CHAPTER - V

RESULTS AND DISCUSSION

In this chapter, the outcome of the study had been discussed. As per the objectives, the findings had been presented: psychological variables followed by sociological variables, academic achievement and their correlation. In each variable, the findings regarding the intra-group was followed by the inter-group.

PSYCHOLOGICAL VARIABLES

The differential analysis of the psychological variables - personality traits, intelligence and occupational aspiration revealed the following.

Personality Traits

There was no significant difference between the mean scores of introversion-extroversion of the SC respondents in XI and XII standard. The differences between the SC respondents in science and vocational group and humanity and vocational group were significant, and those in vocational group had high scores. High scores of introversion-extroversion indicated introversion. So it could be stated that among the SC respondents those in vocational group were more introverted than those in the science and humanity group. This may be due to the fact that always the vocational group students would be given a contemptuous look, which might have fostered in them a feeling of inferiority and made them to be within themselves.
Significant difference between the SC and NSC respondents in introversion-extroversion irrespective of their standard (XI & XII) and subjects of study could be marked. This is in contradiction with the findings of Chitra, et al., (1993). The SC respondents were found to be more introverted than their NSC counterparts. It is in accordance with the common assumption or expectation that the SC respondents would be introverts in contrast to the NSC respondents. This appears to be a reasonable finding since the prolonged deprivation of the SCs for so many decades might have compelled them to withdraw into their solitary and isolated shells, enhancing introversion.

Regarding self-concept, no intra-group difference among the SC respondents could be noticed. However, the SC respondents irrespective of their standard (XI & XII) and subjects of study differed significantly from their NSC counterparts. This is supported by the earlier studies of Agarwal (1982), Patel (1987) and Verma (1994). However, this does not corroborate with many past studies (Verma, et al., 1989 and Ushasree, 1986) which recorded no significant difference between the socially advantaged and disadvantaged groups. It was quite interesting to note that the SC respondents had a high self-concept, which contradicts the findings of Pal (1984). However, it is in agreement with the result of the study by Nagaraju (1977) in which the SC students were found to have a moderate positive self-concept. This phenomenon of high self-concept among the SC respondents may be justifiable in view of the fact that the younger generation in the SC family are convinced very early in life that through proper education and economic gains their position in Hindu hierarchical society can be changed.
Among the SC respondents, there was no significant intra-group difference in independence-dependence. But the SC respondents were noted to be independent when compared to the NSC respondents. It may be added that the well-advertised welfare measures, offering them protection and succour such as financial help, might have encouraged in them a sense of independence. However, the investigator could not find any study either to support or to contradict this finding.

So far as temperament is concerned, no standardwise (XI & XII) difference among the SC respondents was observed. However, significant differences among the SC respondents in humanity and vocational group and science and vocational group could be found. The SC respondents in vocational group was found to have good temperament. Though the vocational education was offered a sub-ordinate position so far, now it has gained its momentum through job-orientation. This momentum of importance may be the reason for their good temperament.

The SC respondents differed significantly from the NSC counterparts in temperament and they were found to have good temperament. Any study neither to support, nor to deny the finding could be traced. However, the finding could be justified, that the protective discrimination might have developed in the neglected lot, a feeling that they are cared now and are not neglected any further, which in turn might have developed a good temperament.

No significant difference in the adjustment score could be marked among the SC respondents in XI and XII standard, science and humanity and humanity and
vocational group. The SC respondents in vocational group were found to be well adjusted when compared with those in science group. The adjustment score differed significantly for SC and NSC respondents irrespective of the standard (XI & XII) and subjects of study which is in accordance with the findings of Ushasri (1978) and Singh and Singh (1987). The SC respondents seemed to be well adjusted.

Regarding anxiety, there was significant difference between the SC respondents in humanity and vocational group and science and vocational group. Those in the vocational group were more anxiety-ridden respondents. Of course it is natural for the doubly neglected lot to be instigated by anxiety, when a degree of risk of competing in a job-oriented course is involved. Further the results revealed that the two groups, SC and NSC respondents, differed significantly in their anxiety. The SC respondents exhibited a higher level of anxiety than the NSC respondents. This goes with the finding of Sood (1980). The SC respondents, hailing from underprivileged homes, have to compete in an achievement-oriented society, where their ascribed status works as a constant disadvantage and so they may be anxious to perform well in relation to a standard of excellence.

In a nutshell, it could be concluded that the standard (XI & XII) of study did not influence the personality traits of the SC respondents. Except in self-concept and independence-dependence there was difference in the personality traits of the SC respondents with respect to their subjects of study. Further, it was found that the SC respondents had better personality traits except introversion-extroversion and anxiety than their NSC counterparts which contradicts Singh and Sinha’s (1980) finding, that the socially disadvantaged students were, on the whole, inferior to the socially advantaged students in terms of important personality dimensions.
Intelligence

Among the SC respondents, no standardwise (XI & XII) difference in intelligence could be marked. The SC respondents in science group were more intelligent than the humanity and vocational group respondents, whereas, no such difference could be noted in the intelligence of those in the humanity and vocational group. Learning of science requires some sort of intelligence and it is not surprising that the SC respondents in science group are more intelligent or it could be justified that the intelligent respondents had opted for science subjects.

Significant difference in intelligence existed between the SC and NSC respondents irrespective of their standard (XI & XII) and subjects of study. The NSC respondents were more intelligent than the SC respondents. The earlier studies of Das, et al., (1966), Agarwal (1975), Soni (1975), Thakaral (1977) and Patel (1987) support this finding of the present study whereas Reddy (1991) and Chitra, et al., (1993) contradict the same. This contradiction may be accounted by the different aspects of intelligence measured. Most of the SC respondents are happened to be the first generation learners who have just entered the educational institutions. Further they are supposed to have poor parental, educational, occupational and financial background than the NSC respondents which in turn may affect their intellectual ability.

Occupational Aspiration

Regarding occupational aspiration, there was no significant difference between the SC respondents in XI and XII standard. The SC respondents in science
group seemed to aspire higher than those in humanity group, who were higher aspirants of occupation than the vocational group respondents. It is justifiable by the fact that those who aspire high would opt for science courses.

The occupational aspiration of the SC and NSC respondents did not differ significantly i.e., both the groups of respondents had the same level of occupational aspiration. This finding corroborates with the findings of Dubey (1974), Thakaral (1977) and Chitra, et al., (1993) but does not corroborate with that of Gangrade (1974), Pimpley (1974), Uploankar (1982) and Patel (1987). Due to the present level of education, the level of aspiration of the SC pupils might have changed to be equal to their NSC counterparts.

Briefly, it could be stated that among the SC respondents no standardwise (XI & XII) difference in psychological variables could be observed. The self-concept and independence-dependence were the same among the SC respondents in science, humanity and vocational group. The SC respondents in science and humanity group were found to have the same personality traits, whereas those in science group were more intelligent and higher aspirants of occupation than those in humanity and vocational group. Those in the vocational group were well tempered but introverts and anxiety-ridden and they were better adjusters than the SC respondents in science group. When compared with the SC respondents in vocational group, those in humanity group were high aspirants of occupation. The SC respondents when compared with the NSC respondents were introverts and anxiety-ridden. Except in introversion-extroversion and anxiety the SC respondents had better personality traits than their NSC counterparts, who were more intelligent. The occupational aspiration was the same for both the groups of respondents.
SOCIOLOGICAL VARIABLES

As a result of the differential analysis of sociological variables, following observations were made.

Socio-Economic Status

The results revealed that among the SC respondents there was significant difference in their socio-economic status and those in XI standard and science group had better socio-economic status. No such difference in the socio-economic status could be obtained among the SC respondents in humanity and vocational group. Further there was significant difference between the SC and NSC respondents in their socio-economic status. The NSC respondents in all the standard (XI & XII) and subjects of study had better socio-economic status. This finding is in line with the results obtained in the earlier studies.(Gaur and Sen 1985 and Chitra, et al., 1993). Ofcourse it is a well known fact that the SCs are economically and educationally backward but it should be notified that even after the implementation of the constitutional provisions for more than five decades, they are still poor in their socio-economic status.

Awareness of Governmental Provisions

Regarding the awareness of governmental provisions extended to the SC students, no intra-group difference could be noticed. However, inter-group difference was observed and the SC respondents were found to have more awareness of the governmental provisions extended to them. This result contradicts the finding of Chitra, et al.,(1993). It is justifiable that the concerned population is supposed to be more aware of the facilities that are available to them.
Social Distance

So far as social distance is concerned, Hindu and Christian SCs were found to have closer proximity with their own caste and religion and they agreed in their order of preference of the perceived groups. But for the religious groups, their order of preference was exactly the same. This shows that still caste prejudice exists among various communities and they tend to have marital relationship only with their own caste and religious groups. Both the groups were noted to keep Maravars at the farthest end. Sudame and Thiagarajan (1983) had observed the same trend. This may be due to the prolonged communal disharmony. Just like the caste affinity there was religious affinity among the SCs. The NSC respondents, being represented by more Nadars, wanted to have close relationship with Nadars. It was interesting to note that the NSC respondents had the next preference to the Christian and Hindu SCs followed by Maravars and Vellalas. Brahmans were the least preferred next to Yadavas. In this line, it could be concluded that the NSC respondents also had closer proximity with their own caste groups, but didn't have agreement with the Hindu and Christian SC respondents in their order of preference of the perceived groups.

In short, it could be added that the SC respondents in XI standard and science group had better socio-economic status. Those in humanity and vocational group were found to have the same socio-economic status. No intra-group difference in the awareness of governmental provisions extended to the SC students could be noticed. The SC respondents when compared with the NSC counterparts had low socio-economic status and high awareness about the governmental provisions. The Hindu and Christian SCs and the NSCs were found to have closer
proximity with their own caste groups. The NSCs being represented by more Nadars, wanted to go near the SCs. This may be due to some sort of soft corner on the part of the NSCs, for the SCs who are striving hard to come up in the social hierarchy.

ACADEMIC ACHIEVEMENT

The differential analysis of the academic achievement revealed that among the SC respondents, those in XI standard excelled those in XII standard. The SC respondents in science and humanity group scored higher than those in vocational group.

Regarding the inter-group difference, there was significant difference between academic achievement of the SC and NSC respondents and the NSC respondents were the top scorers. This is in accordance with the findings of Nagaraju (1977), Ushasri (1978), Aruna (1981) and Raina (1992). This may be due to the fact that both the parents of majority of the SC students are not educated and are not interested in the academic pursuits of their children, which may foster an atmosphere that deters the academic achievement of their children. In XI standard, the NSC respondents excelled in their academic achievement, whereas in XII standard both the groups of respondents had the same level of achievement. It could be added here, that one year of exposure to the educational environment in the institution might have narrowed down the gap between these two groups, SC and NSC students in the higher secondary course.

In a nutshell, it could be presented that the SC respondents in XI standard were high achievers. The SC respondents in science group were top
scorers followed by those in humanity and vocational group. Except in XII standard and vocational group, SC respondents were low achievers when compared with the NSC respondents, whereas in XII standard and vocational group they scored at par with the NSC respondents.

RELATIONSHIP BETWEEN PSYCHO-SOCIO VARIABLES AND ACADEMIC ACHIEVEMENT

Neither the psychological nor the sociological variables were found to have significant relationship with academic achievement of both the groups of respondents irrespective of the standard (XI & XII) and subjects of study. This disagrees with the earlier findings of Nagaraju (1977), Agarwal (1982), Sutradhar (1982), Patel (1987) Bajwa and Setia (1994) and Balasubramanian (1994).

Briefly, the result of the correlational analysis could be stated that neither the psychological variables, nor the sociological variables were a sine qua non for academic achievement of both the SC and NSC respondents. This phenomenon of non-impact of the independent variables - psychological and sociological variables on the dependent variable - academic achievement, is something novel that it has to be further probed into by the ensuing researchers in this area.

MAJOR FINDINGS

The major findings of the study were

i. the SC respondents had better personality traits except introversion-extroversion and anxiety than their NSC counterparts;
ii. the SC respondents were not at par with their counterparts in their intelligence. The SC respondents in science group was more intelligent than those in the other subject groups;

iii. the SC respondents had occupational aspiration at par with the NSC respondents;

iv. the socio-economic status of the SC respondents, in comparison to their NSC counterparts was low;

v. the SC respondents had more awareness of the governmental provisions, than the NSC respondents;

vi. both the SC and NSC respondents had closer proximity to their own caste groups and the SC respondents showed closer proximity to the religious group also;

vii. the SC respondents were poor academic achievers, in comparison with the NSC respondents and

viii. neither the psychological nor the sociological variables were a sine qua non for academic achievement of both the SC and NSC respondents.

CONCLUSIONS

From the above findings, it could be concluded that the standard (XI and XII) of study had not influenced the psychological variables of the SC respondents. The subjects of study failed to have any influence on the self-concept and independence-dependence of the SCs. Though the vocational education had shaped
the personality of the SCs, still they were introverts and anxiety-ridden. The intelligent and occupationally high aspiring SC respondents had opted for science subjects.

On the whole, desirable growth in the personality traits-self-concept, independence-dependence, temperament and adjustment of the study group had been marked. But at the same time they were introverts and anxiety-ridden when compared to the reference group. Though they were less intelligent their occupational aspiration was at par with the NSC counterparts.

Further, it could be concluded that among the SC respondents, those who could afford more money had opted for science group. Irrespective of the standard (XI and XII) and subjects of study, the NSCs were affluent. Neither the standard (XI & XII) of study nor the subjects of study had any impact on the awareness of the SC students about the governmental provisions but they know more about them, than their NSC counterparts.

Irrespective of the caste, community and religion, everyone wanted to be endogamous. Hindu and Christian SCs wanted to have the same relationship with the perceived groups. But religion was more powerful than caste, that the Hindu and christian SC respondents wanted to marry their own religious group. The NSCs, having more representation of Nadars preferred close relationship with SCs, the neglected lot. Of course it has to be highly appreciated that it is intensifying the social relationship among different caste groups of the society.
As regards the academic achievement, standard (XI & XII), subjects of study and community had influenced the academic achievement of the respondents. The SC respondents in science group, who were found to be more intelligent and high aspirants of occupation were top scorers, followed by the humanity and vocational group respondents. The academic achievement of the study group was not at par with that of the reference group. Moreover, academic achievement, the dependent variable was free from the influence of the psychological and sociological variables which is an odd phenomenon. It needs to be investigated further by the ensuing researchers.

RECOMMENDATIONS

On the basis of the findings and conclusions, the following recommendations were made for the kind consideration of the authorities involved in the upliftment of the deprived communities in Tamil Nadu.

Though there was a boosting in the personality traits of the study group, still they were introverts and anxiety-ridden. The lop-sided personality development may be partly because they lacked the education, the initiative, self-confidence and the aggressive acquisitive nature which seem to be necessary for grabbing the benefits of any public programmes. The onus of bringing up a well-balanced wholesome personality of the SCs is on the educationists and psychologists. They could plan a course or training that would give the SC learners an integrated personality development. Those in the vocational stream could be provided with more opportunities of specialised skills and proficiencies that would equip them to have a due share of the occupational avenues. This would get rid of their inhibition.
In comparison to the reference group, the study group was found to have low mental ability. Exposure to the latest developments in science and technology through interesting programmes like televisions, computers, films, quizzes and elocution may enhance the mental ability, particularly those in humanity and vocational group. Still more coaching for improving their reasoning power and general knowledge could be arranged in each district, in such a way that the SCs, along with the secondary and higher secondary education, can improve their general awareness and spoken skills.

The occupational aspiration of the study group was the same as that of the reference group. It has to be appreciated. It should be added here that the study group was found to be well aware of the governmental provisions. Congratulations to the policy makers and planners! They have successfully disseminated the various schemes and programmes available for the SCs in every corner of life, which have geared them up.

The study group was found to be economically poor still. Of course schemes and plans are there as charted by the Government of India and to be executed by the Government of Tamil Nadu. But they should reach the neglected lot with the same spirit and sense with which they were launched. So, much care and concentration is needed in the proper implementation of the schemes and programmes. If needed, still more efforts to widen the economic base of the SC students in the institutions can be taken through schemes like 'earn while you learn', 'part-time jobs', and 'personal enterprise'.

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Of course, it is a good thing that the cultural heritage of the castes are preserved, through endogamy. Further, the willingness of the educated young generation of NSCs to have closer proximity with the Christian and Hindu SCs should be appreciated more. This shows that education has started pouring its benefits i.e., enhancing good social relationship.

The poor academic achievement of the study group should not be attributed to the performance in the secondary education alone. Hailing from remote villages with ill-equipped primary and upper primary schools and were promoted upto eighth standard without any stagnation in between, they would not be able to achieve high all of a sudden i.e., as soon as they enter the secondary or higher secondary education. Here it could be mentioned that though plans like 'Operation Blackboard' are there, they are still on papers and not in active practice. So care should be taken that every school in the remote villages of India, particularly in Tamil Nadu should be provided with the necessary infra-structure and personnel with the financial assistance of UNESCO, leading to the qualitative improvement of primary education. Then we can expect a marvellous change in the achievement of not only the SCs but also the entire population in India.

Human being is a psycho-physio-socio organism. When these psycho-physio-socio factors are congenial, one can have the expected academic excellence and thus they are the determining factors of academic performance. But here in this investigation, the absence of relationship between academic achievement and psychological and sociological variables is something odd, that the responsibility of further probing is placed upon the shoulders of the ensuing researchers in this field.
SUGGESTIONS FOR FURTHER RESEARCH

The following suggestions were made for the forthcoming researchers in this area.

1. The psycho-socio correlates of academic achievement of the deprived community learners may be conducted in the other districts of Tamil Nadu and other states of India, along with a reference group.

2. The psycho-socio correlates of academic achievement of the deprived community learners in the secondary schools could be analysed, having a non-scheduled caste reference group.

3. The psycho-socio correlates of academic achievement of the deprived community learners in general and professional colleges could be carried out, with reference to their counterparts.

4. The psycho-socio correlates of academic achievement of the deprived community learners in the urban and rural settings could be analysed along with a reference group.

5. The psycho-socio correlates of academic achievement of the deprived community learners may be studied with reference to their counterparts, considering other psychological variables like, creativity, achievement-motivation and educational aspiration and sociological variables as social adaptability, family structure and parental behaviour and institutional climate, and
the psycho-socio correlates of academic achievement of the deprived community learners, taking into account the generation of learning could be carried out with reference to their non-scheduled caste counterparts.

This analysis could be conducted in the following pattern.

i. Identifying the generation of learning of both the deprived as well as the non-scheduled caste community learners and

ii. comparing the first generation learners of the deprived community with the first generation learners of the non-scheduled caste group. In the same way comparison could be made between the second generation learners of the deprived as well as the non-scheduled caste groups.