

A STUDY OF SELF CONCEPT AND ACHIEVEMENT AMONG SC/ST

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Abstract

After independence many revolutionary steps are taken for the improvement of quality of education. It was discovered that the achievement of an individual is influenced by many factors such as psychological, social and cultural background, student's perception and so on. Role of self concept in the achievement of the students is very significant. The present study is an attempt to compare self –concept and achievement of SC/ST and upper cast students. Self-concept also selected as a variable for present study. The enhancement of each student's self-concept is important in today's educational arena either as an educational outcome or as a moderator of achievement and behaviour. Achievement is the amount of knowledge derived for learning. In the present study academic achievement was conceived in terms of marks obtained by students in home exams of class eleven. Survey type research employing an ex post-facto design emphasized here in this study. Sample was selected by incidental sampling technique. The test Swatva bodh Parikshan (SBP) developed and standardized by Sh,Verma, Goswami used as tool. Scoring was done accordingly as instructed in the manuals of the test descriptive statistics (sum,sum of squares, mean, S.D, and percentage),t-test, correlation and regression analysis were used to achieved the purpose of study. On the basis of the findings study is concluded with its implications.

India's cast system is perhaps the world's oldest surviving social hierarchy castes encompass a complex ordering of social group on the basis of ritual purity. A person is considered a member of the cast in to which he or she is born and remains within the caste until death, although the particular ranking of that caste may vary among and overtime .a report issued by the National commission for SC & ST in 1997 to understand untouchability. The report described a number of social manifestations of caste based discrimination in the 1990's.Scheduled caste bride grooms were not permitted to ride a mare in villages, a marriage tradition scheduled castes could not sit on their charpoys (rope beds) when persons of other castes passed by. Scheduled castes were not permitted to draw water from the common wells and hand pumps and in many tea shops and dhabas (food stalls), separate crockery and cutlery used for serving the scheduled castes. Although constitutional provisions and legal texts exist to abolish untouchability and to protect the members of the scheduled castes and tribes, social and

educational policies have been adopted to improve the situation of members of the scheduled castes and tribes and to protect them from abuses, widespread discrimination against those people and the relative impurity of those who abuse them, points to the limited effect of these measures. This means that untouchability is continuing in present time in some region. Despite the constant efforts of the central and state governments both, to develop educational and socioeconomic conditions of SC/ST and other weaker sections of society ,their educational and socioeconomic conditions is very low in comparison of higher castes.

Self concept also selected as a variable for present study. Self concept is the total collection of attitudes, judgments' and values which an individual holds with regard to his behavior, his ability ,his body ,his worth as a person, in short how he perceive and evaluate himself. Self concept is seen to be important for young people because it is associated with a range of personal achievements and outlooks, particularly those related to academic performance, but also those related to interpersonal relationships, physical abilities and career choice and success. The achievement is the end product of the instruction. It is result of learning that is observed in the learner. Any behavior that is learned is achievement. It is the learned amount of knowledge, understanding and acquisition of skills. In school achievement means the quality and quantity of mastery of the curriculum by students.

Objectives of the Study

1. To find out significant difference between SC/ST and higher castes students on self –concept.
2. To find out relationship between self concept and achievement of scheduled caste/scheduled tribe and upper castes students.

Hypothesis of the Study

1. There is no significant difference between scheduled caste/scheduled tribe and upper castes students on self concept.
2. There is no significant relationship between self concept and achievement of scheduled caste/scheduled tribe and upper caste students.

Delimitation of the Study

The study was delimited on the following points;

1. Only 12th class students were selected for the present study.
2. Students were selected from higher secondary schools of Jammu province (J&K) only.
3. Only 345 students were selected.
4. Only one dependent variable caste and two independent variables self concept and achievement were selected for present study.

Method

The present investigation is a survey type research employing an ex-post facto design.

Sample

The students studying in class 12th in various secondary schools /inters colleges of Jammu province (J&K) have been considered as the population and the sample was selected by incidental sampling technique.

Sample Break-up According to School

| | | Upper caste | SC/ST | Upper Caste | SC/ST | |
|-----|---|-------------|-------|-------------|-------|----|
| 1. | G.S.S.S Reasi, Uddampur (J&K) | 12 | 6 | 12 | 4 | 34 |
| 2. | Lawrence Public Higher Secondary School Reasi | 14 | 7 | 13 | 5 | 39 |
| 3. | Govt. Higher Sec. School Jourian (Akhnoor) | 12 | 7 | 10 | 3 | 32 |
| 4. | Govt. Higher Secondary School Rajouri (J&k) | 13 | 6 | 12 | 5 | 36 |
| 5. | Shashi Public Higher Secondary School ,Rajouri (J&K) | 11 | 5 | 10 | 3 | 29 |
| 6. | Navjyoti Public Higher Secondary School, Kathua (J&K) | 10 | 6 | 10 | 4 | 30 |
| 7. | Govt. Higher Secondary School, Nagrota (J&K) | 15 | 7 | 13 | 6 | 41 |
| 8. | Govt. Higher Secondary School Choukichowra (J&K) | 12 | 8 | 11 | 3 | 34 |
| 9. | Govt. Higher secondary school Sunderwani (J&K) | 13 | 6 | 12 | 4 | 35 |
| 10. | Govt. Higher Secondary School Badrawah | 12 | 7 | 11 | 5 | 35 |

In order to meet the objectives of the present study the following tools were used.

(a) Swatva Bodh Parikshan(SBP) developed and standardized by Sherry, Verma and Goswami (1988) consist of eight Dimensions health and physique, temperamental qualities, academic status, intellectual abilities, habits and behaviour, emotional tendencies, mental health and socio-economic status.

(b) Achievement

Statistics used: To achieve the purpose of the study, descriptive statistics (Sum, Sum of square mean, S.D. and percentage), t-test, correlation and regression analysis were used.

Results and Discussion: To find out the difference between SC/ST and upper class 12th class students on self concept dimensions and total self- concept, t-test was used. Means and standard deviations of the SC/ST and upper caste students on self – concept dimensions and total score are given in the following table. The table shows the results of the t-test.

Summary of t-test for Difference between Upper Caste and Sc/St Students on Dimensions of Self-Concept

| Dimensions of self-concept | Caste | N | Mean | S.D. | t-value |
|----------------------------|-------|-----|-------|------|---------|
| Health and Physique | Upper | 238 | 4.37 | 1.09 | 3.79** |
| | SC/ST | 107 | 3.89 | 1.08 | |
| Temperamental Qualities | Upper | 238 | 4.14 | 0.91 | 4.26** |
| | SC/ST | 107 | 3.66 | 1.05 | |
| Academic Status | Upper | 238 | 5.37 | 1.54 | 3.49** |
| | SC/ST | 107 | 4.76 | 1.39 | |
| Intellectual Abilities | Upper | 238 | 5.16 | 1.35 | 4.83** |
| | SC/ST | 107 | 4.39 | 1.39 | |
| Habits and Behaviour | Upper | 238 | 4.09 | 0.95 | 4.77** |
| | SC/ST | 107 | 3.54 | 1.07 | |
| Emotional Tendencies | Upper | 238 | 3.78 | 1.05 | 2.00** |
| | SC/ST | 107 | 3.53 | 1.09 | |
| Mental Health | Upper | 238 | 4.77 | 1.39 | 2.61** |
| | SC/ST | 107 | 4.36 | 1.29 | |
| Socio-Economic Status | Upper | 238 | 4.23 | 0.88 | 4.40** |
| | SC/ST | 107 | 3.76 | 1.00 | |
| Total | Upper | 238 | 35.90 | 6.52 | 5.30** |
| | SC/ST | 107 | 31.89 | 6.45 | |
| *p<0.05,**p<0.01 | | | | | |

This table shows the t-value for significant difference between SC/ST and upper caste students on self-concept dimensions - health and physique, temperamental qualities, academic status, intellectual abilities, habits and behaviour, emotional tendencies, mental health and socio-economic status and total self –concept are 3.79,4.26,3.49,4.83,4.77,2.00,2.61,4.40 and5.30.Except emotional tendency, t-value for all dimensions and total self –concept are significant at 0.01 level. Value of t also significant at 0.05 level for emotional tendency. These results are indicating that SC/ST students differ significantly on all dimensions of self-concept and total self-concept than upper caste students. It is also clear from the table that means of upper caste students on all self-concept dimensions including total score are higher than SC/ST students. This

means that upper caste student's self-concept is better than SC/ST students. Therefore, the null hypothesis that "There is no significant difference between SC/ST and upper caste students on self-concept " is rejected at 0.01 level for health and physique, temperamental qualities, academic status, intellectual abilities, habits and behaviour, emotional tendencies, mental health and socio-economic status and total self –concept and for emotional tendencies at 0.05 level of significance. These results are in support of previous studies (sutrathar,1982; Kalplata,1985 and Patel,1987) who concluded that disadvantaged /deprived / SC/ST students self-concept lower or inferior than that of the advantaged or upper caste students. Hadler(1973)also concluded that self-concept of harijan's and non harijan's differ significantly.

To find out relationship between self-concept and achievement for upper caste, SC/ST and total sample, product moment correlation was calculated. Results of correlations for upper caste, SC/ST and total sample are given in the table mentioned below:

Correlation between Self-Concept Dimensions and Achievement for Upper Caste, Sc/St and Total

| Dimensions of Self-Concept | Achievement | | |
|----------------------------|-------------|--------|----------|
| | Upper Caste | SC/ST | Total |
| Health and Physique | .752** | .674** | .740** |
| Temperamental Qualities | .643** | .630** | .660** |
| Academic Status | .691** | .650** | .691** |
| Intellectual Abilities | .604** | .622** | .637** |
| Habits and Behaviour | .582** | .577** | .609** |
| Emotional Tendencies | 0.023 | 0.101 | 0.076 |
| Mental Health | .706** | .567** | .669** |
| Socio-Economic | .324** | .358** | .377** |
| Total | .781** | .770** | .798** |
| | | | **p<0.01 |

It is clear from the table that except emotional tendency, all dimensions of self-concept are positively and highly significant correlated with achievement for upper caste, SC/ST and total sample. Therefore, null hypothesis that, there is no significant relationship between self-concept and achievement of SC/ST and upper caste students, is rejected at 0.01 level of significance.

Conclusion and Discussion

It is concluded that significant difference was found between SC/ST and upper caste students on all dimensions of self-concept and total self-concept. Upper caste student's self-concept is better than SC/ST students. Except emotional tendency, all

dimensions of self-concept are positively and significantly correlated with achievement for upper caste, SC/ST students and total sample.

It is clear from the results of present study that SC/ST students differ significantly from upper caste students on self-concept. So study of self-concept can provide direction to teacher and administration to guide, motivate, shape better academic achievements and modify behaviour of SC/ST students. Hence teachers and administrators working in the field of education suggested that they try best to develop self-concept of SC/ST students. The major implication of the study is that it is helpful to teachers and administrators and others in understanding the problems of adolescents. The training of teachers both at the pre-service and in service levels should include a comprehensive unit on development of self-concept. It is necessary to provide remedial measures to those who should marked deficiencies in school subjects. It is also necessary to educate the parents of SC/ST students to understand their children with respect to their interest, motivation and involvement in the school work. For better performance of SC/ST students Govt. take care and provide proper and appropriate facilities.

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