CHAPTER II

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2.00 INTRODUCTION

The population of Chhattisgarh is notable for the high proportion of Scheduled Tribes and for specific Sects primarily constituted of Scheduled Castes. Chhattisgarh primarily due to its large Tribal population has historically been a part of the mainstream and has therefore remained under developed. The Scheduled Castes and Scheduled Tribes have been given constitutional provisions for their optimum upliftment after independence. Constitutional directives were passed to protect their rights and to provide them special concessions in admission, promotion and placement. All researchers regardless of their disciplines have now focused their attention in the study of Scheduled Caste and Scheduled Tribe Societies.

With this view, the existing relevant literature on Scheduled Castes and Scheduled Tribes has been systematically classified and recorded. The systematic analysis of the existing literature enabled the investigator to probe into the problem significantly and to develop the hypothesis on the basis of studies conducted earlier.

American Psychological Abstract (APA), Annual Review of Psychology, American Sociological Abstract (ASA), American Anthropological Abstract (AAA), Educational Surveys were the primary sources from where the studies were recorded. The review of the relevant literature sets the direction and magnitude of research on Scheduled Castes and Scheduled Tribes with special reference to India. Thus the review of relevant literature on Scheduled Castes and Scheduled Tribes as a determinant of Psychological consequences have been analyzed in terms of significant inter related Psychological and Psycho-Social Consequences.
In view of the fact that numerous studies on various and varied facets of the Scheduled Castes and Scheduled Tribes have been conducted by a large number of Indian and Foreign investigators. The investigator has carefully and consciously examined the relevances and significance of the available studies for their inclusion in the present study.

Since these studies on Scheduled Castes and Scheduled Tribes conducted in India and abroad are too vast to be cited in the present review of literature, no effort has been made to analyze the studies which are slightly deviated or which are considered slightly irrelevant. To be very pertinent and more relevant, we have therefore selected very few but very significant studies on Scheduled Castes and Scheduled Tribes pupils.

2.10 CONCEPTUAL CLARIFICATION AND REVIEW OF RELEVANT STUDIES:

Scholastic Attainment of Scheduled Castes and Scheduled Tribes Children:

Education of tribals is an important task before the Government of India. Article 46 of the Constitution (Government of India, 2000) talks about promotion of educational and economic interests of Scheduled Castes and Scheduled Tribes and other weaker sections. To quote: “The State shall promote with special care the educational and economic interests of the weaker sections of the people, and, in particular, of the Scheduled Castes and Scheduled Tribes and shall protect them from social injustice and all forms of exploitation”.

The Constitution has recognized the significance of education for social and economic upliftment of tribal people. Besides the constitution, the main bases of educational policy in India are several commissions appointed from time to time e.g. University Education Commission (1948-1949), Secondary Education Commission (1952-1953), Education Commission (1964-1966) and the National Policy on Education (1986), that have a strong bearing on the education of these sections.
Thought the Government provides many equity measures to tribal students to make them equal with non-tribal students to bring their achievement level up, it has been concluded by several researches that achievement of tribal students is lower than that of non-tribals (e.g., Annaraja & Thiagarajan, 1993; Bhargava & Marwah, 1982; Deshpande, 1984; Gupta, 1983; Mehta, Bhatnagar & Jain, 1989; Mohanty, 2000; Rath, Dash & Dash, 1979; Tripathy, 1990). However, some studies have gone contrary to this conclusion (e.g., Verma, 1985; Tripathy, 1986).

Sharma (1988) has reported that studies on the tribes of many states conducted during 70s reveal that tribal pupils are poor in their academic achievement. In a study on the educational life style of tribal students in Madhya Pradesh, Sharma (1991) concluded that tribals have lower academic achievement than that of the non-tribal pupils. The tribal pupils could not obtain even equal marks in comparison to the non-tribal pupils though the tribals have been getting free books, free hostel facilities and scholarships.

Sharma (1984) found the introduction of different incentives resulted in higher enrolment of Scheduled Castes and Scheduled Tribe students. One very significant finding of the study by Kamble (1992) regarding educational facilities for weaker sections in Maharashtra was that the headmasters opined that the government facilities are useful to arrest wastage in education but they are not useful to increase the “percentage of pass” students.

The present study aims at exploring and investigating some of the significant psychological dimension of the Scheduled Castes and Scheduled Tribes of Raipur District in Chhattisgarh region. It is hoped that the study would unfold some of the significant psychological frontiers of knowledge which may be contributing in the progress of the Scheduled Caste which may be inhibitory in the upliftment of the Scheduled Tribe pupils.

Keeping in view the diagnostic aspect of comparison and thereby predicting the plus and minus points of their progress as remedial measures of their upliftment. The investigator has selected the Differential and Scientific Aptitudes
and Certain Interest Patterns for the study. The scope of the study thus lies not only in its diagnostic but also in its predictive and correctional objectives.

2.2.9 DETERMINANTS OF SCHOLASTIC ATTAINMENT

The study of Scholastic Attainment is one of the most significant topics in the field of educational research. Numerous studies have been carried out to bring into picture various factors that influence academic achievement. Many factors have been hypothesized and researched upon. Investigators have come out with varied results, sometimes complementing and sometimes contradiction each other.

The first systematic effort in the direction in India can be seen in the first educational research survey edited by Buch (1974). The trend report on achievement included categories namely, correlates in general, personality correlates, socio-economic status, backwardness and failure, over and under-achievement and miscellaneous (Dave, 1974). The trend report in the second survey of research in education (Dave & Anand, 1979), classified studies under the same categories like the first one. However the category: backwardness and failure was replaced by poor curriculum organisation. The trend report in the third survey of research in education, classified studies on correlates of achievement under eight categories: personality correlates, creativity and achievement, affective correlates, socio-economic status and achievement, over and under-achievers, achievement of Scheduled Castes and Scheduled Tribes students, institutional characteristics and achievement, and miscellaneous (Anand & Padma, 1987). The studies on correlates of achievement in the fourth survey of research in education, presented by Padma (1991), classified studies by (I) variable, (ii) educational level and (iii) subjects. The variables were further analyzed under four broad categories, viz. Student-related, teaching-related, sociological and others. Under student-related variables, frequently encountered correlates were – intelligence, anxiety, values, interest and aptitudes. Teaching-related variable were mostly the process variables dealing with methods of teaching and classroom interaction. Socio-economic status was the predominant sociological variable with home environment, parental attitude, aspiration, encouragement and cultural influence as the second level variables.
Other variables included language ability and home work. The correlates of achievement probed in the fifth survey (Balasubramanian, 1997) has discussed broad categories that include the cognitive variables, the affective variables and environment (School and Home) related variables.

There is a wealth of studies documenting educational attainment of students in other countries also. It is, thus, evident that the researches on determinants of achievement have expanded in many directions. In the present day the studies on correlates of achievement is so vast that it is very difficult to classify them. However, the determinants that affect scholastic attainment can be grouped into three main categories:

(i) Personal determinants, which include academic, intellectual and motivating variables;
(ii) School determinants, which include all the variables directly connected with the school, and
(iii) Socio-cultural determinants, which include other variables such as the cultural and economic levels of the students.

2.21 Personal Determinants:

Researches on the personal determinants of Scholastic Attainment takes currently into account individual variables, among which intelligence, motivation and self-concept acquire relevance. These variables along with some other important variables are discussed briefly below:

Achievement & Intelligence: Achievement is the accomplishment of acquired proficiency in the performance of an individual in a given skill or body of knowledge. Scholastic achievement has been taken in these pages to mean “knowledge attained or skills developed in the school subjects usually designated by test scores or by marks assigned by teachers or by both”. Since academic achievement is the criterion for selection, promotion or recognition in the various walks of life, the attention of education is being increasingly drawn to it.

Intelligence is defined from a psychometric point of view are variables which strongly influence achievement. Intelligence is defined as the aggregate or
There are many studies in the literature in favour of the observation that the academic achievement and intelligence are considerably affected by gender difference. Because of the gender difference the psychological and physiological make-up of the child differs. Boys and girls are raised differently and this may effect their performances as learner. Brody (1997) found that measures of intelligence and academic achievement are positively correlated with one another, most likely in a reciprocal relationship. Various studies (e.g., Chakravarthi, 1988; Dixit, 1989; Yadav & Shrivastava, 1989; Devi, 1990; Kaur, 1992; Panda & Nath, 1992) report relation between intelligence and academic achievement. Rapport, Denney, Chung, and Hustace (2001) found individual differences in intelligence to be associated with variations in academic performance. Some earlier studies have shown that the best academic achievement predictors are intelligence and attitudinal factors (Vernon, 1950, 1957; Berdie, 1955; Lavin, 1965; Rosengarten, 1965), reporting correlations of general intelligence tests and Thurstone's factors of abstract, verbal, and numerical reasoning with academic achievement in the range of 44 to 80.

Intelligence, probably the most studied variable and one of most stable variables in order to make valuable predictions, has been traditionally considered as an important predictor of academic achievement (Furnham, 1995). Nevertheless, correlations between intelligence and achievement have proved to be only moderate and they can have a high variability (Gustafson & Balke, 1993). It can be seen that whether it is a conventional intelligence test or a scholastic aptitude test or test of primary mental abilities, the measured abilities are only moderately correlated with academic achievement. Petrill and Wilkerson (2000) indicate that correlation between intelligence and achievement is substantial and consistent, averaging around 50. The long trail of consistent evidence of only a moderate correlation between measured intelligence and achievement gradually led to the acceptance of
intelligence as one of the several determinants but not the sole determinant of academic performance.

Research by Sinha (1964) concludes that tribal and non-tribals do not differ on their intelligence. On the other hand, Tripathy (1986) has found that tribal and non-tribal children differ in intelligence. In a study by Jain (1988), ST students were found to be comparatively less intelligent, emotionally unstable, and expedient and tensed than upper caste adolescents. In another study, non-tribal students when compared to ST students, were found to be outgoing, more intelligent, emotionally stable, overactive, tender minded, reflective, self-assured, relaxed and having low integration (Mishra, 1999). Subrahmanym (1986) revealed that girls score high in reading comprehension and in intelligence test. Verma (1985) conducted a study on learning outcomes of class IX students. He found that there have been no gender differences in learning outcome.

Recent advances in conceptualizing intelligence has adopted altogether a different perspective which has blurred the distinction between cognition and affect. Traditionally intelligence was treated as predominantly a cognitive affair with little or no concern for emotional and motivational components of behaviour. Now with growing interest in concepts like wisdom (Sternberg, 1990) attention in being paid to many neglected aspects of intelligence (Wiltrock, 1991) has identified four areas, student perception, processes of learning and comprehension, metacognition and affective thought process (motivation and anxiety) that has contributed to refined concepts of intelligence and knowledge acquisition and use.

Intelligence is more and more being treated in professional terms and considered as grounded in the socio-cultural context within which it operates. (i) More ST adolescent boys and girls had high level of self-concept than their Non ST counterparts. (ii) More ST Adolescent boys & girls were highly independent and showed good adjustment than Non STs. (iii) The ST adolescent boys & girls showed good temperament than Non St, whereas the anxiety level of Non ST Boys & girls were high in comparison to ST Boys & Girls. Related to Occupational
Aspiration than their counterpart. More Non ST Adolescent Boys and girls were having higher Intelligence than ST Adolescents.

Bhargava. (1989) study found that educational facilities for ST habitations are poorer in comparison to other habitations in the district the facilities of text books, free uniforms, stipends and midday meals were available to children coming from Tribal Communities.

Panda (1991) studied the Indicators or Quality Learning Achievement of Primary School children of Orissa. The findings were – (i) There is no significant effect of gender on learning achievement in relation to rural, urban and tribal students. (ii) Caste has significant effect in Mathematics achievement in rural areas and non SC/ST (general caste) learners performed better in Mathematics as compared to SC/ST learners. (iii) Fathers education has shown significant effect on mathematics achievement in rural and urban areas and not in tribal areas. However children of educated fathers have shown better performance in the above subjects both in rural and urban areas. (iv) Mothers education has significant effect on mathematics achievement in rural areas and languages achievement in urban areas. Children of educated mother upto the Higher level performance better both in rural and urban areas as compared to those of illiterate mothers. (v) Children of higher income families performed better in mathematics and in languages in rural areas whereas children of middle income families showed better performance in science achievement in urban areas. (vi) There is no effect of father’s occupation in learning achievement in all the three areas. (vii) Availability of food has significant effect on enhancing learning achievement in tribal areas.

Motivation is another personal variable that is able to explain academic achievement (Castejon & Vera-Munoz, 1996). Some studies concluded that achievement motivation fuels performance (e.g., Gupta & Veeraraghavan, 1986; Ayishabi & Kuruvilla, 1998; Geetha, 2000; Vadav & Mayuri, 2001). There are other studies that found no significant relationship between achievement motivation and scholastic success (Ray, Lipika, Bibi & Manjula, 1994; Katyal & Bindra, 1995). Studies conducted by Hundal and Jerath (1972) have shown negative or
insignificant correlations between achievement motivation and academic achievement. Dutt (1983) and Harbans (1987) in their study revealed that achievement motivation of boys and girls did not differ significantly. It is also known that motivation can be influenced by the perception that the students have about their own academic achievement. Surendra Bharsakle (1995) investigated the need achievement motivation in Tribal and Non-Tribal High School Students. The study reveal that – (i) Tribal & Non-Tribal High School students significantly differ in their need achievement motivation. Non-Tribal High School students have higher need achievement motivation than Tribal . (ii) Non-Tribal boys have higher n-achievement motivation as compared to tribal boys. (iii) Tribal girls have low n-achievement motivation as compared to Non-Tribal girls (iv) Whereas boys and girls of Tribal & Non-Tribal High Schools significantly differ in n-achievement motivation. Boys have higher n-achievement motivation as compared to girls.

**Level of aspiration** is another variable that affects academic performance. Every individual has goals and he/she aspires to achieve this goal. In the course of achieving this goal, one has some expectation. The standard one wants to achieve in any task is described by psychologists as his/her level of aspiration. Level of aspiration should be high enough to be challenging, low enough to be attainable. A recent failure will tend to lower the level of aspiration, and the level will decrease more after a resounding failure than after a near success. Success and failure have their cumulative effects and go a long way toward determining attitudes which, in turn, help to provide impetus for need satisfaction or failure in achieving. Pal, Jain, and Tiwari (1985) found that scholastic achievement affected level of aspiration. Abu-Hilal (2000) found that level of aspiration had direct effect on achievement, and mediated between attitudes and achievement. Level of aspiration was found to have a significant effect on achievement indicating that students with higher level of aspiration had better achievement. Tiwari, Kumar and Morbhatt (1980) found that high school girls whose academic performance was high had higher levels of aspiration than high academic performance boys. Level of aspiration was an important determinant of academic achievement at secondary level (Khan, 2000)
and unrealistic level of aspiration adversely affected scholastic achievement (Khan, 2000; Nagose, 1984).

Tribal students have been found to have low motivation and poor aspiration for learning and achievement, low vocational and educational aspiration and are restricted to their own ecology and environment (Sharma, 1988). Less regularity in attending school (Sharma, 1991) is also a matter of concern. Tribals have lower aspiration for income, education and occupation (Lal, 1979; Rath, 1974; Rath, Dash, 1979). In congruence with these findings (Biswas, 1997) also reports the lower positive attitude of the Scheduled Tribes towards education and skill training than their counterparts in Scheduled Caste and Upper Caste groups. (Rath, 1972, 1974b) has also reported lower aspiration for income, education and occupation in tribal children than higher caste Hindu children. He also found positive correlation between the aspirations of the parents and their children.

The tribal students have lower level of education aspirations than the non-tribal pupils Sharma (1991). It means that tribal students do not have higher educational aspirations in comparison to their class-mates of non-tribal group. Sharma (1991) also found that tribal pupils have higher occupational aspirations than non-tribals pupils. This result shows that tribal pupils, occupationally, aspire higher than non-tribal pupils. In another study, Das (1991) found that non-scheduled tribe students were very high with respect to educational aspiration level and vocational aspiration level as compared to scheduled tribe students. Kumar (1989) and Tripathy (1990) report that tribals and non-tribals differed in terms of their levels of aspiration, and that non-tribals showed higher level of aspiration. Motivation was higher in girls as obtained by Mubayi (1974) on secondary school tribal pupils in Gujarat. Similar results were obtained by Parikh (1978) on class VIII, IX and X students of Bombay schools. Bharsakle (1995) and Shah (1989) reported that non-tribal high school students were found to have higher achievement motivation as compared to tribal students. Tripathy (1990) found that tribal students had lower self-concept than non-tribal students.
It is recognised that self-concept influences the academic achievement of students (Dubey & Mishra, 1997; Grantham & Ford, 2003). Self-concept is “a composite of thoughts and feelings which constitutes a person’s awareness of his individual existence, his perception of what he has, his conception of who he is, and his feelings about his characteristics, qualities, and properties” (Jersild, 1954). Self-concept can be considered as an essentially independent variable, although it is related to both intelligence and motivation. It is supposed to be of immense psychological importance because of its motivational control over one’s behaviour, since an individual strives to achieve that which is consistent with his/her self-concept. Moreover, achievements, too is supposed to influence self-concept. Byrne (1984) and Marsh (1984, 1990), Montero and Alonso (1992) indicate that self-concept can be actually considered as a multidimensional variable. A number of studies have supported the contention that positive self-concept correlates with academic achievement (Belcastro, 1985; Bruns, 1992; Cherian & Moeketsi, 1998; Diaz, 1998; Ford, 1996; Geetha, 2000; Goswami, 1978; Homchaudhuri, 1980; Kumar, 1999; Saraswat, 1989; Schunk, 1998; Sharma, 1979; Srivastava, 1992; Supplee, 1990; Van Boxtel & Monks, 1992) and this relationship is linear (Shah, 1978). Certain researches have found persistent correlations of .4 to .6 between achievement and self-concept (Skaalvik & Valas, 1999). Several studies inferred better self-concept among high achievers than among low achievers (Tiwari & Bansal, 1994; Pujar, Gaonkar & Sharma, 1997). There are also some studies in which no causal relationship between self-concept and academic achievement was found (e.g., Byrne, 1986). In a study on junior College students, Deshmukh (2000) found that high and low self-concept groups do not differ significantly on academic achievement.

Tribals of India are generally poor and belong to low socio-economic status. Therefore, they share some of the disadvantages of other disadvantaged groups (Kundu, 2003). It has been found that disadvantaged and deprived groups have lower motivational level (Sinha & Mishra, 1982), lower aspiration (Rath, 1947a), lower self-concept (Dutta & Das, 1981; Singh, 1983), lower need for achievement (Nandy & Singhal, 1981; Tiwari & Mishra, 1977), lower risk-taking behaviour.
(Sinha, 1969, 1974), and lower cognitive functioning (Chatterjee & Paul, 1981; Tripathi & Mishra, 1978) than the advantaged groups belonging to higher socio-economic strata. Bloom (1965) found that they lack self confidence and have negative self image. Rath (1974c) found that the subjects of low caste group have more insecurity feeling in them. In a study on deprived students, Pandey (1984) found that tribals have poor self concept. Sharma (1991) revealed that the tribal pupils could not develop positive self-concept, though they have higher occupational aspirations. The low self-concept of tribal pupils as shown by Sharma (1991) infers that they could not develop confidence according to their capabilities.

Mboya, Mazobanzi, M. (1998) studied the Self-Concept and Academic Ability as a function of sex, age & Academic Achievement among African Adolescents (Aged 13-17 years) attending a co-educational high school. Correlation between scores on self concept of Academic ability & Academic Achievement by sex & age were examined. No significant sex differences were found but there were significant age differences on the self concept scores & measure of English, Science and History but not Maths. A significant positive relationship was found between self concept scores and Academic Achievement for boys and girls and in all age groups, but the magnitude of co-relation with Achievement in Maths was stronger among boys than among girls.

Dubey & Mishra, 1997 investigated the determination of Academic success among Rural girls and the result shows that SC & BC student are not at all interested in their studies and in achievement of higher academic standards. They are also least interested in the school environment in which they study & the development of their self concept.

School environment and self concept variables are effective predictors of Academic success among upper caste girls, least in Muslims and backward class and least effective in Scheduled Caste. This may be attributed to the Socio-Political condition of our Country, where many statutory protectionistic facilities are assured to the Scheduled Caste student by the constitution of our country in the form of lower qualification for admission, to courses of studies & jobs, job reservation etc.
Thus the self concept may influence the Academic achievement of our individual. Saraswati (1989) has found that students with high self concept were better in Academic achievement. Verma & Swami (1990) have found that the sense of deprivation was negatively related with self esteem and academic achievement.

It is well known that test anxiety and academic achievement are related (Hembree, 1988; Seipp, 1991; Williams, 1993). Anxiety refers to cognitive, affective and behavioural response which may result in debilitative performance and, possibly, failure in an evaluative situation (Spielberger, 1972; Zeidner & Safir, 1989). The most common finding is of a negative relationship between test anxiety and performance. High test anxious students tend to score lower than low test anxious students (Birenbaum & Nasser, 1994). King, Ollendick, and Gullone (1992) found that test anxious students achieve lower academic grades than their less anxious peers of equal ability. There is an extensive amount of empirical evidence of the negative effects of test anxiety on academic performance (Hancock, 2001). Hembree (1988) found that test anxiety routinely causes poor performance. Hill and Wigfield (1984) reported studies with correlations upto - 60 between test anxiety and achievement, suggesting that anxiety and achievement share significant variance. Anxiety causes a performance decrement (Geetha, 2000; Gupta & Anshika, 1998; Murthy & Kulshreshtha, 1999; Yadav & Mayuri, 2001). The reciprocal relationship has been suggested, however, in that poor performance may result in anxiety, which leads to further decrements in performance (Williams, 1994).

Goretti, Rita (2002) studied the influence of Psychological Factors on the Academic Achievement of the SC College students in Mano. Results showed that the SC students were above average in their Academic Achievement. The students were found to have faced themselves from psychological depression as they possessed good temperament, good Adjustment, high self concept and high level of independence but study indicated high anxiety level.

Robin, R.W. et.al. (2003) investigated the empirical correlates of the MMP1-2 scales in these American Indian Tribal Members. He reported that
members of two American Indian Tribal groups had statistically significant higher T scores on several MMP1-2 clinical, content and supplementary scales than did the MMP 1-2 normative group. There were a large number of significant correlates reflecting antisocial symptoms with scales 4 (psychopathic Deviate) 9 (Hypomania), Anger and Antisocial practices. There were a large number of significant correlates reflecting generalized distress and negative affect with scales 7 (Psychosthenia) 8 (Schizophrenia) Anxiety, Obsessions, Depression. The rationally derived MMP 1-2 content scales generally had larger correlations with these constructs than the clinical scales. The differences reported appears to reflect behaviors and symptoms that American Indian participants were experiencing rather than test bias.

Robin, Robert W. et.al. (2004) studied the comparability of the MMP 1-2 in American Indians with the MMP 1-2 Normative group in a sample of 535 South Western and 297 plains American Indian tribal members with contrasting socio-cultural and historical origins.

Both American Indian Tribal groups had clinically significant higher T Scores (>5 T points) on 5 validity & clinical scales, 6 content scales and 2 supplementary scales than did the MMP 1-2 normative group. There were no significant differences between the two tribal groups on any of the MMP 1-2 clinical content or supplementary scales. Matching members of both Tribes with persons in the MMP 1-2 normative group on the basis of age, gender, education reduced the magnitude of the differences between the two groups on all of these scales although the differences in T scores still exceeded 5 T points. It appears likely that the MMP 1-2 differences of these two American Indian groups from the Normative groups may reflect their adverse historical, social and economic conditions.

A positive relationship between study skills and academic performance has been reported consistently in the literature (e.g., Al-Hilawani & Sartawi, 1997; Blustein et al. 1986; Jones & Slate, 1992). In fact, based on a series of studies conducted by Jones and Slates (1992), Jones, Slate, Perez and Marini (1993)
estimated that study skills explain approximately 15% of the variance in the grades of undergraduate students. Importance of study habits in academic achievement is also evident in many early studies (e.g., Chapman, 1959; Januar, 1958; Wilson & Morrow, 1962) as well as in recent findings (Mishra, 1992; Taplin & Jegede, 2001; Verma & Kumar, 1999; Yadav & Mayuri, 2001). The use of effective study habits has also been found constantly to be related to academic performance. For example, Jones, Slate and Kyle (1992) found that college students with high levels of overall academic achievement tend to have more effective study habits than do low-achieving students with respect to study techniques, time management and attitudes towards learning. It has also been found that study habits are associated with academic achievement, independently of scholastic aptitudes (Aluja & Blanch, 2004; Matt, Pechersky & Cervantes, 1991; On & Watkins, 1994). Badhri (1991) identified that poor study habits are a cause of low achievement. It is also concluded that there is gender difference in study habits, females having better study habits than males (Sananda Raj & Sreethi, 2000).

Interest: is also considered to be an important determinant of success in any activity. Interest in a subject is related to motivation and learning (Schiefele & Csikszentmihalyi, 1995). Accumulated research evidence suggests that interest is correlated with performance in achievement tests (Ganguly, 1989; Schiefele, Krapp & Winteler, 1992; Steinkamp & Maehr, 1983). Singh (1976) has reported several studies that found low correlation between interest and academic achievement. Frandsen (1947) and Strong (1943) have explained that their relation is masked by factors like intelligence and motivation. The relation between interest and achievement is supposed to be reciprocal as educational attainment also affects the interest patterns of a student (Glazer, 1957).

Studies of interest patterns of the tribal and non-tribal students have been conducted by Sijhora (1978) and Jai Prakash (1972). The former investigator employed Chatterjee’s Non-Verbal preference Record, Form 962 for measuring the interest patterns of Sansari Oraon, Chistian Oraon and Bhil students and did not obtain any significant difference on literary works, medical and technical interests;
however, significant differences were noticed on fine arts, science, agriculture, craft, house-hold works whereas they have indicated low interest in outdoor activities, sports, and household work. We, further, reported that Sansari Oraon have shown high interest in fine arts, science, agriculture, crafts and house-hold works whereas they have indicated low interest in outdoor activities and sports. Christian Oraon students have high interest in science and craft but low interest in agriculture, outdoor and sports. Bhil students have been found displaying high interest in agriculture, outdoor and sports whereas low in science and craft. Jai Prakash (1972) recorded that (i) footfall has been found to be the most popular game for boys regardless of their territorial differences, (ii) picnic and cinema were indicated as the most popular hobbies for boys and girls of all territorial zones, (iii) pottery was found to be the most popular handicraft for all pupils regardless of sex or territorial variations, and (v) film music and radio listening have been found as the most popular part time activities for all indicative of their interest.

Strong, (1943) is of the view that ability must be important in the development of vocational interest. Roe, (1966) while summarizing a number of studies concerned with relationship between intelligence and interest reports correlations ranging from about -0.10 to 0.40. Freehill, (1961) has observed that intelligent children usually enjoy science whereas the study of Deo, (1969) revealed that the super scholastic ability (SSA) Adolescent played more games and preferred intellectual work.

Frierson, (1965) examined differences in interests between SSA group from upper and lower status groups of SSA and average from the same SES background. Similar findings have been reported by Schillichiting, (1968); Hyman, (1956), however, found that although Kuder inventoried interest are not related to social status when considered alone, they are related when intelligence is taken in to account.

In a study by Mehta, Bhatnagar and Jain (1989), on academic achievement and study habits, tribals were found to be slightly inferior to the non-tribals, while on vocational planning; tribals had an edge over the non-tribals. The interest
patterns of boys and girls also confirmed that the socialisation process was different for the children of the two sexes. Tribals preoccupation with pleasure activities such as singing, dancing, drinking, story telling and their happy-go-lucky spontaneous natures sharply contrast them with non-tribals (Kundu, 2003).

In an investigation on the aspiration, interest pattern and achievement motivation of tribal pupils, Sharma (1975) inferred that they revealed a characteristic trait of under estimation of their capacity which indicated their lack of self-confidence and significant goal discrepancy; objects of familiarity were the objects of their interests and objects beyond their perception were not liked by them. Further, the interest patterns of the tribal pupils were soil-bound and reality-oriented, and are greatly associated with their level of aspiration; tribal pupils in general showed very few needs indicative of their low need satisfaction, poor goal anticipation and inferior expectancy behaviour. It is thus likely that these factors interfere in their educational performance.

**Aptitude and Interest**: Sharma (1983) conducted a study with a view to identify the differential scientific aptitude of tribal and non-tribal pupils from Bastar and reported that tribal pupils, significantly excelled the non-tribals in accuracy of observation whereas the latter excelled significantly the former in detection of inconsistencies of illogical conclusions, ability to deduce conclusions, accuracy and interpretation, ability to reason and solve problems, and global scientific aptitude. Dixit (1980) made a comparative study of different types of aptitudes and interest patterns of tribal and non-tribal pupils. Tribals significantly excelled the non-tribals in visual motor co-ordination abilities. He also reported significant difference between the scientific attitude of tribal and non-tribal students. Ekka (1990) concluded that the tribals were not mentally deficient; they were capable of picking up complex knowledge, but their pace of assimilation was lower as their cognitive level was relatively lower due to historical reasons.

According to Basavanna et.al. (1984) although lower caste Hindu Children do not make the required grade in the School mostly because they lack several of experiences necessary for developing verbal conceptual, attentional &
communication skills essential for school learning. In the absence of the development of these skills by the child there is a progressive alienation of teachers from the child and the child from the teachers. This progressive alienation contributes to cumulative deficit which makes the child suffer from feeling of inferiority because he is failing and it further adds to the child’s withdrawal from other scholastic activities.

Shanbhag, (2000) studied the Multiple Cross-sectional study of logical Reasoning among Disadvantaged children. A total of 2120 children of 8 to 14 years belonging to SC and ST group from 6 schools of Mudigere taluk of Chikmagalore District in Karnataka constituted the sample. Standard Piagetian task were used for collection of data and reported that (1) Both SC and ST children had attained all the logical reasoning abilities studied except conservation of Area and conservation of volume by the age of 14 (2) The order of attainment of abilities varied between the two groups from 2 to 22 months. (3) The SC children were found ahead in the abilities viz, concept of age, conservation of liquid and conservation of number, while ST children were ahead in remaining abilities (4) Gender and Caste were found to be the significant factors in attainment of multiple classification, conservation of weight and conservation of volume (5) Gender was found to be a significant factor in the attainment of concept of age and conservation of Area (6) Age was found to be the significant factor influencing the attainment of all the logical reasoning abilities.

**Personality**: Though the tribal population throughout India may have some similarities, differences in personality profiles constitute factors that influence academic achievement. Tribal population is supposed to be racially different from other population. They differ in personality traits. Differences are partly due to the cultural distinction between tribal and other population (Bajpai, 1998). Saxena, Shrivastava and Kapoor (1978), Gokulnathan (1979), and Muthayya (1974) suggested that tribal and other people differ in several psychological traits. Tribal students have been found to be heavily loaded with negative factors of personality
in studies abroad (e.g. Kardiner, 1967) as well as in studies on Oraon and Bhil tribes (Sijhora, 1975, 1977) and in Muria tribes of Bastar (Sharma, 1977, 1980).

However, certain studies on Santhal and Tharu tribal groups (Singh, 1980a, b; Singh & Singh, 1982; Singh, Sinha & Mookerjee, 1982; Singh, Sinha & Kumari, 1985; Srivastava, 1983, 1985, 1989, 1991, 1992, 1993) suggest a number of personality variables which tend to have a positive bearing for education of tribal children.

Sinha and Mishra (1997) report that studies relating to personality characteristics suggest that tribals have many behavioural qualities which are highly appropriate in respect of their participation in education with fruitful outcomes. For example, traits like outgoing, assertiveness, venture, imagination, experimentation, emotional stability, etc. are highly desirable for performance not only in school settings, but also outside schools. The evidence that these qualities are highly placed among tribal children suggests that they have requisite basic orientation for achieving success in educational sphere.

Boose and Boose (1967) have studied the personality characteristics of the culturally disadvantaged. Using a sample of 187 culturally disadvantaged female college freshmen and 119 males as subjects, the EPPS was administered to identify personality characteristics of that group. Significant differences in personality characteristics were found to exist between the sample of males and females, the sample males and standardization group males, and the sample females and standardization group females. Symonds (1968) conducted a study on disadvantaged children developed in a climate of helplessness and despair. The effect of economic deprivation of personality development was studied. The basic requirement of emotional growth has been identified as a secure personal interaction environment in which dependency needs can be satisfied. Three major effects of poverty are listed: namely, hardening of emotional feelings, insecurity and inferiority.
2.22 School Determinants:

The school determinants constitute probably the more recent research field on educational performance. This connects to the effective school research, which has helped in the identification of some variables and school operating patterns associated with students' performance as well as a more positive environment for learning. At the school level, the determinants of achievement include the culture of the school, classroom structure and atmosphere, teaching methods and student-teacher interaction.

Research shows that the environment of school and classroom has a significant impact on student motivation and achievement (Meahr & Midgley, 1996). It is well known that motivation can be characterized by a students' personal investment in a given task. The magnitude of motivation is influenced by the psychological environment of a school, that is, by the meaning given to the overall education experiences (Maehr, 1990). Most reviews of the effective school literature point to the consensus that school culture and climate are central to academic success (e.g., Mackenzie, 1983). Typical of the findings is the summary of Purkey and Smith (1983) who, in their review of the literature on effective schools, found a close correlation between positive school culture and academic quality. Research continues to demonstrate the powerful effect of school climate on student-attitudes toward education (Renchler, 1992). School management imparts significant effect on academic achievement (Taj, 1999; Verghese, 1995). School climate and scholastic success are correlated (Ahlswalia, 1990; Panda, Sahoo & Sahoo, 1995; Reddy, 1994; Sananda Raj & Sreethi, 2000). School environment (Salili & Lai, 2003), School atmosphere (Ganihar & Shaik, 2004; Marchant, Paulson & Rothlisberg, 2001) and School type (Govinda & Varghese, 1993; Kingdon, 1996; Sinha, 1980; Veeraraghavan and Samal, 1988) also influence academic performance. It is found that achievement scores improve with improvement in the facilities of the school (Varaghese, 1995). The classroom has become an important focus of educational research because most learning takes place there. Recent research has focussed on how the classroom environment
facilitates student learning (Fisher, 1992; Fraser, 1986; 1987; Fraser & Walberg, 1991). Classroom environment may affect students' learning attitudes and behaviour before it influences their academic achievement (Cheng, 1994). Classroom management, in terms of teacher's style and use of power, can influence classroom climate and affect student learning (Cheng, 1994). Classroom environment is related to academic achievement (Ganihar & Shaik, 2004; Oza, 1995; Ramana, 1997). Small class size has been suggested by Adetoro (2001) and Ozerk (2001) to provide conditions for better academic performance.

Teacher education (Govinda & Varghese, 1993) and teaching style (Marchant, Paulson & Rothlisber, 2001) significantly predict academic achievement. Instructional programs have its impact on the academic performance of students (Alfassi, 2003; Luyben, Hipworth & Pappas, 2003). Teacher expectations (Gyanani, 1998), Teacher behaviours (Ganguly, 1989; Muijs & Reynolds, 2002), and Teacher effectiveness (Veeraraghavan & Bhattacharya, 1989; Wood, Murdock & Cronin, 2002) also influence academic achievement. Other school factors like experienced and trained teachers and good moral of the teacher contribute to high academic achievement (Suneetha & Mayuri, 2000).

Student-teacher relationship plays an important role in student performance (Arora, 1988; Burke, 1996; Jacobson, 2000; Liu, 1997; Steele, 1992). Communication educators have long been emphasizing that student-teacher interaction is a critical variable in the educational fortune of students (Hunt, 2003) and also that these interactions contribute towards better academic achievement (Ozerk, 2001; Suneetha & Mayuri, 2000). It has also been concluded that student–teacher relationships are associated with higher academic achievement (Crosnoe, Johnson & Elder Jr. 2004; Niebuhr & Niebuhr, 1999).

In a study by Demoulin (2002), it was concluded that non-involvement in extra-curricular activities by students, is a failure of accountability in that personal development during adolescent years is dependent upon involvement in such activities and efficient learning derives largely from good personal development. A number of studies have held the view that participation in extra-curricular activities
helps in making academic performance better (Camp, 1990; Finn & Rock, 1997; Gifford & Dean, 1990; Mahoney, Cairns & Farmer, 2003; Marsh, 1992; O'Brien & Rollefson, 1995). Gerber (1996) found that extra-curricular participation is not detrimental to student performance and that participation in these types of activities promotes greater academic achievement. Broh (2002) observed that participation in some extra-curricular activities improves the academic achievement.

Ekka (1990) conducted a study on Development of Tribal Education in Orissa after independence showed that percentage of bigger habitation in the Tribal unhabituated area is very negligible. This leads us to conclude in any state with high tribal populations, that educational interventions should be planned at the level of various habitation, bit or small.

Kamble, (1992) studied the effect of the facilities given by govt. to the backward class pupils in primary schools in Davgod Taluq. Found that in the opinion of Headmasters, 74% students take advantage of facilities available for tribal children viz. Free text books, uniform, writing materials & nutrition meal. 84% such students are regular in their attendance. One very significant finding of the study was that the Headmasters opinion that the government facilities are useful to arrest wastage in education but they are not useful to increase the percentage of pass students. The drop out rate for Devgad taluk was much lower than the national dropout rate.

Mehta, (1992) studied the level of school performance of SC, ST & Non-backward XI grade boys of Rajasthan in India. The results so that the Mean level of School performance of Non-backward boys were significantly higher than other SC & ST boys. The Mean difference between SC & ST boys was not satisfactorily significant. Geographical location of schools was not found to produce any difference in the level of Academic performance of SC, ST & backward boys.

Many factors have been identified which may be responsible for this state of affairs. Socio-economically it has been found that the people of upper socio-economic strata among SC & STs are using the facilities meant for them in greater measure than those who are in the lower strata. Psychologically, lack of
stimulation, encouragement & motivation at home to first generation educates and shyness manifested by low participation in the School activities and feeling of inferiority serve as important constraints. The Teachers are not having positive attitude towards their learning capacity which results in low level of motivation and aspiration among them.

Bryk & Randenbush, (1992) are of the opinion that the analysis can broadly be classified into 3 stages. The first stage consists of exploring the raw scores with respect to mean achievement of SC/ST and non-SC/ST. The achievement scores are dependent on student’s background and school policies and practices. The second stage comprises analysis of data using hierarchical data structure in multilevel modeling. In order to explore the behaviour and achievement of SC/ST students, further a step-wise regression analyses is undertaken to estimate the contribution of some of the important student level variables i.e. related to home background and whether the student has repeated a class or not. The aforesaid analysis is carried out separately for Maths & language Achievement.

Shukla, et.al. (1994) found that SC/ST students has low performance at primary level as compared to backward and other caste students in the entire country. He investigated the relationship of school factors with Language and Mathematics achievement of primary school students and found that facilities for teachers, adequate classroom facilities, teaching experience of head master, time devoted to teaching Arithmetic, educational facilities available in school and functional parent teacher association had a effect on the students achievement.

Rath (1995) focuses the study on the school input differences in the primary schools with different levels of concentration of ST Students. The data of baseline assessment study of six states comprising 1502 schools were analysed. The input variables like physical facilities and services coverage by teacher quality & teaching patterns were treated through non-parametric statistical technique. It was found that in some of the state’s schools with high concentration of ST students had less pucca building facilities, available of furniture & equipments, safe drinking water & toilets facilities, instructional aids, pre school facilities, more under
qualified teachers, less number of days of in-service training, less experienced teachers & more use of multigrade teaching. The baseline assessment study on learning achievement indicates low level of performance and high rate of drop outs among tribal students. Rath & Saxena (1995) also made a study on school effectiveness and learning achievement.

Latchanna (1996) made a comparative study of Grade-repeaters and Drop outs in Tribal and Non-tribal Primary Schools and reported that (1) the average size of the primary school in the tribal area was smaller than that of the non tribal Primary schools. Though the facilities were same in both the schools and also it did not make any difference in the estimation of unit cost of primary education (2) The smaller size of the Tribal Primary School caused greater wastage of expenditure than the non Tribal Primary School (3) The ratio of wastage in the form of grade repeaters and Drop outs was high in the tribal primary school because of the various sociological and economic factors (4) Given the same pattern of administrative arrangements and infrastructure facilities, the cost per pupil in the tribal primary school was found to be Rs. 2.51 times more to that of non tribal Primary Schools.

Biswa (1997) investigated the relationship between the personal characteristics of the teacher and the students academic progress. According to there studies elementary and high school children generally prefer and make greater social, emotional and academic progress with teachers who are warm, high in ego strength, enthusiastic, reactive to suggestion and aware of individual differences. Apart from environmental factors, some other personal factors of the students too affect scholastic performance either positively or negatively. Intelligence, attitude towards school, teachers, anxiety, study habit, self concept, extraversion introversion and various other personality traits are suggested to have cause effect relationship with the Scholastic Achievement of students. Scholastic Achievement thus seem to be influenced by a number of variables acting singly or in combination with some other variables. It is with the objects of finding out the determinants, identifying the areas of determinants of Scholastic Achievement and ascertaining
which factors are more important in influencing the Scholastic Achievement of Students.

Dash, (1999) studied the trends and problems of Higher Education of Scheduled Tribes in Orissa. The findings were (1) Due to low enrollment and higher rate of dropout, equality of opportunity in enrollment achieved by STs at subsequent stages of education was very low. (2) It was revealed that the Tribal habitations were greater victims of non-provision of schooling facilities. The disparity between the special provision of educational institutions for ST boys and girls was large enough. (3) ST students had lowest percentage of pass in Higher Secondary Certificate examination in the state. (4) ST students of families of better socio-economic status as well as comfortable economic condition availed post Metric Scholarship. (5) More percentage of Girls and students of Arts courses considered the scholarship scheme useful than their counterparts. (6) Majority of respondents considered the special facilities useful and they were of the view that the status of ST has improved but they still continue to be backward (7) Majority of the students failed to devote sufficient time for studies due to disturbances created by others, lack of books etc and also they had difficulty in understanding lectures due to inadequate explanation and the difficult language used by the teachers. (8) Nearly one fifth of the respondents did not have any clear cut educational aspirations and nearly one sixth of the respondents did not have any clear occupational aspiration whereas on fifth of them hoped to join government services.

Pachaury, A.C. (2000) study intended to investigate relevance of the teachers training in developing cardinal invariance by the second grade ST/SC children of multigrade schools. A sample comprised of 50 children, 34 from ST (15 boys & 19 girls) and 16 from SC (9 boys & 7 girls) of the second grade studying in the multi grade school The Piagetian (1965) cardinal invariance task was administered. The findings were (1) Only 16 percent of the children manifested cardinal variance status after applying Piagetian Criterion (75 percent). Hence they revealed three / four years of delay in the developing logical Arithmetical ability
Thirteen to 33 percent of these children failed to construct 1:1 correspondence of cardinal concepts by the children. They also failed to view the context of invariance holistically constructing a judgement.

Roy, (2001) made a Comparative study of the status of tribal teachers in Assam and West Bengal and observed that (1) Participation of tribals in teaching profession in very meager, as most of the educated tribal youths prefer other jobs to that of teaching. (2) Majority of teachers started their education through the medium of regional language and not their mother tongue. (3) Female teachers from both the states came from higher status families as compared to their male counterparts. (4) Respondents signified a strong association between status and economic situation. (5) A considerable difference existed between indigenous Tribal communities and Tribal teachers in perception determining economic status. The Observation revealed that most of the respondent teachers were de-rooted from their indigenous community.

2.23 Socio-Cultural Determinants:

Relationship between family status and educational performance of children is well established in sociological research. Social class has a significant effect on the Academic Achievement of adolescents (Taj, 1999; VanLaar & Sidarius, 2001). Researches suggest that high status of families help in achievement and provide better psychological support to their children (Williams, 1987; Williams, Long, Carpenter & Hayden, 1993). The findings by Okpala, Okpala and Smith (2001) support the notion that economic circumstances are correlated with Academic Achievement.

The relationship between socio-economic status and Achievement has been observed in various studies (e.g., Devanesan, 1990; Ganguly, 1989; Garg & Chaturvedi, 1992; Harikrishnan, 1992; Homchaudhuri, 1998; Mohan, 1998; Mortimore et.al, 1998; Pandey & Maikhuri, 2003). In a study by Sinha (1992), socio-economic status was higher among academically talented as compared to average, irrespective of sex and curricula. It has also been concluded that high
school failure is also associated with low family socio-economic status (Newcomb, Abbott, Catalano, Hawkins et al., 2002).

Tribals have oral traditions. Their culture is primarily oral. Their history, myths and traditions are orally handed down from generation to generation. Their long oral traditions and lack of scope to read and write in their languages have made them allergic to print. The tribal pupils, therefore, are found to be very poor in reading skills (Kundu, 2003).

In an extensive study of Kharwar tribal group, Dubey (1993) analysed their motivational structure and found that a majority of the Kharwar population was confined to the satisfaction of primary needs (food, cloth, shelter). Almost all activities of their life were dedicated to the pursuit of these primary needs. Familial obligations were more important than the pursuit of personal goals. People indulged in immediate gratification of needs, and had a vague and unstructured future orientation and very low aspiration for children. There were absolutely no planning for future, and the whole life was perceived as externally controlled. “Eat, drink and be merry” appeared to be the fundamental philosophy of Kharwar life.

Dubey (1993) found that tribal children were generally not sent to schools as it was perceived as a distinct hindrance to the family’s ongoing economic activities. Poor expectations regarding education was reported by Mishra (1995a, b) in a study on Birhor and Oraon women of Chotanagpur region. In a study by Sharma (1991), it was found that parents of tribal children have low motivation which was evident from their low educational aspirations. Daswani, Shukla and Rama Vani (1995) report that tribal people do not give any importance to education. This may be a reason behind the lack of interest in education seen in tribal children (Shukla, 1995). Tribal child is the most disadvantaged and deprived child as he/she lacks intellectual stimulation (Kalyani & Radhakrishan, 2002). The opportunity to motivate the intellectual abilities of the child is very less or restricted in the tribal home. The tribal parents usually do not show any interest towards the education of their children. The child enters the school emotionally, socially and intellectually
unprepared without having any exposure to preschool learning experiences. Biswal (1991) found that drop out rate at higher level is higher than that at the lower level.

Research conducted in poverty has largely focussed on the psychological & behavioural reaction of the poor towards their poverty. It was found that disadvantaged and deprived groups have lower motivational level (Sinha & Mishra, 1982) lower need for achievement (Singhal & Nandy, 1981), lower risk taking behaviour (Sinha, 1969, 1974) lower aspiration (Rath 1974, Tripathi & Mishra, 1978), lower self concept (Dutta & Das, 1981), (Amar K. Singh, 1983) and lower cognitive functioning (Chatterjee & Paul, 1981), (Tripathi & Mishra, 1978) than the advantaged groups belonging to higher Economic strata. Singh and Saxena, (1995) found that there exist gender and SC/ST gaps in achievement. Mother’s and father’s occupation are positively associated with the pupils achievement. Rath and Saxena, (1995) indicated that SC/ST students scored Lower than non-SC/ST students in mathematics achievement and father’s education contributed towards better achievement of SC/ST student. Sahoo, (1998) conducted a study on socio institutional factors on learning achievement of tribal primary school children that social factors have positive influence on enhancing learning achievement in mathematics and language achievement.

Barbara & Das (2001) investigated the Influence of Parental literary on the Academic Achievement of children belonging to the Backward classes (i) Children of literate parents showed better academic achievement than the children of illiterate parents. (ii) The academic achievement of First generation learners was found to be the lowest. (iii) Academic Achievement of the girls was comparatively better than that of boys (iv) It was found that First generation learners (FGLs) parents were not aware of their children’s education due to busy work schedule (v) Parents literacy and lack of facilities were found to be the causes behind low academic achievement. (vi) The overall academic achievement was found very low i.e. only 16.9%. Literate parents of the backward classes were found highly aware of their children’s education and try to give their children guidance and facilities for education.
Ardelt, et.al. (2002) investigated the effects of parental efficacy on promotive parenting strategies, children's efficacy & children's academic success in adverse environment. Data were obtained from a 1991 survey of 376 Mothers, both white and black & their young adolescents in inner-city Philadelphia. Analysis show that in parental efficacy predict the promotive strategies of Black mothers but not those of white mothers, a difference that reflects the higher risk environment of Black families, they tend to live in more socially isolated and dangerous neighborhood than white families. Overall mothers parental efficacy is a stronger predictor of children's self efficacy and academic success in disadvantaged family environmental context. Surprisingly mothers efficacy beliefs but not their promotive strategies are associated with the self efficacy and academic success of their children.

Several studies about the determinants of achievement have been conducted in different parts of the worlds some of these investigations reveal that many of the distinctive characteristics of pupils, home environment influence their scholastic achievement. (i) Reading ability of the child is found to be affected by the size of the family and the educational level of his parents. (ii) Lack of cultural background at home and absence of an impetus for cultural pursuits impede the child progress at school (iii) The Socio economic status of the family, family expectations from the child etc. influence the achievement of student + vely or - vely. (iv) Studies reveal that a healthy emotional climate makes the child relaxed, cooperative, motivated to study and disciplined (v) An unhealthily emotional climate makes the child tease, nervous, irritable, disinterested in studies and prove to trouble some behaviour.

2.30 SOME OTHER REVEALING STUDIES ON SC/ST:

Sociological Research suggests the distinct existence, evolution and behavioural functions of different caste groups. Dumout (1978), Srinivas (1972, 1985), Vidhyarthi (1979), Mandelbaum (1972) reported that Tribals 'are closer to the lower caste groups in their attitudes and beliefs than to the upper caste group. He observed that both lower Caste and Tribal groups are disinterested in long-term
planning and future orientation. In addition Tribals were found to possess negative attitude towards wealth accumulation. Some later studies also support the findings of Tribals being less future oriented (Agarwal & Tripathi 1980, 1984), Nanda Biswas & Padey (1996) reported that planning for future goals is less prevalent among tribals compared to SC and upper Caste groups.

Wankheda (1999) identifies and critically analysis the social and educational problem of the SCs with reference to the educated SC in their social contexts. It shows how social problems obstruct motivational level, quality and utility of education. Although education carries inherent handicaps, it has proved to be the best means for their overall development.

There are a number of studies that show the effect of school environment on academic achievement of the student. Panda, Sahoo & Sahoo (1995) have studied the climate of control, public aided & unaided schools, found that the Academic performance of the students study in the schools of open and control climate were better than that of the familiar & closed climate schools. Ahluwalia (1990), Reddy (1994) have reported that open a controlled school climate seem to be more conducive and favourable for the students to score high percentage of marks. Vyas (1993) has reported that Academic failure has been associated with lower affiliation, teacher control, rule clarity & teacher support variables.

Oewin (1992) examined the influence of schoolmates, family structure, racial concentration, socio economic status on the Academic Achievement of Individual African, American white students. The study finds that being surrounded by schoolmates from female headed families had the second largest negative association with the Academic Achievement of African, American, greater in effect than the association of Academic achievement with individual family structure. It appears that the negative effect of concentrations of African American in schools may be largely due to the association of Minority concentration schools with high percentage of female headed families.

Wankheda (1999), studied the social and education problem of Schedule Caste found that Political and Social changes have changed the traditional status
and problems faced by the SC’s particularly due to special treatment out meted to them. Universal and compulsory education for all the children up to the age of 14 years enshrined in constitution as a directive Principle. Inspite of this the pace of Universalization has been extremely slow compared to the critical role of education in bringing equality & justice and the objectives set in the constitution itself.

Tapia Javier (1999) studied the schooling of Puerto Ricans Philadelphia’s most unpoverished community. He discussed how schooling and literary practices are influenced by the structure & organisation of the household unit by the schooling context. The article consists of five cases to illustrate how schooling and Academic performance are influenced by the structure and organisation of households and the school. Results suggest that household stability, which is influenced be economic stability is the strongest factor affecting students learning. Educational reform programmes need to consider the economic conditions of these households even more than linguistic and cultural factors.

Jones Mary, (2001) Underwent a study of alienation of Christian Minority Students in Telangana Area in Relation to their Educational, Psychological and Social Factors and found that (1) The alienation and socioeconomic status were found negatively and significantly correlated to each other. It was also found that if one unit of Socio Economic status increases, alienation would decrease significantly (2) The Christian students with SC background were more alienated than others (3) The students who were pursuing non-professional courses were educationally, economically, politically and socially more alienated than their counter parts in professional courses (4) The degree of alienation between male and female Christian students were insignificant.

Basantia, et.al. (2000) conducted an Empirical study on Psycho-social Factors & Achievement of Tribal Students. The conclusion drawn from the above study were (1) Boys and girls did not differ in terms of psycho-social constraints (2) the degree of psycho-social constraints differed between high achievers and low achievers. High achievers had low psycho-social constraints (3) It was revealed that
psycho-social constraints and academic achievements are negatively co-related with each other. The personality factors regarding the Academic Achievement of ST Adolescents in Kolar District of Tamilnadu showed that More non ST adolescent boys and girls were extraverts than ST Adolescents. Das (2000) found that primary school children have severe learning difficulties in the areas of number and the fundamental operations. Based on their difficulties, development of remedial package on place value and the four fundamental whole numbers was done.

2.40 RESUME OF REVIEW OF RELATED LITERATURE

A resume of review of the relevant literature indicates that psychological dimensions of study dealing with personal, school and socio-cultural determinants have been relatively conducted very insignificantly. These studies are not only insignificant but also scattered and insufficient. Psychologists as such have not developed the intensive interest for planning long-term useful depth studies on Scheduled Caste and Scheduled Tribe which could explore the probabilities, possibilities and perspectives of the pupils. Relatively, studies on personality patterns of the tribals are more than on any other psychological dimensions, Sizora (1975, 1977) and Sharma, V.P. (1977, 1980) have unfolded significant personality attributes of personality – structures of different tribes.

Aptitudes have been primarily studies as predictors. Numerous scattered studies are available in overseas countries; but they did not display a systematic coherent presentation. Dixit and Sharma, P. (1982) studied various aspects of aptitudes Kathuria, P.R. (1982) studies the Interest Patterns of the tribes. All these studies attempted to compare the Tribals with Non-Tribals. The investigations on such cultural contents require depth studies and vertical exploration of the psychological dimensions dealing with the Scheduled Caste and Scheduled Tribal life.

What is more significant and relevant for the upliftment of the Scheduled Caste and Scheduled Tribe themselves as well as for the nation in the identification of the strength and limitations of the potentialities, aptitudes, interest, motivational
strength, general mental abilities and learning abilities of the tribals. A constructive planning and policy for the national reconstruction could emerge by adequately identifying and diagnosing the strengths and limitations of the human potentialities and propensities in the nation for which effective long term tribal studies on various psychological dimensions are not only of researches of great social significance, but also relevant and of vital importance. Thus, it is indicative of the fact that there exists a great scope for the studies on psychological dimension s of the Scheduled Caste and Scheduled Tribal life. Rather, the findings on psychological studies prepare solid foundations for social, cultural, educational and material betterment. In view of these short-comings and limitations that we observe in the existing relevant literature on Scheduled Caste and Scheduled Tribe studies and the direction that they set for further studies, it is pinpointedly presented that:

- A comparative and contrastive study of the Scheduled Caste with their counterpart on Scheduled Tribe may highlight some of the significant features of the progress and prosperity which these could identify, assimilate and adapt for their advancement and upliftment.

- In view of the tremendous explosion of knowledge and rapid change in communication, interdisciplinary or multidisciplinary approach would be more beneficial and the direction of studies of which has been reflected in the review of relevant studies presented here.

- Studies on tribals as well as their comparison with non-tribals are rather numerous but studies related with Scheduled Caste and Scheduled Tribe are very few. From the points of view of identifying and diagnosing the nature, kind and degree of the blocks and barriers that the Scheduled Caste and Scheduled Tribe inherit could be best known by depth studies and vertical explorations. Such depth studies could be effectively under-taken by psychologists and educationists.

- The literature, further, reveals that every Scheduled Caste and Scheduled Tribe is different in terms of its cultural values, socio-political control and
religious sanctity. Meaningful researches of different Scheduled Caste and Scheduled Tribe would enrich the existing literature on their life.

The inferences so drawn from the review of relevant literature indicate that there is indeed a great need for undertaking psychological studies of the Indian Scheduled Caste and Scheduled Tribe and the findings of which could prepare scientific base for their material, social and cultural progress; and knowledge and understanding of aptitudes and interests are very significant psychological independent variables for their material, social, and cultural progress on one hand, and psychological well-being on the other. In this regard, the present study of differential and scientific aptitudes and interest of the Scheduled Caste and Scheduled Tribe pupils are relevant as well as significant.

2.50 RATIONALE FOR SELECTING THE PRESENT STUDY

Though Chhattisgarh is very rich in tribal culture, hardly any significant research on psycho-educational dimensions of behaviour has been undertaken by any one. At the time of reviewing the findings of the past researches related to the variables of the present study, it was remarked that the flow of researches on significant psycho-educational constructs is rather too insignificantly scattered and insufficient, the finding of some studies were inconsistent with respect to same variables. Hardly any studies on the Interest Pattern, traits and talents of SC and ST communities which occupy a significant position in national reconstruction and developmental programmes have been undertaken. It was difficult to generalize form the evidences so collected. Even then some trends have been observed which have relevance with the present study. In the light of the importance attached to the SC & ST pupils from the point of view of national reconstruction, it is crucial to study psycho-educational aspects of the SC & ST.

Keeping in view these considerations the investigator decided to extend the nature and kind of aptitude (DAT and SAT) and their seven components and Interest of the Scheduled Caste and Scheduled Tribe pupils of the same Locale i.e. Raipur District of Chhattisgarh region.
This study is not only new, novel and unexplored but it is very relevant from the point of view of the development of SC & ST in particular and the national reconstruction in general. By designing such a contrastive study of the two Social groups inhabited in the same physical environment but brought up in different Socio-cultural settings, the investigator would be able to clearly identify and diagnose the differential attributes, talents and tendencies which contribute as facilitative factors in the advancement of Scheduled Caste and Scheduled Tribe as well as those inhibitory factors which operate as “pull chains” as “blocks and barriers” in the developmental process of Scheduled Tribes.

The present study, therefore constituted a significant problem in raising the human capital in India on which national reconstruction and economic development depends to a large extent. Study of Interest and Aptitudes (DAT & SAT) of the Scheduled Caste & Scheduled Tribe is of great relevance and has a high social significance.

2.60 STATEMENT OF THE PROBLEM

The problem under study is as follows:

“A study of the Scholastic Attainments as a Function of Aptitudes and Interest Patterns of the Pupils of Scheduled Caste and Scheduled Tribes in Chhattisgarh”