CHAPTER III

METHODOLOGY

In short, this chapter deals with the method of conducting the study. The complete plan and procedure of the study, like the population, sample, tools and techniques are envisioned here, along with the reason for selecting the variables.

An understanding of the unique position of the scheduled castes and their educational, social and economic problems had thrust upon the investigator a responsibility of studying these students. Many of the studies so far conducted had been dealing with either the psychological or the sociological aspects of the long-neglected scheduled castes. Further very few studies on SCs had been carried out in Tamil Nadu. Hence, as a stepping stone an attempt had been made to study both the psychological and sociological factors, having an impact on educational achievement of the scheduled caste students.

RATIONALE FOR SELECTING THE VARIABLES

As an Indian child grows up in caste society, one would expect that he slowly acquires the 'style of behaviour' that is the characteristics of his caste group (Sharma, 1983). Hence the caste of an individual may influence one's personality pattern.

The great promise and needs of the age we live in require the full development of our human resources. So, special emphasis should be given to the
intellectual attainment of all in a society. The perpetuation of the caste system hinders intellectual progress. But we must be optimistic about the possibilities of discovering talents hidden among the disadvantaged children and youth. It is left to the educationists.

In industrialized and modernizing nations it is believed that social status depends largely on occupational status. The occupations chosen reflect one's self-identification in the status hierarchy. After independence, schemes have been launched to attract the learners from the deprived communities into the educational institutions. A section of these community has started utilising the incentive schemes. A measure of their occupational aspiration will reflect their mental stature in the equality ensured Indian society.

Development of socio-economic, and infrastructural facilities is another important aspect in the integrated growth of these communities. It is the profound duty of the educationists and planners to analyse the existing level of socio-economic facilities and to make revised proposals to provide the basic facilities in rural areas.

Towards the upliftment of these deprived people, the central and the state governments have taken various steps to improve their welfare. For their educational development, scholarships, books, hostel facilities and the like are provided. Ignorance as well as the unawareness of the various facilities, aids and concessions, admissible by the government is a deterring factor in changing the existing order of the society based on caste. An analysis of the estimate and expenditure on scholarship would make the picture clear. As per the Performance Budget 1992-93, the revised estimate of scholarship for the year 1991-92 was
Rs. 1338.82 lakhs and the actual amount spent on scholarship under both the State Government and Government of India Regulations, during the same year was Rs.908.81 lakhs. This gap may be due to lack of awareness, which necessitated this to be included in this study.

Only healthy relations among all social groups in a country would pave the way for social harmony. The low caste groups live largely in isolation from high caste groups residentially and socially. This casteism and social prejudices have been operating as barriers to the spread of education among them. Attempts to eliminate the mutual suspiciousness that exists between these groups can be made only when the dynamics and etiology of the malady are well understood (Kapur and Chadha. 1988). An attempt to understand the malady had been made, by analysing the social relationship of different caste groups.

Education is a supremely important activity, which has a permanent, formative effect upon children; it influences and perhaps even determines their future intellectual, social, moral and emotional development and thereby plays a crucial part in shaping the sort of person that the child is to become. (Staughan and wrigley, 1980) So, if this is the case, education must not be approached in an aimless or uncommitted manner; such is its potential power that it must be used as a positive means of improving individuals. Hence, it would be noteworthy to study how these psychological and sociological factors are related to the educational achievement.

Thus there were new signs of intellectual life, demanding a fresh look at the importance of the long-neglected scheduled caste students and it had struck the investigator to pursue this study.
STATEMENT OF THE PROBLEM

The study had been captioned as the 'Psycho-Socio correlates of Academic Achievement of the Scheduled Caste Girl Students in the Higher Secondary Schools of Tirunelveli - Kattabomman District'.

DEFINITION OF THE TERMS

Psycho-socio correlates

'Psycho' is a learned borrowing from Greek, used to represent 'psychological' in compound words.

'Socio' is a word element used with the meaning of 'social', 'sociological' or 'society' in the formation of compound words.


Hence, 'psycho-socio correlates' are the mutually related psychological and sociological variables that are related to the academic achievement, the dependent variable.

Academic Achievement

'Achievement', according to Taneja (1989) 'is the performance in school or college in a standardised series of educational test.'
In the words of Bajwa and Setia (1994) academic achievement refers to the pupils’ knowledge attainment and skills developed in the school subjects and is assessed by the authorities with the help of achievement tests in the form of examinations.

Operationally, it is defined as the total marks obtained by a student in the S.S.L.C. (X standard - revised pattern) Public Examination, conducted at the end of the tenth year of Secondary School Education, in languages, Mathematics, Science and Social Science.

Scheduled caste

The term 'scheduled castes' is a legally created classification that makes sense only in a context of statutory provisions, government programs and politics. The scheduled castes, unlike other backward classes, are specified by the President of India in the first instance and can be amended by an act of Parliament.' (Zachariah, 1982)

Hence, scheduled castes are those groups which are named in the scheduled caste order in force. (Appendix I).

Higher Secondary Schools

In Tamil Nadu 10+2+3 system of education is followed and the secondary schools with classes XI and XII which follow the syllabus prescribed by the Board of Higher Secondary Examination, Madras are known as higher secondary schools.
Tirunelveli- Kattabomman District

It is one of the revenue districts of Tamil Nadu, with Chidambaranar District in the east, Kerala State in the west, Kamarajar District in the north and Kanniyakumari District and Indian Ocean in the south. Tirunelveli is its headquarters. A map of Tamil Nadu, showing the Tirunelveli- Kattabomman District is attached here (map 3.1). The geographical area of the district is 6,810 sq.kms. Totally it has 9 taluks with a population of 2,493,189 (1,224,319 male and 1,268,870 female) among which 447,654 (218,607 male and 229,047 female) were SCs as per the 1991 census.

OBJECTIVES

The objectives of the study were the following:

1. To study the psychological variables of the SC respondents with respect to their
   a) standard (XI & XII),
   b) subjects of study and
   c) non-scheduled caste respondents.

2. To study the sociological variables of the SC respondents with respect to their
   a) standard (XI & XII),
   b) subjects of study and
   c) non-scheduled caste respondents.
3. To study the academic achievement of the SC respondents with respect to their
   a) standard (XI & XII),
   b) subjects of study and
   c) non-scheduled caste respondents and

4. to study the relationship of the psychological and sociological variables with the academic achievement of the SC respondents with respect to their
   a) standard (XI & XII),
   b) subjects of study and
   c) non-scheduled caste respondents.

Specific objectives

The specific objectives of the study were

1.1. to find the levels of personality traits: intro version- extroversion, self-concept, independence-dependence, temperament, adjustment and anxiety; intelligence and occupational aspiration of the SC respondents with respect to their

   a) SC respondents in XI and XII standard
   b) SC respondents in science, humanity and vocational group
   c) SC and NSC respondents in XI standard
   d) SC and NSC respondents in XII standard
1.2. to know whether there was any significant difference between the mean scores of personality traits: introversion-extroversion, self-concept, independence-dependence, temperament, adjustment and anxiety; intelligence and occupational aspiration of the

a) SC respondents in XI and XII standard
b) SC respondents in science, humanity and vocational group
c) SC and NSC respondents in XI standard
d) SC and NSC respondents in XII standard
e) SC and NSC respondents in science group
f) SC and NSC respondents in humanity group
g) SC and NSC respondents in vocational group and
h) total SC and NSC respondents.

2.1. to find the levels of socio-economic status and awareness of governmental provisions of the

a) SC respondents in XI and XII standard
b) SC respondents in science, humanity and vocational group
c) SC and NSC respondents in XI standard
d) SC and NSC respondents in XII standard
e) SC and NSC respondents in science group
f) SC and NSC respondents in humanity group

g) SC and NSC respondents in vocational group and

h) total SC and NSC respondents.

2.2. to know whether there was any significant difference between the mean scores of socio-economic status and awareness of governmental provisions of the

a) SC respondents in XI and XII standard

b) SC respondents in science, humanity and vocational group

c) SC and NSC respondents in XI standard

d) SC and NSC respondents in XII standard

e) SC and NSC respondents in science group

f) SC and NSC respondents in humanity group

g) SC and NSC respondents in vocational group and

h) total SC and NSC respondents.

2.3. to study the social relations as perceived by the

a) Hindu SC respondents

b) Christian SC respondents and

c) NSC counterparts.

3.1. to find the levels of academic achievement of the

a) SC respondents in XI and XII standard

b) SC respondents in science, humanity and vocational group

c) SC and NSC respondents in XI standard
d) SC and NSC respondents in XII standard
e) SC and NSC respondents in science group
f) SC and NSC respondents in humanity group
g) SC and NSC respondents in vocational group and
h) total SC and NSC respondents.

3.2. to know whether there was any significant difference between the mean scores of academic achievement of the

a) SC respondents in XI and XII standard
b) SC respondents in science, humanity and vocational group
c) SC and NSC respondents in XI standard
d) SC and NSC respondents in XII standard
e) SC and NSC respondents in science group
f) SC and NSC respondents in humanity group
g) SC and NSC respondents in vocational group and
h) total SC and NSC respondents.

4.1. to trace the relationship between academic achievement and personality traits: introversion-extroversion, self-concept, independence-dependence, temperament, adjustment and anxiety; intelligence and occupational aspiration of the

a) SC respondents in XI and XII standard
b) SC respondents in science, humanity and vocational group
c) SC and NSC respondents in XI standard
d) SC and NSC respondents in XII standard
e) SC and NSC respondents in science group
f) SC and NSC respondents in humanity group
g) SC and NSC respondents in vocational group and
h) total SC and NSC respondents, and

4.2. to draw the relationship of academic achievement with socio-economic status and awareness of governmental provisions of the

a) SC respondents in XI and XII standard
b) SC respondents in science, humanity and vocational group
c) SC and NSC respondents in XI standard
d) SC and NSC respondents in XII standard
e) SC and NSC respondents in science group
f) SC and NSC respondents in humanity group
g) SC and NSC respondents in vocational group and
h) total SC and NSC respondents.

HYPOTHESES

The following hypotheses were formulated for this study and they had been written in the null form.

1.2.1. There was no significant difference between the mean scores of introversion-extroversion of the

i. SC respondents in XI & XII standard
ii. SC respondents in science and humanity group
iii. SC respondents in humanity and vocational group
iv. SC respondents in science and vocational group
v. SC and NSC respondents in XI standard
vi. SC and NSC respondents in XII standard
vii. SC and NSC respondents in science group
viii. SC and NSC respondents in humanity group
ix. SC and NSC respondents in vocational group and
x. total SC and NSC respondents.

1.2.2. There was no significant difference between the mean scores of self-concept of the

i. SC respondents in XI & XII standard
ii. SC respondents in science and humanity group
iii. SC respondents in humanity and vocational group
iv. SC respondents in science and vocational group
v. SC and NSC respondents in XI standard
vi. SC and NSC respondents in XII standard
vii. SC and NSC respondents in science group
viii. SC and NSC respondents in humanity group
ix. SC and NSC respondents in vocational group and
x. total SC and NSC respondents.

1.2.3. There was no significant difference between the mean scores of independence - dependence of the

i. SC respondents in XI & XII standard
ii. SC respondents in science and humanity group
iii. SC respondents in humanity and vocational group
iv. SC respondents in science and vocational group
v. SC and NSC respondents in XI standard
vi. SC and NSC respondents in XII standard
vii. SC and NSC respondents in science group
viii. SC and NSC respondents in humanity group
ix. SC and NSC respondents in vocational group and
x. total SC and NSC respondents.

1.2.4. There was no significant difference between the mean scores of temperament of the

i. SC respondents in XI & XII standard
ii. SC respondents in science and humanity group
iii. SC respondents in humanity and vocational group
iv. SC respondents in science and vocational group
v. SC and NSC respondents in XI standard
vi. SC and NSC respondents in XII standard
vii. SC and NSC respondents in science group
viii. SC and NSC respondents in humanity group
ix. SC and NSC respondents in vocational group and
x. total SC and NSC respondents.

1.2.5. There was no significant difference between the mean scores of adjustment of the

i. SC respondents in XI & XII standard
ii. SC respondents in science and humanity group
iii. SC respondents in humanity and vocational group
iv. SC respondents in science and vocational group
v. SC and NSC respondents in XI standard
vi. SC and NSC respondents in XII standard
vii. SC and NSC respondents in science group
viii. SC and NSC respondents in humanity group
ix. SC and NSC respondents in vocational group and
x. total SC and NSC respondents.

1.2.6. There was no significant difference between the mean scores of anxiety of the

i. SC respondents in XI & XII standard
ii. SC respondents in science and humanity group
iii. SC respondents in humanity and vocational group
iv. SC respondents in science and vocational group
v. SC and NSC respondents in XI standard
vi. SC and NSC respondents in XII standard
vii. SC and NSC respondents in science group
viii. SC and NSC respondents in humanity group
ix. SC and NSC respondents in vocational group and
x. total SC and NSC respondents.

1.2.7. There was no significant difference between the mean scores of intelligence of the

i. SC respondents in XI & XII standard
ii. SC respondents in science and humanity group
iii. SC respondents in humanity and vocational group
iv. SC respondents in science and vocational group
v. SC and NSC respondents in XI standard
vi. SC and NSC respondents in XII standard
vii. SC and NSC respondents in science group
viii. SC and NSC respondents in humanity group
ix. SC and NSC respondents in vocational group and
x. total SC and NSC respondents.

1.2.8. There was no significant difference between the mean scores of occupational aspiration of the

i. SC respondents in XI & XII standard
ii. SC respondents in science and humanity group
iii. SC respondents in humanity and vocational group
iv. SC respondents in science and vocational group
v. SC and NSC respondents in XI standard
vi. SC and NSC respondents in XII standard
vii. SC and NSC respondents in science group
viii. SC and NSC respondents in humanity group
ix. SC and NSC respondents in vocational group and
x. total SC and NSC respondents.

2.2.1. There was no significant difference between the mean scores of socio-economic status of the

i. SC respondents in XI & XII standard
ii. SC respondents in science and humanity group
iii. SC respondents in humanity and vocational group
iv. SC respondents in science and vocational group
v. SC and NSC respondents in XI standard
vi. SC and NSC respondents in XII standard
vii. SC and NSC respondents in science group
viii. SC and NSC respondents in humanity group
ix. SC and NSC respondents in vocational group and
x. total SC and NSC respondents.

2.2.2. There was no significant difference between the mean scores of awareness of governmental provisions of the

i. SC respondents in XI & XII standard
ii. SC respondents in science and humanity group
iii. SC respondents in humanity and vocational group
iv. SC respondents in science and vocational group
v. SC and NSC respondents in XI standard
vi. SC and NSC respondents in XII standard
vii. SC and NSC respondents in science group
viii. SC and NSC respondents in humanity group
ix. SC and NSC respondents in vocational group and
x. total SC and NSC respondents.

3.2.1. There was no significant difference between the mean scores of academic achievement of the

i. SC respondents in XI & XII standard
ii. SC respondents in science and humanity group
iii. SC respondents in humanity and vocational group
iv. SC respondents in science and vocational group
v. SC and NSC respondents in XI standard
vi. SC and NSC respondents in XII standard
vii. SC and NSC respondents in science group
viii. SC and NSC respondents in humanity group
ix. SC and NSC respondents in vocational group and
x. total SC and NSC respondents.

4.1.1. There was no significant relationship between introversion-extroversion and academic achievement of the

i. SC respondents in XI standard
ii. SC respondents in XII standard
iii. SC respondents in science group
iv. SC respondents in humanity group
v. SC respondents in vocational group
vi. total SC respondents
vii. NSC respondents in XI standard
viii. NSC respondents in XII standard
ix. NSC respondents in science group
x. NSC respondents in humanity group
xi. NSC respondents in vocational group and
xii. total NSC respondents
4.1.2. There was no significant relationship between self-concept and academic achievement of the

i. SC respondents in XI standard
ii. SC respondents in XII standard
iii. SC respondents in science group
iv. SC respondents in humanity group
v. SC respondents in vocational group
vi. total SC respondents
vii. NSC respondents in XI standard
viii. NSC respondents in XII standard
ix. NSC respondents in science group
x. NSC respondents in humanity group
xi. NSC respondents in vocational group and
xii. total NSC respondents

4.1.3. There was no significant relationship between independence-dependence and academic achievement of the

i. SC respondents in XI standard
ii. SC respondents in XII standard
iii. SC respondents in science group
iv. SC respondents in humanity group
v. SC respondents in vocational group
vi. total SC respondents
vii. NSC respondents in XI standard
viii. NSC respondents in XII standard
ix. NSC respondents in science group
x. NSC respondents in humanity group
xi. NSC respondents in vocational group and
xii. total NSC respondents

4.1.4. There was no significant relationship between temperament and academic achievement of the

i. SC respondents in XI standard
ii. SC respondents in XII standard
iii. SC respondents in science group
iv. SC respondents in humanity group
v. SC respondents in vocational group
vi. total SC respondents
vii. NSC respondents in XI standard
viii. NSC respondents in XII standard
ix. NSC respondents in science group
x. NSC respondents in humanity group
xi. NSC respondents in vocational group and
xii. total NSC respondents

4.1.5. There was no significant relationship between adjustment and academic achievement of the

i. SC respondents in XI standard
ii. SC respondents in XII standard
iii. SC respondents in science group
4.1.6. There was no significant relationship between anxiety and academic achievement of the

i. SC respondents in XI standard
ii. SC respondents in XII standard
iii. SC respondents in science group
iv. SC respondents in humanity group
v. SC respondents in vocational group
vi. total SC respondents
vii. NSC respondents in XI standard
viii. NSC respondents in XII standard
ix. NSC respondents in science group
x. NSC respondents in humanity group
xi. NSC respondents in vocational group and
xii. total NSC respondents
4.1.7. There was no significant relationship between intelligence and academic achievement of the

i. SC respondents in XI standard
ii. SC respondents in XII standard
iii. SC respondents in science group
iv. SC respondents in humanity group
v. SC respondents in vocational group
vi. total SC respondents
vii. NSC respondents in XI standard
viii. NSC respondents in XII standard
ix. NSC respondents in science group
x. NSC respondents in humanity group
xi. NSC respondents in vocational group and
xii. total NSC respondents

4.1.8. There was no significant relationship between occupational aspiration and academic achievement of the

i. SC respondents in XI standard
ii. SC respondents in XII standard
iii. SC respondents in science group
iv. SC respondents in humanity group
v. SC respondents in vocational group
vi. total SC respondents
vii. NSC respondents in XI standard
viii. NSC respondents in XII standard
ix. NSC respondents in science group
x. NSC respondents in humanity group
xi. NSC respondents in vocational group and
xii. total NSC respondents

4.2.1. There was no significant relationship between socio-economic status and academic achievement of the

i. SC respondents in XI standard
ii. SC respondents in XII standard
iii. SC respondents in science group
iv. SC respondents in humanity group
v. SC respondents in vocational group
vi. total SC respondents
vii. NSC respondents in XI standard
viii. NSC respondents in XII standard
ix. NSC respondents in science group
x. NSC respondents in humanity group
xi. NSC respondents in vocational group and
xii. total NSC respondents

4.2.2. There was no significant relationship between awareness of governmental provisions extended to the SC students and academic achievement of the

i. SC respondents in XI standard
ii. SC respondents in XII standard
iii. SC respondents in science group
iv. SC respondents in humanity group
v. SC respondents in vocational group
vi. total SC respondents
vii. NSC respondents in XI standard
viii. NSC respondents in XII standard
ix. NSC respondents in science group
x. NSC respondents in humanity group
xi. NSC respondents in vocational group and
xii. total NSC respondents

SAMPLING TECHNIQUE OF THE STUDY

The population of the study was all the SC girl students in XI and XII standard of the higher secondary schools of Tirunelveli-Kattabomman District. Since the scheduled castes could not be studied in isolation, the non-scheduled castes were taken as a reference group. At the time of data collection there were 106 higher secondary schools, out of which 22 were boys', 20 were girls' and the rest were co-educational schools. Totally, 1690 SC girls along with 13,066 NSC girls were pursuing XI and XII standard during the academic year 1993 - 94 (as per the data collected from the Chief Educational Office, Tirunelveli- Kattabomman District).

Among the total SC girls, about half of them were in XI standard and the other half were studying in XII standard. About one-fifth of them had opted
science subjects, about half had selected humanity and the rest had chosen vocational group. As regards the NSC girls, half of them were in XI and the other half were in XII standard. About one-third were each in science and humanity group whereas a microscopic one-twentieth had been pursuing vocational subjects.

Using stratified random sampling, the strata being standard and subjects of study, a study group of 591 SC girls (about 34.97% of the SC girls) were drawn from the population. A reference group of 555 non-scheduled caste girls (about 4.25% of the NSC girls) were selected employing the same technique, from the same schools where the study group were pursuing their course. This sample was found to be drawn from 12 higher secondary schools of Ambasamudram, Palayankottai, Sankarankovil, Shencottah, Sivagiri, Tenkasi and Tirunelveli taluks (shown in map 3.2) in Tirunelveli-Kattabomman District. The list of schools from which the sample was drawn had been appended (Appendix II).
MAP 3.2

TIRUNELVELI - KATTABOMMAN DISTRICT

KAMARAJAR DISTRICT

SIVAGIRI

SANKARANKOVIL

Vasudevanallur

Sankarankovil

KULATHUNDAI

SANKARA

Tenkasi

Kuttalam

KERALA

AMBASAMUDRAM

Palayankottai

TIRUNELVELI

PALAYANKOTTA

NANGUNERI

RADAHPURAM

KANNIYAKUMARI DISTRICT

INDIAN OCEAN
Table 3.1 shows the sampling in terms of standard (XI and XII standard) of study.

**TABLE 3.1**

**SAMPLING IN TERMS OF STANDARD OF STUDY**

<table>
<thead>
<tr>
<th>Category</th>
<th>XI Population</th>
<th>XI Sample</th>
<th>XII Population</th>
<th>XII Sample</th>
<th>Total Population</th>
<th>Total Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC</td>
<td>885 52.37</td>
<td>413 46.67</td>
<td>805 47.63</td>
<td>178 22.11</td>
<td>1690 100</td>
<td>591 34.9</td>
</tr>
<tr>
<td>NSC</td>
<td>6274 48.02</td>
<td>498 7.94</td>
<td>6792 51.98</td>
<td>57 0.84</td>
<td>13066 100</td>
<td>555 4.2</td>
</tr>
</tbody>
</table>

*Source: Educational Particulars, September 1993 (unpublished)*

About half of the SC population in XI standard and about one-fifth of them in XII standard were drawn randomly to represent the study group. For the reference group about eight per cent of the NSC population in XI standard and about one per cent of them in XII standard were chosen at random.

The sampling with respect to the subjects of study is pictured in table 3.2.
<table>
<thead>
<tr>
<th>Category</th>
<th>Science Population</th>
<th>Science Sample</th>
<th>Humanity Population</th>
<th>Humanity Sample</th>
<th>Vocational Population</th>
<th>Vocational Sample</th>
<th>Total Population</th>
<th>Total Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC</td>
<td>330 19.53 278 84.24 786 46.51</td>
<td>159 20.23 574 33.96 154 26.83</td>
<td>1690 100</td>
<td>591 34.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NSC</td>
<td>4620 35.36 364 7.88 7731 59.17</td>
<td>138 1.79 715 5.47 53 7.41</td>
<td>13066 100</td>
<td>555 4.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Source: Educational Particulars, September 1993 (unpublished)
The Chief Educational Office, Tirunelveli-Kattabomman District
The sample of the study group was represented by three-fourths, one-fifth and a quarter of the SC population in science, humanity and vocational group respectively, who were drawn at random. Regarding the reference group, about one-tenth of the NSC population were selected at random each from science and vocational group and a microscopic one-fiftieth were from humanity group.

The stratawise description of the sample is given in table 3.3.

**TABLE 3.3**

**STRAATAWISE DESCRIPTION OF THE SAMPLE**

<table>
<thead>
<tr>
<th>Category</th>
<th>Standardwise Strata</th>
<th>Subjectwise Strata</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>XI</td>
<td>XII</td>
<td>Science</td>
</tr>
<tr>
<td>SC</td>
<td>413 69.9</td>
<td>178 30.1</td>
<td>278 47.04</td>
</tr>
<tr>
<td>NSC</td>
<td>498 89.7</td>
<td>57 10.3</td>
<td>364 65.59</td>
</tr>
</tbody>
</table>

The study group was represented by seven-tenths and three-tenths of the SC respondents from XI and XII standard respectively. Regarding the reference group, about nine-tenths of the NSC respondents were from XI standard and about one-tenth were from XII standard. The representation by both the groups of respondents in XII standard was low when compared to that of XI standard respondents. It is shown in the figure 3.1.
STANDARDWISE DESCRIPTION OF THE SAMPLE

Fig. 3.1
About half of the SC respondents were from science group and a quarter were each from humanity and vocational group. About three-fifths, one-fourth and one-tenth of the NSC respondents were drawn from science, humanity and vocational group. More representation was made by science group respondents. Among the science group, the representation by the SC respondents was low, whereas it was the reverse in vocational group. Both the groups of respondents had equal representation in humanity group. This is pictured clearly in figure 3.2.

The sub-castes of the study group included in the investigation were Pallan, Parayan, Adi-Dravida, Chakkilian, Devendrakulathan, Sambavar, Chemman, Arunthathiyyar, Kuravan, Paravan and Valluvan. The sub-castes of the reference group were Brahmin, Vellala, Nadar, Maravars, Yadava, Mudaliar, Kaikolar, Labbai, Senaithalaivar, Jogis, Yogeeswarar, Thondaman, Sengunthar, Ayira Vaisyar, Gowda, and Gavara.
SUBJECTWISE DESCRIPTION OF THE SAMPLE

![Subjectwise Description of the Sample](image)

**Fig.3.2**

117
The castewise description of the sample is depicted in table 3.4.

### TABLE 3.4

CASTEWISE DESCRIPTION OF THE SAMPLE

<table>
<thead>
<tr>
<th>Castes/Sub-castes</th>
<th>SC No</th>
<th>Percentage</th>
<th>NSC No</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pallan</td>
<td>437</td>
<td>73.94</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Parayan</td>
<td>76</td>
<td>12.86</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Chakkilian</td>
<td>15</td>
<td>2.54</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Adi-Dravida</td>
<td>30</td>
<td>5.08</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Arunthathiyar</td>
<td>3</td>
<td>0.51</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Sambavar</td>
<td>9</td>
<td>1.52</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Devendrakulathan</td>
<td>8</td>
<td>1.35</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Kuravan</td>
<td>3</td>
<td>0.51</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Koliyan</td>
<td>1</td>
<td>0.17</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Paravan</td>
<td>1</td>
<td>0.84</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Valluvan</td>
<td>5</td>
<td>0.84</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Puthiraivannan</td>
<td>3</td>
<td>0.51</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Brahmin</td>
<td>--</td>
<td>--</td>
<td>19</td>
<td>3.42</td>
</tr>
<tr>
<td>Vellala</td>
<td>--</td>
<td>--</td>
<td>40</td>
<td>7.21</td>
</tr>
<tr>
<td>Nadar</td>
<td>--</td>
<td>--</td>
<td>138</td>
<td>24.87</td>
</tr>
<tr>
<td>Maravars</td>
<td>--</td>
<td>--</td>
<td>57</td>
<td>10.27</td>
</tr>
<tr>
<td>Yadava</td>
<td>--</td>
<td>--</td>
<td>29</td>
<td>5.23</td>
</tr>
<tr>
<td>Others*</td>
<td>--</td>
<td>--</td>
<td>191</td>
<td>34.41</td>
</tr>
<tr>
<td>Christian SCs</td>
<td>--</td>
<td>--</td>
<td>81</td>
<td>19.59</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>591</td>
<td>100.00</td>
<td>555</td>
<td>100.00</td>
</tr>
</tbody>
</table>

* Others included the castes of Mudaliar, Kaikolar, Labbai, Senaiithalaivar, Jogis, Yogeeswarar, Thondaman, Sengunthar, Ayira Vaisyar, Gowda, and Gavara, Chettiar and Reddiar which had a microscopic representation.
From the above table, it was noticed that the SC sample was duly represented by the sub-caste Pallan and the NSC sample, by Nadars.

SOURCE OF INFORMATION

The academic achievement was the total performance of languages, Mathematics, Science and Social Science in the S.S.L.C. (X standard - revised pattern) Public Examination in the years 1992 and 1993, which had a maximum of 500 marks. (The XI standard respondents irrespective of SC and NSC passed their S.S.L.C. examination in the year 1993 and the XII standard respondents passed the same in the year 1992). The achievement scores in the X standard examination were elicited from the respective school examination records.

TOOLS USED

There were six tools used, among which five were standardised tools and one was prepared for this study. A personal information sheet was attached along with the above stated tools. The personal information sheet elicited data on standard and subjects of study, residence, age, religion and caste of the respondents. (Appendix III(a))

The Multi-dimensional Personality Inventory by Agarwal (1979) was used to measure the personality traits. There were 119 items for measuring the six dimensions: introversion-extroversion, self-concept, independence-dependence, temperament, adjustment and anxiety (Appendix III(b)). Each item had three alternative answers, 'Yes', 'Sometimes' and 'No', which referred to the extent of
agreement and disagreement of the content. This test could be administered individually as well as in groups, with no time limit for completion. The score for the answer 'Yes' was 3, 'Sometimes' was 2 and 'No' was 1.

To measure the intelligence, the non-verbal Test of 'g' Culture Fair Scale 2 (Form A) (Cattell and Cattell, 1973) was administered by the investigator. This test had four sub-tests covering series, classification, matrices and conditions (Appendix III(c)). The tests, 1, 2, 3 and 4 had 12, 14, 12 and 8 items respectively. The time allotted for the first, second, third and fourth tests were 3 minutes 4 minutes, 3 minutes and 2.5 minutes respectively. Each correct answer would be given one point. The total marks were compared to a given form (Appendix III(c) for finding the Intelligence Quotient. The key had been appended (Appendix III(c)).

The occupational aspiration of the respondents was measured through Srivastava's (1976) Occupational Aspiration Scale. (Appendix III(d)). There were eight divisions, each with ten items, covering two expression levels, idealistic and realistic and two goal periods, short range and long range. The order of scoring for the ten items was 9-6-8-2-7-0-5-3-1&4

Socio-economic Status Scale for urban and rural by Aaron, Marihal and Malatesha (1976) was administered for finding the socio-economic status (Appendix III(e)). This scale comprised of five divisions, covering father's occupation and education and material, house and shirts possessed. Each division had seven items. The order of scoring was 0-2-5-10-15-18 & 20.
One questionnaire was prepared by the investigator for knowing the awareness of governmental provisions like scholarships, free books, hostels, reservation, coaching and awards and prizes available to the scheduled caste students. Further it included items to test the awareness of the respondents about the awards extended to headmasters/headmistresses and wardens. (Appendix III(f)). There were 33 questions covering the facilities extended to the scheduled caste students. The questions seek the answer of 'know', 'not knowing well', and 'do not know', which were scored 3, 2 and 1 respectively.

Bogardus Social Distance Scale modified by Kuppuswamy (1951 was employed for assessing the social distance as manifested by the respondents. (Appendix III(g)). This scale was in the pattern of Thurstone's Attitude Scale. The caste groups studied were Brahmin and Vellala, representing the Forward Caste; Nadar and Yadava representing the Backward Class; Maravars representing the Most Backward Class and Hindu and Christian Adi-Dravida, representing the Hindu and Christian SCs. Six categories of social relationship namely marriage, inter-dining, intimate friendship, guest, neighbourhood and acquaintance were used to measure the social relations. The different categories of relationship reflected the degree of intimacy varying in linear continuum from small social distance to large social distance. On the basis of this, weightages were given for each choice ranging from one to six. Lower score denoted less distance and intimate relationship.

An Account of the Caste Groups Selected for Studying the Social Distance

The caste groups were drawn from Tirunelveli-Kattabomman District and these caste groups were known to be the respondents. An account of the caste groups had been presented here briefly.
The dominant caste groups, keeping the prevailing caste hierarchy in Tirunelveli-Kattabomman District in view, were chosen. Among them, Brahmin and Vellala were Forward Caste, Nadar and Yadava were Backward Class and Maravars was the Most Backward Class. Among the scheduled castes, the Christian and Hindu Adi- Dravida were included.

The Brahmins and Vellalas were in government or private services. Maravars, the former denotified tribes of the State of Tamil Nadu were engaged in cultivation and allied occupations. The Nadars, whose traditional occupation being toddy tapping were involved in trade and commerce. Yadavas, a community well-known for cattle breeding and diarying maintained their traditional occupation in this district. Among SCs, Christians had advanced in Education. They had been placed in services. Regarding Hindu Adi-Dravidas, the younger generation had started entering educational institutions, while the elder generations were on their traditional occupations.

Validity and Reliability of the Tools

The validity and reliability of the standardised tools as established by the test constructors had been discussed here.

Multi-dimensional Personality Inventory

The content validity of this tool had been established and the external validity is listed below in table 3.5
### TABLE 3.5

EXTERNAL VALIDITY OF MULTI-DIMENSIONAL PERSONALITY INVENTORY

<table>
<thead>
<tr>
<th>Sub - scales</th>
<th>Validity co-efficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introversion-extroversion</td>
<td>0.84</td>
</tr>
<tr>
<td>Self - Concept</td>
<td>0.72</td>
</tr>
<tr>
<td>Independence - Dependence</td>
<td>0.76</td>
</tr>
<tr>
<td>Temperament</td>
<td>0.82</td>
</tr>
<tr>
<td>Adjustment</td>
<td>0.69</td>
</tr>
<tr>
<td>Anxiety</td>
<td>0.84</td>
</tr>
</tbody>
</table>

The reliability of the tool had been established using both split-half and test - retest methods and the co-efficient of correlation was 0.74 in both the cases. The reliability of the sub-scales as well as total as established by the split-half and test-retest methods is tabulated in table 3.6.
TABLE 3.6
SPLIT-HALF AND TEST-RETEST RELIABILITY OF THE MULTI-DIMENSIONAL PERSONALITY INVENTORY

<table>
<thead>
<tr>
<th>Sub-scale</th>
<th>Correlation co-efficient of</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Split - half method</td>
</tr>
<tr>
<td>Introversion - extroversion</td>
<td>0.82</td>
</tr>
<tr>
<td>Self - Concept</td>
<td>0.84</td>
</tr>
<tr>
<td>Independence - Dependence</td>
<td>0.78</td>
</tr>
<tr>
<td>Temperament</td>
<td>0.87</td>
</tr>
<tr>
<td>Adjustment</td>
<td>0.79</td>
</tr>
<tr>
<td>Anxiety</td>
<td>0.86</td>
</tr>
<tr>
<td>Total test</td>
<td>0.74</td>
</tr>
</tbody>
</table>

*Test of 'g' Culture Fair Scale 2 (Form A)*

For the Test of 'g' Culture Fair Scale 2 (Form A) the concept and concrete validity were 0.81 and 0.70 respectively and the reliability was 0.73.

*Occupational Aspiration Scale*

The external validity along with Haller's Occupational Aspiration Scale was 0.79 and with Grewal's Occupational Aspiration Scale was 0.84.
The co-efficient of stability of the Occupational Aspiration Scale was 0.82 and the co-efficient of internal consistency was 0.58.

**Socio-economic Status Scale**

The concurrent validity and re-test reliability co-efficient of the socio-economic Status Scale, reported by the developers, were 0.61 and 0.77 respectively.

**PRELIMINARY STUDY**

After the preliminary preparations like selection of the problem, tools and techniques, the awareness tool constructed by the investigator was given to five experts, of which two were District Adi-Dravidar and Tribal Welfare Officers and the rest were experts in sociology. On the basis of the suggestions necessary corrections were made and the content validity of the tool was established.

Then the questionnaire was given to a group of five SC and five NSC students of +2 stage, selected at random from Thirumathi Manjammal Government Girls' Higher Secondary School, Tenkasi in Tirunelveli-Kattabomman District.

The difficulties met by the respondents and the doubts to be cleared were noted down carefully and on the basis of these, the questions, seemed to be repeated were deleted, to reduce the redundancy due to repetition of ideas. The questions that were difficult to be understood were restructured. The sequence was also changed wherever necessary, to have a smooth flow.
PILOT STUDY

Once the design for the study was over, the investigator started the actual try out of the awareness scale, along with the standardised tools for 25 SC and 25 non-SC girl students, sampled on a stratified random basis—the strata being class and subjects of study, from the higher secondary schools of Tirunelveli-Kattabomman District, in the year 1993 - 94.

Item Analysis for the Awareness Scale

On the basis of the scores of the pilot study, each item in the awareness scale was analysed using Chi-square test. The awareness scale was a three point scale and the divergence of observed results from those expected on the hypothesis of equal probability was tested. For each item, a null hypothesis that the result did not indicate a significant trend of awareness was formed. On the basis of the chi-square test value of each item (Appendix IV) the null hypotheses were rejected and the result of each item was said to indicate a significant trend of awareness. Thus all the 33 items of the Scale Measuring Awareness of Governmental Provisions to the SC Students were retained for the final carryout.

PROCEDURE OF DATA COLLECTION

With the permission of the respective heads of the institutions, the investigator developed a rapport with the respondents and administered the tools. Along with the sampled respondents, the tools were administered to those included in the pilot study, after an interval of 45 days, to establish the validity and reliability of the tools. According to the scoring key the responses were scored. The academic achievement score was taken from the school examination records.
Establishment of Reliability by the Investigator

Using the re-test given to the same respondents of the pilot study (25 SCs and 25 NSCs) after an interval of 45 days, the co-efficients of reliability were found to be 0.81 for Multi-dimensional Personality Inventory, 0.9 for Test of 'g' Culture Fair Scale 2. (Form A), 0.78 for Occupational Aspiration Scale, 0.8 for Socio-economic Status Scale, 0.92 for Social Distance Scale and 0.85 for the Scale Measuring Awareness of Governmental Provisions Extended to the SC Students.

STATISTICAL TECHNIQUES EMPLOYED FOR ANALYSIS

The collected data were analysed qualitatively and quantitatively. Apart from the descriptive statistics (Percentage Analysis) the inferential statistics (Critical Ratio) was used to find the significance of the difference between the mean scores of two groups.

Pearson's Product Moment Correlation was used to know the relationship between the independent and dependent variables.

The social relationship of the respondents was studied by ranking their preferences. The agreement of the preferences among the perceiving groups, the Hindu and Christian SCs and NSCs, was tested using Spearman’s Rank Order Correlation.

A profile was drawn to illustrate the social relationship of these groups.

Ogives and Bar diagrams were the other diagrammatic representations made.
DELIMITATIONS

The investigation was delimited in the following aspects:

1. The study was conducted for XI and XII standard SC students in the higher secondary schools of Tirunelveli - Kattabomman District.

2. This study was confined to the higher secondary schools in seven taluks of Tirunelveli-Kattabomman District.

3. This study was delimited to the girl students studying in government and aided higher secondary schools of Tirunelveli -Kattabomman District. Hence, those in the matriculation and unaided schools did not come under the purview of this investigation.

4. The qualitative analysis of the study was not taken for generalising the findings; instead it was considered to have a qualitative description of the psychological, sociological and educational variables.

5. The residential set up of the SC and NSC respondents in terms of rurality and urbanity was not brought into the periphery of this study and

6. the parental income limit for the award of various scholarships to the SC students had been taken for this study as per the year 1992 - 93. Hence, the revision of the income ceiling thereafter did not fall under the scope of the present investigation.

The outcome of the analysis had been presented in the next chapter, along with the interpretations.