CHAPTER- II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Research takes the advantage of the knowledge, which has accumulated in the past as a result of constant human endeavor. It can never be undertaken in isolation of the work that has already been done on the problems, which are directly or indirectly related to the study proposed by a researcher. A careful review of the Research journals, books, dissertation, those and other sources of information on the problem to be investigated is one of the important step in the planning of any research work. The review of the related literature in novels locating, reaching & evaluating of research as well as the reports of casual observations & the opinions that are related to the individual’s planned research project. The general purpose of the review is to help the research worker develop a thorough understanding and insight into work already done and the areas left untouched or unexplored. “the related studies also enable the researcher to search out many more related problems as a suggestion for further research (Scott and Wertheimer,1932)”. As related study gives the investigator so it is important that until & unless we learn what others have done, or still remains to be done in our areas. We can’t develop a research project that could be done in our areas we can’t develop a research project that could contribute to furthering knowledge in our field (Good et, al1941)

The purpose of the review of the related literature is not to provide a comprehensive coverage of the research related to his / her topic, in the sense that every study bearing on the problem is reviewed, he/she has rather to frame a summary of the pervious research which indicates him/
her the areas of Agreement, findings or gaps in the existing. Corpus of Knowledge. Every good research as is well known, starts from what is already known could help a researcher in having sound information and there by add something new to the existing quantum of knowledge.

It is obligatory & desirable to scan the related literature with a view to place the design of the research investigation on sounder lines. The survey of the related literature facilitates the investigator to have an idea as to what extent the problem has hitherto been explored & whether the evidence provided is adequate enough or not. Moreover, the Survey of the related studies gives assistance in farming the objectives, out laying the research design & locating the necessary data. A comprehensive review of Post Studies is thus backbone of any research endeavor thus the Chapter is devoted to review the related literature relevant to the present study. Here an attempt has been made to present pertinent literature, which is likely to have direct or indirect bearing on this study. Keeping in view the objectives of the study, the review has been presented in the following subhead

In the Chapter, review has been made of the studies conducted in India and abroad which are directly or indirectly related with the present study

2.2 STUDIES DIRECTLY OR INDIRECTLY RELATED WITH THE PRESENT STUDY

Martin (1943) Studied the influence of unfavorable parental attitude upon personality development of children and found that as children grow older, Anti- social behaviour in the form of Aggression, Cruelty, lying, Stealing, Swearing and Truancy is common they show more over expression of Anti- Social & Hostile Anxiety than do Children whose parents attitudes are more favourable.
Pleak (1957) did his research work on ‘Family Patterns and adolescent Personality Structure’. Result show that Children of warm democratic Parents kind to be friendly.

Brown et al (1946) while studying the influence of affect ional Family relationship on Personality development of the child concluded that the degree to which the family possesses Solidarity or mutual loyalty an affectional relationship exists between the child and his parents. The character & personality of the child will be of the type to enable him to make successful adjustment in life.

Gupta (1959) in an experimental investigation into personality patterns of delinquent adolescents found, that (i) Emotionally delinquent adolescents are unsuitable and their behaviour is unpredictable and the Eg:- structure of the delinquent is not properly organized (ii) The control of aggression is one of the main problems of delinquents

Barley and shaefer (1960) reported that early warmth and affection of mothers is associated with calm, happy & cooperative behaviour of children throughout the years prior to adolescence further more, if suddenly deprived of mother’s love children may feel unwanted and unloved.

Aivares (1961) after interviewing parents and their children got necessary information regarding their children and found that their delinquent actions were the products of family emotional development in childhood.

Bertrand (1962) Cerventes (1965) concluded from their studies that boys from father absent home are more likely than boys from father present homes to encounter difficulties in social, emotional and cognitive
development. They are more likely to perform below grades level on measures of Academic Achievement.

**Julka (1963)** in a study of Aggression, fear and anxiety in children found that the most common forms of fear expressed by the children in order of their frequently were fear of animals such as fear of being killed of Tiger, Lion, Snake or other wild animals, fear relating to school such as fear of punishment or scolding by the teacher for not doing Home work or getting take in the class, fear of person or supernatural being such as, Ghosts, Witchervs, Stranger, thieves, dacoits, the police, abductors & kidnappers, fear relating to Family Situation such as fear family members and fear of illness or occurrence of death in the family fear inanimate objects and places, such as Jungles, Darkness , Water, Flood and high Places. The most common forms of Aggressive responses given by children in order of frequency are aggressive ideas aggressive assaults, aggressive murder and verb as forms of aggression such as rebuking, scolding, complainivgation .

**Newell (1965)** illustrated that over protected children are emotionally immature and shy they lack in self-confidence and depend on adults for advice & control.

**Kakkar (1964)** in his study “Adjustment problems of Adolescents” found that 43% cases had serious adjustment problems; the school areas posed the greatest number of problems, while in the home area the adolescent were over dependent on parents, gives accepted parental control but boys grumbled about it. A feeling of insecurity in the home was mirrored in their attitude towards school situation boys were not aggressive and gives were shy, withdrawn and nervous.

**Reddy (1966)** studied adolescent adjustment in relation to home environment and found that the late adolescent were more prone to
problem behaviour than the early adolescent, the first born and the second born were found to be the most mal adjusted and the least maladjusted respectively, higher the level of education of parents the better was the degree of adjustment in the sons.

**Mehta (1969)** in a psychology study of problem children made the following conclusions. Backwardness in bright children was observed in case where the parent’s attitude was either to harsh, dominant or indulgent lack punctuality, evasion, carelessness & slackness of parents appeared to influence children, making them irregular. Deceptive and dishonest in school work, the maximum percentage of problem children was from labour class.

**Mitra, Chatterji and Mukherjee (1970)** conducted a comparative study of some of the environmental conditions of delinquents and school going children, and the major findings of the study were that environmental conditions of the inmates of the detention home were completely different from those of school going children. The ideals aspirations etc. of the Two groups of environmental conditions, lack of parental love & care etc. were the reasons which encouraged children to get involved in the type of Anti- Social activities that branded them as deriquents.

**Bajpeyi (1971)** in a study of sociomatric status of students in relation to their intelligence & interests found that the popular boys had significantly greater interest in Scientific, Socal fields, popular girls had more interest in scientific , social and esthetic fields, neglected boys and girls most liked social, esthetic and scientific areas.

**Majumdar (1972)** a study of the problems of adjustment in adolescent was conducted by majumdar and the major findings of the study were that social environment did not play an important in making adolescent pathological in their behaviour pattern.
Pathak (1973) studied behaviour problems of normal school going boys of seven, eight, nine, and ten years of age and found that they manifested problem behaviour in various aspects of life and living, irritability, quarreling fighting and testing other boys were observed in all the age groups. It was also found that ten years old groups Tended to have more problem behaviour related to home life.

Reddy (1973) conducted his study and the finding revealed that (i) the variable of parental value of education, emotional climate, the parental encouragement, educational facilities in the home were found significantly associated with achievement in one subject or the other.

Vyathit’s (1973) study found that (i) the inter personal relations in effective class room groups were found to be superior as compared to those of intelligent ones. (ii) the social acceptability for each other was more in the effective class room groups than ineffective ones (iii) the no. of stars was larger in effective class room group than in ineffective ones (iv) the number of neglecters & isolates was smaller in effective class room groups than in effective ones. (v) co- education class room groups had better interpersonal relations and better social attitude.

Shah (1976) conducted a research on the personality development of adolescents in relation to their parental authoritarianism main findings of the study were: The main effect of mother’s authoritarianism was significant in the case of the first fifteen factors 16 P.F. Test the children of low authoritarian mothers seemed to be more mature, emotionally accepting, truthful, warm, culture, rachical and independent minded then the children of high authoritarian mothers. The low authoritarian group of subjects seemed to be more interested in people, more sociable and warm hearted than the high authoritarian groups of subjects.
Tiwari (1976) in a study of personality development of children, and found that to prohibit the Auto Erotic Sex play of children the upper class mothers diverted the children’s attention and used appropriate clothing while mothers belonging to middle and lower classes used prohibition and spanking the children of upper and middle classes were dependent and the mothers were overattentic whereas dependency was not encouraged in the lower class families the upper and middle class mothers were not permissive towards the aggressive behaviour of their children while the aggressive behaviour of their children while the lower class mothers were highly permissive. The upper class mother were found giving much importance to neatness and orderliness; comparatively, they were strict about children sleeping time and physical mobility and gave them freedom to do anything. To any where in contract to the mothers of the other two classes. The mothers of the middle class used reward and praise to teach the desired behaviour to their children, whereas the lower class mothers used positive methods.

Biswa (1977) conducted a study on interpersonal relation in class room situation and found that (i) social behaviour was one of the determining factors of social acceptance (ii) social behaviour determined and ability to maintain stable friendly relations with others (iii) extreme fluctuation groups appreciably differed in the amount of socially desirable characteristics. High social acceptance increased stability in friendship relations, while low social acceptance decreased such stability.

Kafiluddin (1978) conducted a research “intelligence and adjustment of orphans”. He found that orphans differ in their intellectual level in comparison with non-orphans. In the case of adjustment scores it means that whatever is the area of adjustment the non-orphans are more adjusted than the orphans.
Sinha (1978) in his study “a study of role of the family as a unit and vocational interest of the intermediate students” found that the family environment characterized by unable parent child relationship included among children love and liking for vocations in the scientific and executive fields (ii) family environments characterized by parental avoidance and high economic and social values motivated the students for vocations in computational, business and persuasive fields (iii) interest for vocations in artistic and musical fields was engendered in the family environment where children were not accepted by the parents and there was an absence of parental democratic values.

Ushasri (1978) conducted a study on self concept adjustment and Academic Achievement of socially disadvantaged children the results of the study revealed that the socially disadvantages and the socially non-disadvantaged significantly differed with regard to the Academic adjustment score the self-concept scores of the socially disadvantages were not significantly different from the scores of the non disadvantages pupils. The socially like anxiety, depression etc. were less keenly interested in their Academic Pursuits & had poor personal efficiency in the planning & use of their time.

Goswami (1980) in a study of adjustment problems of school going girls found that the adolescent girls encountered maximum no. of problems in the emotional & mental areas followed by the problems in the school & study and home areas. The physical and sexual was the least problem encountering area.

Joshi (1980) in a sociometric study of the star & isolate girls. He revealed (i) the star differ from the isolate in certain personal factors. Mathematics and science were their most preferred subjects they read stories & adventure novels had games as hobbies & engaged themselves in science
club activities (ii) judged by the had interest in studies and preferred technical field as a goal for future vocational field. (iii) stars differed on certain psychological factors they had a good memory and a positive attitude towards school and towards work. (iv) among the environmental factors the nearest friends of the stars had a high achievement level had very little out side help for studies and belonged to higher income families particularly in the case of boys, parents-child relationship discard in home the perception of the roles played by parents etc. were some of the important factors that appeared for more uncohalesome for the E groups than the C groups the maladjusted family environment was generally characterised by tension, conflict & over all in balance, the boys and girls in the E groups were intellectually inferior to their counterparts in C groups differed significantly on the personality characteristics like aggression, groups dependency self confidence, sense of security and identification in favourable of C groups in respect of problems faced by them and in their attitude towards social institutions.

Sarkhar (1980) conducted a study of creativity in relation to home environment factors and concluded that factors of cordial parental relationship, democratic, attitude parents, acceptance of the child by the parents encouragement given by the parents and relationship with younger siblings in the family showed a direct positive relationship with creativity the factors of acceptance of the parents by the child did not show any relationship with a creativity.

A project was under taken by Kumar (1981) study of patterns of parental preferences in relation to adolescents personality, adjustment and achievements. He concluded that preference of the boys and the gives in the same area of growth development and adjustment most of the preferences of parents have been found to be directed towards highest
Academic Achievement. Adolescents gives have been adjusted in all areas of adjustment as compared to adolescents boys.

**Cheema (1981)** conducted a study on personal and social determinants of sociometric clique formation. The main findings of the study were:

(i) Proximity in terms of locality rural & urban and seat in the cliques where was a significant factor in the formation of cliques where as residential proximity. Family relations & friendship relationship played negligible role in the clique formation (ii) clique got formed irrespective of the similarly in the social status and Academic Achievement in the Previous annual examination. (iii) the clique members were not similar in their liking or disliking of the subjects of studies.

**Banoo (1982)** study sex differences in parental pressure several socio economic levels main findings were:

(i) children of emotionally balanced mother’s tended to be less hostile than those of mothers making emotional balance.

(ii) Children of duly involved mothers appeared to less hostile than those of unduly involved mothers.

(iii) Children of president mothers were less negathistic and less hostile to parents than those of least prudent mother’s children of sanguine mothers appeared tended to be tense children of Anxiously Possessive mother Tended to be tense, negativistic and hostile towards parents. Mother of children with high undesirable reaction tendencies tendered to be uncontrolled, neglect reflects indulgent.

**Madhosh (1982)** in a study of personality correlates of sociometric status inn different interpersonal situation found that the popular of Jammu and Kashmir region were intelligent out going warm hearted. Socially bold and relaxed, but those of the Laddakh region were conservative, socially
not bold critical but intelligent. (ii) the neglects of Jammu and Kashmir region were dull, cool, tense, submissive and timid, but those of the Ladakh region were outgoing and free lovers in sensitive. (iii) the isolate of Jammu & Kashmir region were Liberal outgoing and happy go Lucky the most desirable personality Traits among the Jammu & Kashmir region students were outgoing socially bold relaxed, but those for the Ladakh region were; shy and conservative.

Naga Lakshmi (1982) in a study of perceived parental behaviour and the level of Academic motivation found that Academic motivation correlated significantly with mother’s behaviour on the dimension of acceptance reflection but not with fathers behaviour on the same dimension of fostering independence dependence, fostering achievement non-achievement, parents behaviour did not show any relationship with students Academic motivation, Academic motivation was related to be democratic authoritarian, discipline by father and mother in the case of girls but not in the case of boys. In the total sample of boys and girls Academic motivation was related to the discipline dimension of the mother but not that of father.

Nihira, mink & Meyers (1985) found from the study that promixty environment variables such as family Harmony and educational expectations influence on adolescent cognitive development where as family cohesion and parental control influences the adolescent psychoschological adjustment.

Sharma (1987) conducted the study of family relation to certain psychological attributes and found that in the present study the students of unhealthy family environment in comparison with healthy family environment students are less intelligent, have concrete thinking and of low scholastic mental capacity on the other hand, students of healthy
family environment are excitable impatient and over active students of healthy family environment are more intelligent have abstract thinking of higher scholastic mental ability where as, unhealthy family environment students are undemonstrative, deliberate, inactive and phlegmatic the healthy family environment students in comparison with unhealthy both. The groups have equal chance on the either side of the trait which they differ significantly.

**Choudhary (1988)** conducted a study of Aggression in relation to home climate and she found that the aggression among boys & girls is not caused by that the home climate to which they belong. Some other reasons may beat the root of the aggressive behaviour among children.

**Verma & Gupta (1989)** in a study “ Influence of Home Environment on children’s scholastic Achievement” found that boys belonging to high home environment group achieved significantly greater than boys of low home environment group. That girls belonging to high, medium and low home environment groups did not differ significantly on Academic Achievement.

**Bose (1960)** in his study, found loss of support & security derail of home affection, deprivation of material benefits had turned them into wayward vagrants, enable of doing mischief of any kind.

**Bhagia (1966)** working on school adjustment of the students found out that the differences in the mean score of various groups and critical ration indicated many significant differences (i) Girls exceed boys significantly in their adjustment to general environment and organizational aspect of the school, (ii) rural school pupils exceed urban school pupils significantly in adjustment to their teachers, mates and self and (iii) Private school pupils are significantly better than Govt. school pupils in their adjustment to their teachers.
Research studies have covered a wide variety of problems of scheduled castes awareness level, the utilization of incentives & facilities available. Some studies have compared scheduled – caste students with non scheduled – caste students. Some other studies have demonstrated the adverse effect of social disadvantages on cognitive development and Academic Achievement.

Lal (1974), Goyal (1974) and Raj (1979) concluded that because of social and economic disadvantages a good deal of potential talent never enters school or drops out before completion of elementary education enrolment of scheduled- caste students was extremely low a teach stage of education and went on decreasing when compared to general population as a good no. of students don’t enter educational stream as they help parents at home and in work.

Nagaraju (1977), Gupta (1978) Sharma (1982) Joshi (1980) Rangari (1981), Singh (1982) found through their studies that scheduled – caste students who have encouraging parents tend to have high aspirations where as students with illiterate parents and unfavorable family conditions lagged behind. Chandra Shekhariah (1969) found that school participation and performance of scheduled – caste children was adversely affected by the gap between their school and family environment, unfavorable parental attitudes, involvement in domestic duties & poor family conditions.

Aphole (1962) found different levels of education, caste & class correlated with child rearing practices & ultimately to differences in attitude to education. Highly Advanced and educated scheduled – caste families brought up their children in different ways from the practices prevailing in uneducated and undereducated scheduled- caste families. Scheduled – caste parents were keen to give primary education but
children in lower strata were brought up in all so of difficulties arising out of economic condition and cultural backwardness.

**Das Jachuck and Pande (1966)** revealed caste & economic status negatively correlated with cultural deprivation and positively correlated with cognitive growth of school children.

**Kornne’s (1973)** findings revealed family size negatively and father’s education and economic conditions positively correlated with intelligence, study habits, attendance and participation in extra curricular activities. Scheduled – castes have been found lower than non- scheduled caste students in utilizing the available educational facilities school adjustment participation in –co- curricular activities and scholastic achievement the rates of non attendance stagnation and wastage are still higher among scheduled – caste they still possess a feeling of inferiority and difference and lack study facilities at home. A few studies Tribhuvan (1971), Pandey (1979), Singh, M. (1980), Upadhya (1981), Tripathi (1981) deal with scheduled – caste adults, their social origins, educational achievement in equalities of education among them awareness about schemes for their progress motilities, inter sex, inter- caste & inter state disparities in educational achievement.

Chitmis (1974), Pimpley (1974) Singh (1975) , Nayar (1975), Saochidananda, (1974) George (1975), In their studies on educational problems of scheduled castes both at school & college levels found that most of the scheduled – caste students were aware of special facilities available to them especially, scholarship facilities, reservations & their special status as guarded by the constitution, whereas Soni (1975) Rath & Mishra (1974) found that most of the students from scheduled – castes are still not aware of special facilities provided by Govt. for their welfare. Parents were some what aware of the educational facilities as Gangrade
Dubey (1974) studied factors like social, educational and economic and found that there factors do have influence on the status of the scheduled – caste, their aspirations and educational achievement the low levels of awareness coupled with social & cultural bottlenecks to be a factor in increasing the awareness create hindrances in education. Education has also been found to be factor in increasing the awareness of scheduled – caste about schemes for their progress, Chitimis (1981) surveyed fifteen states on educational problems of scheduled – castes but did not included state of J&K.

Yadav (1981), found that greater percentage of educated respondents are aware of important facilities such as educational facilities whereas less educated parents are comparatively less aware of these facilities the study concluded that levels of heads of families about educational awareness schemes was related to attendance of children there was a positive significant relationship between income of head of family and his awareness level. Association was also found between awareness of head of families and utilization of educational schemes by their wards.

Premi (1977) concluded that levels of education of the population especially depressed groups and weaker section has direct relationship with their low economic status & reassert that education is an important policy instrument, that can be looked upon with hope. Towards improving income inequalities.

Chauhan (1975) studies the educational aspects of scheduled – castes and indicated that they are a deprived and a depressed group. Progress of scheduled caste students in various aspects of their cognitive development, reading ability, school achievement which is some what slower than that of their counter parts.
On correlates of scholastic achievements and social disadvantages

Addiseshiah and Ramanathan (1974) Major findings indicated that wastage & Stagnation was very high among scheduled – caste students at the primary stage. Majority of students (67.22%) came from illiterate homes and engaged in no extra curricular activities and found curriculum difficult to follow.

Bindu (1974), concluded that literacy among all scheduled caste in Uttar Pradesh was lower and literacy among female scheduled caste was extremely low. Primary education was also not favourable by the parents and the middle stage of education was less popular amongst scheduled – caste.

J. Aikara’s Study’s (1980), Major findings indicate that out of school children had a relatively poorer educational, occupational and economic background compared to their counter parto in school. Poverty & poor educational background stood as the main reasons for drop out and failure to enter school. An educational programme that combined literacy with vocational training seemed most acceptable.

Aikara’s another study also proves, that in comparison with non-scheduled – caste students, scheduled – caste students were found to be inferior in every aspect, in socio-economic and Academic background and in performance & progress in studies the study also indicates that there has been a very high incidence of stagnation and drop out among scheduled – caste student.

D’ Souza’s Study indicated that the state aid for educational development provided to scheduled – caste students required the recipients to
supplement it with their families sources, therefore since most of the poorer people were unable to do so, so they could not avail themselves of the special facilities at all, hence the educational inequalities persisted.

**Lakshamana (1975)** has concluded that the scholarships, frees hips & reservations are essential for enlistment scheduled – caste students educational levels.

**Akande, A (1995)** Communication its affection self – concept of children internal structure of the children’s motivation Analysis Test- of dynamic motivational structures in Adults, adolescent & primary school Ten important Egs:- ( biologically based drives & sentiments ) seems culturally tens after consent had been given by the parents & teachers.


Conation: Definitions from Answers,com

Mental activities, such as will & drivers, which lead to purposive action--- --- what MC Dougall had called instinct or Propensity, Cattell termed as “ Erg---- the Ergic theory of attitude & Sentiment measurement stedman’s.

Pdf Version- HTTP:// EDUCATION, FIU. EDU/NEW HORIZONS by a member of the Same Sex during adolescence, hearing Homo Sexually&q spoken of too- When you dress up it drivers the boys Crazy, “as if it were a practical joke inspired by – ethnography, unpublished Master’s thesis, university of Georgia…… the first LGBT Erg formed in 1978 (Raeburn, 2004)

**KAZDIN, A.E, (2000)** Encyclopedia of psychology what MC Dougall had called instructor propensity called Termed an “ Erg…… the inter connections among Ergs (conative) and sentiments (affective) to show purposive sequence.

**S Nand Ram (2007)** Related Articles, Shane, Venkataraman,2000) this perception is a private individual cognitive process. In world war 2, the Aviatan psychology program of united states… Ergs & Sentiments are inferred from the factor Analytic Study of Attitudes, For- Termination of wage earning after conflict.

R Cattell – Related Articles Data base right oxford university press (Maker) first published 1996 reprinted 2000, After All, Music has been performed from the beginnings of time, wherever Humans at keeping up with the later development in their profession --- these ergs become expressed in Sentiments such as Career, Family.

Dictionary of psychology Google Books Result

**M Basavanna (2000)** Dynamic psychology Dystonia Dynamic Psychology behaviour toward a particular goal, includes innate Ergs, and learned Attitudes & Sentiments (Cattell)

Mental Philosophy- Glossary

**13 June 2007.....** Aside Psychology has no final theory as to conceptual. I have seen an introverted child who made her first efforts to walk only after she had learnt the names of the definition of Erg Tense person is one whose Ergs are at visibly High levels.

Attitude and related Psychosocial Construction theories. Google Books Results.

**Lewis R Alken 2008 Psychology.**

As used in Social psychology, the concept of value is interpreted as an… sentiment, in Turn, are subsidiary. To ergs, which are biologically based needs, (the) Start up Depression <<the Jason Calacan’s web log 29 Sep
one can always find success and I’m reminded of the sentiment adversity builds character. Jason spends a bit of time on the psychology of it all. We are raising money for our latest start up now (Alice. Com) and I’m Calacams die een erg vitgebried Calacams. Com/2008/ the start up depression/ indymedia- Letzebuerg- Land mine victims find Solace at Mac La

11 Apr 2010.. Latest news, Wednesday, 28 April (2010) after renewing Sanctions EU Seeks meeting with Janta. Set up in 2000 by the Karen Handicap welfare association to look after Landmine victims at mac La Refugee Camp in the Thailand the sentiments appeared to be shared by all the members the group.

2.3 HYPOTHESES OF THE STUDY

The following hypothesis were formulated by the investigator in the present investigation:-

1. There is no significant differences among scheduled caste and non-scheduled caste male higher secondary school students on any of the five dynamic factors of Ergs Viz; Mating, Assertiveness, Fear, Narcusm and Pugnacity.

2. There is no significant differences among scheduled caste and non – scheduled caste male high school students on any of the five dynamic factors of sentiments super Ego, Career sentiment, sweet heart sentiment and home or parental sentiment.

3. There is no significant difference among scheduled caste and non scheduled caste female higher secondary school students on any of the five dynamic factors of Ergs.
4. There is no significant difference among scheduled caste and non-scheduled caste female higher secondary school students on any of the five dynamic factors of sentiments.

5. There is no significant difference among scheduled caste male and scheduled caste female higher secondary students on any of the five dynamic factors of ERGS.

6. There is no significant difference among scheduled caste male and scheduled caste female higher secondary students on any of the five dynamic factors of Sentiments.

7. There is no significant difference among non-scheduled caste male and non-scheduled caste female higher secondary students on any of the five dynamic factors of ERGS.

8. There is no significant difference among non-scheduled caste male and non-scheduled caste female higher secondary students on any of the five dynamic factors of Sentiments.

9. There is no significant relationship between Academic Achievement & social – familial factors among scheduled caste male higher secondary students.

10. There is no significant relationship between Academic Achievement & social – familial factors among scheduled caste female higher secondary students.

11. There is no significant relationship between Academic Achievement & social – familial factors among non-scheduled caste male higher secondary students.

12. There is no significant relationship between Academic Achievement & social – familial factors among non-scheduled caste female higher secondary students.