

SOCIAL-ECONOMIC STATUS AND MEDIUM SOCIAL-ECONOMIC STATUS IN REGARDS TO THEIR GENDER

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ABSTRACT

As the human civilization developed with the long passage of time, human starts to collect the knowledge, to transmit the accumulated knowledge to its younger generation and to enhance the present knowledge of field. This process is related keenly to the development of human race. Gradually man's society starts to establish various agencies and organisations for the all round training of the younger generation. This process is called education which means the all round development of the personality. This education process aims at the complete development of the personality. It tends to develop the child physically, mentally, socially, morally, spiritually, intellectually and preparing individual a responsible member of his society. To accomplish these objectives society has established various educational agencies, and organization.

KEY WORDS: Civilization, Development, Society

INTRODUCTION

The term altruism has not been widely used by behavioural scientists for two reasons Firstly, self sacrificial braver is an extreme form of behaviour with low rates of occurrence even in warfare .Secondly, the study of altruism creates problems for the behavioural scientists preferred an exchange model of social interaction grounded in psychological hedonism in which modern altruism is hard to handle biologists, however, have found the term useful. They originally used the term to refer heroic altruism, often self-destructive .directed towards the well-being of others (Wispe, 1978). More recently they begun to use the term to refer to behaviour the counteracts the effect of individual's selection as altruistic. The behavioural scientist means by altruism any unselfish behaviour, i.e., other directed .Both the biologists and behavioural scientists focus on the welfare of the other person(s) however, two distinctions are worth noting .First, the term altruism seems to be a generic term for other directed behaviour and there are many synonyms for such behaviour. Secondly, altruism refers to actions that have atleast the potential for the extreme self-sacrifice .The self-sacrifice may be self-annihilating or merely inconvenient .In short, behaviour designated as altruistic, must be directed to the well-being of others and must involve at least some nontrivial self-sacrifice. Pro social behaviour is defined by Bar-Tal (1976) as voluntary behavior that is carried out to benefit another without anticipation of external rewards and is performed under two circumstances of external rewards and is performed under two circumstances(a) the behaviours is done for its own end, and (b) the behaviour is done as an act of restitution.

REVIEW OF LITERATURE

Goyal, Rakesh (2011) sample consists of 80 children, 40 boys and 40 girls, aged 7th and 8th year, enrolled in standard II in three schools of Lucknow city. The children were selected randomly and assigned to two treatment groups i.e. experimental and control. The tools used were two sets of Piaget's stories highlighting particular aspects of moral judgment, adapted to the Indian situation, one for pre-test and the other for post-test formeasuring the level of moral judgment. Draw-a-man test by Pramila Phatak for intelligence; Kuppuswamy's socio-economic status scale with revised income grade; School Adjustment checklist prepared by J. Pant; and bio-data mean, SD, 't' test were used to treat the data.

The major finding are as : (i) The children who participated in the programme acquired an ability to judge an

act as right or wrong, taking into consideration not only the material consequences but also the intention behind the act. (ii) The variables of intelligence, academic achievement, school adjustment and family structure were found to be significantly related to the level of moral judgment, whereas no relationship was found with SES, sex and birth order.

Gupta, Jeevan (212) sample of the studied covered 80 boys and 80 girls each, taken both from western and eastern V.P. The total sample consisted of 320 subjects the tools used were moral judgment test and PVQ developed by the researcher an F -test was used to analyse the data. The major finding are as : (i) Regional differences influenced the different personal values of adolescents in an important way. (ii) Adolescents belonging to the eastern region of V.P. had significantly higher RV, DV, KV, Hed V, FPV and EV while western region adolescents were higher in A V and PV. (iii) Negligible differences between eastern U.P. and western U.P. adolescents were found with regard to SV and HV.

Rani, Tripta (2014) covered 120 students in the age group of 5-7 years and 160 students in the age group of 8-11 years and 160 students in the age group of 12-15 years, respectively making a total number of 440 students. The investigator used a moral judgment scale based on Piaget's concept. Percentage analysis was used while treating the collected data.

Meenu Sharma (2014) observed that one thousand and two hundred teachers from the primary, secondary and higher levels of the various institutions situated in Agra city served as the sample. The tools used included our attitude of N.S. Chauhan, SES scale of R. Bharadwaj and value orientation Test of N.S. Chauhan, mean SD, 't' test and correlation were used to treat the collected data. The major finding are as:(i) It was found that male and female teachers of different level differed in SES but they did not differ on value-orientation and ATN. (ii) To some extent, value-orientation was related to ATN. (iii) ATN and SES were also found to be related.

RESULT & DISCUSSION

The table-1 and 2 cores were tabulated presented in a tabular form with percentage which was very easier to analyses and interpret for the research purpose. Being qualitative analysis it provided an exact figure for the purpose of research as follows. Data was collected presented in tabular form which is called tabulation of data.

Table.1

FACTORIAL DESIGN OF STUDY (GENDER WISE) SCORE TABLE OF BOYS IN RELATION TO THEIR SOCIO- ECONOMIC STATUS

S. No.	Boys									
	High Socio-Economic Status					Medium Socio-Economic Status				
	VHA	H A	MA	LA	V LA	VHA	H A	MA	LA	V LA
1	54	36	28	15	6	54	38	28	64	5
2	52	48	29	20	5	53	36	27	78	3
3	57	36	26	20	6	56	36	32	60	3
4	60	45	21	18	4	62	38	29	59	6
5	59	38	33	17	5	68	35	34	72	5
6	58	42	29	19	6	55	37	32	56	5
7	51	35	34	18	6	52	37	33	63	3
8	52	47	31	16	3	51	36	28	57	4
9	52	43	22	19	5	55	38	30	73	5
10	55	46	30	18	6	54	39	27	64	4
	550	416	283	215	52	560	370	300	640	43

Table 2

SCORE TABLE OF GIRLS IN RELATION TO THEIR SOCIO- ECONOMIC STATUS

S. No.	Girls									
	High Socio-Economic Status					Medium Socio-Economic Status				
	VHA	H A	MA	LA	V LA	VHA	H A	MA	LA	V LA
1	53	38	23	20	7	56	45	27	50	6
2	59	43	25	19	6	52	42	27	54	5
3	62	47	27	22	8	59	46	24	79	4
4	60	48	23	18	7	64	49	30	55	7
5	53	37	24	12	6	72	38	36	62	7
6	56	44	23	15	6	62	40	35	64	6
7	54	42	28	16	5	58	47	36	56	5
8	57	42	26	18	8	56	42	32	72	5
9	57	39	26	17	8	59	49	35	65	8
10	59	46	29	17	7	57	42	28	73	7
	570	426	254	174	68	595	440	310	630	60

CONCLUSIONS

In above cited studies, the researcher did not find a single study in this area of research. Even if many other researches have been made some major points were left. Hence vie researcher in fascinated to take the harculus task.

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