CHAPTER - I

INTRODUCTION
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In a country like India where caste is a major consideration in every walk of life, social determinants of success such as socio-economic status, education, occupational status etc. have significant bearing upon the behaviour of the people. The disparities in social opportunities among the upper and lower classes in India always kept the lower class or caste in a disadvantaged position. The essence of superiority which existed among the upper class had created a serious cleavage between them and their counterparts.

The transmission of preserved culture after interpreting it in the light of the present circumstances and requirements is considered to be the most prominent function of the individual's behaviour in society. This operates in two ways, formally and informally. In a world based on scientific and technological advancement, it is education and socio-economic status that determine the level of prosperity, welfare and security of people. On the quality and number of products coming out of schools and colleges will depend on our success in the great enterprise of national reconstruction, whose principle objective is to raise the standard of living.

Socio-economic status is a broad factor comprising many factors. This fact has been understood and defined by different researchers in their own way and that to their specific requirements and studies. Some of the
main factors contributing to the socio-economic status of students are parental education, father's occupation, monetary status, social prestige of the family, conveniences available to the children in the family and ordinal position of the children. Socio-economic sub-cultures and certain social groups have been distinguishable throughout the centuries. Each social group casually displays an identifying mode of life and conduct. There is similarity of occupation and income and other activities.

The study of the social and economic background of individuals has now become an integral part of study in the field of social sciences. The research studies have shown that the socio-economic status of individual is related to his values, norms of behaviour, social participation, language acquisition, verbal behaviour, motivation to learn, educational achievement, creativity, and intelligence etc. Human nature is shaped through the interaction which takes place between the human organism and the environment.

The socio-economic status and heritage is a result of the interaction of the human organism, his potential and creative talent with other aspects of human environment. The rich heritage we possess to day is the result of the interaction of countless generations of mankind over a period of years. There is a cultural advancement and man attempts to make use of his needs in a better way.
SES often refers to high social power, social position, occupation, education, monetary condition, family etc. These aspects of social status have a wide influence on psychological characters like intelligence, creativity, academic achievement and also on other aspects of school children.

These characteristics are the result of the family background. As an UNESCO (1940) publication points out “In all countries, in any case, the influence of family is a considerable factor”.

Taylor (1964) says that “it is the family that the child has first social relationship acquired and through which experiences are organized”.

So, family status will have a direct effect on the interaction of the child with different types of life situation. It is the responsibility of the family, society and environment to mould a child into a responsible youth to understand and develop himself and his society. To outspurt his capacities it is necessary to provide a congenial environment and understand thoroughly. Social environment and his status has a constructive and destructive effect on the potentialities and personality of the human individual.
DEFINITIONS AND TERMINOLOGY

A number of definitions of the meaning of SES have been offered by many investigators depending upon the purpose on hand. This contributes to classify the individual and classification of the concept.

Ginsberg (1968) defines socio-economic class as "A group of individuals who through common descent, similarity of occupation, wealth and education have a similar mode of life, a similar stock of ideas, feelings, attitudes and form of behaviour and who on any or all of these grounds meeting one another on equal terms, regard themselves although with degree explicitness as belonging to one group".

The primary determinants of social stratification are largely economic in character. Economic conditions determine an individual's occupation and this in turn influences the mode of life and educational attainments.

Geshard Lenski (1970) defines socio-economic status as "Individual's roles and groups can be ranked in a variety of ways such as income, wealth, education or other culturally defined standards. The term status may be used to define either ranking based on a specific activity or the overall ranking on the unit".

Sociologists are concerned with SES that reflects the standard of living, power or prestige as these are extremely different in the structure and functioning of societies, whereas the psychologists have to deal with the
mental abilities of the children. Socio-economic status of parents is supposed to influence the student's intelligence, attitudes, interests, values and motivation etc. and thereby his academic achievement in school. To quote Vernon (1958), "Social class is so closely associated with cultural level and with attitudes towards education that it has a marked effect on educational process".

It is said that SES is often related to occupation or income or both. This creates a barrier between the people belonging to higher rank and lower rank and their traits are specific.

The research work carried on in this area so far has not attempted to create a definitive class, by taking a particular factor such as income, education, occupation or prestige, try to classify people on different levels. This kind of stratification has been used differently at different levels. If income alone is taken it is considered that SES index implies material possessions. Similarly, if other factors are taken, the individual has to be ranked only in that area. However, the stratification system clearly shows the disparity in social and psychological characters of man.

For the evaluation and measurement of SES, we must not consider a single index but make use of all the possible indices. In spite of all these variations in explaining the concept, it has been recognized that upper middle and lower classes existed from the beginning of mankind.
CREATIVITY

"Mankind does nothing, inventor is the sole initiation for him, great or small, and intuitions are by the rest of us in society".

This statement by William James emphasizes the importance of the creativity, gifted individual in the onward march of human society. Creative persons are innovators because of their capacities for fresh spontaneous original thinking. Such individuals are capable of providing dynamic leadership in various walks of human life because they are the persons coming out of the clutches of the traditional thinking and with their vision can boldly face the problems and arrive at the solutions for the challenges.

Torrance has rightly put it "It is becoming increasingly clear that nothing can contribute more to mental life and the general welfare of any nation or to the satisfaction of its people than the general rising level of the creative". Any country with a progressive outlook should necessarily have the leadership of the creatively gifted individuals. Such a necessity has become acute especially in our country because of its diverse and complex problems. The studies reported by the investigators like Cattell, Guilford, Torrance, Getzel, Jackson and others regarding the nature of creativity and its relation to other psychological phenomena.

On the basis of the available facts to day, creativity is regarded as relatively independent in the psychological phenomena composed of a
few relatively distinct traits like ability to see problems, fluency of ideas, originality, variability in thinking, flexibility and the ability to elaborate. These factors are considered as dominant components of creativity.

In the case of the encouragement of creative talent and total personality, it is an organization of the inherited traits and of the influence of the social stimuli.

Creativity has been a chief psychological motive of the 20th century. It is an asset of mankind to shape his future. The neglect of creative individuals has become the cause for concern all over the world. In this nuclear age the emphasis is more on inventive minds and creative potentials. So, it is necessary to polish and make the uncut diamond shine if it is not recognized in the society. To mould a youth and outspurt his capacities, it is necessary to provide a congenial environment and understand him thoroughly.

Education and psychology as fields of science know the importance of the need to identify individuals with intellectual capacity and creative abilities and original ideas. So a scientific and all round guidance and counselling obviously proves very useful for the students coming from variety of socio-economic classes.

For a country which is under-developed and on its path of all round development and expansion, it is necessary to utilize resources to the
fullest extent and make the least wastage of human resources as such it is the responsibility of the family members, educationists, psychologists and society to provide ample opportunities and facilities for allround development of the physical and mental characteristics of an individual. If the creative individuals and the intellectuals from various socio-economic backgrounds are properly nurtured along with the development of personality traits, intelligence and creative abilities, the society can prevent the wastage of human resources and derive immense benefit for the total benefit of human society.

Creativity has been defined by Border (1975) "as the ability to generate or produce many cognitive associates identify in terms of members and uniqueness of responses obtained on the verbal and visual tasks developed by Wallach and Kogan (1965)".

Young (1966) says that "creativity involves the skill of bringing about something new and valuable, nothing about the relationship to good mental health". Newness is described as originality, statistical inference, a change from tradition, renovated, rejuvenated or regenerated.

Creativity has socially recognized achievement in which there are novel products to which one can point out as evidence such as inventing theories, buildings, writings, paintings, sculptures, medical and surgical treatment and so on. It is an ability manifested by performance in critical times.
There are two broad facets of cognitive intellect, namely, creativity and intelligence. They have been generally treated as synonymous up to 1950 when Guilford gave a new dimension to creative thinking abilities. Kogan (1971) reports that intelligence and creativity are independent of each other. Ward (1967) is of the opinion that there is some small positive overlapping variance between group factors of verbal creativity or non-verbal creativity.

It is observed that many intelligent individuals exist but very few creatives are there. The term creativity is defined as an ability to see new relationships, to produce unusual ideas and to deviate from traditional patterns of thinking.

Gardner Murphy defines creativeness as "the capacity to produce through thought and imagination for original work". Creation or imitation of the new differs only in degree not from activity which is primarily concerned with the reproduction of the past. So, creativity is assumed as a multi-phase trait normally distributed in the population.

Torrance defines the term "creativity" as the "process of forming ideas, testing these ideas and interpreting the results of others. It is a production of something new, something that never existed before for the individual creator."
Barron (1969) defines creativity "as the important defining property of creative products, or their originality, their aptness, their validity, their adequacy in meeting a need and other stable additional quality which can perhaps be called aesthetic fit or allegiance". The emphasis is upon whatever is fresh, novel, unusual, ingenious, divergent actions.

Guilford (1959) distinguished between originality and creativity. According to him, originality is one of the several traits contributing to creativity. Creativity is more general in nature but includes originality, fluency, flexibility and motivational temperamental traits as well.

At birth, all people possess the potential for creativeness but most of them use it as they become enculturated. In the present study, the divergent factors taken are fluency, flexibility, originality and elaboration.

Creativity involves a number of psychological aspects upon which the attention will be focused. They are creative product, creative process and creative person. These aspects can provide answers for an empirical research. So, the factor has been selected in the study to get answers for the hypothesis set in the present investigation.

INTELLIGENCE
The importance and need to identify individuals with intellectual capacity has become inevitable. A scientific and allround guidance proves to be
very helpful for the students coming from a variety of social classes. The psychological tests will help the person to spot out and train them for further progress in various fields.

Parents who are professional and semi-professional provide a better atmosphere for the rise of education of children. It is already known that intelligence is a product of nature and nurture. The child coming from high SES gains more points with IQ than children from lower SES.

Educationists have been showing keen interest to identify the extent and kind of inter-domain relationship between intelligence and other personality factors.

The term intelligence like the vocabulary of psychology is drawn from the vocabulary of every day speech. In general, everyone knows what is intelligence or intelligent behaviour. But psychologists are trying to give a more precise and satisfactory definition of intelligence.

The Encyclopedia of Social Sciences (1968, page 32.250-55) has emphasized different aspects of intelligent behaviour. Some have emphasized its dependence on ability to learn and others its close relationship to abstract thinking, dependence on judgement and reasoning and its concern with perception and formulation of relationship. The latter reveals different aspects of behaviour.
Frank S. Freeman (1963) defines, "Intelligence is the ability to undertake activities that are characterized by difficulty, complexity, abstractness, economy of mental effort. The emergence of originals and adaptiveness to a goal" (p. 872).

Galton (1883) defined intelligence as the aspect of flexibility or versatility of adjustment.

Piaget (1952) broadly defined intelligence as an adaptation. David Weschler (1975) defines intelligence as an "individual to understand the world about him and his resourcefulness to cope with its challenges" (p. 139). He also further emphasizes that it is the global capacity of an individual to think rationally, to act purposefully and to deal effectively with the environment.

Considering the definitions so far given, it is evident that they explain some of the operations of functions of intelligence.

Besides a number of definitions have emerged from various theories propounded by different scholars. These definitions purely depend upon their affiliation to a particular school or way of thinking, as there is no one theory or school to explain the terminologies in psychology.

Terman defines intelligence "as the ability to carry on abstract thinking".
Thorndike classified mental abilities as abstract, social and mechanical or motor. These explanations indirectly show that they have focused on the study of intellectual activities on these aspects at a given time.

Garret explains intelligence including the abilities demanded in the solution of problems which require the use of symbols, i.e. words, diagrams, equations and formula which represent ideas and relationships.

This essentially resembles Spearman's contribution of educetion of relations and the educetion of correlates.

Although no single definition is fullproof; a common definition may be approached by considering test element of such a scale as the 'Stanford-Binet' and merely noting what they seem to measure.

The Binet Test seems to include a variety of tasks on which depend the mental abilities, abstract ideas, reasoning or problem solving.

They tried to secure test that would indicate ability to adapt oneself to new situations to see the problem, hold it in mind and reason out the solution.

Intelligence is an organization of abilities to learn, to grasp broad and subtle facts specially abstract facts and to display flexibility and ingenuity in seeking solution to problems.
However, there are quite a distinctive uses for this concept. But Spearman's explanation of two factors 'g' and 's' could not be ruled out.

Thurstone's factor analytic approach based on the conviction that intelligence is composed of seven factors namely verbal comprehension, word fluency, number, perceptual ability, associative memory, perceptual speed, general reasoning.

In spite of the diverse opinion from the concept of intelligence, it has been observed that heredity and environment play a significant role on intelligence and other human characteristics.

Though there is a general disagreement about this, it has been found that parents of high intelligence tend to have offspring of high intelligence or vice-versa.

Parents of superior intelligence tend to be of superior socio-economic status and provide better environment to the offspring both at home and at school than parents of inferior intellect.

Consequently their children have the advantage of both heredity and environment. There are diverse opinions about all this. It is argued that high IQ will occur in families of average intelligence and likewise low intelligence in families of lower status. So, whatever may be the previous
findings of different researchers, intelligence has been studied as a factor which varies in different socio-economic status groups.

ACADEMIC ACHIEVEMENT

It has been increasingly clear with the progressive work of research in education that all causes of the student's failure in academic pursuit is not always traceable to the school itself. The influence of home may in some cases satisfactorily consolidate and in some others seriously inhibit the progress made in school. Of the various home conditions, parents' education, parents' attitude towards the education and well being of the children appear to be vital in so far as the academic achievement of the children is concerned.

The child is devoid of the better ideas and more languages as he belongs to lower SES. Thus, the child from high SES is rich in his expression, experiences, talents and in turn, has readiness for expression of ideas in school.

Over the last decade, in part as a result of the forces for social change and in part as a responsiveness by social scientists to social problems, a body of research (Deutch, 1963, 1965; John, 1963, Keller, 1963, Newton, 1962, Reisman, 1964; Tabo, 1964) has emerged to fuller understanding to differences in performance and achievement.
The commonly accepted meaning of academic achievement is a study of progress of the students in their scholastic career. They should be able to secure the required minimum percentage of marks prescribed under the departmental rules for promotion to the next higher class.

It pre-supposes promotion creditability. According to Carter Y. Good (1954), "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" (p. 7).

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

In this field the investigator took the marks achieved by the students in their annual examination as the index of their academic achievement.

B.N. Mukerji is of the opinion "that the need for achievement is an energysing condition which leads in many conditions to compete with high standards of excellence".

In students' academic achievement is suitable instance in order to study differences in various potentialities. Achievement concepts continue to reflect the earlier image of the IQ. Hence, those for whom the IQ under
predicts are referred to as achievers or overachievers are those for whom the IQ over predicts are referred to as underachievers.

The achievement concept has currently referred to achievemental relation to ability. Achievement is measured by academic marks or tests.

Academic achievement depends on various multiple factors. But it is difficult to pin point a single causative factor for a student. Well standardized tests were good index of the individuals. Previous learning will predict the extent to which the individual will be benefited by further training. During school and college courses previous performance can be used as a predictor.

The infant lives and develops in a house under the care, protection and affection of his parents. The parents look after his requirements and socialize him into a human being. First education is within the family. Parents attend not only to the physical, mental, intellectual, moral and spiritual development of the children but guide him and give him instructions.

Thropey and Schmuller (1962) are of the opinion, "It is the home that the child first encounters the experiences which are to be determined whether or not he will be characterized by feeling of personal security and being warmly accepted. It also is the home that the child makes the situation which determine the sense of his personal adequacy". Even in
the highly advanced countries, family has the influence on the education of children.

Brembeck (1966) says "In spite of its sprinkling functions modern family continues to be the dominant educating influence in the learning of children". It is in the family that the child has his first social relationship in which and through which he organizes his experience.

Brown (1961) states that "Not only is the family and the institution in that each members has status but the family itself may be said to have a personality. Therefore it is needless to say that the family has the influencing force on the academic achievement of children. So the academic achievement has been taken as one of the factors in the present study to find out whether the SBS has any bearing on the academic achievement."