CHAPTER-V

SUMMARY

5.1 INTRODUCTION

This study has been given in detail in the previous chapters. The present chapter is devoted to the description of the study in nutshell under caption headings like Justification, Statement of Problem, Operational Definitions, Objectives, Hypotheses, Sample, Design, Tools, Procedure of Data Collection, Statistical Techniques used for analyzing data, Findings, Implications and Suggestions for further Research. The details in respect of each one of them are given in different captions.

5.2 JUSTIFICATION OF THE PRESENT STUDY

The problem of scheduled – caste and non scheduled caste has grown too big at present the transfer of power in 1947 and the adoption of the Indian constitution in 1950 were important milestones for the educational & social advance for scheduled caste/ scheduled Tribe article 15 & 16 of the constitution come under non discrimination and equality of opportunity as fundamental right for all citizens this is reinforced by Article 17 which specially Abolishes “Untouchability” and forbids its practice in any form. Further article 46, a directive principle expects the state promote the educational & economic interests of SC/ST and other weaker sections of the population accordingly special benefit and provisions of books & uniforms hostel facilities, Ashram schools and reservation of centre in certain courses of highest education and in recruitment to Govt. & semi Govt. services those special promotional efforts Untouchability facilities the educational advance of scheduled caste / St during the last four decades.
SH. J.P. Nack had collected the available information regarding education of scheduled castes and had presented it in brief consolidated form, (Education of scheduled castes 1965-66). A report by J.P Nack, member – sectretory, I.C.S.S.R,  I.C.S.S.R occasional Monograph No 6 Sep, 1971). In this Monograph Sh. J.P Nack has briefly indicated some problems for research & further studies in the field of education of the scheduled caste.

Many students & Surveys have been conducted from time to time regarding S.C & S.T. the problem is will However, not merely a problem of statistics & figures. Figures will never help if they are not seen with compassions & sympathy. To psychologists & social workers it significant a challenge in Terms of adjustment, social adjustment their education and training etc.

The child whether SC/ST or non ST is the most important post of the educational system. Study the children their than the books is the Slogan of the present day child centred education the study of the child requires a study of his in born qualities which go by the name of inner drive, instincts, motivates or Urges.

Ergs & Sentiments which are basically drivers and interests serve as the sources of motivation the key to the success of teaching learning process.

The present study is also significant for harmonious development of the child’s personality as ergs & sentiments are the dynamic constitutional traits of personality. The present study will also be useful to understand not only the behaviour of the students but also the basics of their behaviour.
The present study has been undertaken from the viewpoint of teachers, parents & social workers for the proper exploitation of the during forces present in the individuals in the right direction.

The present research has tried to make an in depth study of the various types of the problems faced by the scheduled – caste and non scheduled castes in relation to their social familial factors & Academic achievements this will definitely make a quantum leap in throwing more light on psychological & sociological make up of the adolescents.

5.3 STATEMENT OF THE PROBLEM

A STUDY OF ERGS, SENTIMENTS, SOCIAL – FAMILIAL FACTORS AND ACADEMIC ACHIEVEMENT AMONG SCHEDULED-CASTE AND NON SCHEDULED-CASTE ADOLESCENTS

5.4 OPERATIONAL DEFINITIONS

1) Scheduled – caste- It means ‘Castes’ which have been notified as scheduled caste under the constitution of Jammu & Kashmir scheduled caste order 1956 subject to addition of more castes or deletion of some or all castes duly approved. By state of J&K for the time being indicated. Only the following castes were taken as Scheduled caste in this study

   (i) Barwala (ii) Basith (iii) Batwal (iv) Chamars or Ramdasi,

   (v) Cheera (vi) Dhyar (vii) Doom masha (viii) Gardi (ix) Jolaha (x)

   Megh or Kabir Panthir (xi) Ratal (xii) Saryara (xiii) Watal.

2) Under Achievement:- In general the Term Under achievement includes those students whose achievement is clearly lower than what would be expected from one of their learning capacity. Thus a gifted student under achiever when his / her achievement test scores are only average, as is a
student of average learning capacity with failing low marhs. In the present study under achievers are those who secured or less in the tests.

3) Ergs

4) Sentiments

5) Social Familial Factors:- The Term Social Familial Factors used in the present investigation includes parental occupation, father or mother qualification parents or guardians monthly income, size of the Family ---- brother, sisters.

6) Academic achievement:- In the present study it mean the percentage of total marks obtained by the class students in the tests performed on them. (Maths, science, social study) the total marks obtained were taken as an index score of the Academic achievements.

7) Sex:- In the present study, sex consists of both males & females of high & higher secondary schools, studying in Govt. & Pvt. Schools.

Scheduled caste:- Scheduled caste is one of the oldest among Indian races, scheduled caste category is one who has remained unfit constituent of J&K state. Scheduled – caste is divided into four castes i.e. Ramadasia or Chamar, Megh, Masha, Bakarwals.

**5.5 OBJECTIVES OF THE STUDY**

1. To study the significance of the differences among scheduled – caste and Non scheduled caste male high higher secondary school students (Adolescents) on the five dynamic factors of ERGS, VIZ, Mating, Assertiveness, Fear, Naraism & Pugnacity.

2. To study the significance of the differences among scheduled – caste and Non- scheduled caste male high school Adolescent on the five dynamic factors of sentiments Viz, self concept sentiment,
super-Ego sentiment, career sentiment, Sweet heart Sentiment and Home or parental sentiment.

3. To study the significance of the differences among scheduled – caste and non scheduled caste female high school students on the five dynamic factors of ERGS VIZ, Mating, Assertiveness, Fear, Naruism & Pugnacity.

4. To study the significance of differences among scheduled caste and non scheduled caste female high school students on the five dynamic factors of sentiments Viz; self concept sentiments, super Ego sentiment, career sentiment, sweet heart sentiment & home or parental sentiment.

5. To study whether there a significant sex differences among students on the five dynamic factors of Ergs.

6. To study whether there is significant sex differences among scheduled caste and non scheduled – caste high school students on the five dynamic factors of sentiments.

7. To study the relationship between Academic Achievement & social – familial factors among scheduled caste and non- scheduled caste high school students.

5.6 SELECTION OF THE SAMPLE

Sampling is indispensable to the researcher and the Time, Money, efforts involved don’t allow the researcher to study all possible members of the population. Sampling is the final resort for this purpose research, therefore, is invariably conducted by means of a sample drawn from the total population on the basis of which generalization are arrived at and made applicable to the Target population as a whole.
Population for the present study is comprised of all the scheduled – caste & non scheduled-caste male & female adolescent studying in Govt. & Pvt. High & higher secondary schools of Jammu & Kathua districts of Jammu province since, it was practically impossible for the researcher to reach each and sample of 1500 students using stratified random sampling Technique the details are given.

5.7 RESEARCH TOOLS

For collecting data for the present research, the investigator selected the following Tests:-

1. Intelligence (M.C. Joshi)
2. Locus of Control (SAMAJAK PRATIKRIYA SUCHI).
3. Questionare for (Maths, Social studies & Gen. Science) prepared by the investigator for Academic achievement.
4. Indian Adaptation of Cattle’s Motivation Analysis test
5. Questionare for social familial factor prepared by the investigator.

5.8 STATISTICAL TECHNIQUES EMPLOYED:

For the analysis of data the investigator employed the following statistical techniques.

1. Mean, SD
2. Pearson product - movement correlation
3. t-ratio

5.9 CONCLUSIONS OF THE PRESENT STUDY

From the analysis and interpretation of data the investigator has laid down the following conclusions.
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.

5.10 EDUCATIONAL IMPLICATIONS

We know that scheduled- caste children are the most unfortunate children for they are deprived of many facilities in their family life. They are facing a number of social, economic and psychological problems. Therefore, the present investigation will be useful to go much deeper into the problems used by the scheduled – caste children and help them in solving their problems.

In many educational institutions, it is seem that the scheduled – caste children are also treated like normal children. No attention, either by the teacher’s school administration, the department of education or department of social welfare is paid ship, uniform or other kind of assistance is given to the scheduled- caste children. Consequently, most of the scheduled- caste children are good in their studies. Therefore, due to lack of proper facilities at home it is found necessary to provide good amount of scholarship, uniform, books and stationary should be provided to the scheduled- caste children. Moreover, the teachers should try to children and should pay special attention to them so that the number of dropouts may be reduced and the scheduled caste children may not under estimate or isolate themselves from the normal social life.
The present investigation has revealed that the number of internal students among the scheduled-caste students is larger than that of the external students. Therefore, the teachers should pay special attention to the scheduled-caste students and they should be engaged in various types of curricular and co-curricular activities will provide them with opportunity to mix-up with their class mates on the hand, and channelsing channel. On the other hand no student of education or nay person who is concerned with teaching – learning process can never be unaware of the importance of motivation in the field of teaching and learning. Teaching will of no use if the learners are not properly activated to the lesson.

Person’s level of motivation to a particular object or activity depends on the degree or strength of those basic dynamic factors of ergs and sentiments which are more powerful and dominating in him. Therefore, the present study is useful to students with the view to apply appropriate methods and techniques for motivating the children and adolescents to a particular subject activity programme.

The present study is useful to provide proper personal, educational and vocational guidance to the students as the investigator has made an attempt to study and discover some inborn driving forces of individuals in their personality as well as some acquired learning experiences in the form of sentiments or interest. These innate and acquired forces and experiences in the form of ergs and sentiments, play a significant role in detaining the level of personal, social and emotional adjustment as well as his vocational interest.

We now realize that the problem of scheduled-caste children is not merely a problem of giving food, shelter, education and supervision to them. It is a problem which involves and influences interpersonal
relationship. Therefore, demands human approach. The scheduled-caste are deprived of educational facilities & good family life. This deprivation must somehow be compensate, this is what the study further reveals.

The study reveals that general atmosphere of the school should be made more conducive by increasing the facilities and improving the teacher taught relations for enhancing the level of social, emotional and school adjustment of the students.

Teacher should act not merely as an instructor, but he has to adopt a dynamic role attitude & democratic outlook in the school and has also to understand the social, emotional and educational problems of his students as it has been found that the social familial factors have no impact from studies of the children therefore, necessary improvement in the physical conditions as well as in the management of the scheduled-caste should be brought about. The children living in the unhealthy conditions should be provided a family atmosphere.

The study thus, is an eye - opener for the teachers. The administration and the ones who are restricted with the task of the responsibilities in our country.

5.11 SUGGESTION FOR FURTHER RESEARCH

1. The present study has been conducted on Jammu and Kashmir Districts of Jammu Province, a similar study can be conducted on the population selected from other Districts also.

2. The present study has been conducted on high school students a similar study can be conducted on at elementary level.

3. A comparative study of the personality traits of the scheduled-caste and Non-scheduled-caste children can be made.
4. Scheduled-caste & Non scheduled-caste children can be compared in their personality traits, mental health, adjustment and academic achievement.

5. A case study of scheduled-caste children using projective techniques can be made.

6. A study on Ergs, Sentiments and interpersonal relation can be conducted on juvenile delinquents studying in elementary and high schools.