant enters the family equipped with an organic constitution on which is based the basic drives as well as intelligence and ability to learn. From the very moment of the birth of the child onwards, the child is continually influenced by the people around him and the society of which he is a member. In the beginning years of his life, it is generally within the family that the child's humanizing proceeds. It is quite obvious, therefore that all of the agencies which affect the children, the home exerts the first and probably the most instant influence. Before the child goes to school, he spends most of his time within the family and
even after entering school more than half of his time is spent in the home. Thus the child receives most of his training at home and consequently when he enters the school, he is not a natural and uninformed personality to be moulded in any of the many ways. He is not, as he was at birth an unsocialized creature with little experience and no attitudes, goals and ideas of his own. As he enters the school room he is instead, the product of his family training and has behind him a long history of social development and this is because he is affected by the social and economic status and culture of his family.

Every society whether rural or urban, whether agricultural or industrial has a status system. People are recognized as different in status. Some of them being perceived as superior status and some inferior status. It has been seen that the backward condition of a group within a nation or among the nations of the world is due to the socio-cultural limitations under which they have been brought up.

As we know personality is a social product of the interaction between the innate potentialities of the organism and the social, cultural, economic environment in which he gradually learns behavioral attitudes and social skills appropriate to adult member of the society. Family is by far the most important primary group. The environment of the family, its general value patterns, the specific goal is seeking the resources it has at its disposal and the process of management it uses to deal with these problems is conditioned by numerous circumstances. These circumstances are community in which the family lives, heredity the success and the failure of the family to which it has experienced presently and also previous generations and the family's general socio-economic level.
These circumstances determine to a great extent the future growth and the development of the family and its members, particularly the younger generation and shapes the track in which each member of the family goes on willingly or unwillingly. When we think of child's progress and child's over all development a number of questions arise. Such as :-

1. Why children do fail in school work either specifically or generally?
2. Why these children differ in their achievements?
3. What is the relation between affecting factors with children's scholastic achievement?

It is not as easy task to answer these questions even for the educators and philosophers or the persons who are devoted to this field, as the individual personality is an extreme complex entity.

As we know that the aim and object of education is the comprehensive, overall development of the child. This development and progress is gradual. Hence it is essential to examine the child at regular intervals to find out the extent to which he has progressed. In the school, students study a lot of subjects and to know the extent with which they are able to understand them is measured by these exams. And it is the examination that makes it possible for one to know the child achievement in terms of ability in learning their subjects. If the student is able to get above 33% marks he is considered as passed and those who are not able to secure these marks are called failures, and they are compelled to another session in the same class. This leads to the wastage of child's effort, power, time and money, and due to this they start becoming frustrated.

Nowadays, in modern societies great importance is attached to academic achievement. For admission to institutions of higher general education such as colleges and universities a very high percentage of
marks at the qualifying examination has become a prerequisite. So great is the importance of scholastic achievement that very often the reputation of the school is linked with the results shown by their student at the public examination. Sometime even the teacher’s effectiveness in teaching is also judged by the performance of the student.

Admission tests for entrance to professional courses such as medicine and engineering are also based on contents of the relevant courses and only those who are academically superior can get admission to such courses. After completing their studies when the students start looking for employment, they find that great importance is given to their academic results. Wherever the number of applicants is very large, preliminary screening is quite often done on the basis of academic record of the applicants. Infact academic record of the applicants is the most widely used criterion for judging the worth of a person these days. Education is one of the most important means for upward social mobility and those who cannot have access to education find it difficult to improve their socio-economic status.

It is found that socio-economic status and cultural status of the family influences the makeup of the child, so it becomes essential to know as to whether it has any impact on his personality makeup and scholastic achievements.

There is some argument that the distribution of intelligence among children generally coincides with the social privilege of their parents. The offspring’s of economically favoured can make a prolonged stay in school, while, all too, frequently the children of underprivileged must be withdrawn at the earliest possible moment in order to go to work. So scholastic achievement of a student is very important.
The poor achievement may be due to many reasons. Some of them may be:

1. Lack of proper study skill.
2. The socio-economic status of the students and their family.
3. As we already know intelligence is one of the contributive factors of achievement.
4. Anxiety can also affect achievement.
5. Heredity.
7. Cultural setting may have an affect on achievement.

Secondary education has a very important place in the total educational setup. It has at least three important functions to perform. It educates young persons, many of whom are likely to assume the responsibility of teaching at the primary and as such would hold in providing education to the millions of children at that stage. Secondly it is the stage, which prepares students for higher education, both academic and technical. Thirdly it provides an educated class, from which come the persons who will assume the responsibility, leadership of local communities and perform the role of what may be called intermediate leadership. This is of paramount importance for the developing nation like ours. It is said that Mahatma Gandhi, father of the nation could not have carried his message effectively to the masses if he and some of his co-workers had not succeeded in stimulating the emergence of tens of thousands of local leaders who could act as intermediaries. Thus secondary education is perhaps the most important link in our educational structure. It is therefore important for us to see how far secondary schools have been able to fulfil their role and what needs to be done to bridge the wide gulf between the present position and the future needs.
So this study will help in making and analysis of these psychological characteristics existing in the students of Higher secondary level of central school and students of higher secondary level of government aided school Kanpur.

An analytical study of creativity in relation to level of aspiration, and academic achievement of students of Higher secondary level of central school, and students of higher secondary level of government aided school of Kanpur. Such a study, will help in understanding the creative children and help in their proper adjustment and enhancing academic achievement, and level of aspiration.

Level of aspiration is an ardent desire to accomplish what one sets out to do. Level of aspiration is estimation of ability for future performance in on the strength of past experiences. It is defined in terms of future performance in a task with which the subject is familiar. It is level of future performance in a familiar task now a man of the level of past performance that task explicitity under taken to reach. Level of aspiration influences the students achievement and creativity.

In the present study level of aspiration influences the creativities and academic achievement of students of higher secondary level of central school and students of govt. aided school of Kanpur Urban.

Achievement is actual performance in desired field-Academic achievement shows much and skill. Individual has attain in a school subject is the ability to perform school task successfully. The academic achievement is the quantity and quality of learning attained in a subject of study are a group of subject after a period of introduction.
There is an alarming incidence of wastage and stagnation at the school stage. On an average only 17 out of every 100 pupils complete their education. Thousands of our students, unfortunately, drop out, get pushed out, and fall out of the system. The two evils wastage and stagnation are in fact, eating into the vitals of our educational system, rendering it ineffective. There is another side of this problem. A majority of our students pass in third division, which is a low qualification for the world of work. The poor achievement of the students may be due to many reasons:-

Lack of proper study skills, ineffective study habits and lack of knowledge for making full use of facilities provided and so on. It has been also observed that neither all the students are interested in all the subjects nor do they possess ability to grasp all of them. It becomes imperative that efforts be made to enhance the educative ability of the students through an organized programme of educational guidance to ensure their satisfactory progress.

The document challenge of education-a policy perspective, points out that periodical reviews of progress programs and short comings of the system are not enough; minor modifications of the educational frame work are not adequate. The country now stands on the threshold of the twenty first century, the document says, "Those who are being born new will finish their elementary schooling at the turn of the century and enter into a world which will, it is already clear, offer opportunities unprecedented in the history of mankind to those who are equipped to cope with the future challenges and the accelerating pace of change". whether education can prepare the citizens to face this challenge depends upon the quality of education the system generates.
Today education is one of the vast enterprises in terms of persons involved and resources expanded in the process. The concern for accountability is growing with the corresponding growth in the consciousness of tax payers who are not satisfied with the increase in emolument ratio alone. They are now more and more concerned with actual achievement of their children. Probably high level of competition for admission to professional institution, higher education and shrinking employment opportunities are responsible for this growing concern along with other educational and cost factors. Moreover million of children go to school for their education.

Despite great advances in knowledge about student learning and the investment of tremendous amount of time, effort and money our schools still have not moved very far towards the goal of increased learning for all students.

But today as never before the country needs successful doctors, educators, engineers, lawyers, technicians, craftsman, farmer, inventors, writers, business executives. It is essential that students in the educational institutions are helped and guided to take up courses and careers suited to their needs and aspirations, interests, attitudes and aptitudes so that they become efficient workers. For optimum individual, social and national development, guidance needs to be made a regular activity woven in the educational fabric. No educational programme can be complete without student guidance service. This guidance can be given to students on the basis of their scholastic achievement. A guidance personnel can guide a student for various vocational and educational courses on the basis of marks obtained in High School Examination.
So there is need of understanding the reasons and factors which lead to low achievement and try to remove them so that they can also become strong brick in the wall of nation and can serve the nation at their best.

There is no dearth of research work on the variables undertaken in the proposed study such as intelligence, anxiety, level of aspiration, study habits, cultural setting and socio-economic status. This study deals with a correlational study of high and low achievers in urban and rural areas with these variables. This study ventures to explain the complex nature of human behavior. Studies with these variables have been done on univariate plane but our study has been conducted on multivariate planes.

The term scholastic achievement has been widely used by educationists as well as psychologists. It is usually measured in terms of marks. Rationally high achievers and low achievers are those students who secure 60-74 % and 33-44 % of marks respectively in High School Examination.

The researcher likes to study the present problem at High School level, since in Uttar Pradesh it is the first public examination at state level. Its result can be considered to be fair and authentic. Moreover the results of the study will benefit the school teachers. Besides this undesirable factors and situations can be nipped in the bud.

**STATEMENT OF THE PROBLEM:**

This study show that creativity, achievement and level of aspiration, are important factors for the students.

Creativity, achievement and level of aspiration are the psychological characteristics that are the main determinants of achievement in every sphere of life.
So this study will help in making and analysis of these psychological characteristics existing in the students of Higher secondary level of central school and students of higher secondary level of government aided school Kanpur.

An analytical study of creativity in relation to level of aspiration, and academic achievement of students of Higher secondary level of central school, and students of higher secondary level of government aided school of Kanpur. Such a study, will help in understanding the creative children and help in their proper adjustment and enhancing academic achievement, and level of aspiration.

Level of aspiration is an ardent desire to accomplish what one sets out to do. Level of aspiration is estimation of ability for future performance in on the strength of past experiences. It is defined in terms of future performance in a task with which the subject is familiar. It is level of future performance in a familiar task now a man of the level of past performance that task explicity under taken to reach. Level of aspiration influences the students achievement and creativity.

In the present study level of aspiration influences the creativities and academic achievement of students of higher secondary level of central school and students of govt. aided school of Kanpur Urban.

Achievement is actual performance in desired field-Academic achievement shows much and skill. Individual has attain in a school subject is the ability to performance school task successfully. The academic achievement is the quantity and quality of learning attained in a subject of study are a group of subject after a period of introduction.
Academic achievement is the result of, creativity, and level of aspiration. In this study shows the result of the achievement, creativity, and level of aspiration of the students of Higher secondary level of central school and students of higher secondary level of government aided school of Kanpur Urban.

DELIMITATION OF THE STUDY:

1. The study of students of Higher secondary level of central school and students of higher secondary level of government aided school of Kanpur Nagar have taken.

2. The study of Boys and girls of Higher secondary level of central school and students of higher secondary level of government aided school of Kanpur have taken.

3. The students of only class IX & X have included in the study.

4. Out of total no of 800,200 Boys and 200 girls of govt. aided higher secondary school. 200 boys and 200 girls of central school have taken.

5. Proposed study have be restricted to only urban area of Kanpur.

OBJECTIVE OF THE STUDY:

The study is designed to meet the following objectives:

1. To compare the creativity and achievement of the students of higher secondary level of central school and students of higher secondary level of government aided school when the other variables are partialled out in case of (i) Boys (ii) Girls.
2. To compare the creativity and level of aspiration of the students of higher secondary level of central school and students of higher secondary level of government aided school when the other variables are partialed out in case of (i) Boys (ii) Girls.

3. To compare the creativity of the students of higher secondary level of central school and the creativity of the students of higher secondary level of government aided school when the other variables are partialed out in case of (i) Boys (ii) Girls.

4. To compare the achievement and level of aspiration of the students of Higher Secondary level of central school and students of higher secondary level of government aided school when the other variables are partialed out in case of (i) Boys (ii) Girls.

5. To compare the achievement of the students of Higher Secondary level of central school and the achievement of the students of higher secondary level of government aided school when the other variables are partialed out in case of (i) Boys (ii) Girls.

6. To compare the level of aspiration of the students of higher secondary level of government aided school and the level of aspiration of students of higher secondary level of central school when the other variables partialed out in case of (i) Boys (ii) Girls.
NEED OF THE STUDY

As we see that success in life depends upon achievement and scholastic achievement is the basis for entering into the various, vocational, occupational and higher degree academic courses. Low and poor achievers are not able to get good jobs and high posts. High competitions and less educational & vocational opportunities have made the adolescents more vociferous, depressed and frustrated. To overcome these problems the study is done which can help the students to achieve their educational and vocational goals.

The study will motivate educationists to take initiative for the improvement in laying down the courses finding out new methods of teaching and in the better ways of evaluation.

There is tremendous wastage and stagnation at all educational levels and there is a very high percentage of failures at the first public examination in most of the states in India. Thus the money being spend on education does not appear to be yielding the desired results. It is therefore important to find out as to why some students show satisfactory scholastic performance in the school while the scholastic achievement of others is so poor.

Since family has been a powerful instrument of educating the child and influencing his development academic or otherwise. Thus it is necessary to have a clear idea of the extent to which family's social structure, economic status etc. influence, in which educational efforts have to be geared-up, may be clear, weakness in the educative process may be removed and wastage may be avoided. It has also been seen that the surplus wealth necessary for leisure and schooling is very unevenly distributed throughout the mass of the population while no strict line of
demarcation can be drawn to divide the population. It is necessary to recognize three different strata, the wealthy, the middle and the poor classes. The differences in the standards of living at these levels eventuate in corresponding divergence of cultural outlook.

Moreover, teachers also wish to enhance their understanding of the students to become effective in providing pupils with guidance needed for effective learning and to develop and apply psychological principles in the interest of better teaching. The appraisal of learning is intimately related to all the major functions of teaching. The teacher's knowledge and understanding of their pupil's performance help them to provide the conditions for effective teaching.

This study will help the teachers in dealing with scholastic problems for making comprehensive measures of achievement, together with standard measures of achievement and the school record itself.

Socially the study of the topic was needed as we know that education fosters the free growth of the individuality helping every boy and girl to achieve the highest degree of individual's potential development of which he or she is capable in. Our country India is a developing country. Our country needs successful doctors, educators, technicians so that they can contribute in the development of the country. But the increased school courses and syllabi as a result of advancement in the scientific and technical spheres have posed a problem before the selectors and teachers as to whether the students can keep pace with them and make adequate gains in learning. In the democratic country like India the chief function of education is to provide well developed citizens to the country. Failure hinders the free growth of individuals and causes frustration among the students, parents and teachers so the research worker has selected this topic for the study.
Psychological need for the study was felt because modern era is Paediocentric era. Modern education is psychological teachers, parents and educationists. Educationists try to solve the problem of students sympathetically with the help of science of psychology. Failure or under achievement as a punishment produces negative effects while success in the form of reward affects learning process positively. Failure causes certain maladjustment among the students. Maladjustment hinders the future progress of failure students or underachievers. So for preservation of mental health, prevention of these negative incentives is essential. Due to the above reason the research worker has selected this topic. The study will prove a great asset in the field of psychological education. Thus due to above reasons the study is essential from the psychological point of view.

Rural and urban areas in India present one of the biggest problems for education. Every education commission and all the education plans and programmes have special recommendations for development of rural areas. Unfortunately the progress of the knowledge has been so fast that even now the rural areas are quite far behind the urban areas in development. But we also find that a very good percentage of the rural population has a potential for achieving credit in all fields of social activity. So rural areas are as important as urban areas. So the study of both rural and urban students is also very important from educational point of view.

This study will prove helpful in the guidance of students. By reducing the number of failures and under achievement the problem of wastage and stagnation can be removed to the maximum. Failure and underachievement affects the whole society and thus hinders in national upliftment. By helping the students for grater achievement we can assist in the national upliftment also.
The increasing awareness of the importance of the self fulfillment for the well being of the individual and the society has provided impetus to the need for the study. The investigator feels the need of this study also because there is so much talk of equality of educational opportunity. Can this be achieved inspite of socio-economic barriers in society? If not, what can be done to reduce the influence of the barriers and achieve the goal of equality of educational opportunity even in limited way.

There is also need of multiplying such studies in various parts of the country so that issues with regard to educational growth and development of children may come into right focus.

This study will also open avenues for further studies in various other ways. It may compel educational administrators, teachers, etc. to critically examine their own behaviour patterns and efforts for child's educational progress.

**IMPORTANCE OF THE STUDY**

The problem of studying High School success has probably received more public attention than any other single problem in education. It is assuming greater importance day by day. One reason for this is the tremendous growth in the student population on the higher secondary level. The increase has out stripped the expansion of facilities, consequently heightening the competition for admission, at least in the prestigious urban schools, colleges and universities.

The other reason is the growth of programmes designed to identify and support the training of students with outstanding talents. Such programmes (for example that of the national merit scholarship) reflect the exigencies of the post sputnik cold war competition and the national need
to find persons able to be absorbed and use of high level scientific and technical training.

The third reason for studying this subject is that the value of scholastic achievement attained importance for higher education on the one hand and finding job on the other. Consequently pressure on school and college going students for achieving high academic achievement scores went up increasing. Parents began to be still more conscious about higher academic scores in examination as they found that their wards were left without an aspired job even after spending sixteen or more years in schooling and consuming the meager economic resources of our average Indian family.

Finally parents tended to fix some standard of academic achievement for their children consciously and unconsciously, without due consideration of their capacities and essential physical facilities.

The fourth reason for the study of this topic is that scholastic achievement is an index of the amount learned during the course. Any teacher or an employer can very easily understand about the knowledge of the subject matter and amount of knowledge learned during his course. Better grade in the class will be an indicator of better learning and knowledge. It is also evident from this finding that better grades will facilitate promotion to the higher class and also in getting employment.

Adolescence is a critical period in human development. It marks the beginning of a period transition between childhood and adulthood and it involves the introduction of new demands on an expectation of the young adolescents. The period of adolescence begins with the onset of puberty. Puberty is a biological event that signals the coming of other changes. The end of adolescence comes with the entrance into the world of adults. On an average adolescence extends from 12 to 17 years for girls and from 14 to 19 years for boys.
Adolescence has now become an extended period of preparation for life, a time for the training and education that provides options for the individual's future. Adolescence is an important time of strives and strains for the development of achievement when the individual make major decisions about their future. Hence considerable attention has been paid to the development and expression of achievement during this period. For the purpose of this study the investigator has selected the adolescents of specific age period between the ages 16 to 19 years as the subjects. The present study is important from the educational and economical point of view.

**EDUCATIONAL IMPORTANCE**:

By studying the present problem we come to know how the variables taken affect the achievement of the students. This study helps to develop new methods of teaching that induce the child to learn for himself to achieve his full development.

Nowadays, education is child centered. Every child is individually considered and treated. Such an attitude has made it possible for the teachers to gauze the special abilities of his ward and to make best arrangement for the guidance of individual child. The knowledge of students' achievement helps the teachers and the guidance worker to guide the student for right academic, vocational and occupational courses.

The knowledge of child's financial conditions and the status, to which his family belongs, is of great value to the educators from educational point of view. The aim of education is not simply the development of knowledge in individual but to inculcate such qualities in individual that he may understand his social responsibility and after making an adjustment in the society, he should make efforts for its progress. In a democracy, educational sociology emphasizes that through education the individual should be prepared for democratic living. The child should be made a good citizen.
The achievement as we know depends on the cultural setting because the students living in urban area get more facilities than students living in rural area and so their achievement is affected. Guidance can be given to student related to their achievement which in turn is related to cultural setting of the individual.

Besides these, the aim of education should be to prepare the individual for earning his living or in other words making the child self-sufficient.

The education shapes the minds bringing harmony in child's body and helps in the emergence of his personality. Education keeps order in society and individual both. Without proper education either the social order perishes and these occurs chaos as in anarchy or it becomes so stable, rigid and static that an individual becomes a slave to it and continues to lead a life on beaten track.

A knowledge of these psychological characteristics (intelligence, anxiety, level of aspiration, study habits) cultural setting and socio-economic status forms an important source of revolution in education. The wastage of educational efforts and stagnation of student in their classes can be checked only by having a knowledge of the factors that cause the poor achievement of the students. By having knowledge of the psychological characteristics and the effect of environment on achievement, effective methods can be developed to help the students to achieve better than what they achieve.

The research can help in formulating educational and social policies. Pupils with the same intelligence level can be grouped together. This will ensure adequate achievement of the pupils and avoidance of wastage.

The study can be used to help in establishing homogenous groups with in secondary schools system and college setups. The placement in a
class appropriate to the student's potential can accelerate development and improve self-concept.

**ECONOMIC IMPORTANCE**: 

The education brings social change, but social change is vitally linked with economic change. The lack of economic change results in conservatism and an education which does not promote economic change very often fails to promote social change. This was the reason why indigenous system of education in India in the eighteenth and nineteenth century failed to bring any social reforms in the country.

A backward community is usually that which neglects the proper education of its children. A country or a nation flourishes when there evolves out a sound system of education. Inspite of the fact that education in some form or other has always been influenced by the social and economic order of the society. The realization of this fact is of very recent origin. The education was formerly considered as a pursuit for those who had leisure.

The impact of education on economic growth and also of economic growth on education is tremendous. The richer nation has an enriching and expanding system of education and those nations which are educated and have a highly efficient system of education are rich.

The fact is that both educational expansion and economic growth run parallel. With the growing economy, the need for skilled, trained and educated persons increases in geometric progress. The highly educated and skilled persons raise the nations out put and national income so tremendously that an expenditure on their training seems to be the most profitable expenditure. As pointed out by Degeranda (1947) the child of the rich understands more words and less actions and the child of the poor, less words and more actions.
A poor country cannot support the demands for extensive mass education and highly technical and scientific education to the growing numbers also poor country cannot put its economy on a developing scale till it plays attention to the mass as well as to the socially useful education. This is a great dilemma which is being faced by a large number of developing countries, India is one of such countries. We need quality of education as well as quantity of education. So the knowledge of the extent to which the different variables along with socio-economic status exerts their influence on scholastic achievement should be of great value in whole educational programme.

This study will not only benefit the teachers but also the students and other educational experts who are interested in the education and in the welfare of the students as well as of the society.
DEFINITION OF THE TERMS

When a project is planned a survey of different factors is necessary. The terms related with the project has to be investigated initially. This gives a knowledge of the area of the study, the problems that are existing, the various aspects that can be quite effective in the solution of this problem. The present work is planned to study personality characteristics of high and low achievers. So we must study about the achievement.

The criteria for assessment of progress of education is still achievement and it is the most important aim of education. The other qualities developed in pupil studying in institution are of secondary importance as compared to the acquisition of knowledge. The scholastic achievement holds its own importance. Success in life also depends on scholastic achievement.

The total development of personality is the final aim of any education. Evaluation of any programme of education is done through achievement. Since human behaviour though not consciously depend on the environment of the education but its development is generally through the environment of educational institutions. So scholastic achievement becomes an important aspect in the study of personality of low and high achievers. For higher studies, vocationally technical, industrial and other courses too scholastic achievement is the basis for permission to follow these courses.

Achievement:

In general achievement denotes what you 'can' do. When maturation is completed, some time in adolescence, the individual has reached his full capacity, but he has not necessarily reached his full achievement. He can go on learning for many years mastering his chosen link of work, improving his way of dealing with people and building up a back group of
knowledge and wisdom. After maturation has done its work, learning has
to continue for some years before the individual reaches the peak of his
ability and achievement. Yet not for many years some of the most original
achievement in Art, Science and invention are the work of the men in their
twenties though achievement is greater on the whole in their thirties.

"In other words it is an actualization of the mental potentialities
of the student at school level through the process of schooling. Scholastic
achievement in its concrete form is measured in terms of the
percentage of marks or divisions obtained by the student at some common
examination". --- Bisht

Any one's capacity exceeds his achievement since he is not trained
to his limit in every line capacity here means potential ability. A person is
capable of learning more kinds of things than he actually learned, and he
is capable of improving his achievement in everything he can do. When we
say that an individual has obtained a certain achievement, i.e. he can do
certain thing, out best evidence is that we have seen him do it. The direct
evidence of achievement is actual performance. The direct evidence for
lack of achievement is that a person tries to do a thing but does not succeed.
A person may have reached to his maturity and full capacity but it is not
necessary that he must have reached his full achievement. He can go on
learning for many years.

Morgan and King have defined achievement as a need to succeed
and to strive against standards of excellence. It serves to motivate an
individual to do well.

Raina, K. (1986) in his study of psychological correlates of scientific
creativity among High School students found that achievement in Science
was significantly related with scientific creativity.
Scholastic Achievement:

Achievement in the educational situation has frequently been referred to as scholastic achievement or academic attainment. The term scholastic achievement signifies various things such as "ability to learn" (Tilton, 1949).

According to Traverse, 1949 scholastic achievement means scholastic aptitude.

According to McCleland (1953) it means "measure of motivation".

According to Sawrey (1958) it means "level of aspiration".

According to Torrence scholastic Achievement is "creative capacity". It is also called a behavioral change. A change which occurs among the individuals during the course or as a result of "learning experience" (Agarwal, 1982).

In the common terminology, it refers to the level of attainment in various subjects as indicated by marks or grade points. If may be the attained ability to perform school tests (English and English). Thus scholastic achievement refers to marks or grades obtained in school after an examination, be it written or oral. These marks or grades have been considered the criterion of scholastic achievement.

We can say that learning outcomes of the students are measured with the help of their scholastic achievement or scholastic performance. The scholastic achievement is the way to know how and what pupils have learnt as a result of formal instructions. It is the end product of an instruction.

Achievement is the success in obtaining a desired goal. Scholastic achievement is the ability to perform successfully in school subjects.

Scholastic success in the attainment of the fixed achievement level while scholastic failure of the students in achieving the fixed achievement standard.
The measurement of scholastic achievement is necessary to know how far the objectives of education have been achieved, how far the general aims of various subjects have been achieved and how far the class teaching is effective.

The knowledge of the progress by the student acts as an important factor in achievement. A student who is kept informed about the progress that he is making gets incentive for greater effort, which results in better achievement. Self-display and constructions are the instincts operative here. Experimental evidence has also supported the view that the relation of progress further stimulates further efforts. If there are too many failures, the students are disheartened and they develop a feeling of frustration. The experimental studies of C.L. Stacey with meaningful material led to the contrary conclusion that allowing the learner to discover facts for himself and noting his own errors, progress is more effective than requiring him to accept ready made decision and explanations.

Herridge (1972) compared the low, middle and high achievers on biographical (sex, caste parent's socio-economic status and educational attainments, cultural and economic resources and urban and rural character) information on Omnibus-Personality Inventory Scores. The low achieving group was found to be youngest, day time attainders came from relatively stable homes, received more encouragement to attend school. They had highest scholastic achievement and career aspiration, highly impulsive and unrealistic when compared to other groups. High achievers were several years older, predominantly while their parents had less education, put less emphasis on importance of education. Further, they had lowest educational aspirations at that time inspite of successful high scholastic achievement, more self confident and realistic than others. The middle achievers had the characteristics of both low and middle achievers.