

A STUDY ON ACADEMIC ACHIEVEMENT OF SC / ST SECONDARY SCHOOL STUDENTS IN KARNATAKA

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Abstract: The topic selected for the investigation is “A Study on Academic Achievement of SC/ST Secondary School Students in Karnataka.” To find out the significant relationship between Academic Achievement and Socio Economic Status of SC/ST Secondary School students. In this study, the investigator employed the ‘survey method’. Survey method is a method for collecting and analyzing data, obtained from large number of respondents representing specific population collected through highly structured and detailed questionnaire. The students belonging to SC/ST availing facilities by Social Welfare Department studying in secondary schools of Bangalore Urban and Rural Districts of Karnataka are identified as population of the study. A sample is a small proportion of a population for observation and analysis. The investigator used stratified random sampling technique over locality. The investigator selected the sample of 100 SC/ST students availing facilities by Social Welfare Department situated at Bangalore Urban and Rural Districts out of which 50 boys and 50 girls. The Socio Economic Status Scale by Kuppaswamy the researcher was used. The collected data was analyzed by utilizing appropriate statistical techniques namely Karl Pearson’s Product Moment Coefficient of Correlation and independent ‘t’ test. The level of significance was fixed at 0.05 and 0.01 levels of confidence. To find out the significant differences in the Academic Achievement of SC/ST Secondary School students with respect to their sex. To find out the significant differences in the Academic Achievement of SC/ST Secondary School students with respect to their locality.

Index Terms–Academic Achievement, SC/ST, Secondary School Students.

I. INTRODUCTION

The education plays an important role in the development of the world. The development of the society and the world, therefore, depends on education and the society and the world will continue to develop for so long as there is education, learning and teaching through the educative process.

Education is a powerful instrument of national development social, economic and natural. The highest priority should therefore be accorded to development of national system of education which will accelerate transformation of the existing social system into a new one based on the principle of justice, equality, liberty and dignity of the individual, enshrined in the constitution of India; provide adequate and equal opportunity to every child and help him/her to develop his/her personality to its fullest; make the coming generation conscious of the fundamental unity of the country in the midst of her rich diversity, proud of her cultural heritage and confident of her great future.

The essence of education lies in stimulating the growing generation with a consistent, compelling and creative system of values around which cultural heritage, both spiritual and material of the community is transmitted, to the tender souls so as to develop them into civilized, creative and productive members of a progressive society. Sets of various institutions are involved in this task.

The world is becoming very competitive. Quality of performance has become the key factor for personal progress. Parents want their child to climb the ladder of performance to as high as possible. This desire for a level of achievement puts a lot of pressure on students, teachers, and school and in general the education system itself. In fact, it appears as if the whole system of education revolves around the Academic Achievement of students, though various other outcomes are also expected from the system.

Academic achievement describes academic outcomes that indicate the extent to which a student has achieved their learning goals. Academic achievement may refer to completing educational benchmarks such as a bachelor’s degree. Academic achievement is often measured through examinations or continuous assessments.

Academic achievement is the extent to which a student or institution has achieved either short or long term educational goals. Achievement may be measured through students’ grade point average, whereas for institutions, achievement may be measured through graduation rates.

Academic achievement may be defined as excellence in all academic disciplines, in class as well as co-curricular activities. It includes excellence in sporting behaviour, confidence, communication skills, punctuality, arts, culture and the like which can be achieved only when an individual is well adjusted.

Trow (1956) defined academic achievement as “knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in a grade or units based on pupils’ performance”.

Good (1959) refers to academic achievement as, “The knowledge obtained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher”

Review of Related Literature

Paswan and Kumar (2020) studied academic achievement of scheduled caste secondary school students in respect to home environment in Begusarai District of Bihar and concluded that home environment dimensions viz. control, protectiveness, social isolation, deprivation of privileges, rejection and permissiveness are correlated significantly with academic achievement but this relationship was negative. Higher dominance of these factors by parents in home environment, lower the academic achievement of students. Jana and Jena (2020) found relationship between study habits and academic achievement of scheduled tribe students at secondary level in West Bengal and the result showed that there exists highly positive correlation between study habits and academic achievement. Vineetha (2019) investigated on academic performance of Tribal students in Thrissur, Kerala. The researcher had adopted convenient and purposive sampling method. Half of the respondents were having medium academic performance and it also explores that a tie for school social workers in school settings. Radhakrishnan et al. (2018) studied the awareness and effectiveness of educational schemes for Scheduled Caste and Scheduled Tribes in Coimbatore District. The findings revealed that most of marginalized communities continue to remain unaware of the educational schemes and are unable to utilize all the provisions of the schemes. Das and Halder (2018) identified the causes of educational backwardness of Scheduled Caste women students at higher education level in West Bengal. The study found that family environment was a significant positive cause or factor regarding educational development of scheduled caste women in West Bengal. The reasons for dropout are, poverty, inaccessibility for good educational institutions, lack of awareness about advantage and utility of education, language problem (medium of instruction), lack of sufficient infrastructure facilities and teaching aids, lack of good number of qualified and committed teachers for the scheduled caste areas and local cultural traditions.

After reviewing the literature, the researcher thought that student's academic achievement and their excellence in studies depends mainly on their Socio-Economic Status, which is very much influential in their learning process. So, the researcher has decided to investigate the academic achievement of students in relation to Socio-Economic Status.

II. Significance of the Study

Academic achievement is an index of success of students' performance, teachers' efforts and significance of curriculum and educational objectives. It is the most desirable outcome of school life. In fact, academic achievement is a very complex variable. A number of factors are associated with success and failure of the students in the schools.

1.2 Statement of the Problem

The topic selected for the investigation is the topic on the “A Study on Academic Achievement of SC/ST Secondary School Students in Karnataka”

1.3 Objectives of the study

1. To find out the significant relationship between Academic Achievement and Socio Economic Status of SC/ST Secondary School students.
2. To find out the significant differences in the Academic Achievement of SC/ST Secondary School students with respect to their sex.

- To find out the significant differences in the Academic Achievement of SC/ST Secondary School students with respect to their locality.

1.4 Hypotheses of the Study

Keeping in view the objectives of the study the following hypotheses have been framed in null form for statistical verification.

- There is no significant relationship between Academic Achievement and Socio-Economic Status of SC/ST boys and girls availing facilities by Social Welfare Department.
- There is no significant difference in Academic Achievement of SC/ST boys and girls availing facilities by Social Welfare Department.
- There is no significant difference in Academic Achievement of SC/ST Secondary School students of different locality (Urban and Rural).
- There is no significant difference in Academic Achievement of SC/ST Secondary School students having different levels of socio economic status (Low, Moderate and High)

II. METHODOLOGY

2.1 Research Method

In the present study, the investigator employed the 'survey method'. Survey method is a method for collecting and analyzing data, obtained from large number of respondents representing specific population collected through highly structured and detailed questionnaire.

2.2 Population and Sample

The students belonging to SC/ST availing facilities by Social Welfare Department studying in secondary schools of Bangalore Urban and Rural Districts of Karnataka are identified as population of the study. A sample is a small proportion of a population for observation and analysis. The investigator used stratified random sampling technique over locality. The investigator selected the sample of 100 SC/ST students availing facilities by Social Welfare Department situated at Bangalore Urban and Rural Districts out of which 50 boys and 50 girls.

2.3 Statistical Techniques

The collected data was analyzed by utilizing appropriate statistical techniques namely Karl Pearson's Product Moment Coefficient of Correlation and independent 't' test. The level of significance was fixed at 0.05 and 0.01 levels of confidence.

III. ANALYSIS AND INTERPRETATION OF DATA

The data is analyzed by computing 't' test analysis in the following tables along with graphical presentation.

Table-1: Table shows coefficient of correlation results related to Academic Achievement of SC/ST Secondary School students and their Socio-Economic Status.

Variables	No of students	Degrees of Freedom	Obtained 'r' value	Level of Sig.	Sign. (P Value)
Academic Achievement	100	98	0.503	**	0.000
Socio-Economic Status					

** Significant at 0.01 level

The table-1 shows that the obtained 'r' value 0.503 is greater than the table value 0.195 at 0.05 and 0.254 at 0.01 levels of significance. Therefore the stated null hypothesis is rejected and an alternate hypothesis has been formulated that "there is a

significant positive relationship between Academic Achievement and Socio Economic Status of SC/ST Secondary School students” is accepted.

Table-2: Table shows ‘t’ test results related to Academic Achievement of SC/ST Secondary School students due to variations in their sex, locality and different levels of Socio-Economic Status.

Variable and Groups		Academic Achievement			
		N	Mean	Standard Deviation	‘t’ value & Sig. level
Sex	Boys	50	71.720	8.656	1.49NS
	Girls	50	74.660	10.890	
Locality	Urban	50	75.840	10.252	2.76**
	Rural	50	70.540	8.859	
Socio Economic Status	Low	13	64.923	9.586	2.93**
	Moderate	75	73.280	8.923	
	Moderate	75	73.280	8.923	2.86*
	High	12	81.583	9.385	
	Low	13	64.923	9.586	4.38**
	High	12	81.583	9.385	

^{NS}Not Significant; * Significant at 0.05 level; **Significant at 0.01 level.

Table-2 shows number, mean, standard deviation, ‘t’ value and significant levels of Academic Achievement of SC/ST Secondary School students with few variables. The obtained ‘t’ value of 1.49 is less than the table value 1.97 at 0.05 level of significance and it is not significant. Hence, the stated null hypothesis is accepted that “there is no significant difference in the Academic Achievement of SC/ST boys and girls availing facilities by Social Welfare Department.” The both boys and girls scored similar achievement in their academic perspectives.

The obtained ‘t’ value 2.76 is greater than table value 2.59 at 0.01 level of significance. Therefore it is significant. Hence, the stated null hypothesis is rejected and an alternative hypothesis has been accepted that “there is a significant difference in the Academic Achievement of SC/ST Secondary School students from urban and rural localities.” The mean academic achievement scores of students of urban institutions are higher than rural institutions.

The obtained ‘t’ value 2.93 is greater than table value 1.97 at 0.05 level of significance. Therefore it is significant. Hence, the stated null hypothesis is rejected and an alternative hypothesis has been accepted that “there is a significant difference in the Academic Achievement of SC/ST Secondary School students having low and moderate Socio-Economic Status.” The mean academic achievement scores of students of moderate personality level are higher than low personality level.

The obtained ‘t’ value 2.86 is greater than table value 1.97 at 0.01 level of significance. Therefore it is significant. Hence, the stated null hypothesis is rejected and an alternative hypothesis has been accepted that “there is a significant difference in the Academic Achievement of SC/ST Secondary School students having moderate and high Socio-Economic Status.” The mean academic achievement scores of students of high personality are higher than moderate personality level.

The table-2 also shows that the obtained ‘t’ value 7.13 is greater than table value 4.38 at 0.01 level of significance. Therefore it is significant. Hence, the stated null hypothesis is rejected and an alternative hypothesis has been accepted that “there is a significant difference in the Academic Achievement of SC/ST Secondary School students having low and high Personality levels.” The mean academic achievement scores of students of high personality are higher than low personality level.

IV. CONCLUSION

In the present study, it has been found that there was a positive significant relationship between Academic Achievement and Socio Economic Status of SC/ST Secondary School students. The study also found that there was significant difference in the Academic Achievement of students having different levels of Socio Economic Status of SC/ST Secondary School students. The study also found that there was no significant difference in Academic Achievement of SC/ST boys and girls availing facilities by Social Welfare Department. Further it was also observed that there was significant difference in the Academic Achievement of urban and rural students. The study concluded that students who had better Socio Economic Status had higher achievement.

V. REFERENCES

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