CHAPTER IV
RESULTS AND INTERPRETATION

4.1 INTRODUCTION

The Methodology followed in conducting this study has been given in third chapter. In the same chapter, the statistical techniques used for analyzing the data have been given. The present chapter is devoted to the presentation of results. It has been done objective-wise.

4.2 COMPARISON OF THE MEAN SCORES OF THE FIVE DYNAMIC FACTORS OF ERGS VIZ; MATING, ASSERTIVENESS, FEAR, NARCUSM AND PUGNACITY OF THE SCHEDULED- CASTE AND NON SCHEDULED – CASTE MALE HIGH SCHOOL STUDENTS.

First objective was to compare the mean scores of the five dynamic factors of Ergs Viz; Mating, Assertiveness, Fear, Narcusm and Pugnacity of the Scheduled- caste and Non Scheduled – caste male high school students. The data were analysed with the help of independent t-test. The results are given in Table 4.1.

Table 4.1: Group-wise N, M, SD, and t-value of the five dynamic factors of Ergs of Scheduled- caste and Non Scheduled – caste male high school students.

<table>
<thead>
<tr>
<th>Testing</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduled-caste Male</td>
<td>33</td>
<td>42.00</td>
<td>7.07</td>
<td>2.12*</td>
</tr>
<tr>
<td>Non-Scheduled-caste Male</td>
<td>29</td>
<td>35.56</td>
<td>5.75</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.05 levels
From the Table 4.1, it is evident that the t-value is 2.12, which is significant at 0.05 levels with df= 60. It indicates that the mean scores of the five dynamic factors of Ergs Viz; Mating, Assertiveness, Fear, Narcusm and Pugnacity differ significantly. In the light of this the null hypothesis, namely, “There is no significant difference in the mean scores of the five dynamic factors of Ergs Viz; Mating, Assertiveness, Fear, Narcusm and Pugnacity of the Scheduled- caste and Non Scheduled – caste male high school students”, is rejected. Further, the mean score of the five dynamic factors of Ergs of Scheduled- caste high school students is significantly higher than mean score of the five dynamic factors of Ergs of Non Scheduled – caste male high school students. It may, therefore, be said that Scheduled- caste male high school students were found to be superior in the five dynamic factors of Ergs as compared to Non Scheduled – caste male high school students.

Results of the study show that Scheduled- caste male high school students were found to be superior in the five dynamic factors of Ergs as compared to Non Scheduled – caste male high school students. The results support the findings of Martin (1943), Brown et al (1946), Tiwari (1976) and Banoo (1982). Since the research literature make a strong case for an environmental rather than a biological basis to the dynamic factors of ergs viz: Mating, Assertiveness, Fear, Narcusm and Pugnacity. Therefore reason behind is the family and surrounding environment between the Scheduled- caste male high school students and Non Scheduled – caste male high school students. Scheduled- caste male high school students has got less access to capital assets as compared to Non Scheduled – caste male high school students. There also exist practices like untouchability and discrimination against the Scheduled- caste male
students which makes them superior in the five dynamic factors of Ergs as compared to Non Scheduled – caste male high school students.

4.3 COMPARISON OF THE MEAN SCORES OF THE FIVE DYNAMIC FACTORS OF SENTIMENTS VIZ; SELF CONCEPT SENTIMENT, SUPER EGO SENTIMENT, CAREER SENTIMENT, SWEET HEART SENTIMENT AND HOME OR PARENTAL SENTIMENT OF THE SCHEDULED- CASTE AND NON SCHEDULED – CASTE MALE HIGH SCHOOL STUDENTS

Second objective was to compare the mean scores of the five dynamic factors of sentiments Viz; self concept sentiment, super Ego sentiment, Career sentiment, sweet heart sentiment and home or parental sentiment of the Scheduled- caste and Non Scheduled – caste male high school students. The data were analysed with the help of independent t-test. The results are given in Table 4.2.

Table 4.2: Group-wise N, M, SD, and t-value of the five dynamic factors of sentiments of Scheduled- caste and Non Scheduled – caste male high school students.

<table>
<thead>
<tr>
<th>Testing</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduled-caste Male</td>
<td>33</td>
<td>34.56</td>
<td>7.67</td>
<td>2.32</td>
</tr>
<tr>
<td>Non- Scheduled-caste Male</td>
<td>29</td>
<td>42.00</td>
<td>5.05</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.05 levels

From the Table 4.2, it is evident that the t-value is 2.32, which is significant at 0.05 levels with df= 60. It indicates that the mean scores of the five dynamic factors of sentiments Viz, self concept sentiment, super-Ego sentiment, career sentiment, Sweet heart Sentiment and Home or parental sentiment differ significantly. In the light of this the null
hypothesis, namely, “There is no significant difference in the mean scores of the five dynamic factors of sentiments Viz; self concept sentiment, super Ego sentiment, Career sentiment, sweet heart sentiment and home or parental sentiment of the Scheduled- caste and Non Scheduled – caste male high school students”, is rejected. Further, the mean score of the five dynamic factors of sentiments of non Scheduled- caste high school students is significantly higher than mean score of the five dynamic factors of sentiments of Scheduled – caste male high school students. It may, therefore, be said that non-Scheduled- caste male high school students were found to be superior in the five dynamic factors of Sentiments as compared to Scheduled – caste male high school students.

Results of the study show that non-Scheduled- caste male high school students were found to be superior in the five dynamic factors of Sentiments as compared to Scheduled – caste male high school students. The results support the findings of Martin (1943) , Brown et al (1946) Tiwari (1976) and Banoo (1982).Since the research literature make a strong case for an environmental rather than a biological basis to the dynamic factors of Sentiments viz: super Ego, Career sentiment, sweet heart sentiment and home or parental sentiment. Therefore reason behind is the family and surrounding environment between the Scheduled- caste male high school students and Non Scheduled – caste male high school students. Scheduled- caste male high school students has got less access to capital assets as compared to Non Scheduled – caste male high school students. There also exist practices like untouchability and discrimination against the Scheduled- caste male students. These result into the superiority of non-scheduled caste male high school students in the five dynamic factors of Sentiments as compared to Scheduled – caste male high school students.
4.4 COMPARISON OF THE MEAN SCORES OF THE FIVE DYNAMIC FACTORS OF ERGS VIZ; MATING, ASSERTIVENESS, FEAR, NARCUSM AND PUGNACITY OF THE SCHEDULED-CASTE AND NON SCHEDULED – CASTE FEMALE HIGH SCHOOL STUDENTS.

Third objective was to compare the mean scores of the five dynamic factors of Ergs Viz; Mating, Assertiveness, Fear, Narcusm and Pugnacity of the Scheduled- caste and Non Scheduled – caste female high school students. The data were analysed with the help of independent t-test. The results are given in Table 4.3.

Table 4.3: Group-wise N, M, SD, and t-value of the five dynamic factors of Ergs of Scheduled- caste and Non Scheduled – caste female high school students.

<table>
<thead>
<tr>
<th>Testing</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduled-caste female</td>
<td>31</td>
<td>43.87</td>
<td>6.32</td>
<td>2.53*</td>
</tr>
<tr>
<td>Non- Scheduled-caste female</td>
<td>32</td>
<td>36.15</td>
<td>5.75</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.05 levels

From the Table 4.3, it is evident that the t-value is 2.53, which is significant at 0.05 levels with df= 60. It indicates that the mean scores of the five dynamic factors of Ergs Viz; Mating, Assertiveness, Fear, Narcusm and Pugnacity differ significantly. In the light of this the null hypothesis, namely, “There is no significant difference in the mean scores of the five dynamic factors of Ergs Viz; Mating, Assertiveness, Fear, Narcusm and Pugnacity of the Scheduled- caste and Non Scheduled – caste female high school students”, is rejected. Further, the mean score of
the five dynamic factors of Ergs of Scheduled-caste female high school students is significantly higher than mean score of the five dynamic factors of Ergs of Non Scheduled–caste female high school students. It may, therefore, be said that Scheduled-caste female high school students were found to be superior in the five dynamic factors of Ergs as compared to Non Scheduled–caste female high school students.

Results of the study show that Scheduled-caste female high school students were found to be superior in the five dynamic factors of Ergs as compared to Non Scheduled–caste female high school students. The results support the findings of Martin (1943), Brown et al (1946) Tiwari (1976) and Banoo (1982). Since the research literature make a strong case for an environmental rather than a biological basis to the dynamic factors of ergs viz: Mating, Assertiveness, Fear, Narcusm and Pugnacity. Therefore reason behind is the family and surrounding environment between the Scheduled-caste female high school students and Non Scheduled–caste female high school students. Scheduled-caste female high school students has got less access to capital assets as compared to Non Scheduled–caste female high school students. There also exist practices like untouchability and discrimination against the Scheduled-caste female high school students which makes them superior in the five dynamic factors of Ergs as compared to Non Scheduled–caste female high school students.
4.5 COMPARISON OF THE MEAN SCORES OF THE FIVE DYNAMIC FACTORS OF SENTIMENTS VIZ; SELF CONCEPT SENTIMENT, SUPER EGO SENTIMENT, CAREER SENTIMENT, SWEET HEART SENTIMENT AND HOME OR PARENTAL SENTIMENT OF THE SCHEDULED- CASTE AND NON SCHEDULED – CASTE FEMALE HIGH SCHOOL STUDENTS

Fourth objective was to compare the mean scores of the five dynamic factors of sentiments Viz; self concept sentiment, super Ego sentiment, Career sentiment, sweet heart sentiment and home or parental sentiment of the Scheduled- caste and Non Scheduled – caste female high school students. The data were analysed with the help of independent t-test. The results are given in Table 4.4.

Table 4.4: Group-wise N, M, SD, and t-value of the five dynamic factors of sentiments of Scheduled- caste and Non Scheduled – caste male high school students.

<table>
<thead>
<tr>
<th>Testing</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduled-caste Female</td>
<td>31</td>
<td>36.54</td>
<td>6.16</td>
<td>2.09</td>
</tr>
<tr>
<td>Non- Scheduled-caste Female</td>
<td>32</td>
<td>41.76</td>
<td>5.35</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.05 levels

From the Table 4.4, it is evident that the t-value is 2.09, which is significant at 0.05 levels with df= 60. It indicates that the mean scores of the five dynamic factors of sentiments Viz, self concept sentiment, super- Ego sentiment, career sentiment, Sweet heart Sentiment and Home or
parental sentiment differ significantly. In the light of this the null hypothesis, namely, “There is no significant difference in the mean scores of the five dynamic factors of sentiments Viz; self concept sentiment, super Ego sentiment, Career sentiment, sweet heart sentiment and home or parental sentiment of the Scheduled- caste and Non Scheduled – caste female high school students”, is rejected. Further, the mean score of the five dynamic factors of sentiments of non Scheduled- caste female high school students is significantly higher than mean score of the five dynamic factors of sentiments of Scheduled – caste female high school students. It may, therefore, be said that non-Scheduled- caste female high school students were found to be superior in the five dynamic factors of Sentiments as compared to Scheduled – caste female high school students.

Results of the study show that non-Scheduled- caste female high school students were found to be superior in the five dynamic factors of Sentiments as compared to Scheduled – caste female high school students. The results support the findings of Martin (1943), Brown et al (1946) Tiwari (1976) and Banoo (1982). Since the research literature make a strong case for an environmental rather than a biological basis to the dynamic factors of Sentiments viz: super Ego, Career sentiment, sweet heart sentiment and home or parental sentiment. Therefore reason behind is the family and surrounding environment between the Scheduled- caste female high school students and Non Scheduled – caste female high school students. Scheduled- caste female high school students has got less access to capital assets as compared to Non Scheduled – caste female high school students. There also exist practices like untouchability and discrimination against the Scheduled- caste female students. These result into the superiority of non-scheduled caste
female high school students in the five dynamic factors of Sentiments as compared to Scheduled – caste female high school students.

4.6 COMPARISON OF THE MEAN SCORES OF THE FIVE DYNAMIC FACTORS OF ERGS VIZ; MATING, ASSERTIVENESS, FEAR, NARCUSM AND PUGNACITY AMONG SCHEDULED CASTE MALE AND SCHEDULED CASTE FEMALE HIGH SCHOOL STUDENTS.

Fifth objective was to compare the mean scores of the five dynamic factors of Ergs Viz; Mating, Assertiveness, Fear, Narcusm and Pugnacity among scheduled caste male and scheduled caste female high school students. The data were analysed with the help of independent t-test. The results are given in Table 4.5.

Table 4.5: Group-wise N, M, SD, and t-value of the five dynamic factors of Ergs among scheduled caste male and scheduled caste female high school students

<table>
<thead>
<tr>
<th>Testing</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduled-caste Male</td>
<td>33</td>
<td>42.00</td>
<td>7.07</td>
<td>0.26</td>
</tr>
<tr>
<td>Scheduled-caste Female</td>
<td>31</td>
<td>43.87</td>
<td>6.32</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.05 levels

From the Table 4.5, it is evident that the t-value is 0.26, which is not significant at 0.05 levels with df= 62. It indicates that the mean scores of the five dynamic factors of Ergs among scheduled caste male and scheduled caste female high school students do not differ significantly. In the light of this the null hypothesis, namely, “There is no significant
difference in the mean scores of the five dynamic factors of Ergs Viz; Mating, Assertiveness, Fear, Narcusm and Pugnacity among scheduled caste male and scheduled caste female high school students”, is not rejected. It may, therefore, be said that Schedule- caste male and Scheduled –caste female high school students do not differ significantly for the five dynamic factors of Ergs.

Results of the study show that Schedule- caste male and female high school students do not differ significantly with regard to the five dynamic factors of Ergs. The results support the findings of Martin (1943) , Brown et al (1946) Tiwari (1976)  and Banoo (1982). The probable reason behind is that there is not any difference between male and female scheduled caste high school students in the five dynamic factors of Ergs viz: Mating, Assertiveness, Fear, Narcusm and Pugnacity.

4.7 COMPARISON OF THE MEAN SCORES OF THE FIVE DYNAMIC FACTORS OF SENTIMENTS VIZ; SUPER EGO, CAREER SENTIMENT, SWEET HEART SENTIMENT AND HOME OR PARENTAL SENTIMENT AMONG SCHEDULED CASTE MALE AND SCHEDULED CASTE FEMALE HIGH SCHOOL STUDENTS.

Sixth objective was to compare the mean scores of the five dynamic factors of sentiments Viz; super Ego, Career sentiment, sweet heart sentiment and home or parental sentiment among scheduled caste male and scheduled caste female high school students .The data were analysed with the help of independent t-test. The results are given in Table 4.6.
Table 4.6: Group-wise N, M, SD, and t-value of five dynamic factors of sentiments among scheduled caste male and scheduled caste female high school students.

<table>
<thead>
<tr>
<th>Testing</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduled-caste Male</td>
<td>33</td>
<td>34.56</td>
<td>7.67</td>
<td>0.23</td>
</tr>
<tr>
<td>Scheduled-caste Female</td>
<td>31</td>
<td>36.54</td>
<td>6.16</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.05 levels

From the Table 4.6, it is evident that the t-value is 0.23, which is not significant at 0.05 levels with df= 62. It indicates that the mean scores of the five dynamic factors of sentiments among scheduled caste male and scheduled caste female high school students do not differ significantly. In the light of this the null hypothesis, namely, “There is no significant difference in the mean scores of the five dynamic factors of sentiments Viz; super Ego, Career sentiment, sweet heart sentiment and home or parental sentiment among scheduled caste male and scheduled caste female high school students”, is not rejected. It may, therefore, be said that Schedule-caste male and Scheduled-caste female high school students do not differ significantly for the five dynamic factors of sentiments.

Results of the study show that Schedule-caste male and female high school students do not differ significantly with regard to the five dynamic factors of Sentiments. The results support the findings of Martin (1943), Brown et al (1946) Tiwari (1976) and Banoo (1982). The probable reason behind is that there is not any difference between male
and female scheduled caste high school students in the five dynamic factors of Sentiments viz: super Ego, Career sentiment, sweet heart sentiment and home or parental sentiment.

4.8 COMPARISON OF THE MEAN SCORES OF THE FIVE DYNAMIC FACTORS OF ERGS VIZ; MATING, ASSERTIVENESS, FEAR, NARCUSM AND PUGNACITY AMONG NON-SCHEDULED CASTE MALE AND NON-SCHEDULED CASTE FEMALE HIGH SCHOOL STUDENTS.

Seventh objective was to compare the mean scores of the five dynamic factors of Ergs Viz; Mating, Assertiveness, Fear, Narcusm and Pugnacity among non-scheduled caste male and non-scheduled caste female high school students. The data were analysed with the help of independent t-test. The results are given in Table 4.7.

Table 4.7: Group-wise N, M, SD, and t-value of the five dynamic factors of Ergs among non-scheduled caste male and non-scheduled caste female high school students

<table>
<thead>
<tr>
<th>Testing</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Scheduled-caste Male</td>
<td>29</td>
<td>35.56</td>
<td>5.75</td>
<td>0.19</td>
</tr>
<tr>
<td>Non-Scheduled-caste Female</td>
<td>32</td>
<td>36.15</td>
<td>5.75</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.05 levels

From the Table 4.7, it is evident that the t-value is 0.19, which is not significant at 0.05 levels with df= 59. It indicates that the mean scores of the five dynamic factors of Ergs among non-scheduled caste male and non-scheduled caste female high school students do not differ.
significantly. In the light of this the null hypothesis, namely, “There is no significant difference in the mean scores of the five dynamic factors of Ergs Viz; Mating, Assertiveness, Fear, Narcusm and Pugnacity among non-scheduled caste male and non-scheduled caste female high school students”, is not rejected. It may, therefore, be said that non-Schedule-caste male and non-Scheduled –caste female high school students do not differ significantly for the five dynamic factors of Ergs.

Results of the study show that Non-Schedule- caste male and female high school students do not differ significantly with regard to the five dynamic factors of Ergs. The results support the findings of Martin (1943) , Brown et al (1946) Tiwari (1976) and Banoo (1982). The probable reason behind is that there is not any difference between male and female non-scheduled caste high school students in the five dynamic factors of Ergs viz: Mating, Assertiveness, Fear, Narcusm and Pugnacity.

4.9 COMPARISON OF THE MEAN SCORES OF THE FIVE DYNAMIC FACTORS OF SENTIMENTS VIZ; SUPER EGO, CAREER SENTIMENT, SWEET HEART SENTIMENT AND HOME OR PARENTAL SENTIMENT AMONG NON-SCHEDULED CASTE MALE AND NON-SCHEDULED CASTE FEMALE HIGH SCHOOL STUDENTS.

Eight objective was to compare the mean scores of the five dynamic factors of sentiments Viz; super Ego, Career sentiment, sweet heart sentiment and home or parental sentiment among non-scheduled caste male and non-scheduled caste female high school students .The data were analysed with the help of independent t-test. The results are given in Table 4.8.
Table 4.8: Group-wise N, M, SD, and t-value of five dynamic factors of sentiments among non-scheduled caste male and non-scheduled caste female high school students.

<table>
<thead>
<tr>
<th>Testing</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Scheduled-caste male</td>
<td>29</td>
<td>42.00</td>
<td>5.05</td>
<td>0.18</td>
</tr>
<tr>
<td>Non-Scheduled-caste Female</td>
<td>32</td>
<td>41.76</td>
<td>5.35</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.05 levels

From the Table 4.8, it is evident that the t-value is 0.18, which is not significant at 0.05 levels with df= 59. It indicates that the mean scores of the five dynamic factors of sentiments among non-scheduled caste male and non-scheduled caste female high school students do not differ significantly. In the light of this the null hypothesis, namely, “There is no significant difference in the mean scores of the five dynamic factors of sentiments Viz; super Ego, Career sentiment, sweet heart sentiment and home or parental sentiment among non-scheduled caste male and non-scheduled caste female high school students”, is not rejected. It may, therefore, be said that non-Schedule- caste male and non-Scheduled – caste female high school students do not differ significantly for the five dynamic factors of sentiments.

Results of the study show that non-Schedule- caste male and female high school students do not differ significantly with regard to the five dynamic factors of Sentiments. The results support the findings of Martin (1943), Brown et al (1946) Tiwari (1976) and Banoo (1982). The probable reason behind is that there is not any difference between male
and female non-scheduled caste high school students in the five dynamic factors of Sentiments viz: super Ego, Career sentiment, sweet heart sentiment and home or parental sentiment.

4.10 RELATIONSHIP BETWEEN THE ACADEMIC ACHIEVEMENT & SOCIAL – FAMILIAL FACTORS AMONG SCHEDULED CASTE MALE HIGH SCHOOL STUDENTS

The ninth objective was to study the relationship between the Academic Achievement & social – familial factors among scheduled caste male high school students. The data related to this objective was analysed with the help of Pearson’s Product Moment Correlation. Pearson’s Correlation was calculated between academic achievement and social familial factors among scheduled caste male high school students.

The results are given in the Table 4.9.

**Table 4.9:** Summary of Correlation between academic achievement and social familial factors among scheduled caste male high school students.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Coefficient of correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>academic achievement</td>
<td>33</td>
<td>0.758</td>
</tr>
<tr>
<td>social familial factors</td>
<td>33</td>
<td></td>
</tr>
</tbody>
</table>

From table 4.9 it is found that the coefficient of correlation between academic achievement and social familial factors among scheduled caste male high school students is 0.758, which is significant at 0.01 levels. In this context, the null hypothesis, namely, “There is no significant relationship between Academic Achievement & social – familial factors among scheduled caste male high school students.” is rejected. The results indicated that there was a strong positive correlation
between the academic achievement and social familial factors among scheduled caste male high school students.

4.11 RELATIONSHIP BETWEEN THE ACADEMIC ACHIEVEMENT & SOCIAL – FAMILIAL FACTORS AMONG SCHEDULED CASTE FEMALE HIGH SCHOOL STUDENTS

The tenth objective was to study the relationship between the Academic Achievement & social – familial factors among scheduled caste female high school students. The data related to this objective was analysed with the help of Pearson’s Product Moment Correlation. Pearson’s Correlation was calculated between academic achievement and social familial factors among scheduled caste female high school students.

The results are given in the Table 4.10.

Table 4.10: Summary of Correlation between academic achievement and social familial factors among scheduled caste female high school students.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Coefficient of correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>academic achievement</td>
<td>31</td>
<td>0.81</td>
</tr>
<tr>
<td>social familial factors</td>
<td>31</td>
<td></td>
</tr>
</tbody>
</table>

From table 4.10 it is found that the coefficient of correlation between academic achievement and social familial factors among scheduled caste male high school students is 0.81, which is significant at 0.01 levels. In this context, the null hypothesis, namely, “There is no significant relationship between Academic Achievement & social – familial factors among scheduled caste female high school students.” is rejected. The results indicated that there was a strong positive correlation.
between the academic achievement and social familial factors among scheduled caste female high school students.

4.12 RELATIONSHIP BETWEEN THE ACADEMIC ACHIEVEMENT & SOCIAL – FAMILIAL FACTORS AMONG NON-SCHEDULED CASTE MALE HIGH SCHOOL STUDENTS

The Eleventh objective was to study the relationship between the Academic Achievement & social – familial factors among non-scheduled caste male high school students. The data related to this objective was analysed with the help of Pearson’s Product Moment Correlation. Pearson’s Correlation was calculated between academic achievement and social familial factors among non-scheduled caste male high school students.

The results are given in the Table 4.11.

Table 4.11: Summary of Correlation between academic achievement and social familial factors among non-scheduled caste male high school students.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Coefficient of correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>academic achievement</td>
<td>29</td>
<td>0.713</td>
</tr>
<tr>
<td>social familial factors</td>
<td>29</td>
<td></td>
</tr>
</tbody>
</table>

From table 4.11 it is found that the coefficient of correlation between academic achievement and social familial factors among non-scheduled caste male high school students is 0.713, which is significant at 0.01 levels. In this context, the null hypothesis, namely, “There is no significant relationship between Academic Achievement & social – familial factors among non-scheduled caste male high school students.” is rejected. The results indicated that there was a strong positive correlation
between the academic achievement and social familial factors among non-scheduled caste male high school students.

**4.13 RELATIONSHIP BETWEEN THE ACADEMIC ACHIEVEMENT & SOCIAL – FAMILIAL FACTORS AMONG NON-SCHEDULED CASTE FEMALE HIGH SCHOOL STUDENTS**

The twelfth objective was to study the relationship between the Academic Achievement & social – familial factors among non-scheduled caste female high school students. The data related to this objective was analysed with the help of Pearson’s Product Moment Correlation. Pearson’s Correlation was calculated between academic achievement and social familial factors among non-scheduled caste female high school students.

The results are given in the Table 4.12.

**Table 4.12: Summary of Correlation between academic achievement and social familial factors among non-scheduled caste female high school students.**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Coefficient of correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>academic achievement</td>
<td>32</td>
<td>0.796</td>
</tr>
<tr>
<td>social familial factors</td>
<td>32</td>
<td></td>
</tr>
</tbody>
</table>

From table 4.12 it is found that the coefficient of correlation between academic achievement and social familial factors among non-scheduled caste female high school students is 0.796, which is significant at 0.01 levels. In this context, the null hypothesis, namely, “There is no significant relationship between Academic Achievement & social – familial factors among non-scheduled caste female high school students.”
is rejected. The results indicated that there was a strong positive correlation between the academic achievement and social familial factors among non-scheduled caste female high school students.

Results of the study show that there was a strong positive correlation between the academic achievement and social familial factors among scheduled caste male, schedule caste female, non-schedule caste male and non-schedule caste female high school students. The results support the findings of Martin (1943), Brown et al (1946) Tiwari (1976) and Banoo (1982). The probable reason behind is that there exists a strong positive correlation between academic achievement and social familial factors irrespective of the fact that it was of schedule caste or non-schedule caste i.e there is no impact of caste in the relationship of academic achievement and social familial factors. There is also not a impact of gender as the results are same both in case of male and female high school students.

4.14 FINDINGS

The findings emerged from this study are given below:

1) Scheduled- caste male high school students were found to be superior in the five dynamic factors of Ergs as compared to Non Scheduled – caste male high school students.

2) Non-Scheduled- caste male high school students were found to be superior in the five dynamic factors of Sentiments as compared to Scheduled – caste male high school students.

3) Scheduled- caste female high school students were found to be superior in the five dynamic factors of Ergs as compared to Non Scheduled – caste female high school students.
4) Non-Scheduled- caste female high school students were found to be superior in the five dynamic factors of Sentiments as compared to Scheduled – caste female high school students.

5) Schedule- caste male and Scheduled –caste female high school students do not differ significantly for the five dynamic factors of Ergs.

6) Schedule- caste male and Scheduled –caste female high school students do not differ significantly for the five dynamic factors of Sentiments.

7) Non-Schedule- caste male and non-Scheduled –caste female high school students do not differ significantly for the five dynamic factors of Ergs.

8) Non-Schedule- caste male and non-Scheduled –caste female high school students do not differ significantly for the five dynamic factors of Sentiments.

9) There was a strong positive correlation between the academic achievement and social familial factors among scheduled caste male high school students.

10) There was a strong positive correlation between the academic achievement and social familial factors among scheduled caste female high school students.

11) There was a strong positive correlation between the academic achievement and social familial factors among non-scheduled caste male high school students.

12) There was a strong positive correlation between the academic achievement and social familial factors among non-scheduled caste female high school students.
4.15 DISCUSSIONS

In this chapter data were analyzed objective-wise and the findings emerged were given. It is done in separate captions in the following.

4.15.1 COMPARISON OF SCHEDULED- CASTE AND NON SCHEDULED – CASTE MALE HIGH SCHOOL STUDENTS WITH REGARD TO THE STRENGTH OF NORMAL HETEROSEXUAL DRIVE

Results of the study shows that Scheduled- caste male high school students were found to be superior in the strength of normal heterosexual drive as compared to Non Scheduled – caste male high school students. The results support the findings of Martin (1943) , Brown et al (1946) Tiwari (1976) and Banoo (1982).Since the research literature make a strong case for an environmental rather than a biological basis to sexuality .Therefore reason behind is the family and surrounding environment between the Scheduled- caste male high school students and Non Scheduled – caste male high school students. Scheduled- caste high school students has got less access to capital assets as compared to Non Scheduled – caste male high school students. There also exist practices like untouchability and discrimination against the Scheduled- caste which makes them over reactive towards the opposite sex.

4.15.2 COMPARISON OF SCHEDULED- CASTE AND NON SCHEDULED – CASTE FEMALE HIGH SCHOOL STUDENTS WITH REGARD TO THE STRENGTH OF NORMAL HETEROSEXUAL DRIVE

Results of the study shows that Scheduled- caste female high school students were found to be superior in the strength of normal heterosexual drive as compared to Non Scheduled – caste female high
school students. The results support the findings of Martin (1943), Brown et al (1946), Tiwari (1976), and Banoo (1982). Since the research literature make a strong case for an environmental rather than a biological basis to sexuality. Therefore, reason behind is the family and surrounding environment between the Scheduled-caste female high school students and Non Scheduled – caste female high school students. Scheduled-caste female high school students have less access to capital assets as compared to Non Scheduled – caste female high school students. There also exists practices like untouchability and discrimination against the Scheduled-caste which makes them over reactive towards the opposite sex.

4.15.3 COMPARISON OF SCHEDULE-CASTE AND NON SCHEDULED–CASTE MALE HIGH SCHOOL STUDENTS WITH REGARD TO THE STRENGTH OF DRIVER OF SELF ASSERTION, MASTERY AND ACHIEVEMENT

Results of the study show that Schedule-caste and Non Scheduled– caste male high school students do not differ significantly with regard to the strength of driver of self assertion, mastery and achievement. The results support the findings of Martin (1943), Brown et al (1946), Tiwari (1976), and Banoo (1982). The probable reason behind is that there is not any difference between strength of drive of self assertion, mastery and achievement of schedule caste and non schedule caste male high school students.
4.15.4 COMPARISON OF SCHEDULE-CASTE AND NON SCHEDULED–CASTE FEMALE HIGH SCHOOL STUDENTS WITH REGARD TO THE STRENGTH OF DRIVER OF SELF ASSERTION, MASTERY AND ACHIEVEMENT

Results of the study shows that Schedule-caste and Non Scheduled–caste female high school students do not differ significantly with regard to the strength of driver of self assertion, mastery and achievement. The results support the findings of Martin (1943), Brown et al (1946) Tiwari (1976) and Banoo (1982). The probable reason behind is that there is not any difference between strength of drive of self assertion, mastery and achievement of schedule caste and non schedule caste female high school students.

4.15.5 COMPARISON OF SCHEDULE-CASTE AND NON SCHEDULED–CASTE MALE HIGH SCHOOL STUDENTS WITH REGARD TO THE LEVEL OF ALERTNESS EXTERNAL DANGERS

Results of the study shows that Schedule-caste and Non Scheduled–caste high school students do not differ significantly for the level of alertness external dangers. The results support the findings of Martin (1943), Brown et al (1946) Tiwari (1976) and Banoo (1982). The probable reason behind is that there is not any difference between the level of alertness dangers of schedule caste and non schedule caste male high school students.
4.15.6 COMPARISON OF SCHEDULE- CASTE AND NON SCHEDULED –CASTE FEMALE HIGH SCHOOL STUDENTS WITH REGARD TO THE LEVEL OF ALERTNESS EXTERNAL DANGERS

Results of the study shows that Schedule- caste and Non Scheduled –caste female high school students do not differ significantly for the level of alertness external dangers. The results support the findings of Martin (1943), Brown et al (1946) Tiwari (1976) and Banoo (1982). The probable reason behind is that there is not any difference between the level of alertness dangers of schedule caste and non schedule caste female high school students.

4.15.7 COMPARISON OF SCHEDULE- CASTE AND NON SCHEDULED –CASTE MALE HIGH SCHOOL STUDENTS WITH REGARD TO THE LEVEL OF VARIOUS AND SELF INDULGENT SATISFACTION

Results of the study shows Schedule- caste and Non Scheduled –caste high school students do not differ significantly for the level of various and self indulgent satisfaction. The results support the findings of Martin (1943), Brown et al (1946) Tiwari (1976) and Banoo (1982). The probable reason behind is that there is not any difference in regards to the level of various and self indulgent satisfaction of schedule caste and non schedule caste male high school students.
4.15.8 COMPARISON OF SCHEDULE- CASTE AND NON SCHEDULED – CASTE FEMALE HIGH SCHOOL STUDENTS WITH REGARD TO THE LEVEL OF VARIOUS AND SELF INDULGENT SATISFACTION

Results of the study shows Schedule- caste and Non Scheduled – caste female high school students do not differ significantly for the level of various and self indulgent satisfaction. The results support the findings of Martin (1943) , Brown et al (1946) Tiwari (1976) and Banoo (1982). The probable reason behind is that there is not any difference in regards to the level of various and self indulgent satisfaction of schedule caste and non schedule caste female high school students.

4.15.9 COMPARISON OF SCHEDULED- CASTE AND NON SCHEDULED – CASTE MALE HIGH SCHOOL STUDENTS WITH REGARD TO THE STRENGTH OF DESTRUCTIVE AND HOSTILE IMPULSES

Results of the study show that Non Scheduled- caste male high school students were found to be superior in the strength of destructive and hostile impulses as compared to Scheduled – caste male high school students. The results support the findings of Martin (1943) , Brown et al (1946) Tiwari (1976) and Banoo (1982).Since the research literature make a strong case for an environmental rather than a biological basis to sexuality .Therefore reason behind is the family and surrounding environment between the Scheduled- caste male high school students and Non Scheduled – caste male high school students. Scheduled- caste high school students has got less access to capital assets as compared to Non Scheduled – caste male high school students. There also exist practices like untouchability and discrimination against the Scheduled- caste which makes them over reactive towards the opposite sex.
4.15.10 COMPARISON OF SCHEDULED-CASTE AND NON SCHEDULED—CASTE FEMALE HIGH SCHOOL STUDENTS WITH REGARD TO THE STRENGTH OF DESTRUCTIVE AND HOSTILE IMPULSES

Results of the study show that Non Scheduled- caste female high school students were found to be superior in the strength of destructive and hostile impulses as compared to Scheduled—caste male high school students. The results support the findings of Martin (1943), Brown et al (1946), Tiwari (1976) and Banoo (1982). Since the research literature make a strong case for an environmental rather than a biological basis to sexuality. Therefore reason behind is the family and surrounding environment between the Scheduled—caste female high school students and Non Scheduled—caste female high school students. Scheduled—caste high school students have got less access to capital assets as compared to Non Scheduled—caste female high school students. There also exist practices like untouchability and discrimination against the Scheduled—caste which makes them over reactive towards the opposite sex.