CHAPTER I
THE PROBLEM

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CHAPTER I
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1.1 Introduction

Barring a few primitive communities, social stratification existed in almost all societies. India is not an exception to this universal phenomenon. Although stratification is a universal phenomenon, its manifestation varies sharply from society to society. In some societies, the gap between the strata may not be very acute, it may vary in degree, but not much in kind. Wherever a society is divided into different strata, social hierarchy prevails. The existence of social hierarchy is not a special phenomenon of this country. Social distinctions, stratification of society of inequality based on social distance, income status, race, religion, ethnic groups, social prestige etc., are found in other civilizations also. Several factors contribute to the existence of such distinctions in a society and these factors are bound to vary from society to society. One of the factors so far as Indian society is concerned, has been associated with the institution of caste, which has played a very important role in the formation and functioning of the Indian social structure and has worked as one of the most important criteria of social stratification. Although caste element in some form is found in other social structures, its
prevalence in India has been in its extreme form. Referring to caste Davis writes:

"If the Hindu Social order could be summed up in a single phrase, it would be this, it is the most thorough going attempt known in human history to introduce inherited inequality as a guiding principle in social relationship".

1.2 Social Class and Achievements

Hollingshed found that class V students (at the bottom of the social hierarchy) were rated significantly lower on all measures of achievement than Class-I students. They received lower scores, lower grades, fewer prizes, and more failures, and were less apt to enroll in the college preparatory curriculum. These findings on the relation between social class and achievement are corroborated by the work of many researchers both in single classrooms and in samples of schools. It has been well established that early withdrawal from high-school is characteristic of lower class youth, while plans for post-high school education and high level occupations are characteristic of middle-class youth.

Wilson demonstrated that the achievement level of a school varies according to its social class composition, and showed that an individuals achievement and aspiration levels are related both to his own social class and to the average
social class of the school that he attends. The social class "Climate" of a school apparently makes its own contribution to the achievement and aspiration of its pupils, in addition to that made by the social class climate of the home.

Green and Farquhar conclude that SES more than the ability of I.Q. correlated highly with expectations for occupation and education. It is found that inferior SES is accompanied by poor school achievement and poor notification.

Patel found a significant positive relationship between achievement and performance, n.Ach. and socio-economic status and socio-economic status and performance. Intelligence, study habits and school attitudes were significantly related to the prediction of scholastic achievement.

These studies lead to the impression that the disadvantaged mass have their own existing belief patterns and attitudes. Adjustment, attitude and achievement motivation may influence on their school achievement positively.

1.3 Education and Society

A society which is a product of a 'fathomless historical depth' can neither shape its contemporaneity nor direct its future without taking into account its past contemporaneity itself is shaped by the interaction of several internal and external societal factors, mediated through cumulative
historical forces. The principles of hierarchy, continuity and transendence characterize the value themes of the traditional Indian social structure. Organized and systematic efforts through constitutional measures and policy formulations have attempted to create conditions for equality between the differentiated segments of people who historically have led a life of deprivation and exploitation.

One of the most important objectives of education, says Education Commission Report is to equalize opportunity enabling the backward or under privileged classes and individuals to use education as a lever for the improvement of their condition. Every society that values social justice is anxious to improve the lot of the common man and cultivates equality of opportunity to all sections of the population. This is the only guarantee for the building up of an egalitarian and human society in which the exploitation of the weak will be minimized.

Our constitution made various provisions to safeguard the interest of the people belonging to scheduled castes and scheduled tribes. In Gujarat State the State Government has made education free for the Scheduled Castes and Scheduled Tribes at all levels. At the primary level they get free education in the public primary schools provided for all and at the Secondary and Higher educational levels the Government provides facilities like scholarships, tuition fees, examination fees, hostel facilities for those who wish to study.
Reservation of seats have been provided in educational institution and in Government and semi-Government services.

In Gujarat State the report of the Baxi Commission identified 82, castes as socially and educationally backward and besides scheduled castes and tribes these castes too get almost all facilities for their uplift.

But in Gujarat in 1981 a large section of society challenged the very basis of the policy we have pursued since independence in order to promote social justice, cohesion and peace. Anti-reservation movement started in Gujarat and violence took place in the short period.

During the anti-reservation movement a daily, "The Times of India" published interviews with national political leaders Jagjivan Ram, L.K. Advani, Bhismar NarainSingh and others. The daily wrote, "The veteran Harijan leader has described the non-reservationist agitation in Gujarat as 'genocide'—a case of 90 per cent of the population attacking a small socially ostracised and deprived community of only 8 per cent".?

In his interview L.K. Advani says, "It cannot be that even after three-decades of independence there has been no appreciable change in the conditions of the scheduled castes and scheduled tribes as a whole. But the same can be said about the country's poor in general. So this, by itself, does not become an argument in favour of scrapping reservations.
In fact, if reservations had not been there, the condition of these sections may have been far worse than it is now. They would have been living entirely at the sufferance of the better-off castes. So reservation must continue.  

Bhishma Narainsingh, the Minister for Parliamentary Affairs says, "since reservation is not a permanent policy, I would venture to suggest that there should be support to reservation until the backward classes are able to stand on their own. This would automatically mean that there should be provision for reservation at the time of initial appointment. Whether there should be reservation at the time of subsequent promotion is a matter of detail. This also does not mean that merit and quality should suffer. Meritorious persons should not feel that they are being discriminated against. Otherwise this might lead to brain drain."

In his article Khanna wrote, "The antipathy towards the neoliterate Harijans is pervasive in the student community and the bureaucracy in Gujarat, as elsewhere, and it is fuelled by a growing sense of injustice. Accelerated promotions in the administrative services, given as a matter of routine to scheduled caste and scheduled tribes candidates, not only discriminate against merit but also play havoc with efficiency. In the institutions of higher learning, the principle of preferential admission at the under-graduate level has been extended in Gujarat, as in some other states, to the post-graduate
courses, along with the so-called carry forward system (under which seats not filled in one year due to lack of suitable candidates are added to the reserved quota next year), the roster (to provide for reservation in favoured courses) and interchangeability (so that seats reserved for Harijans can be filled by tribals and vice versa). On top, there seems to be a deep-seated fear among the upper castes that similar privileges will be sought and given to the numerous "backward classes" other than scheduled castes and tribes.

The question that can be raised is how far these facilities and concessions have helped them to take to education and bring about a change in their aspirations and attitude? It has been conceded that more than thirty years of reservation has not produced desired results. In education they are far behind and not making remarkable progress yet. Survey on stagnation and drop out reveals that more of the culturally disadvantaged children drop out at the primary level compared to others. Wastage, stagnation and drop out at the different level may be linked up with low motivation of the socially disadvantaged children who probably face greater disadvantage in understanding the concept and social situations described in the text books. In the classroom interactive situations, they might feel inferior and estranged. Social problems and economical problems may affect their progress in every field psychologically. Inferiority complex may be responsible for
it, and psychological factors may affect their school achievement.

( In India the children of the educationally backward castes and tribes may be taken as culturally deprived and socially disadvantaged children in relation to the general population which has already reached a high level of education and culture. Attempts are being made on a very extensive scale and during the past 30 years or so to bring up these culturally deprived children to the existing national level through education. They are given all possible educational facilities, so that they may catch up with others. There are some separate schools for the tribal children but the vast majority of them come to the general schools, where they read along with other children who have better educational and cultural background. In all the schools irrespective of castes, communities, local variation etc., the same standard text books are taught. These books use concepts and describe social scenes etc., which may appear quite familiar to children belonging to educationally advanced homes. The books are also written by such writers who belong to the higher cultural set-up. )

1.3.1 Literacy

Promotion of literacy and education can be regarded as the first step in the welfare of the disadvantaged classes as it is the foundation of social as well as economic progress.
As per the All India provisional population totals, the average literacy rate in India during 1981 census is 36.17 per cent for total persons, 46.74 per cent for total males and 24.88 per cent for total females. As against this national average the Gujarat State final figures of literacy are 43.70 per cent for total persons, 54.44 per cent for total males and 32.30 for total females. These rates are decidedly above the national average. Further according to the provisional figures as published by the Registrar, General of India, New Delhi, Gujarat ranks fourth, the states in order of descending order of literacy being Kerala, Maharashtra, Tamil Nadu and Gujarat. During 1971 census also Gujarat was fourth amongst the major states in the matter of literacy (Census of India).

The data regarding the literacy percentages of scheduled castes and scheduled tribes and general population in Gujarat are available in 1961 census and in 1981 census as shown in Table 1.1.

Table 1.1

<table>
<thead>
<tr>
<th>Year</th>
<th>General Population</th>
<th>Scheduled Castes</th>
<th>Gap</th>
<th>Scheduled Tribes</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>1961</td>
<td>30.45</td>
<td>22.46</td>
<td>7.99</td>
<td>11.69</td>
<td>18.76</td>
</tr>
<tr>
<td>1981</td>
<td>43.70</td>
<td>39.78</td>
<td>3.92</td>
<td>21.14</td>
<td>22.56</td>
</tr>
</tbody>
</table>

Source: 1961 and 1981 Census
A comparison of the literacy percentages of scheduled castes and scheduled tribes and general population will be the most relevant here as it will indicate the gap that still exists. A significant fact that the above statement reveals, is that the gap between the literacy percentages of scheduled castes and general population 7.99 in 1961, and the gap between the literacy percentages of scheduled castes and general population is 3.92 in 1981. So the gap is much wider in 1961 than in 1981, it shows during 20 years scheduled castes have improved their progress but they are still behind in the comparison to general population.

The gap between the literacy percentages of scheduled tribes and general population is 18.76 in 1961, and the gap between the literacy percentages of scheduled tribes and general population is 22.56 in 1981. It indicates that they have not made any progress up to now, and they are far behind the general population.

1.3.2 Literacy Percentages by Districts

The district-wise and state literacy percentages of scheduled castes and scheduled tribes shown below as per 1981 census.
<table>
<thead>
<tr>
<th>District</th>
<th>Literacy percentages of scheduled castes</th>
<th>Literacy percentages of scheduled tribes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gujarat</td>
<td>39.78</td>
<td>21.14</td>
</tr>
<tr>
<td>1 Jamnagar</td>
<td>25.00</td>
<td>13.90</td>
</tr>
<tr>
<td>2 Rajkot</td>
<td>30.55</td>
<td>40.19</td>
</tr>
<tr>
<td>3 Surendranagar</td>
<td>31.95</td>
<td>8.54</td>
</tr>
<tr>
<td>4 Bhavnagar</td>
<td>31.37</td>
<td>28.54</td>
</tr>
<tr>
<td>5 Amreli</td>
<td>29.02</td>
<td>31.38</td>
</tr>
<tr>
<td>6 Junagadh</td>
<td>28.44</td>
<td>12.30</td>
</tr>
<tr>
<td>7 Kachchh</td>
<td>21.88</td>
<td>6.10</td>
</tr>
<tr>
<td>8 Banaskantha</td>
<td>21.97</td>
<td>7.97</td>
</tr>
<tr>
<td>9 Sabarkantha</td>
<td>38.56</td>
<td>24.30</td>
</tr>
<tr>
<td>10 Mahesana</td>
<td>45.50</td>
<td>24.60</td>
</tr>
<tr>
<td>11 Gandhinagar</td>
<td>59.42</td>
<td>35.94</td>
</tr>
<tr>
<td>12 Ahmedabad</td>
<td>50.28</td>
<td>31.58</td>
</tr>
<tr>
<td>13 Kheda</td>
<td>51.06</td>
<td>14.12</td>
</tr>
<tr>
<td>14 Panchmahals</td>
<td>35.57</td>
<td>13.66</td>
</tr>
<tr>
<td>15 Vadodara</td>
<td>49.79</td>
<td>17.22</td>
</tr>
<tr>
<td>16 Bharuch</td>
<td>49.45</td>
<td>23.12</td>
</tr>
<tr>
<td>17 Surat</td>
<td>54.86</td>
<td>23.93</td>
</tr>
<tr>
<td>18 Valsad</td>
<td>62.75</td>
<td>28.14</td>
</tr>
<tr>
<td>19 The Dangs</td>
<td>63.86</td>
<td>26.98</td>
</tr>
</tbody>
</table>

Source: 1981 census
The above statement shows that the literacy percentages of the total population of scheduled castes in the state is 39.78 and it is 21.14 of scheduled tribes.

The literacy percentages of scheduled castes in all the six districts of Saurashtra, viz., Jamnagar (25.00), Rajkot (30.55), Surendranagar (31.95), Bhavnagar (31.37), Amreli (29.02), and Junagadh (28.44) are below the state average of scheduled castes literacy, which is 39.78. Except Kachchh (21.88), Banaskantha (21.97), Sabarkantha (38.56) and Panchmahals (35.57) districts, all the other districts excluding the districts of Saurashtra have the literacy percentages above the state average. Kachchh (21.88) has the lowest literacy percentages of scheduled castes in the state.

The literacy percentages of scheduled tribes in the 3 districts of Saurashtra viz., Jamnagar (13.80), Surendranagar (8.54) and Junagadh (12.30) are below the state average of scheduled tribes literacy, which is 21.14. The other 3 districts of Saurashtra viz., Rajkot (40.19), Bhavnagar (28.54) and Amreli (31.38) have above the state average of scheduled tribes literacy percentages. Here too literacy percentages of scheduled tribes in Kachchh (6.10) is the lowest in the state. Except the districts of Saurashtra and Kachchh, Banaskantha (7.97), Kheda (14.12), Panchmahals
(13.66) and Vadodara (17.22) districts have the literacy percentages below the state average.

The data shows that the literacy percentages of scheduled castes and scheduled tribes of Saurashtra are very low in the State. The districts of Saurashtra are much behind in the comparison to the other districts of Gujarat. So during more than 30 years of independence, they have not made their progress remarkably, and they are far behind in the comparison to non-scheduled group.

The data of population and the literacy percentages of 82 backward classes as declared by Baxi Commission 1976, are not available in the census 1981.

Jones\textsuperscript{13} maintains that lower class, individuals do not consider education as a means for upward mobility not because they devalued education, but they do not expect to rise too far in the occupational world. All the more, achievement at primary school level is not accompanied by any immediate concrete reinforcement to satisfy their basic needs. Since they prefer to work under concrete rewards over more abstract reinforcement in learning tasks (Terrel, Durkin and Wiesley)\textsuperscript{14}, high rate of stagnation and drop-out cases of primary level is not astonishing. They have a preference for immediate reinforcement over delayed reinforcement even when they are assured of greater rewards under delayed condition. These authors have shown that
"the ability to delay gratification is related to socio-economic status, higher intellectual functioning and such family variables as father's presence or absence and conditions of family disorganization."

Strauss has characterized affluent society as the achievement oriented society. His findings suggest a good degree of relationship of deferred gratification and need achievement to social class. Hence, members from his high social class do evince a high degree of motivation which accounts partly for their success in the educational and occupational world.

Haywood has hypothesized the existence of more hygiene oriented individuals among the culturally dis-advantaged groups. He argues that "motivation oriented individuals have been shown to be more persistent in tasks, learn discrimination reversal problems quickly when relevant factors are held constant and perform better on standardized achievement tests". Weak motivational and aspirational level of the disadvantaged group leads to lack of involvement and persistence in the school-related tasks.

Since the class-room instructions in educational institutions do not hold to them the promise of satisfaction of their oft-recurring needs and problems, it is not astonishing that they voluntarily keep themselves away from the school.
The discipline is considered to be the fly wheel of education without which no student can achieve anything from the school. So discipline was considered to be the most important variable in any kind of research work pertaining to achievement. That is why it was incorporated in the present study. Moreover, the concept of discipline varies from school to school and also from pupil to pupil. Hence it was necessary to know the pupils' attitude towards discipline.

The first and foremost teachers of the pupils are their parents. The teachers are the substitutes of the parents. The attitude of pupils towards their parents would shape the pupils career as pupils. So it is hypothesized that the pupils having high attitude towards their parents and teachers would have higher achievement than those of the pupils of low attitude.

For normal functioning of any task, the essential requisite would be a normal or super normal individual. The pupils when they enter the portals of school find themselves strangers. As a result of this they cannot achieve adjustment towards their school, class mates, teachers and the other personnel, connected with education. Hence adjustment of pupils was thought to be an essential variable in the school achievement of the pupils. Therefore, it was hypothesized that pupils of high adjustment would score more than those having low adjustment.
In nut-shell, the above discussion leads to the following conjectures:

1. that caste is a factor of profound important in pursuing excellence in education,
2. that achievement motivation is a fulcrum round which revolves education and it determines the level of excellence in education,
3. that attitude towards discipline and towards teachers and parents held by pupils is a catalytic agent in propelling excellence in education, and
4. that adjustment of the pupils, in educational institution is sin qua non before he derives any benefit from school.

1.4 Statement of the Problem

In order to see how these conjectures are prevailing in some districts of Gujarat the investigator chose the problem the title of which runs as under:

"An investigation into the effect of some psychological factors on school achievement of scheduled casts and scheduled tribe students and the students as identified by the Baxi Commission in Saurashtra".

Very few studies have been reported on such topics and especially in Gujarat not even a solitary example could be mentioned.
1.5 Definitions of Terms Used:

(a) Scheduled Castes (S.C.)

The term 'Scheduled Castes' came into vogue particularly with the Government of India Act, 1955, previously, they were known as 'Depressed Classes' or 'excluded castes' or 'exterior castes'. The Government of India Act, 1955 defined 'Scheduled Caste' as follows:

"The Scheduled Castes" means such castes, races and tribes corresponding to the classes of persons formerly known as the 'depressed classes' as His Majesty in Council may specify".

The Indian Independence Act, 1947 defined the term as "The 'Scheduled Castes' means such castes, races or tribes or parts or groups within castes, races or tribes, being castes, races, tribes, parts or groups which appear to the Governor General to correspond to the classes of persons formerly known as the 'Depressed Classes' as the Governor General may by order specify".

The term 'Scheduled Castes' as defined in Article 366 (24), means such castes, races or tribes or parts of or groups within such castes, races or tribes as are deemed under Article 341 (1), "the president may with respect to any state or union territory and where it is a state, after consultation with the Governor thereof, by public notification, specify the castes, races or tribes or parts of groups within castes, races or tribes which shall for the purposes of this constitution be deemed to be
scheduled castes in relation to that state or Union territory, as the case may be". Under Article 341 (2) parliament may by law include in or exclude from the list of scheduled castes specified in a notification issued under clause (1) any caste, race or tribe or part of or group within any caste, race or tribe, but save as aforesaid a notification issued under the said clause shall not be varied by any subsequent notification. The list is given in Appendix 1.

(b) Scheduled Tribes (S.T.)

Prior to the constitution the Scheduled Tribes were termed as 'Aboriginals' 'Adivasis' or Hill Tribes. Up to 1919 the tribals were included amongst backward classes under the heading "Depressed Class" but since 1919 the tribals have been given a separate nomenclature. Under the constitution of India, the tribals are termed as Scheduled Tribes. This term is defined by Article 366 (25)". Scheduled Tribes means such tribes or tribal communities or parts of or groups within such tribes or tribal communities as are deemed under Article 342 to be scheduled tribes for the purpose of this constitution.

In the consonance with Article 342 (1) of the Constitution of India, the President of India has issued lists specifying scheduled tribes. The list of scheduled tribes for Gujarat is given in Appendix 2.
(c) Socially and Educationally Backward Classes (B.C.)

In 1972 there was a movement in the Legislative Assembly of the State of Gujarat for the appointment of an independent board for the protection of the interests of Backward Classes, as it was mentioned in the Constitution of India.

Article 15(4) of the constitution enables the state to make special provision for the advancement of socially and educationally backward classes or for the scheduled castes and scheduled tribes.

Hence the Government agreed in the Legislative Assembly on 1st August, 1972 to appoint a Commission and by a Resolution, Education and Labour Department, No. MBC-1572-67508-J, dated 8th August, 1972, constituted the Commission. Shri A.R. Baxi was the Chairman of the Commission, so the Commission is known as the Baxi Commission.


The list of classes/castes/groups is given in Appendix 3.
(d) **School Achievement**

School achievement, in the present investigation represents the percentage of marks obtained by the students.

1.6 **Objectives of the Study**

The study under report was undertaken with the following major objectives in view:

1. To study the effect of achievement motivation on school achievement of scheduled castes, scheduled tribes and backward class students.

2. To study the effect of attitude towards teachers and parents on school achievement of scheduled caste, scheduled tribe and backward class students.

3. To study the effect of attitude towards discipline on school achievement of scheduled caste, scheduled tribe and backward class students.

4. To study the effect of adjustment on school achievement of scheduled caste, scheduled tribe and backward class students.

5. To study the interactive effects of achievement motivation, attitude towards teachers and parents and attitude towards discipline.
(6) To study the linear and quadratic trends of school achievement across caste levels.

(7) To study the components of variances attributable to the criterion variable.

1.7 Limitation of the Study

In the present investigation, scheduled caste (S.C.) and scheduled tribe (S.T.) students and the students from the socially and educationally backward class (B.C.) were taken for the sample and the effect of psychological factors viz., achievement motivation, attitude and adjustment on their school achievement is investigated.

In Gujarat State 82 castes have been declared socially and educationally backward by the Baxi Commission in 1976. Hence, the problems of their education are not investigated systematically yet. So in this investigation it will be interesting to find out if the backward classes have any influence of psychological factors on their school achievement, and to see the difference of school achievement among the three backward groups, viz., scheduled caste, scheduled tribe and backward class students.

From the six districts of Saurashtra region viz., Jamnagar, Rajkot, Surendranagar, Bhavnagar, Amreli and Junagadh of Gujarat State, 32 Higher Secondary Schools were selected by stratified random sampling method. Scheduled Caste and
Scheduled Tribe students and the students from socially and educationally backward class, as identified by the Baxi Commission of standard eleven were taken for the sample. The percentages of marks obtained by the students at New S.S.C. Examination were considered as the school achievement.

1.8 Scheme of Chapterization

Conceptual understanding of the different variables are discussed in the second chapter. Chapter III deals with a review of the related literature. Plan and Procedure are explained in Chapter IV.

Whereas Chapter V deals with analysis and interpretations, Chapter VI includes observation, conclusion and suggestions for further research.

References


8. Ibid.

9. Ibid.


12. Ibid., pp. 5-6.


15. Ibid., p. 61.
