Chapter-V

FINDINGS, DISCUSSION, CONCLUSIONS
AND EDUCATIONAL IMPLICATIONS

5.1 INTRODUCTION

The present investigation entitled “A study of Academic Achievement of Scheduled caste secondary school students in relation to study habits, Home Environment and school environment.” Was conducted on a sample of 600 scheduled caste students studying in secondary school of three district i.e. Rohtak, Jind and Jhajjar district of Haryana. Total 30 institutions were selected randomly from the three district viz. Rohtak, Jind and Jhajjar of Haryana. All the available scheduled caste Secondary School students were taken into consideration. Both 350 boys and 250 girls were included in the sample. Random cluster sampling technique was applied for the selection of sample. The institutions were selected randomly and all the scheduled caste students present during the test administration were the part of the sample. Before the collection of the data in each sample school, one day was spent in rapport establishment with the students followed by the collection of academic achievement as scores of Xth Board examination. The objectives of the inventory were explained to the students. The second day test to study habit was administered and thereafter on the third and fourth day, home environment inventory and school environment inventory were administered in succession. Thus five days were spent in each institution to collect the desired data. After collection of each test, the answer sheets were scored with the help of scoring key. The data so obtained was submitted for further statistical analysis using different statistical techniques like Mean, S.D., Coefficient of Correlation “r” and t-test. The low and high achievers (below and above mean) were classified on the basis of mean ± 1 σ.

The following tools were used to achieve the objective of the study.

1 Study Habits
2 Home Environment
5.2 FINDINGS AND DISCUSSION

Relationship with respect to study habits

The coefficient of correlation between study habits and academic achievement is .06 which was not significant. It means that study habits were not significantly correlated with academic achievement. It can be concluded that study habits was not only one factor that affected academic achievement. But there were other factors like intelligence, environment which influenced academic achievement and can bring change in academic achievement. Contrary results were of the finings of study of Shivappa (1980) who reported that study habits, educational aspiration, socio economic status, academic achievement and IQ were significantly positive correlates. Trivedi, Vineeta (1988) found significant relationship between study habits and academic achievement.

Relationship with respect to home environment dimensions

The coefficient of correlation between control and academic achievement was -0.14 which was significant. Correlation was negative and negligible. No doubt control was necessary in an early period of life but in adolescent period too much control can be resulted in lower academic achievement. It was supported with the findings of Mccurdy (1957) and Greenacre (1958) who demonstrated that their historic geniuses had intensive, generally warm relationship with their parents.

The coefficient of correlation between protectiveness and academic achievement was -0.14 which was negative and negligible but found significant. Contrary results were also reported by Aggarwal, Kusum (1986) who found that parental encouragement and educational development were found positively correlated.

The coefficient of correlation between punishment and academic achievement was -0.03 which was negative and negligible. Moreover, it was not significant. Contrary result were observed by Arora, Reeta (1988) who found that there was a significant relationship between the frequency of punishment experienced by pupils and their academic achievement.
The coefficient of correlation between Conformity and academic achievement was 0.01 which was not significant. Thus, it can be interpreted that academic achievement had no dependence on conformity.

The coefficient of correlation between Social Isolation and academic achievement was -0.23 which was negative and definite correlation. It means when a child is isolated from his beloved ones for negative sanctions, it badly affects his thinking which results in low academic achievement. Thus it hampers the cognitive development of child.

The coefficient of correlation between reward and academic achievement was 0.08 which was negligible and there was no significant relationship between reward and academic achievement.

The coefficient of correlation between deprivation of privileges and academic achievement was -0.18. There was significant negative relationship. It means that when the children are deprived of their right to love, respect and care from their parents, it is resulted in low academic achievement.

The coefficient of correlation between nurturance and academic achievement was -0.05 which was negative and negligible and it is not significant also. Nurturance implies excessive, unconditional, physical and emotional attachment with child which had inverse effect on academic achievement.

The coefficient of correlation between rejection and academic achievement was -0.22 which was negative and low correlation. Here rejection was significantly related with academic achievement. Rejection further implies restrictions on child’s behaviour and he is not allowed to deviate and to act freely and it puts significant effect on academic achievement negatively.

The coefficient of correlation between permissiveness and academic achievement was -0.10 which was negative and slightly significant. Permissiveness of parents means that child is given opportunities to express his views freely and act without any interference from parents. The direction of relationship is inverse.

It is concluded that home environment dimensions viz. control, protectiveness, social isolation, deprivation of privileges, rejection and permissiveness were correlated significantly with academic achievement but this relationship was negative.
Higher dominance of these factors by parents in home environment, lower the academic achievement of students. Rests of the dimensions (Punishment, conformity reward and nurturance) had not significant relationship with academic achievements. Hence, it was found that most of the dimensions of home environment were correlated significantly with academic achievement, some negatively (control, protectiveness, social isolation, deprivation of privileges, rejection and permissiveness) and others were insignificantly (punishment, conformity, reward, nurturance) correlated. Therefore we can say that dimensions of home environment are correlated with academic achievement. The study is supported by Dev, Madhur and Grewal, Hirdai (1990) who reported that home environment of students was significantly related with academic achievement.

**Relationship with respect to school environment dimensions**

The coefficient of correlation between creative stimulation and academic achievement was 0.04 which was negligible and not significant. It means that academic achievement was not influenced by creative stimulation. Contrary results were of Arora, Reeta (1988) who found that educational achievement of student and teacher student relationship were found to be significantly related.

The coefficient of correlation between cognitive encouragement and academic achievement was -0.08 which was negative, negligible and not significant. Further it can be concluded that cognitive encouragement was not only one factor which influences academic achievement.

The coefficient of correlation between acceptance and academic achievement was 0.03 which was negligible and not significant. It means acceptance had no considerable influence on academic achievement.

The coefficient of correlation between rejection and academic achievement was -0.10 which was negative and significant at 0.05 level of significance. Rejection puts restrictions on child’s behaviour so much that he can not deviate and act freely as an independent individual. This hinders his ability to do something new and effective for good performance.

The coefficient of correlation between control and permissiveness with academic achievement was -0.07 and -0.02 which was negative and negligible it can
be concluded that the relationship did not play significant role in academic achievement.

It can be concluded that school environment did not affect academic achievement of students. But rejection dimension shows significant negative correlation with academic achievement. More the rejection, lesser is the academic achievement.

In the nutshell, it can be concluded that school environment did not affect academic achievement of students. No doubt, it is manifested that school environment is important factor in academic achievement but this study did not show positive results. But Padhi (1991) found same findings that correlation between classroom environment and academic achievement was not significant.

**Relationship with respect to boy’s study habits**

The coefficient of correlation between study habits and academic achievement of boys was 0.11 which was significant at 0.05 level of significance and it was negligible also. It can be concluded that change in one variable affected the other variable. It can be concluded that study habits and academic achievement were significantly related.

**Relationship with respect to girl’s study habits**

The coefficient of correlation between study habits and academic achievement of girls was 0.01 which was negligible and was not significant. Thus it can be concluded that this relationship did not play significant role in academic achievement. Contrary results were of the study of Shanmughadas (2004) who observed that classroom climate was also significant in academic achievement. There was no correlation between study habits and academic achievement of girls. It can be interpreted that study habits did not play significant role in academic achievement.

**Relationship with respect to boy’s home environment dimensions**

The coefficient of correlation between control and academic achievement was -0.12 which was negative and significant. It can be concluded that control influenced academic achievement. Contrary results were found by Pandey, Shashikiran (2005) who reported that parental discipline in behaviour was positively affected academic achievement of boys.
The coefficient of correlation between protectiveness and academic achievement was -0.12 which was significant. It was negligible also. It means that there existed negative but significant relationship between these two variables.

The coefficient of correlation between punishment and academic achievement was 0.01 which was not significant. It means that punishment was not only one factor which affected academic achievement.

The coefficient of correlation between conformity and academic achievement was 0.04 which was negligible and not significant. Thus it can be interpreted that academic achievement was not depend on conformity.

The coefficient of correlation between social isolation and academic achievement was -0.23 which was negligible but significant. It means that when a child is isolated from his beloved ones for negative sanctions, it badly affects his thinking which results in low academic achievement. Thus, it hampers the cognitive development of child. It puts negative effect on academic achievement significantly.

The coefficient of correlation between reward and academic achievement was 0.88 which was high correlation and significant also. Reward whether it is material or symbolic given by parents from time to time increases the probability of the desired behaviour of child. Reward is more effective than punishment in enhancing academic achievement.

The coefficient of correlation between deprivation of privileges and academic achievements was -0.19 which was significant at 0.01 level of significance. It can be concluded that higher the deprivation of privileges, lower will be the academic achievement.

The coefficient of correlation between nurturance and academic achievement was -0.01 which was negligible and negative and it was not significant also. It can be interpreted that change in one variable did not affect the other variable.

The coefficient of correlation between rejection and academic achievement was -0.20 which was negative but slightly significant. Rejection puts restrictions on child’s behaviour so much that he can not deviate and act freely as an independent individual. This hinders his ability to do something new and effective for good performance. Hence it can not enhance academic performance.
The coefficient of correlation between permissiveness and academic achievement was -0.08 which was negative, negligible and not significant. It can be interpreted that change in one variable did not affect the other. It is concluded that home environment dimensions viz. control, protectiveness, social isolation, reward, deprivation of privileges, rejection were correlated significantly with academic achievement. Amongst them only reward dimension was positively related with academic achievement. Rest of the dimensions viz. control protectiveness, social isolation, deprivation of privileges, rejection were negatively related with academic achievement. It means that higher these dimensions, lower will be academic achievement. Remaining dimensions viz. punishment, conformity nurturance and permissiveness were not significantly related with academic achievement.

In brief it can be concluded that home environment was not determining factor in academic achievement of boys.

**Relationship with respect to girl’s home environment**

The coefficient of correlation between control and academic achievement was -0.16 which was negative and slightly significant at 0.05 level of significance. It can be concluded that control imposed by parents was negatively and significantly related with academic achievement.

The coefficient of correlation between protectiveness and academic achievement was -0.17 which was negative and slightly significant at 0.05 level of significance. There was inverse relationship between these two variables.

The coefficient of correlation between punishment and academic achievement was -0.07 which was negative, negligible and not significant also. It can be concluded that punishment given by parents was not only one factor which affects academic achievement.

The coefficient of correlation between conformity and academic achievement was -0.16 which was negative and slightly significant at 0.05 level of significance. Thus it can be interpreted that conformity puts negative effect on academic achievement.

The coefficient of correlation between social isolation and academic achievement was -0.22 which was negative and significant at 0.01 level of
significance. It further implies higher the social isolation lower will be academic achievement.

The coefficient of correlation between reward and academic achievement was 0.72 which was highly correlated and it was marked as significant relationship. It can be said that reward, no matter what kind of it is, bring positive and favourable change in performance.

The coefficient of correlation between deprivation of privileges and academic achievement was -0.15, which was negative and slightly significant at 0.05 level of significance. It can be interpreted that deprivation of privileges used as a form of punishment is negatively related with academic achievement.

The coefficient of correlation between nurturance and academic achievement was -0.10 which was negative and negligible and it was not significant also. It can be interpreted that change in one variable did not affect the other.

The coefficient of correlation between rejection and academic achievement was -0.24 which was slightly significant at .01 level of significance. Thus rejection behaviour of parents was negatively related with academic achievement.

The coefficient of correlation between permissiveness and academic achievement was -0.14 which was low correlated and significant at 0.05 level of significance.

It can be concluded that various dimensions of home environment of girls viz. control, protectiveness, conformity, social isolation, deprivation of privilege, rejection and permissiveness were significantly correlated with academic achievement. But this relationship was negative except reward dimension. It means that higher the dominance of negative significant dimensions, lower is the academic achievement. Further punishment and nurturance were not significantly related with academic achievement. It means that they do not influence academic achievement.

It can be drawn that home environment had effect on academic achievement of girls no matter whether it was positive or negative. Contrary results were of Gupta’s findings (1989) who reported no significant effect of family attachments on educational achievement found both for the girls of small and big family. Pyari (1980) observed that there was negative relationship between family attachment and
educational achievement of girls students. Gupta, Anuradha (1984) found also negative relationship between family attachment and academic achievement of girls.

**Relationship with respect to boy’s school environment**

The coefficient of correlation between creative stimulation and academic achievement was 0.64 which was significant at .01 level of significance. It was moderate correlation it can be interpreted that teacher’s activities to provide conditions and opportunities to stimulate creative thinking had positive and considerable effect on academic achievement.

The coefficient of correlation of academic achievement with cognitive encouragement, acceptance, rejection, control and permissiveness are 0.01, 0.05, -0.10, -0.09 and 0.01 respectively which were not significant. It can be concluded that these relationships do not play significant role in academic achievement.

It is concluded that creative stimulation dimensions of school environment had positive effect on academic achievement. Rest of dimensions like cognitive encouragement, acceptance, rejection, control and permissiveness were not related significantly with academic achievement. It can be interpreted that higher the creative stimulation, higher the academic achievement.

In the nutshell, it can be interpreted that school environment did not have any considerable effect on academic achievement.

**Relationship with respect to girl’s school environment**

The coefficient of correlation among dimensions of school environment and academic achievements were 0.01, -0.03, 0.01, -0.11, -0.04 and -0.06 respectively. The relationships of academic achievement of girls with creative stimulation, cognitive encouragement, acceptance, rejection, control and permissiveness were totally not significant. It means that academic achievement had not dependence on school environment dimensions. Further these were not only those factors which influence academic achievement but there were various factors which can bring change in academic achievement. It can be concluded that various dimensions of school dimension were not significantly related with academic achievement of girls.

**Significance of difference with respect to study habits of low and high achievers**
The t-value is 1.35 which was not found significant. It means that students related to low and high academic achievement did not have any significant difference in mean of study habits. There were some contrary findings i.e. Shahnmugasundram (1983) who reported that among high achieving urban students study habits, intelligence and achievement motivation had a positive influence upon academic achievement. Koteshwar, Narayanan, M. (1991) found “high scoring on academic achievement have better study habits then low scores.” Dey, Niradhar (2008) findings was that high achieving students were found to have highly positively study habits. Findings of the study were supported by Ngailiankim, Caroline (1988) who found that no significant difference were found in the study habits of high and low achievers. Sen, Barat, Kalpana (1992) observed that there was an overall significant difference between low and high achievement groups in study habits. It can be concluded that there is no significant difference in mean score of study habits of low and high academic achievements of scheduled caste students.

**Significance of difference in mean of various home environment dimensions of low and high academic achievement of scheduled caste students**

Significance of differences in mean value of control and protectiveness dimension of low and high achievers were 2.43 and 3.46 which were found significant at 0.05 and 0.01 level of significance respectively. In both cases, student of low academic achievement had more control and protection at home given by parents.

Significance of differences in mean value of punishment and conformity dimensions of low and high achievers were 0.31 and 1.22 which were not found significant. It can be concluded that punishment and conformity do not play considerable role in resulting low and high academic achievement.

Significance of difference in mean values of social isolation dimension of low and high achievers was 5.18 which was significant at 0.01 level of significance. Further, it implied that mean of social isolation dimension of low achievers was higher than the mean of social isolation dimension of high achievers. It can be concluded that students who belong to low academic achievement suffer more social isolation as a form of punishment inspite of those students belonging to high academic achievement.
Significance of differences in mean of reward, nurturance, and permissiveness dimensions of low and high achievers were 1.34, 0.22, 1.69 respectively, which were not significant and these dimensions did not play any considerable effects in bringing low and high academic achievement.

Significance of difference in mean of deprivation of privileges and rejection dimensions of low and high achievers were 3.59 and 4.29 respectively which were significant at 0.01 level of significance. In both cases, mean of deprivation of privileges and rejection dimensions of low achievers was higher than the mean of deprivation of privileges and rejection dimensions of high achievers. It can be concluded that deprivation of privileges and rejection dimensions of school environment play significant role in bringing low and high academic achievement.

It can be concluded that there was a significant difference in various home environment dimensions of low and high academic achievement of students. It can be interpreted that there was a significant difference in control, protectiveness, social isolation, deprivation of privileges and rejection dimensions of low and high achievers. It means that students who were having more control, protectiveness, social isolation, deprivation of privileges and rejection behaviour at home they had low academic achievement. There was no significant difference in mean of punishment, conformity, reward, nurturance and permissiveness dimensions of low and high academic achievement of students.

Home environment dimensions play significant role in bringing low and high academic achievement. Homchaudhari (1980) supported the findings by observing that the high achievers were found the emotional atmosphere at their home to their thinking and high achiever significantly more anxious than the low achievers.

**Significance of difference in mean of various school environment dimensions of low and high academic achievement of scheduled caste students**

Significance of difference in mean of creative stimulation dimension of low and high achievers was 1.98, which was significant at .05 level of significance. Hence the mean of creative stimulation dimension of low achievers was higher than the mean of creative stimulation dimension of high achievers. So it can be concluded that
students related to low academic achievement had more creative stimulation by teachers at school.

Rests of the dimensions i.e. cognitive encouragement, acceptance, rejection, control and permissiveness had the t-value 1.00, 1.36, 1.28, 1.22 and 1.44 respectively which were not found significant. It can be concluded that there was no significant difference in mean of cognitive encouragement, acceptance, rejection, control and permissiveness of low and high achievers. The results were supported by Mohanty (1992) who observed that educational factors have been considered to be the least important cause of academic achievement. It can be concluded that school environment does not play considerable influence on academic achievements of low and high groups.

It case of school environment dimensions, there was significant difference in mean of creative stimulation dimension of low and high academic achievement students. In case of rest of dimensions there was no significant difference in mean of cognitive encouragement, acceptance, rejection, control and permissiveness dimensions of low and high academic achievement students.

**Significance of difference in mean of study habits of scheduled caste boys and girls**

Significance of difference in mean of study habits of boys and girls was 2.83, which was significant. Therefore, it can be interpreted that boys and girls exhibited significant difference in study habits and girls had significantly higher study habits than boys. There was a significant difference in mean score of study habits of boys and girls. It can be interpreted that girls had higher study habits than boys.

**Significance of difference in mean of various home environment dimensions of scheduled caste boys and girls**

Significance of differences in mean of control, permissiveness, punishment, conformity, social isolation, reward, deprivation of privileges, nurturance, rejection and protectiveness dimensions of boys and girls were 1.64, 0.68, 0.69, 0.13, 1.14, 0.03, 0.60, 0.99, 1.73, 0.81 respectively, which were not found significant even at 0.5
level of significance. It can be concluded that home environment did not have considerable influence on academic achievements of boys and girls.

It can be concluded that no significant difference was existed in control, protectiveness, punishment, conformity, social isolation, reward, deprivation of privileges, nurturance, rejection and permissiveness dimensions of boys and girls.

It can be concluded that home environment dimensions did not bring considerable difference in boys and girls. Contrary results observed by Usha (2007) who found that boys and girls differed in their family acceptance and academic achievement. Gnanaguri and Kumar (2008) supported the study by reporting that male and female students did not differ significantly in their home environment and academic achievement.

Significance of differences in mean of school environment dimensions of scheduled caste boys and girls

Significance of difference in mean of creative stimulation, cognitive encouragement, acceptance, rejection, control and permissiveness were 0.11, 0.05, 1.03, 0.97, 0.88, 0.14 respectively which were not found significant even at 0.5 level of significance.

It can be concluded that there was no significant differences in mean of creative stimulation, cognitive encouragement, acceptance, rejection, control and permissiveness dimensions of school environment among boys and girls.

5.3 CONCLUSIONS

After going through the findings and discussion, following conclusions are drawn. These conclusions may be seen in accordance with sample and tools used by the investigator.

- No significant relationship is found between study habits and academic achievement of scheduled caste secondary school students.
- It is concluded that home environment dimensions viz. control, protectiveness, social isolation, deprivation of privileges, rejection and permissiveness are
correlated significantly with academic achievement but this relationship is negative. Higher dominance of these factors by parents in home environment, lower the academic achievement of students. Rest of the dimensions (Punishment, conformity reward and nurturance) have no significant relationship with academic achievements.

- It is concluded that school environment does not affect academic achievement of students. But rejection dimension shows significant negative correlation with academic achievement. More the rejection, lesser is the academic achievement.

- It is concluded that study habits and academic achievement of boys are not significantly related. It means interpreted that change in one variable affects the other variable significantly.

- There is no correlation between study habits and academic achievement of girls. Further study habit does not play significant role in academic achievement.

- It is concluded that home environment dimensions viz. control, protectiveness, social isolation, reward, deprivation of privileges and rejection are correlated significantly with academic achievement. Amongst them only reward dimension is positively related with academic achievement. Rest of the dimensions viz. control protectiveness, social isolation, deprivation of privileges and rejection are negatively related with academic achievement. It means that higher these dimensions, lower will be academic achievement. Remaining dimensions viz. punishment, conformity nurturance and permissiveness are not significantly related with academic achievement.

- It is concluded that various dimensions of home environment of girls viz. control, protectiveness, conformity, social isolation, deprivation of privilege, rejection and permissiveness are significantly correlated with academic achievement. But this relationship is negative except reward dimension. It means that higher the dominance of negative significant dimensions, lower is the academic achievement. Further punishment and nurturance are not
significantly related with academic achievement. It means that they do not influence academic achievement.

- It is concluded that creative stimulation dimension of school environment has positive effect on academic achievement. Rest of dimensions like cognitive encouragement, acceptance, rejection, control and permissiveness are not related significantly with academic achievement. It can be interpreted that higher the creative stimulation, higher the academic achievement.

- It is concluded that various dimensions of school environment are not significantly related with academic achievement of girls.

- It is concluded that there is no significant difference in mean score of study habits of low and high academic achievements of students.

- It is concluded that there is a significant difference in various home environment dimensions of low and high academic achievement of students. It means that there is a significant difference in control, protectiveness, social isolation, deprivation of privileges and rejection dimensions of low and high achievers. It means that students who were having more control, protectiveness, social isolation, deprivation of privileges and rejection behaviour at home they had low academic achievement.

- It case of school environment dimensions, there was significant difference in mean of creative stimulation dimension of low and high achievers. In case of rest of dimensions there was no significant difference in mean of cognitive encouragement, acceptance, rejection, control and permissiveness dimensions of low and high achievers.

- There is a significant difference in mean score of study habits of boys and girls. It is interpreted that girls have significant higher study habits than boys.

- It is concluded that no significant difference exists in control, protectiveness, punishment, conformity, social isolation, reward, deprivation of privileges, nurturance, rejection and permission of environment of boys and girls.

- It is concluded that there is no significant difference is found in mean of creative stimulation, cognitive encouragement, acceptance, rejection, control and permissiveness dimensions of school environment among boys and girls.
5.4 **SCOPE FOR FURTHER RESEARCH:**

The present research tries to bring out the relationship of academic achievement with study habits, home environment and school environment among scheduled caste, secondary school students. But any study, however wide it may be, its scope can not claim to be all inclusive and points out the scope for further investigation with other equally relevant variables.

In an attempt for solution of the problem, new problems arise. It is from this point of view, some suggestions are being made for further investigation of some of the important issues that seem to originate from the present work.

1. Similar studies may be conducted at higher education.

2. The study can also be conducted with the sample of primary and senior secondary school students.

3. The study can be conducted to compare with non-scheduled caste students.

4. The study can also be undertaken to find the relationship and significance of difference among other cognitive and non-cognitive attributes.

5. Similar studies may also be taken to study the variables like socio-economic status, rural and urban etc.

6. A similar study can be conducted on a group of arts and science students.

7. A study of special group of students may be undertaken.

8. Comparative study can be conducted with reference to creative students and with different level of intelligence.

5.5 **EDUCATIONAL IMPLICATIONS:**

The government policies are emphasizing to encourage the weaker section of the society by providing more and more facilities and educational opportunities to the scheduled caste and backward classes of the societies. Inspite of the fact that many opportunities are being provided, scheduled caste still find themselves lacking in availing the educational opportunities. These facilities in the area of education are a
question, which needs more and more attention of the educationists, planner and the researchers.

This study will fill a vacuum. Since no such type of study has been conducted in this aspect with scheduled caste students, findings of the study are immense help to teachers, administrators, parents, curriculum planners, and principal and education policy maker. The study will also be helpful to counsellor and other persons who are actively involved in research.

The scheduled castes are one of the marginalized groups in terms of social and economic status. This section of the population are considered as untouchable and located in the outskirts of the habitations. Most of them are illiterates or educated up to primary level and depend upon mostly on manual labour for their livelihood. Recognising their plight, the Government has brought out a number of legislations to safeguard their rights. In addition, they have been provided a number of welfare measures to accelerate the pace of their socio-economic development. Education is considered as one of the means to promote the socio-economic development. Keeping in view, education was given priority at all levels by providing reservation at the entry levels supporting them financially to return them in the system and also in the employment. Further a number of welfare programme have been initiated for the households so as to allow their children to pursue their education. Besides, priority was accorded for this section in the non-formal stream of education not only to promote their literacy level but also to develop their competencies required for them to enter into the world of work through vocational training and programmes.

Education in India has historically been the property of few, since educational development took place within the framework of a stratified social system. It has always been focused on the needs of privileged ones. The status of education for various clientele groups is dependent upon their socio-political profile in a given society. The Indian society has over a period of time undergone a process of continued degeneration, namely, from Varha Vyavastha to the caste system. The present day Indian society is therefore, divided into various caste groups which interact within their own formations with the result that those with a high educational
profile continue to be in an advantageous position, and those who were disadvantages ones continues to remain so.

Education is directly related to the development of a country. Efforts are being made both by the union government as well as state government to provide numerous facilities to the disadvantaged groups. Opening of schools in habitation with a higher concentration of disadvantaged population, free education, merit scholarship, attendance scholarship, free uniform, midday meals, and providing coaching classes to the needy children, are some interventions which aim at increasing the enrolment and retention of scheduled castes children in school. Besides the government there are various welfare and non-governmental organisations that have also put in significant efforts to raise the educational level of the disadvantaged population.

Scheduled castes children, because of their socio-economic conditions, find it hard to be in schools. Though this group comprises about 15% of the country’s total population, their proportion among the poverty groups is much higher. About 52% of all scheduled castes workers are agricultural labourers, and only 28% are cultivators (mainly small and marginal farmers and share-croppers). In the western part of country, almost all of the weavers are from the scheduled castes, even as in the castes, parts, all fisherman are, unclean occupations like scavenging, flaying, tanning etc., are almost entirely monopolized by the scheduled castes. In the urban area, a large population of the poor people like rickshaw-pullars, cart pullars, construction labourers, beedi workers and other unorganized non-agriculture workers belong to the scheduled castes. Most of these people survive below poverty line. This grinding poverty makes them free their children into the job market or engage them in jobs they themselves were doing.

The educational programme of the school in a given state is primarily modelled by the predominant culture of the state.

Education is both a tool as well as a factor of production owned and used by individuals according to their ownership intensity both as a means and process. Unfortunately in education management groups most of the perceptions about scheduled castes and scheduled tribes have not originated on sound information and
reliable data. This has further regulated in creating material and psychological barriers in their way to progress.

**Psychological Importance**

Psychology is the Science of behaviour. It explains how and why a person behaves in a certain way under certain conditions. Hence it tries to explore the factors responsible for particular human behaviour and tries to predict his behaviour in future. In order words it is scientific approach of establishing cause and effect relationship to human behaviour.

Present study seeks to explore how far the caste of a person to which he belongs, affects his academic achievement. One’s academic achievement play an important role in shaping his behaviour. Adolescents belonging to different socio-cultural background are found to differ in their qualification pattern. Besides adolescents belonging to nearly the same socio-cultural status tend to behave in nearly the same way. Although various studies have been undertaken which seek to explore effect of study habits, home environment and school environment on academic achievement, but very few have been undertaken with regard to caste system.

The present study will enrich the great discipline of psychology by revealing the educational patterns which go along with secondary school scheduled caste students. Results obtained in this study will also reveal that to how much extent the disadvantageous environment can affect the performance make up and consequently to behaviour.

**Social Importance**

After the independence a new upliftment of the downtrodden appeared in India. The credit of this goes to the untired efforts of Mahatma Gandhi. He had a ocean of sympathy in his heart for downtrodden. With the result the Government of India has planned various programmes for their upliftment and welfare. Different types of economic facilities are being provided for them. Seats are reserved from them in services. Minimum educational standard for the admission in schools and services have been kept low for them.

But the upper castes are not able to digest all this and they seem to be annoyed with this type of the policies of the government. A so-called anti reservationists
movement of the crescent origin is the burring proof of this mentality of the majority class of India.

This clearly shows that the majority which constitute the upper caste mainly is not ready to share his responsibility of pushing back their minority fellows, in social, cultural and intellectual matters. The upper caste have kept them for centuries under the disadvantageous environment and have never allowed any marriage transactions with the result, by generation and they kept on declining in their social, cultural genetic and intellectual standards. Because of this they suffered both by heredity and environment. So it is our responsibility, now, to give life as equal to us. We have to lower down the standards for them in the admission, in services and various educational institutions. We cannot hope them to qualify the standards set for the members of the upper caste.

The study in hand will give a better insight to society and will help them to see that these poor members are the victims of the circumstances created by us and are originally lacking in their personality make up. They need help. We have to help them with sympathy.

**Educational Importance**

School is a place where environment is created for students, to learn desirable behaviours. It is generally said that start with a child from where he is in other words any one who is trying to create effective learning environment for his students should know the present status of them and should improve his students’ study habits. The teachers should know the nature of his students.

Student coming from disadvantageous classes have been found to be slow in various school activities. They seem to be intellectually feeble, less motivated, simple and natural. They are usually in minority and find themselves maladjusted among their upper caste colleagues. Their academic attainment, usually remain dissatisfactory.

Equipped with all these negative tendencies, the students of the disadvantageous caste, are not able to gain the sympathy of their teachers and colleagues teachers mostly belonging to upper caste have a negative attitude towards
them and inspite of their best efforts, these poor students do not find themselves able to perform well.

The study in hand will give a better insight to the teachers. They shall be able to visualize that these students belong to those families which have been kept under a strictly controlled and disadvantageous environment, for a very long period. It is their disadvantageous environment which has pushed them for below, as regards academic achievement, intellectual capacity and study habits are concerned. The academic achievement of a student in school is largely dependent upon the study habits, school environment and home environment developed in them.

The study will help teachers to touch the exact points of the deficiencies of their students. School administration can design the effective remedial programme for these students very specifically and pinpointedly. Besides it will help teachers to visualize that these students are not knowingly backward. The course of their academic backwardness is deep-rooted. It is hoped that in future the teachers will be more sympathetic to these students and they would try to help them to make up their academic achievement equivalent to their caste fellows.

It is helpful to parents. They can have a better understanding of that if there is more dominance of control, protectiveness, social isolation, rejection, deprivation of privileges and permissiveness then it will result in low academic achievement. So the parents should keep these factors in balance manner.

It is also helpful to teachers. They can have the knowledge that if in school creative activities are given encouragement to the students then it can bring high academic achievement. Attitude of parents and teachers towards the children should be sympathetic and cooperative. They must be provided congenial environment at home.

The study will give a better insight to teachers. They shall be able to visualize that these students belong to those families which have been kept under a strictly controlled and disadvantageous environment for a very long period. It is their disadvantageous environment which has pushed them for below, as regards academic achievement, study habits are concerned.
School administration can design the effective remedial programme and extra co-curricular activities for these students, according to interest and ability of students very specifically and pinpointedly.