A Study of Academic Achievement of Scheduled Caste Secondary School Students in respect to Study Habits in Begusarai District of Bihar

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Abstract :

The present investigation entitled "A study of Academic Achievement of Scheduled Caste Secondary School Students in respect to study habits in Begusarai District of Bihar." The scheduled caste which are treated as untouchables continue to remain at the bottom of India's caste hierarchy. They also remain at the bottom of economic hierarchy, having no land of the own and relegated to undertake only menial/dirty and ill paid jobs. The major caused that have kept the scheduled caste down in the society have been poverty, illiteracy, ignorance, fear and resultants inability to assert themselves. Keeping in view the above condition of the scheduled caste students, the researcher decided to study on this topic.

Keywords : Scheduled caste, Secondary students, Academic achievement, Study habits.

Introduction

The research undertaken so far have largely concentrated in finding out the educational status of scheduled caste, the quality of schooling, the hostel life of children and the prospectus of success in examination etc. Certain other studies conducted by Paramjit et al. (1985) have attempted to find out the academic progress of scheduled caste, scheduled tribes and backward class students, who get admitted in various educational programmes on the basis of reservation vis-à-vis that of other candidates, who get admitted in the same institution on the basis of merit, secured in the qualifying examination. The scheduled caste population is scattered all over the country. The only thing which is common with other caste is poverty and social disabilities due to these, they have remained ignored and backward since ages. They are miserable in the society and are suffering for the last so many decades. They could not make progress despite various efforts made by the government and no government agencies, because the efforts were not in the right direction and could not make scientifically and systematically. Varieties of social, educational and occupational distance are kept by Hindu castes despite legal safeguard provided by our Constitution.

It is observed that increasingly, the scheduled caste students are drifting away from the traditional occupation. Hardly any one will be found to continue that except a few, the students will not like to opt for the occupation of their father. The present generation of scheduled caste students present certainly a different trend. One most general trend is that traditional aspiration is likely to be discarded. The fact of high professional aspirations signifies their gravitation away from parental nexus and finding career identification within the urban industrialization milieu. The strong aspirations to rise higher in occupational hierarchy are also an indication that they are breaking away from fatalistic background.

Academic achievement

Achievement is a progress that a learner makes in learning, often measured by either standardized or teacher made test (Educator's encyclopaedia). Therefore, academic achievement is knowledge acquired and skills developed in school subjects generally indicated by marks obtained in test. It is exposition of his/her present level of performance.

Academic achievement here means total marks obtained by student in 10th class examination was considered as score Academic Achievement for present investigation

Study habits

Study habits are generic rather than specific in terms of its importance. It has very long reaching effect deep into the life of individuals and by cumulative and interactive effects in the society, study habits have been considered to be constituted of nine different kind of study behaviour. These are; comprehension, concentration, task orientation, study sets, interaction, drilling, supports, recording and language. Good study habits include, class participation, study time, use of textbook and recitation.

Review of previous work

Shashidhar, B. (1981), had conducted a research on a study of the Relationship between a Few School Variables and the Achievement of Scheduled Caste Students Studying in Secondary Schools of Karnataka. The objectives of the investigation were: (i) to study the nature of relationship that existed between organizational climate and the achievement of the Scheduled Caste(SC) students; (ii) to explore the influence of teachers' attitude towards the Scheduled Caste students; (iii) to determine the extent to which the Scheduled Caste students' adjustment in the school influenced their achievement; (iv) to find out the influence of socio-

metric status of the Scheduled Caste students on their achievement; (v) to examine the relationship between intelligence and achievement, and to partial out the effect of intelligence on the beverage relationships of other variables with achievement; (vi) to examine the relationship between the students' perception of teachers expectation and the achievement of the Scheduled Caste students. The major findings of the investigation were: (i) openness of the school was significantly related to achievement of the SC students of standards IX and X. (ii) in all the three standards the sociometric status was not significantly related to the achievement of the SC girls, but it was positively and significantly related to the achievement of the SC boys of standard IX.

Cherian, V. I. (1990) conducted a study entitled "Relationship between punishment of pupils and their academic achievement". The main objective was to find out the effect of parental punishment on students' academic achievement. Methodology: A random sample of 369 boys and 652 girls in the age-range of 13 to 17 years with a mean age of 15.6 selected from 14.765 boys and 26.109 girls who represented the total standard VII population of urban and rural Transket in 1984 was taken. Instruments used to collect data included a questionnaire, and the marks obtained by the pupils at the standard VII examination. Analysis of variance was used to study the relationship between parental punishment and students' academic achievement. Major finding was that there was a significant relationship between the frequency of punishment experienced by pupils and their academic achievement.

Sen, Barat Kalpana (1992) conducted a study entitled "The personality make-up, intelligence and study habit of high and low achievers". The main objective was to explore the extent of relationship of study habit pattern, intelligence and several personality factors with the scholastic achievement at the secondary stage of education. Some major findings of the study were: There was an overall significant difference between the two achievement groups in study habit. The two achievement groups differed significantly on intelligence. Study habit-achievement, and intelligence-achievement were positively correlated.

Objective

1. To study the relationship between study habits and academic achievement of scheduled caste secondary school students Boys.
2. To study the relationship between study habits and academic achievement of scheduled caste secondary school students Girls.
3. To compare the significant difference in mean of study habits of scheduled caste secondary school students of low and high academic achievement.

4.　　To compare the significant difference in mean of study habits of scheduled caste secondary school boys and girls.

Hypothesis

1.　　There is no significant relationship between study habits and academic achievement of scheduled caste secondary school students Boys.

2.　　There is no significant relationship between study habits and academic achievement of scheduled caste secondary school students Girls.

3.　　There is no significant difference mean of study habits of scheduled caste secondary school students of low and high academic achievement.

4.　　There is no significant difference in mean of study habits of scheduled castes secondary school boys and girls.

Research Methodology

The present study was conducted on a sample of 600 scheduled caste students studying in secondary school of three sub-divisions i.e. Begusarai, Balia and Teghra of Begusarai Districts of Bihar. Total 30 secondary schools were selected randomly from the three blocks of each sub-divisions of Brgusarai District. All the available scheduled caste Secondary School students were taken into consideration. Both 360 boys and 240 girls were included in the sample. Random cluster sampling technique was applied for the selection of sample. The schools were selected randomly and all the scheduled caste students present during the test administration were the part of the sample. Before the collection of the data in each sample school, one day was spent in rapport establishment with the students followed by the collection of academic achievement as scores of Xth Board examination. The objectives of the inventory were explained to the students. After collection of each test, the answer sheets were scored with the help of scoring key. The data so obtained was submitted for further statistical analysis using different statistical techniques like Mean, S.D., Coefficient of Correlation "r" and t-test. The low and high achievers (below and above mean) were classified on the basis of mean $\pm 1\sigma$.

Data Analysis

After collecting data, the investigator analysed the data as it was difficult to explain the raw data because raw data gathered on certain tests have no meaning rather it is heap of certain

facts or observation. Keeping in view the objectives of the study and their corresponding hypotheses, the data was statistically processed using appropriate design and technique. Hence, after the data has been collected this must be processed an analysed to draw proper inference. The data was analysed with the help of Mean, S.D. Coefficient of Correlation and 't' test as to find out the significance of difference between the means of various groups taken at a time and also to find correlation between variables.

Table -1

Relationship between academic achievement and study habits of scheduled caste secondary school students.

Variable	Coefficient of correlation	Level of significance
Study Habits	.068	NS

N=600

The Table -1 reveals that coefficient of correlation between academic achievement and study habits of scheduled caste secondary school students is .068 which is positive and not significant even at 0.05 level of significance so the null hypothesis "There is no significant relationship between study habits and academic achievement of scheduled caste secondary school students" is retained. Thus it can be interpreted that there is no significant relationship between academic achievement and study habits of scheduled caste secondary school students. It can be concluded that study habit is not one of the reasons which influence academic achievement of scheduled caste secondary school students.

Table -2

Coefficient of correlation between academic achievement and study habits of scheduled caste secondary school boys

Variable	Coefficient of Correlation	Level of significance
Study Habits	0.11	0.05

N=360

The Table -2 reveals that coefficient of correlation between study habits and academic achievement of scheduled caste secondary school boys is 0.11 which is significant at 0.05 level of significance. So the null hypothesis, "There is no significant relationship between study habits and academic achievement of scheduled caste secondary school boys" is rejected. It can be interpreted that academic achievement has dependence on study habits. So

it can be concluded that Study habits have significant affect on academic achievement of scheduled caste boys. It implies that higher the study habits, higher the academic achievement.

Table -3

Coefficient of correlation between academic achievement and study habits of scheduled caste secondary school girls

Variable	Coefficient of Correlation	Level of significance
Study Habits	0.01	NS

N= 240

The Table -3 reveals that coefficient of correlation between study habits and academic achievement of scheduled caste secondary school girls is 0.01 which is not significant even at .05 level of significance. So the null hypothesis, "There is no significant relationship between study habits and academic achievement of scheduled caste secondary school girls" is retained. Hence it can be interpreted that academic achievement has no dependence on study habits. So it can be concluded that study habits is not only one factor which affect academic achievement of scheduled caste girls there are other factors like environment, motivation and guidance which can be resulted in good academic achievement.

Table -4

Significance of difference in mean of study habits of scheduled caste secondary school students of low and high academic achievement

Variables	N	Mean	S.D.	t-value	Level of significance
Study habits of low achievers	113	118.94	13.61	1.35	NS
Study habits of high achievers	111	121.04	14.24		

Table -4 shows that the 't' value is 1.35 which is not significant even at 0.05 level of significance. So the null hypothesis. "There is no significant difference in mean of study habits of scheduled castes secondary school students of low and high academic achievement" is retained. This calculated difference is not real but it may be due to chance factor. Thus it

can be interpreted that there is no significant difference in study habits of low and high academic achievement of scheduled caste secondary school students.

Table -5

Significance of difference in mean of study habits of scheduled caste boys and girls

Variables	N	Mean	S.D.	t-value	Level of significance
Study habits of boys	360	119.07	12.89	2.83	0.01
Study habits of girls	240	122.13	13.28		

The table-5 reveals that t-value is 2.83, which is significant at 0.01 level of significance. Hence the null hypothesis, "There is no significant difference in mean of study habits of scheduled castes secondary school boys and girls" is rejected. This difference is real and not due to chance factor. It can be concluded that mean of girls is higher than the mean of boys. Further girls have better study habits than boys.

Findings

Relationship with respect to study habits

The coefficient of correlation between study habits and academic achievement is .06 which was not significant. It means that study habits were not significantly correlated with academic achievement. It can be concluded that study habits was not only one factor that affected academic achievement. But there were other factors like intelligence, environment which influenced academic achievement and can bring change in academic achievement. Contrary results were of the finings of study of Shivappa (1980) who reported that study habits, educational aspiration, socio economic status, academic achievement and IQ were significantly positive correlates. Trivedi, Vineeta (1988) found significant relationship between study habits and academic achievement.

Relationship with respect to boy's study habits

The coefficient of correlation between study habits and academic achievement of boys was 0.11 which was significant at 0.05 level of significance and it was negligible

also. It can be concluded that change in one variable affected the other variable. It can be concluded that study habits and academic achievement were significantly related.

Relationship with respect to girl's study habits

The coefficient of correlation between study habits and academic achievement of girls was 0.01 which was negligible and was not significant. Thus it can be concluded that this relationship did not play significant role in academic achievement. Contrary results were of the study of Shanmughadas (2004) who observed that classroom climate was also significant in academic achievement. There was no correlation between study habits and academic achievement of girls. It can be interpreted that study habits did not play significant role in academic achievement.

Significance of difference with respect to study habits of low and high achievers

The t-value is 1.35 which was not found significant. It means that students related to low and high academic achievement did not have any significant difference in mean of study habits. There were some contrary findings i.e. Shahnmughasundram (1983) who reported that among high achieving urban students study habits, intelligence and achievement motivation had a positive influence upon academic achievement. Koteshwar, Narayanan, M. (1991) found "high scoring on academic achievement have better study habits then low scores." Dey, Niradhar (2008) findings was that high achieving students were found to have highly positively study habits. Findings of the study were supported by Ngailiankim, Caroline (1988) who found that no significant difference were found in the study habits of high and low achievers. Sen, Barat, Kalpana (1992) observed that there was an overall significant difference between low and high achievement groups in study habits. It can be concluded that there is no significant difference in mean score of study habits of low and high academic achievements of scheduled caste students.

Significance of difference in mean of study habits of scheduled caste boys and girls

Significance of difference in mean of study habits of boys and girls was 2.83, which was significant. Therefore, it can be interpreted that boys and girls exhibited significant

difference in study habits and girls had significantly higher study habits than boys. There was a significant difference in mean score of study habits of boys and girls. It can be interpreted that girls had higher study habits than boys.

Conclusion

After going through the findings and discussion, following conclusions are drawn. These conclusions may be seen in accordance with sample and tools used by the investigator.

➢ No significant relationship is found between study habits and academic achievement of scheduled caste secondary school students.

➢ It is concluded that study habits and academic achievement of boys are not significantly related. It means interpreted that change in one variable affects the other variable significantly.

➢ There is no correlation between study habits and academic achievement of girls. Further study habit does not play significant role in academic achievement.

➢ It is concluded that creative stimulation dimensions has positive effect on academic achievement. Rest of dimensions like cognitive encouragement, acceptance, rejection, control and permissiveness are not related significantly with academic achievement. It can be interpreted that higher the creative stimulation, higher the academic achievement.

➢ It is concluded that there is no significant difference in mean score of study habits of low and high academic achievements of students.

Some implications

The scheduled castes are one of the marginalized groups in terms of social and economic status. This section of the population are considered as untouchable and located in the outskirts of the habitations. Most of them are illiterates or educated up to primary level and depend upon mostly on manual labour for their livelihood. Recognising their plight, the Government has brought out a number of legislations to safeguard their rights. In addition, they have been provided a number of welfare measures to accelerate the pace of their socio-economic development. Education is considered as one of the means to promote the socio-economic development.

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