The Significant Effect of Socio- cultural status and residential area on educational aspiration among SC & Non-SC Girl Students

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ABSTRACT

The socio-cultural status of the family, the personality characteristics of parents and family members, the number of family members and the nature of stimulation received by family members due to residential and caste variation of the family and outlook of family members towards current situations of the society, determine to a great extent the nature of personality, aspirations, attitude, intelligence, adjustment, locus of control and self-concept of the children.

The aim of my investigation is to study the effects of socio-cultural status and residential area on educational aspiration and general intelligence of SC and Non-SC girl students of Xth class. For the purpose of investigation, one self-made questionnaire and two inventories were used. Two hypotheses and two sub-hypotheses were formulated and then test was conducted.

The scores on educational aspiration and intelligence of the two groups and two sub-group namely were calculated separately. Means and S.Ds. of two main and sub-groups were calculated . After this 't' test was conducted, to test the significance of difference between the mean scores of the two groups and sub-groups.

Socio-cultural disadvantage and advantage has been found significantly influencing educational aspiration and general intelligence of the students. While socio-cultural disadvantage and rural residential area location has been found significantly lowering the level of educational aspiration and general intelligence .Scheduled caste group has been found significantly lower than non-scheduled caste group on level of educational aspiration and general intelligence.

Keywords: *Educational aspiration, General Intelligence, Socio-cultural Status.*

INTRODUCTION

Indian society is facing the problems of unemployment, underemployment and unsuitable employment. Educational institutions are charged with the responsibility of developing vocational behaviour which may solve some of these problems. In order to solve the problems, the useful behaviour, their initial choices may be developed among the adolescents, which lead to their later adjustment to courses and career perspectives. It should be traced at their initial choice stages. These initial choices, their academic or educational aspirations stem from their background factors. In high schools, both male and female students of every community appear for their academic pursuits, but they display a wide gap among themselves on their intelligence, locus of control, self-concept and educational aspiration and other factors.

Every society and family fixes different methods of rearing and teaches different roles to its members according to socio-economic and cultural background. Family influence predominates throughout the life of the individual because it plays fundamental role in developing concept of self in childhood which persists relatively unchanged throughout the life span.

The socio-cultural status of the family, the personality characteristics of parents and family members, the number of family members and the nature of stimulation received by family members due to residential and caste variation of the family and outlook of family members towards current situations of the society, determine to a great extent the nature of personality, aspirations, attitudes, intelligence, adjustment, locus of control and self-concept of the students.

Scheduled caste girl students live in a different socio-cultural and economic environment even in this technologically advancing national scenario. This variation of environment is sufficient to bring variation of general intelligence in scheduled caste girl students in comparison to non-scheduled caste girl students. Due to variation in stimulation, there occurs variation in intellectual level of scheduled caste and non-scheduled caste girl students. Furthermore,attitude,self confidence, self-concept, locus of control and other qualities of scheduled caste students are also influenced by their disadvantaged environment. The disadvantaged socio-cultural and cultural environment of scheduled caste girls spreads its effect up to their educational and vocational aspirations which results in their lower academic and vocational achievements in life.

In this context, the study of educational aspiration of girl students – both scheduled caste and non-scheduled caste in relation to their general intelligence becomes a major problem of research work, because a nation cannot witness a balanced development without the educational up gradation and uplifting of scheduled caste female students.

OBJECTIVES

The aim of the present investigation is to study the effects of some psychological antecedents i.e. socio-cultural disadvantage and residential area on educational aspiration and general intelligence of SC and Non-SC ,class Xth school going girl students of

In India, particularly in Bihar, scheduled caste females by and large constitute the socio-cultural disadvantaged group whereas the non-scheduled caste females are regarded as socio-culturally high and privileged group in our society. These differences in social, economic and cultural background are bound to be reflected in educational aspiration, general intelligence and personality traits of the two groups.

HYPOTHESIS:-

The following hypotheses are formulated :-.

HYPOTHESIS – 1

Non-scheduled caste group will be significantly higher than scheduled caste group on educational aspiration.

SUB-HYPOTHESIS – 1

Urban sub-group will be significantly higher than rural sub-group on educational aspiration in both scheduled caste and non-scheduled caste groups.

HYPOTHESIS – 2

Non-scheduled caste group will be significantly higher than scheduled caste group on General Intelligence.

SUB-HYPOTHESIS – 2

Urban sub-group will be significantly lower than rural sub-group on General intelligence in both scheduled caste and non-scheduled caste groups.
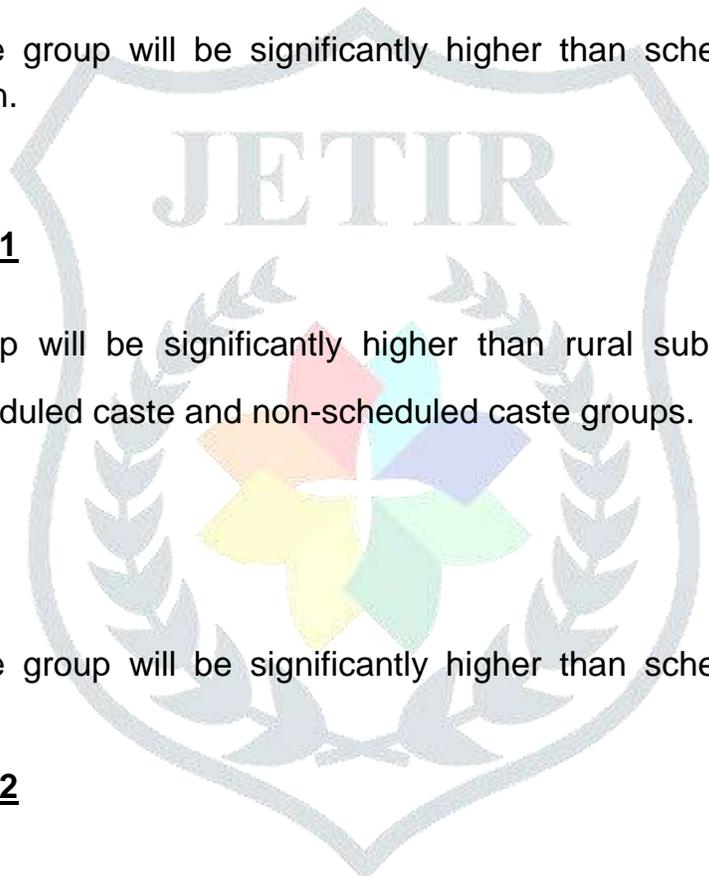
METHODOLOGY:-

(A)   INSTRUMENTS USED :-

(1)   Personal Data Sheet: A Personal Data Sheet which was developed in keeping with the requirements of the study to collect information regarding personal and demographic variables.

(2)   Instrument used for measuring educational aspiration: For measuring educational aspiration 'Educational Aspiration Scale' constructed and standardised by Saxena (1984) has been used. The scale consists of eight statements with ten alternatives. Different alternatives related to prestige value of different educational qualifications carry different scores.

(3)   Instrument used for measuring intelligence : For measuring General Intelligence of subjects Hindi version of 'Group Test of Intelligence (1/61)' constructed and standardized by Tandon (1973) has been used. The test measures General Intelligence of subjects and can be administered individually or in group. The test consists of 100 items.

(B)   SAMPLE:

The study was conducted on a sample comprising of 200 Girl students studying in Xth classes of Government high schools of Nalanda district, Bihar. Of these 200 subjects, 100 will be drawn from schedule caste girls and 100 will be non-schedule caste girls. 100 girls students were from rural areas and 100 girl students were from urban areas.

(C)   PROCEDURE & DESIGN :

With the objective of investigating the effects of socio-cultural status and residential area on educational aspiration and intelligence ; two inventories and one self-made questionnaire were applied to a sample of 200 subjects of which 100 were scheduled caste and 100 were non-scheduled caste Xth level classes of girl students.

The scores on educational aspiration and general intelligence of the two groups namely; scheduled caste and non-scheduled caste were calculated separately. Means and S.Ds. of two main groups were calculated separately. After this 't' test was run to test the significance of difference between the mean scores of the two groups.

RESULTS :-

The results, hypothesis and sub-hypothesis wise are presented as below:

HYPOTHESIS – I

The mean educational aspiration scores of the two groups- SC and Non-SC with S.Ds. and t-ratio are presented in Table- 1.1

Table – 1:1

Table 1:- Showing Mean, S.DS. And 't' ratio of EA scores of Scheduled and Non-Scheduled Groups

Groups	Mean	S.Ds.	N	df	t-value	Level of significance
S.C.	48.32	9.92	100	98	4.88	.01
Non-S.C.	54.67	8.68	100			

Higher score has been obtained by non-scheduled caste group will be significantly higher than scheduled caste group on educational aspiration, stands verified.

SUB-HYPOTHESIS – I

The educational aspiration scores (EAS) of the Rural and Urban sub-groups with S.Ds. and 't' ratios are presented in Table 1:2

Table – 1:2

Showing Mean, S.DS. and 't' ratio of EA scores of Rural and Urban Sub-Groups

Groups	Mean	S.Ds.	N	df	t-value	Level of significance
S.C. Rural	42.35	8.19	50	98	3.34	.01
S.C. Urban	47.80	8.29	50			
Non-S.C. – Rural	48.31	7.80	50	98	2.56	.01
Non-S.C. Urban	52.15	7.35	50			

The sub-hypothesis that urban subgroup will be significantly higher than rural subgroup on educational aspiration in both scheduled caste and non-scheduled caste groups, stands verified.

HYPOTHESIS – II

The mean raw General Intelligence Scores of the two groups with S.Ds. and t-ratio are presented in Table- 2.1

Table – 2.1

Showing Mean, S.DS. and 't' ratio of RGI scores of Scheduled and Non-Scheduled Groups

Groups	Mean	S.Ds.	N	df	t-value	Level of significance
S.C.	44.58	13.61	100	198	4.76	.01
Non-S.C.	54.21	15.10	100			

The hypothesis that non-scheduled caste group will be significantly higher than scheduled caste group on General Intelligence, stands verified.

SUB-HYPOTHESIS – II

The mean raw General Intelligence Scores of the Rural and Urban subgroups with S.Ds. and t-ratio are presented in Table- 2.2

Table – 2.2

Showing Mean, S.DS. and 't' ratio of RGI scores of Rural and Urban Subgroups

Groups	Mean	S.Ds.	N	df	t-value	Level of significance
S.C. Rural	34.28	6.60	50	98	4.08	.01
S.C. Urban	40.12	7.84	50			
Non-S.C. – Rural	49.57	12.80	50	98	.87	NS
Non-S.C. Urban	52.37	13.76	50			

The sub-hypothesis that urban subgroup will be significantly lower than rural subgroup on general intelligence in both S.C. and non-S.C. groups stands rejected due to reverse and partially insignificant findings.

Findings & Summary:-

The Application of 't' test for testing different hypotheses and sub-hypotheses revealed the following facts:

1. Level of Educational aspiration and general intelligence are influenced by the socio-cultural status of girl students.

2. Level of Educational aspiration of Scheduled caste girl students is significantly lower than non-scheduled caste girl students.

3. Level of general intelligence Scheduled caste girl students is significantly lower than non-scheduled caste girl students.

4. Non-scheduled caste urban subgroup is significantly higher on educational aspiration than non-scheduled caste rural subgroup.

5. Scheduled caste Urban sub-group is significantly higher on educational Aspiration than scheduled caste rural sub group.

6. Non-Scheduled caste Urban sub-group is significantly higher on general intelligence than Non-scheduled caste rural sub group.

7. Scheduled caste Urban sub-group is significantly higher on general intelligence than scheduled caste rural sub group.

CONCLUSION :-

Socio-cultural status has been found significantly influencing educational aspiration and general intelligence. The Socio-cultural advantage has been found significantly raising the level of educational aspiration and intelligence.

Scheduled caste group has been found significantly lower than non-scheduled caste group on educational aspiration. The mean educational aspiration score of scheduled caste group is 48.32 while that of non-scheduled caste group is 54.67. The obtained 't' ratio for testing the significance of difference between these two mean scores has been found highly significant. Socio-culturally disadvantaged group i.e. scheduled caste group has been found equipped with lower levels of intelligence which in turn might have lowered the level of educational aspiration of this group in comparison to socio-culturally advantaged group i.e. non-scheduled caste group.

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