

# **PROJECT REPORT**

**(2013-2018)**

**A Comparative Study of Educational Aspiration Levels in Relation to the Intelligence, Socio-Economic Status and Parental Encouragement amongst Scheduled Caste and non-Scheduled Caste Students at Secondary Level in Assam**

*Submitted to*

**Indian Council of Social Science Research**

*JNU Institutional Area  
Aruna Asaf Ali Marg  
New Delhi*

*By*

**Dr Nil Ratan Roy**

*Associate Professor  
Department of Education  
Tezpur University  
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PIN-784028*

**September, 2018**

# **Summary on Project Report**

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# SUMMARY OF THE REPORT

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## INTRODUCTION:

Education is a continuous intellectual process which begins at the very early age and continues till the exit of life. The process of education means transmits and creates knowledge or information, develops and structures critical cognitive powers, deepens and reinforces human sensitivity, and associates the urge to explain, control, and reunite with nature into a purposeful pursuit of an understanding of the relationships between and among human beings and nature, it is also a source of power. Numerous studies show that educational aspirations play important roles in educational attainments, and in turn, status attainment process. Students' educational aspirations have strong positive effects on their educational achievement and attainment (Alexander, Eckland and Griffin 1975; Kao and Tienda 1995; Marjoribanks 2005; Mau 1995; Wilson and Wilson 1992 as cited in Reed, E. J. (2012)), which in turn, have strong effects on their earnings (Murphy and Wech 1989; Pascarella and Terezini 1991; Pascarella and Terezini 2005; Perna 2003 as cited in **Reed, E. J. (2012)**). Further it is found that students with educational aspirations are more likely than students with low educational aspirations to: do well in school, attain higher education degrees, and reap the economic rewards of higher education degrees in the labour market. Students' educational aspiration also mediates the effects of socio-economic origin (i.e. their parents' socio-economic status) on their achievement and attainment (Garg et al. 2002; Marjoribanks 1995; Mau and Bikos 2000; Seginer and Vermulst 2002; Sewell, Haller and Ohlendorf 1970: Sewell and Hauser 1992 as cited in **Reed, E. J. (2012)**). It is also observed that educational aspirations can strengthen or diminish the effects of where they come from on how well they do and how far they go in school.

Aspirations begin to be shaped early in child's life, but are modified by experience and the environment. Aspirations tend to decline as children mature in response to their growing understanding of the world and constraints imposed by previous choices and achievements. This decline is particularly marked for those, who face multiple barriers. Aspiration means a strong desire to achieve something high or great. Aspirations, however, usually can not the achievement of something high or great. These also address both present and future perspectives.

There are three groups of factors of educational aspiration: background factor, personal factor and environmental factors. Background factors comprised of social and demographic attributes such as age, gender, socio-economic status and family structure. The personal factor is psychological in nature and is composed of an individual's personal attitude towards education, school and work. The environmental factors include aspects of social support as parental involvement, affecting the individual. The influence of these factors is well documented in the literature (Garg, Kauppi, Lewko, Urajnik, 2002 Sirin, Diemer, Jackson and Howell (2004) as cited in **Kaur, P. (2012)**).

The term "Scheduled caste" is standardized in the constitution of the republic India. Scheduled castes are the depressed section of population. The term depressed for the first time was used in 1931 census for classification of those who were regarded as untouchables and those who suffered from various social abilities in the matter of education and general advancement. The expression standardized in the constitution was first coined by the Simon Commission and embodied in the Government of India Act, 1935. Before 1935 they were known as depressed class.

Non-scheduled caste people in the society are those people who are other than the scheduled caste people. In this group there are some people who are enjoying the higher strata in the society and they are in the higher level of government administrative and other service area. Socio-economic status of this group is better than the scheduled caste people and thereby they could provide the best facilities and home environment for the academic purpose of their children. It is already mentioned that higher socio-economic status ensures the economic and social security which are some of the important factors for development of balanced personality and confidence. Lack of which, people may not expose their competency as well as quality in the right time and right place. Since the non-scheduled caste people are enjoying most of the social advantages, so their performances are quite measurable and appreciable in the society

in comparison to scheduled caste people. Among the non-scheduled caste people there are some who are economically backward, and they are not at per higher-class people; but some of them are enjoying the status of other backward class or most other backward class (OBC/MOBC) benefits from the government.

### **RATIONALE OF THE STUDY:**

Since independence, the Government of India have been provided some constitutional safeguard to the people who are socially, economically and culturally backward. The objective of such a policy is to benefit the weaker sections of the society. This has been administered by the Central and State Governments. It tries to remove social and religious inabilities of the lower caste. It provides facilities in education, employment, parliament, state legislators and locals' bodies and finally, the policy safeguards the deprived class from all sorts of social injustice and exploitation.

For the development of the scheduled caste in India, the Government has given a special importance to provide educational opportunities. The central focus in the SC's educational development is of their equalization with the non-SC population at all stages and levels of education in all areas and in all the four dimensions – rural male, rural female, urban male and urban female. Unfortunately, studies in the Education of Scheduled Caste did not attract attention of Scholars as much as that of Scheduled Tribes. The benefits of the plans and programmes made for the augmentation of the SC's and ST's had not reached them. We had failed to abolish untouchability and it was still practiced. Further, the advantage of reservation did not reach the target groups. There are wide variations in the percentage of enrolment ratio (between SC's and non-SC's) among the various States and Union Territories of the country.

Educational aspiration of an individual has a great role in the future life. And this aspiration is animated mostly due to the intelligence level, socio-economic status, parental involvement or encouragement of the individual and such many other factors. Since the scheduled caste people are academically backward, so the present researcher is keen to know the reasons behind of their backwardness. Whether there is any psychological factor are responsible or sociological factors responsible or any environmental factor responsible? There are good numbers of research studies have been carried out in various aspects such as intelligence, socio-economic status, academic achievement, educational aspiration etc. But hardly any study has been made on educational aspiration in relation to the intelligence, socio-economic status and

parental encouragement amongst Scheduled Caste and non- Scheduled Caste Students at Secondary Level in Assam. Keeping in mind all these; present researcher has designed the study along with the following statement.

### **STATEMENT OF THE PROBLEM:**

*“A Comparative Study of Educational Aspiration Levels in Relation to the Intelligence, Socio-Economic Status and Parental Encouragement amongst Scheduled Caste and non- Scheduled Caste Students at Secondary Level in Assam”.*

### **OBJECTIVES:**

**The objective of the present study is such as-**

- (i) To compare the educational aspiration level of scheduled caste and non-scheduled caste students of Assam.
- (ii) To compare the intelligence level of scheduled caste and non-scheduled caste students of Assam.
- (iii) To compare the socio-economic status of scheduled caste and non-scheduled caste people in Assam.
- (iv) To compare the parental encouragement level of scheduled caste and non-scheduled caste people in Assam.
- (v) To find out the significant relationship if any between Educational aspiration and intelligence, Educational aspiration and Socio-economic status, Educational aspiration and parental encouragement among scheduled caste and non-scheduled caste students.

### **NULL HYPOTHESES:**

- (i) There is no any significant difference between Scheduled caste and non-scheduled caste students regarding their educational aspiration level.
- (ii) There is no any significant difference between Scheduled caste and non-scheduled caste male students regarding their educational aspiration level.
- (iii) There is no any significant difference between Scheduled caste and non-scheduled caste female students regarding their educational aspiration level.
- (iv) There is no any significant difference between Scheduled caste and non-scheduled caste students regarding their intelligence level.
- (v) There is no any significant difference between Scheduled caste and non-scheduled caste male students regarding their intelligence level.

- (vi) There is no any significant difference between Scheduled caste and non-scheduled caste female students regarding their intelligence level.
- (vii) There is no any significant difference between Scheduled caste male and Scheduled caste female students regarding their intelligence level.
- (viii) There is no any significant difference between non-scheduled caste male and non-scheduled caste female students regarding their intelligence level.
- (ix) There is no any significant difference between Scheduled caste and non-scheduled caste students regarding their socio-economic status.
- (x) There is no any significant difference between Scheduled caste and non-scheduled caste students in respect to their social background and personal status.
- (xi) There is no any significant difference between Scheduled caste and non-scheduled caste students in respect to their income, occupation and family possession.
- (xii) There is no any significant difference between Scheduled caste and non-scheduled caste students in respect to their health status.
- (xiii) There is no any significant difference between Scheduled caste and non-scheduled caste students in respect to their miscellaneous status.
- (xiv) There is no any significant difference between Scheduled caste and non-scheduled caste students in respect to their parental encouragement.
- (xv) There is no any significant difference between Scheduled caste and non-scheduled caste male students in respect to their parental encouragement.
- (xvi) There is no any significant difference between Scheduled caste and non-scheduled caste female students in respect to their parental encouragement.
- (xvii) There is no any significant difference between Scheduled caste male and Scheduled caste female students in respect to their parental encouragement.
- (xviii) There is no any significant difference between non-Scheduled caste male and non-Scheduled caste female students in respect to their parental encouragement.
- (xix) There is no any significant relationship between Educational Aspiration and intelligence among scheduled caste and non-scheduled caste students.
- (xx) There is no any significant relationship between Educational aspiration and socio-economic status among scheduled caste and non-scheduled caste students.

- (i) There is no any significant relationship between Educational aspiration and Parental encouragement among scheduled caste and non-scheduled caste students.

### **DELIMITATIONS OF THE STUDY:**

The present study is delimited to the following ways:

- (i) The present study is delimited to the secondary level students of Assam i.e. class IX and X.
- (ii) The present study is delimited to the state Assam only.

### **OPERATIONAL DEFINATIONS:**

#### **a) Scheduled Caste:**

The Scheduled castes are those castes which have been incorporated in the schedules as per the recommendations of the National commission for SC & ST and ratified by the parliament. The erstwhile untouchable was listed by the government indifferent schedule to be considered them as different categories, in order to further their social, educational, economic, and other interests.

#### **b) Non-Scheduled Caste:**

In the present study non-scheduled caste people are those who are not included in the lists of scheduled caste groups notified by the Govt. time to time.

#### **c) Secondary Level:**

In our state secondary education is imparted by high schools and higher secondary schools. High school starts with the class IX and X and higher secondary school comprises class XI to XII. In the present study secondary school means only class IX and X class students.

#### **d) Educational Aspiration:**

In the present study Educational aspiration is an important variable in predicting academic achievement and may be seen as an element in academic achievement motivation, focusing as they do on the desire for success and the development of goals to succeed in particular educational fields or to gain a particular degree, and which will be measured through a tool.



**e) Socio-Economic Status:**

In the present study socio-economic status comprises some of the important components which determine the socio-economic status of an individual. The following components are considered as the determinants of socio-economic status of scheduled caste and non-scheduled people such as- (i) Social Background & Personal Information (ii) Income, Occupation and family possessions (iii) Health (iv) Miscellaneous

**f) Parental Encouragement:**

Parental Encouragement refers the general process undertaken by the parents to initiative and directs the behaviour of the children towards high academic achievement. The present study aims to probe the relationship between Parental Encouragement and Academic Achievement of Higher Secondary School Students

**g) Intelligence:**

Intelligence is the mental ability of individual. It is the ability to learn, to deal with abstraction, to make adjustment, to adopt new situation, or the ability or power to make appropriate responses to certain stimuli in a given situation. Level of Intelligence in the presents study refers I.Q level of the students.

**METHODOLOGY:**

The method to be employed is mostly determined by the objectives of the study, limitations of the study, resources of the investigator etc. These considerations led the investigator to employ the descriptive survey method of research in this study. The method of research which concerns itself with the present phenomena in terms of conditions, practices beliefs, processes, relationships or trends invariably is termed as 'descriptive survey study'. It is concerned with the present conditions, situations, events and practices and deals with relationship among variables. Survey studies are conducted to given accurate description of the existing phenomenon so as to justify current conditions and practices.

**Method:**

The present study has been carried out with the help of descriptive survey method. Basically, the present research study is based on purely primary sources of

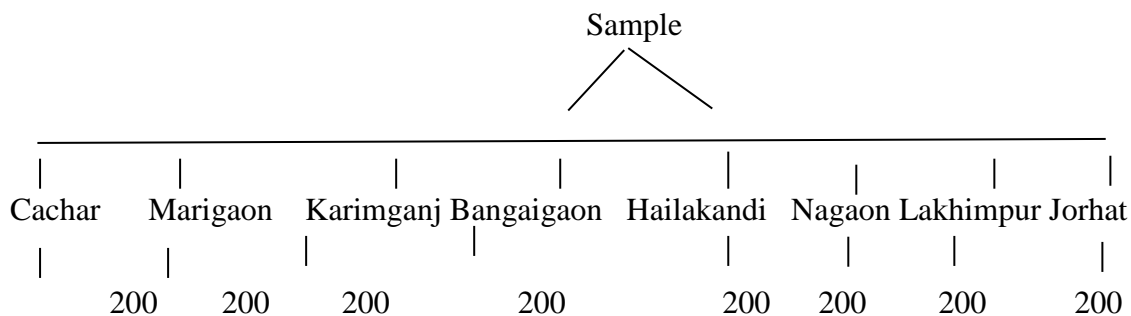
data. The data has been collected from different schools of Assam located in selected sample districts.

**Universe of the study:**

The present study covers all the scheduled caste and non- scheduled caste people living in Assam. However, the target group/populations of the present study are the students who are studying at secondary level in Assam.

**Sample:**

There are 27 districts of Assam, out of which 8 districts has been taken as the sample districts for the study. From each district 200 students (including boys and girls) has been selected by using purposive sampling technique from the secondary (Class IX & X) school for sample purpose. In total the sample size is 1600. The detail chart of the sample size is given below-



***Tools:***

- (i) **Educational Aspiration Scale**
- (ii) **Agarwal Parental Encouragement Scale**
- (iii) **G.C. Ahuja Group Test of Intelligence Scale**
- (iv) **Socio-Economic Status Scale**

**PROCEDURE FOR DATA COLLECTION:**

After the tools are finalised the principal investigator sent the Research Associate to the different schools of sample districts for collection of required data.

**PROCEDURE OF DATA ANALYSIS:**

After collection of relevant data from the schools of different districts, scoring was done as per the scoring procedure developed in the tools. Finally, analysis has been

done with the help statistical techniques such as-Percentage, Mean, SD, Graphical techniques, t-test and co-efficient of correlation techniques.

## **MAJOR FINDINGS OF THE STUDY:**

### **Findings on Educational Aspiration of SCs and Non-SCs:**

1. It is evident from the study that level of educational aspiration is found better among non-scheduled caste group. The non-scheduled caste students at secondary level possess better educational aspiration than the scheduled caste group.
2. The result also shows that non-scheduled caste students possess very high-level educational aspiration than the scheduled caste people in Assam. Since the socio-economic conditions of non-scheduled caste students are better than the scheduled caste students, which might cause their higher-level aspiration.
3. Again, it is found that educational aspiration among non-scheduled caste females are better than the scheduled caste female students in Assam.
4. It is observed in the study that there exists significant difference between scheduled caste and non-scheduled caste students regarding their level of educational aspiration.
5. Similarly, there exists significant difference between scheduled caste Male and non-scheduled caste Male group regarding their level of education aspiration.
6. But, there exists no any significance difference between scheduled caste Female and non-scheduled caste Female students of Assam; but scheduled caste Female are having better educational aspiration than the SCs male group.

### **Findings on Intelligence of SCs and Non-SCs:**

7. Intelligence level of scheduled caste and non-scheduled caste students are expressed in terms of DIQ (Deviation Intelligence Quotient) and it is revealed in the study that scheduled caste and non-scheduled caste students are possess almost similar IQs.
8. There exists no any significance difference between SCs and Non-SCs students regarding their level of intelligence.
9. Again, the result also revealed that Scheduled caste female students are better than non-scheduled caste female students in respect to their level of intelligence. However, statistically there exists no any significance difference between scheduled caste Female and non-scheduled Female students, so far their level of intelligence in Assam.

### **Findings on socio-economic status (SES) of SCs and Non-SCs:**

10. The study shows that level of socio-economic status of non-scheduled caste people are found better than the scheduled caste people in Assam. Significant difference between scheduled caste and non-scheduled caste students in Assam in respect to their socio-economic status is found in the study.
11. But, it is also revealed in the study that there exists no any significance difference between scheduled caste and non-scheduled caste students in respect to Social Background & Personal status.
12. On the other hand, it is found that there exists significant difference between scheduled caste and non-scheduled caste students in respect to their Income, Occupation and family possessions in Assam.
13. It is found that there exists significant difference between scheduled caste and non-scheduled caste students in respect to their Health status in Assam.
14. It is found that there exists significant difference between scheduled caste and non-scheduled caste students in respect to their miscellaneous issues which denotes luxurious facilities available in their family.

### **Findings on parental encouragement (PE) of SCs and Non-SCs:**

15. The level of parental encouragement among non-scheduled caste students are found better than scheduled caste students in Assam.
16. The result also expressed a very important fact that level of low parental encouragement is found very high among scheduled caste male students than the non-scheduled caste male students. It is observed that scheduled caste people are socio-economically lower than the non-scheduled caste people; may be because of these parents of scheduled caste students are engaged most of the time outside the home or in productive work and consequently ignoring their wards education.
17. It is observed that female students from both the scheduled caste and non-scheduled caste get better parental encouragement from their parent.
18. Significant difference between scheduled caste and non-scheduled caste students regarding level of parental encouragement is observed in the study. Significant difference also observed between scheduled caste Male and non-scheduled caste students Male and between scheduled caste female and non-scheduled caste female students regarding level of parental encouragement.

### **Findings on relationship between EA and intelligence, EA and SES, EA and PE among SCs and Non-SCs:**

19. A significant positive relationship between educational aspiration and intelligence in both scheduled caste and non-scheduled caste groups are found in the result. So, there is no any significance difference between scheduled caste and non-scheduled caste students in respect to relationship between educational aspiration and intelligence in Assam.
20. Significant Positive relationship between educational aspiration and socio-economic status in both scheduled caste and non-scheduled caste groups are found in the result. So, there is no any significance difference between scheduled caste and non-scheduled caste students in respect to relationship between educational aspiration and socio-economic status in Assam.
21. Significant Positive relationship between educational aspiration and Parental Encouragement in both scheduled caste and non-scheduled caste groups are found in the result. So, there is no any significance difference between scheduled caste and non-scheduled caste students in respect to relationship between educational aspiration and Parental Encouragement in Assam.

### **Discussion and Conclusion:**

Educational aspiration is an important variable in predicting academic achievement and may be seen as an element in academic achievement motivation, focusing as they do on the desire for success and the development of goals to succeed in particular educational fields or to gain a particular degree. All students have their educational aspiration which plays a motivational force in academic life of the students. Positive environment or sound environment shapes the better personality and better aspiration in the student's mind.

From the study it is revealed that level of educational aspiration is found better among non-scheduled caste group. The non-scheduled caste students at secondary level possess better educational aspiration than the scheduled caste group. The study categorially also shows that some non-scheduled caste students possess very high-level educational aspiration, but scheduled caste people students are found none in this category. Since the socio-economic conditions of non-scheduled caste students are

better than the scheduled caste students, which might cause their higher-level aspiration.

It is observed in the present study that there exists significant difference between scheduled caste and non-scheduled caste students regarding their level of educational aspiration. Similarly, there exists significant difference between scheduled caste Male and non-scheduled caste Male group regarding their level of education aspiration.

Intelligence is a hypothetical idea which we have defined as being reflected by certain types of behaviour. All of us are born with some level of intelligence; some possess high level, some average and some low level of intelligence. Again, this level of intelligence is boosted by some environmental factors and sometimes discouraged by some factors. So, it is necessary to know which factors go hand in hand with intelligence and which factors might be a barrier in developing intelligence so that we can tactfully guide the intelligence of the students that they are endowed with towards better ends.

The scheduled caste people are suffering from different psycho-social problems in the society since time immemorial in this country and they have maintained a distinctive lifestyle for centuries. But unfortunately, the isolation has kept them out of mainstream and when they are forced to get along with the mainstream culture, they don't get adjusted easily.

The result of the study shows that intelligence level of scheduled caste and non-scheduled caste students are expressed in terms of DIQ (Deviation Intelligence Quotient) and it is revealed in the study that scheduled caste and non-scheduled caste students are possess almost similar IQs. There exists no any significance difference between SCs and Non-SCs students regarding their level of intelligence. The result also revealed that Scheduled caste female students are better than non-scheduled caste female students in respect to their level of intelligence.

In some of the previous study also it is revealed that Scheduled castes students and non-scheduled caste students did not differ in terms of their level of intelligence (**Aggarwal, A 1992; Sukla, S.K. & Aggarwal 1997; Thiagarajan, A.P. 1995**). But on the other hand (**Tehlan, 2001**) found that general intelligence of male scheduled caste students were better than the female scheduled caste students.

The study shows that level of socio-economic status of non-scheduled caste people are found better than the scheduled caste people in Assam. Significant difference between scheduled caste and non-scheduled caste students in Assam in respect to their socio-economic status is found in the study. The study carried out by **Sukla, S.K., & Aggarwal, (1997)** also found that scheduled caste students were low for the socio-economic status as compared to non-scheduled caste students. Similarly, **Aggarwal, A (1992)** found that scheduled caste students are inferior to non-scheduled caste students in terms of socio-economic status, self-concept, occupational aspiration and academic achievement.

The result shows that the level of parental encouragement among non-scheduled caste students are found better than scheduled caste students in Assam. The result also expressed a very important fact that level of low parental encouragement is found very high among scheduled caste male students than the non-scheduled caste male students. Significant difference between scheduled caste and non-scheduled caste students regarding level of parental encouragement is observed in the study.

The present study has also shows that significant positive relationship between educational aspiration and intelligence, educational aspiration and socio-economic status, educational aspiration and parental encouragement in both scheduled caste and non-scheduled caste groups are found in the result. So, there is no any significance difference between scheduled caste and non-scheduled caste students in respect to relationship between educational aspiration and intelligence, educational aspiration and socio-economic status, educational aspiration and parental encouragement in Assam. **Kaur, P. (2012)** conducted a study on educational aspirations of adolescents in relation to their level of intelligence. The result indicate that gender and type of school do not influence educational aspiration of adolescents, but different levels of intelligence influence the educational aspirations of adolescents. **Salgotra, K. A., Roma, K. (2018)** also studied the educational aspiration and socio-economic status among secondary school students and found that there is significant and positive co-relationship between socio-economic status and educational aspiration.

### **Educational Implications:**

From the above study it is revealed that the findings of the study will be highly benefitted to different stakeholders of the society, policy makers of the government,

social workers, academicians, administrators, researchers, students, teachers etc. The study may be benefited to all in the following ways-

### **Educational Aspiration:**

From the study it is revealed that educational aspiration plays a very important role in student's academic life. Higher level of educational aspiration helps to achieve higher level of educational achievement. However, academic environment and home environment of a student shapes the level of educational aspiration. So, each and every stakeholders of the society should extend their helping hand to each students of the society to develop better level of aspiration. There may be some motivational talks for the growing children in different level organised in the society.

The study would help the parents and teachers in greater extend. It may give the inputs to the parents and teachers that they should also become very conscious in this regard to mould their personality and aspiration from the very early age, which shapes the future life of the students. There should not be any kind of discrimination among the students in respect to their caste, creed, religion, language, sex etc.

Findings of the present study will also help to the social workers, policy makers, academicians, administrator and researchers to get the concrete evidence about the facts. A significant role may be played by the social workers, policy makers, academicians, administrator and researchers in this regard in bringing social equalisation in the society by giving the equal treatment to all the children irrespective to their caste, creed, religion, language, sex etc.

Students may also get benefit from the study, and they may conscious about the real facts behind the higher academic achievement and success in life; and they may be self-motivated accordingly.

### **Intelligence:**

From the present study it is proved that there is no any significance difference between scheduled caste and non-scheduled caste people in respect to their intelligence level; which is also supported by many other similar studies carried out the different researchers. In our present society there is a trend that scheduled caste students are backward in many aspects, but the present study is a great evidence that intellectually there is no difference between scheduled caste and non-scheduled caste and backward



than others. However, they became backward later on in all the aspects due to the influence of other factors such as socio-economic status, parental education, home environment, facilities available at home, attitude of the parents and guardians and so on. So, the present study will be a great significant for the stakeholders of the society of different level, academicians, administrators, teachers, social workers, policy makers, researchers, students and also parents etc.

So, the above-mentioned group such as stakeholders of the society of different level, academicians, administrators, teachers, social workers, policy makers, researchers, students will be convinced that intellectually all the people are almost same. Caste, creed, language, religion, race etc. does not make any difference in their level of intelligence. But it seems to be different in later stage due to some other reasons which influences in greater way from the very early age of life.

The present study will also help the parents to have a better idea about their child so far, the level of intelligence is concerned. The present study will give more confidence and motivation to the parents and students and which may help for their better development.

### **Socio-Economic Status:**

It is evident from the present study that scheduled caste people are backward so far, their socio-economic status. This study will give the inputs to all the stakeholders of the society of different level, academicians, administrators, teachers, social workers, policy makers and researchers. Since the scheduled caste are socio-economically backward than non-scheduled caste people, so they should be given more facilities and opportunities in the society to bring them up and allow them to go ahead.

In democratic country equal facilities and opportunities given to all to establish equality in the society. There should be some sorts of concession so far fees in educational institutions and also little financial assistance to those economically backward groups to give a little relief in their life.

The present study will help to the academicians, administrators, teachers, social workers to develop their positive attitude towards the scheduled caste students and people; so that they can extend their better treatment to this groups. Based on the

findings of the present study government and policy makers can develop certain schemes for this particular groups.

### **Parental Encouragement:**

The present study also a great evidence that parental encouragement plays a big role in students' life. It is also found that there is significant difference between scheduled caste and non-scheduled caste students so far parental encouragement received from their parents. So, this finding will particularly help the parent's group that how a little encouragement from their side can bring a greater change in their children life.

Findings of the study will give an enlightenment to the parents that despite their busy schedule they should encourage their child in study and also it will give the light that there should not be any discrimination on encouragement regarding their boys and girls children.

The findings of the study may also help the social workers and administrators in such a way that they may organise certain workshops, orientation or training programme for the parents to orient them about their roles and responsibilities towards their children education.

### **Suggestions for Further Research:**

Due to paucity of time and energy certain areas or variables have been skipped from the study which are seems to be very important for this type of study. Hence, the present researcher has given the following suggestions for further research works. They are-

- (i) Similar type of study may be carried out in the same state by taking a greater number of groups with having same variables.
- (ii) Comparative study may be conducted within the intra group communities.
- (iii) Comparative study may be carried out between scheduled caste and non-scheduled caste groups with same or more variables by taking two or more states.
- (iv) Along with educational aspiration, intelligence, socio-economic status and parental encouragement academic achievement may be taken another variable to see the effects of these variables on academic achievement.

- (v) Separate but comparative study may be carried out on academic achievement and intelligence between scheduled caste and non-scheduled caste groups.
- (vi) Separate but comparative study may be carried out on level of socio-economic status and parental encouragement between scheduled caste and non-scheduled caste groups etc.

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**DECLARATION & CERTIFICATE**

I do hereby declare and certify that the Research (MRP) project work entitled “**A Comparative Study of Educational Aspiration Levels in Relation to the Intelligence, Socio-Economic Status and Parental Encouragement amongst Scheduled Caste and non-Scheduled Caste Students at Secondary Level in Assam**” submitted to the ICSSR (Indian Council of Social Science Research), New Delhi for part fulfilment of the work completed under the guidance and supervision of me.

I would also like to state that none of the portion of the work is published or submitted to any other institutions for degree and diploma by the researcher.

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# CHAPTER-I

## INTRODUCTION

*“Education is a liberating force, and in our age, it is also a democratizing force, cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances.” -----Indira Gandhi.*

### 1.1. BACKDROP OF THE STUDY:

Education is a continuous intellectual process which begins at the very early age and continues till the exit of life. The process of education means transmits and creates knowledge or information, develops and structures critical cognitive powers, deepens and reinforces human sensitivity, and associates the urge to explain, control, and reunite with nature into a purposeful pursuit of an understanding of the relationships between and among human beings and nature, it is also a source of power. Numerous studies show that educational aspirations play important roles in educational attainments, and in turn, status attainment process. Students’ educational aspirations have strong positive effects on their educational achievement and attainment (Alexander, Eckland and Griffin 1975; Kao and Tienda 1995; Marjoribanks 2005; Mau 1995; Wilson and Wilson 1992 as cited in Reed, E. J. (2012)), which in turn, have strong effects on their earnings (Murphy and Wech 1989; Pascarella and Terezini 1991; Pascarella and Terezini 2005; Perna 2003 as cited in **Reed, E. J. (2012)**). Further it is found that students with educational aspirations are more likely than students with low educational aspirations to: do well in school, attain higher education degrees, and reap the economic rewards of higher education degrees in the labour market. Students’ educational aspiration also mediates the effects of socio-economic origin (i.e. their parents’ socio-economic status) on their achievement and attainment (Garg et al. 2002; Marjoribanks 1995; Mau and Bikos 2000; Seginer and Vermulst 2002; Sewell,

Haller and Ohlendorf 1970: Sewell and Hauser 1992 as cited in **Reed, E. J. (2012)**. It is also observed that educational aspirations can strengthen or diminish the effects of where they come from on how well they do and how far they go in school.

Aspirations begin to be shaped early in child's life, but are modified by experience and the environment. Aspirations tend to decline as children mature in response to their growing understanding of the world and constraints imposed by previous choices and achievements. This decline is particularly marked for those, who face multiple barriers. Aspiration means a strong desire to achieve something high or great. Aspirations, however, usually can not the achievement of something high or great. These also address both present and future perspectives. According to Sirin, Diemer, Jackson and Howell (2004) as cited in Kaur, P. (2012), "Aspirations have been defined as the educational and vocational dreams that students have for the future." According to Hurlock (1973) Sirin, Diemer, Jackson and Howell (2004) as cited in **Kaur, P. (2012)**, "Aspiration means a longing for what one has achieved with advancement on it's as its end". Educational aspiration is an important variable in predicting academic achievement and may be seen as an element in academic achievement motivation, focusing as they do on the desire for success and the development of goals to succeed in particular educational fields or to gain a particular degree. There are different theoretical perspectives on the interpretation of educational aspiration and its significance for the future behaviour.

There are three groups of factors of educational aspiration: background factor, personal factor and environmental factors. Background factors comprised of social and demographic attributes such as age, gender, socio-economic status and family structure. The personal factor is psychological in nature and is composed of an individual's personal attitude towards education, school and work. The environmental factors include aspects of social support as parental involvement, affecting the individual. The influence of these

factors is well documented in the literature (Garg, Kauppi, Lewko, Urajnik, 2002 Sirin, Diemer, Jackson and Howell (2004) as cited in **Kaur, P. (2012)**). Educational aspirations are influence by multiple intrapersonal and systemic factors (Gottfredson, 2002 Sirin, Diemer, Jackson and Howell (2004) as cited in Kaur, P. (2012)). Some individual factors related to students' aspiration include their level of intrapersonal skills, self-reliance, self-control, self-concept and low mature responsibility (Marjoribans, 2002 Sirin, Diemer, Jackson and Howell (2004) as cited in **Kaur, P. (2012)**). Systematic variables related to educational aspirations include students' socio-economic status (SES), the level of family's engagement in their children's education, ethnicity, race, familiar aspiration and level of parental education.

So, it is unstated that educational aspiration of an individual has a great role in the future life. And this aspiration is animated mostly due to the intelligence level, socio-economic status, parental involvement or encouragement of the individual and such many other factors.

## **1.2. EDUCATIONAL ASPIRATIONS AND INTELLIGENCE:**

Is intelligence is related to academic achievement? Historically this question has been addressed by researchers. In contemporary era, several researchers have carried out good number of research works and established that there is a positive relationship between intelligence and academic achievement. Researchers mentioned that there are empirical evidence for a strong association between general cognitive ability and academic achievement, there is still anywhere from 51% to 75% of the variance in academic achievement that is unaccounted for by measures of general cognitive ability alone (Rohde & Thompson, 2007 as cited in **Naderi, H., Abdullah, R., Aizan, H. T. & Sharir, J. (2010)**). Additionally, understanding the nature of the relationship between general



cognitive ability and academic achievement has widespread implications for both practice and theory (Rohde & Thompson, 2007 as cited in Naderi, H., Abdullah, R., Aizan, H. T. & Sharir, J. (2010)). Academic achievement of students in high school strongly correlates (.50 to .70) with intelligence scores (Jensen, 1998 as cited in **Naderi, H., Abdullah, R., Aizan, H. T. & Sharir, J. (2010)**), but in another study researchers experienced the hypothesis that the relationship between general intelligence and academic achievement was in large part associated with a mental speed component. At the beginning, the divided variance between general intelligence and academic achievement was nearly 30% (Luo, Thompson, & Detterman, 2003 as cited in **Naderi, H., Abdullah, R., Aizan, H. T. & Sharir, J. (2010)**). On the other hand, after controlling for the mental speed component, the shared variance between general intelligence and academic achievement was decrease to approximately 6% (Luo et al., 2003 as **cited in Naderi, H., Abdullah, R., Aizan, H. T. & Sharir, J. (2010)**).

But hardly any study has been found that educational aspiration and intelligence has a close and positive relationship. It is already mentioned that educational aspirations play a very important roles in educational attainments, and in turn, status attainment process.

Since educational aspiration and intelligence plays a great role in academic achievement of students, so the researcher is very keen to know is there any relationship between educational aspiration and intelligence.

### **1.3. EDUCATIONAL ASPIRATION AND SOCIO-ECONOMIC**

#### **STATUS:**

According to the Oxford Dictionary of Sociology, ‘socio-economic status’ (2014:713) as cited in **Scott, J. & Marshall, G. (2014)** refers to any measure which attempts to classify individuals, families or households in terms of indicators such as

occupation, income and education. One of the first major uses of socio-economic status can be found in the social class measures introduced by the British Registrar General in 1911. Socioeconomic status is often measured as a combination of education, income and occupation. It is commonly conceptualized as the social standing or class of an individual or group. When viewed through a social class lens, privilege, power and control are emphasized. One's socio economic background influences his or her educational attainment and the lifestyle.

Research showed that socioeconomic status (SES) has an important role on educational aspirations and academic achievement of students across racial, ethnic and immigrant groups (Reisman & Banuelos, 1984; Solorzano, 1992, Valadez, 1998, Kao & Thompson, 2003 as cited in **Suslu, D. A. (2014)**). Research suggested that family resources are important factors to overcome structural barriers for educational attainment (White & Glick, 2009 as cited in **Suslu, D. A. (2014)**). It was also found that students from higher income families have higher educational aspirations (Kao & Tienda, 1998, Wilson & Wilson, 1992, Buchmann & Dalton, 2002 as cited in **Suslu, D. A. (2014)**). Kao and Tienda (1998) as cited in Suslu, D. A. (2014) noted that SES not only influenced aspirations in eighth grade, but continued to do so throughout the high school years. Even though high school academic achievement was controlled, students from lower socioeconomic backgrounds were found less likely to obtain post-secondary education (White & Glick, 2009 as cited in Suslu, D. A. (2014)). Moreover, McDonough (1997) as cited in **Suslu, D. A. (2014)** suggested that low SES students whose parents did not attend college began to think about going to college much later than students whose parents had gone to college.

In a recent study, Strayhorn (2009) as cited in **Suslu, D. A. (2014)** investigated the educational aspirations of African- American males in high school. Consistent with the above-mentioned studies on SES, Strayhorn (2009) as cited in **Suslu, D. A. (2014)** found

that SES has significant effects on educational aspirations. African-American males from high SES families tend to have higher educational aspirations than their lower and low-SES counterparts. White and Glick (2009) as cited in **Suslu, D. A. (2014)** noted that regardless of immigration status—whether immigrant or native—students with higher socioeconomic status tend to pursue higher education.

#### **1.4. EDUCATIONAL ASPIRATION & PARENTAL ENCOURAGEMENT:**

Parental encouragement plays a vital role in the development of young minds which gives the students a push to move forward in their lives and never give up. When parents take genuine interest in the discovery process, the bond between parents and children can be greatly strengthened. Parental encouragement or parental influences are also observed in some children in every aspects of life. It may also help to proper shape of the personality of an individual their thought, attitude, perception, thinking etc. Educational aspiration of students can depend on various aspects such as the environment they get at their homes, in their schools and also parental encouragement in many time.

Kahl first suggested the importance of parental encouragement in his study of the educational and occupational aspirations of "common-man" boys. After finding that intelligence and social class position accounted for the major variations in college aspirations of boys of common-man or working-class origins, he noted that the attitude of the parents regarding the importance of occupational success for personal happiness was the critical factor. Parental encouragement is a powerful intervening variable between socioeconomic class background and intelligence of the child and his educational aspirations. While parental encouragement does not "explain" social class differences in aspirations, it contributes to the explanation of these differences. Because parental

encouragement is a social-psycho- logical variable, it is presumably subject to modification by means of programs of counselling directed at parents or parents and children, whereas the child's intelligence and family socioeconomic status are likely to be more difficult to influence at this point in the child's development (**William H. Sewell, and Vimal P. Shah 1968**). The way in which parents communicate educational encouragement or discouragement to their child varies across families. In some families it may be communicated through educational expectations the parents express to their neighbours, relatives and friends. Financial decisions may be the focal point of other parents' educational encouragement. Consistency of parental encouragement is positively associated with college entry; and attendance at a four-year college (**Mary E. Conklin and Ann Ricks Dailey, 1981**).

### **1.5. SCHEDULED CASTE VS NON-SCHEDULED CASTE PEOPLE:**

Traditionally, the Indian society is based on a caste system with massive inequalities in social, economic and political spheres. The existence of scheduled caste today is the outcome of historical unfair treatment by the caste Hindus. In the ancient times, the underprivileged people were known by the various names such as Avarna, Shudra, Ashprushya etc. All these names in the past signified that the caste Hindus looked upon them as degraded human beings worthy of all categories of so called lower occupations. The greatest stigma attached by Hinduism is related to ritual uncleanliness of a person. It is highly ingrained in the daily life of high caste, related to the manner of religious worship and rituals associated with birth, maternity, death etc. This was a unique way of isolating a particular group of people serving the so called high class people in the Hindu society. Nowhere in the world, we find that a person looked down upon as unclean because he undertakes certain activities of keeping the environment clean for maintenance

of hygienic standards. The term “Scheduled caste” is standardized in the constitution of the republic India. Scheduled castes are the depressed section of population. The term depressed for the first time was used in 1931 census for classification of those who were regarded as untouchables and those who suffered from various social disabilities in the matter of education and general advancement. The expression standardized in the constitution was first coined by the Simon Commission and embodied in the Government of India Act, 1935. Before 1935 they were known as depressed class. They were in fact, outside the caste (varna) system. Mahatma Gandhi termed these castes “Harizans”, it means people of God. In the traditional Indian society, the deprivation of one section of people to another gave rise to social inequality. This still persists in our society and economy. The constitution of India guarantees some of the privileges to this section which are also received by other citizens.

Thus, a special category of castes known as scheduled castes was created by the British government for the purpose of dividing the Hindu population in pursuance of its ‘divide and rule’ policy. They were neither ‘untouchables’ whose cause was so assiduously championed by Ambedkar, nor the depressed classes as defined by the Lothian committee, specially constituted for the purpose of defining and enumerating the depressed classes, solely on criteria of (a) denial of access to the interior of ordinary Hindu temples and (b) causing pollution by touch or within a certain distance but “a group of castes, races or tribes which appear to correspond to the classes of persons.” Earlier prevailing idea had been that inclusion in the list of depressed classes might affect social prestige of caste. The scheduling of castes on the basis of social, political, economic and educational level of development removed that stigma so much that even those castes which only a decade earlier had asked for exclusion from the list of depressed classes no longer pressed for it, because the apparent political, economic and educational benefits.

According to article 341 of the constitution of India, (November 1949) the president, after consultation with the head of the state and by public notification specifies the castes races, races or tribes or groups within castes, races or tribes which shall for the purpose of the constitution, be deemed to be “scheduled castes” in relation to the concerned state or the union territory. The president may by law also include in or exclude from the list of scheduled castes, race or tribe. It is interesting to note that under article 341, the constitution has provision for the inclusion of even a tribe in to scheduled castes. The term scheduled caste is a constitutional myth and a legal fiction. Except listing a number of castes and sub-castes under article 341, no other explanation is given as to who are the scheduled castes. As per 1971 census, 15% of the total Indian population is scheduled castes. They are very backward and suffer from economic, social and religious discrimination, various constitutional safeguards are provided for them. Large sums of money have been spent on various welfare schemes meant for the Scheduled castes, but the general picture of the implementation of the schemes is not encouraging except reservation of seats in Assembly and parliament.

Caste is a system of social organization found in old India and continuing to the present day. The membership in a caste is hereditary and this is fixed for life. The scheduled castes are characterized by the loyal social status. From time immemorial the scheduled caste suffered from social injustice and exploitation so as to prevent them from rising above. They had no access to education. The road to knowledge was closed for them. Thus, they remained socially, educationally and economically backward.

Non-scheduled caste people in the society are those people who are other than the scheduled caste people. In this group there are some people who are enjoying the higher strata in the society and they are in the higher level of government administrative and other service area. Socio-economic status of this group is better than the scheduled caste people

and thereby they could provide the best facilities and home environment for the academic purpose of their children. It is already mentioned that higher socio-economic status ensures the economic and social security which are some of the important factors for development of balanced personality and confidence. Lack of which, people may not expose their competency as well as quality in the right time and right place. Since the non-scheduled caste people are enjoying most of the social advantages, so their performances are quite measurable and appreciable in the society in comparison to scheduled caste people. Among the non-scheduled caste people there are some who are economically backward, and they are not at par with higher class people; but some of them are enjoying the status of other backward class or most other backward class (OBC/MOBC) benefits from the government.

#### **1.6. SOCIAL STATUS OF SCHEDULED CASTE:**

Every society is stratified in one or the way. There is no possibility of absence of stratification in any society in this world. In India we find social stratification in the form of caste, based on the birth of the individual in a particular caste or family.

Probably the caste system is the longest surviving hierarchical system in the existence in the world today. Like India's untouchables certain analogous social groups were found in the other places of the world in the past and are found in the present also. They include the Eta of Japan and the Ragyappa of Tibet. All These groups suffer from untouchability and they are engaged in some "impure" works, even to touch them is considered to be harmful to the members of the higher caste. Though the reasons are same in everywhere for making such type of untouchables but the concept and implication of untouchability in our country are quite different.

Indian social structure has its unique place in the world, primarily because of its caste system. Several social scientists have made in-depth studies on this Indian social

system. Although the social scientist has done much work on the Indian caste system, but they have found it difficult to define it. Some scholars hold that caste is a particular rigid form of class and think its existence to be worldwide while others believe it is to be a system peculiar to Indian and its environs.

The English word caste is probably derived from the Portuguese word 'casta' (race). It is especially used by Europeans to denote the different classes into which the Hindus are divided. Varna, Colour, Jati, Race, are Indian names. The word seems to have applied to Indian by the Portuguese in the middle of 15<sup>th</sup> century. In English there is an issue in the sense of 'race' in 1955 and the Indian sense is encountered at the beginning of the seventeenth century, the French spelling caste is, scarcely found before 1800. The word 'caste' is used in everyday life and we use it to distinguish from one person to another.

According to Henry Maine **as cited in Neelam, J. (2014)**, "Caste started as natural division of occupational classes and eventually upon receiving the religious sanction became solidified in to the existing caste system. The caste system comes in to being when it becomes an integral part of religious dogma which divides the people into superior and inferior groups with different responsibilities, functions and standards of living." **Martindale and Monochest as cited in Rajan, P. P. (2012)**, defined caste as "an aggregate of persons whose share of obligations and privileges are fixed by birth, sanctioned and supported by religion and usage. According to **Williams as cited in Rajan, P. P. (2012)**, "caste is a system in which an individual's rank and its accompanying rights and obligations are ascribed on the basis of birth into particular group." According to **Risley as cited in Deshpande, M. S. (2010)**, caste is a collection of families or groups of families bearing a common name; claiming a common descent from the mythical ancestor; human or divine professing to follow the same hereditary calling; and regarded by those who are competent to give opinion of forming a single homogenous community. The name



generally denotes or is associated with a special occupation. A caste is almost invariable endogamous in the sense that a member of the large circle denoted by a common name may not marry outside the circle, but within the circle there are usually a number of smaller circles each of which is endogamous. Ghurye as cited **Kumar, L. (2011)**, has defined caste and enlisted its six outstanding characteristics: Endogamy, Hierarchy, Restrictions on consensual relations between castes, Restriction on choice of occupation, civil and religious disabilities and privileges of certain groups, untouchability. It follows that membership is fixed for life, because the individual cannot alter his caste by any effort of his own. Further he makes a distinction between caste societies and class societies by arguing that the status of a person in a caste society depended not on his wealth as in the classes of modern Europe, but on the traditional importance of the caste in which he had the luck of being born. To sum up we can say that the caste system is a segmental division of society into endogamous, hereditary descent groups. These groups constitute a hierarchy in which the Brahmins occupy the top position and the Dalits the bottom one.

The caste system has got its origin in the Indus civilization and flourished as early as 2500 B.C. Generally, caste signifies any social group with hereditary membership, inter marriage, common social rank. The term so used may be applied to such groups as “Negroes” in the south America and the “Lowly-Eta” of Japan but only in India there is a comprehensive caste system in which every member of the population is given a particular caste status.

The first literary traces of the caste system were found in Rigveda and Purusasukta hymn. In the Bhagavad Gita the caste system is sought to be justified on the basis of the idea of Guna Karma (deed) and Dharma. In the age of smritis and sutras, the society had been divided into various castes. They had framed hard and fast rules regarding occupation, food conduct and marriage. In the same age, this caste became so diversified

that they could not meet together in course of time. The feeling of untouchability also grew in this age.

In the entire catena of Vedic Literature, there is absolutely no reference to any social institution like caste or Jati –a hierarchy of endogamous divisions with hereditary and permanent membership. what we get are four ‘varnas’-(i) ‘Brahmana’, who did teaching, studying, officiating at sacrifices, and gave accepted gifts; (ii) ‘Kshatriya’, who protected the people, gave gifts and studied , and abstained from being addicted to the objects of the senses ,(iii) ‘vaishya’, who tended cattle, gave gifts and studied, and pursued trade, money lending and the cultivation of land; and (iv) ‘sudra’, who performed ungrudging service to the three ‘upper Varnas, as also about their origin is to be found in the, now quite famous, purusaskta hymn of the Rig Veda-i.e. hymn No. XC,11 & 12.

Existence of caste system gives a distinctive identity to Indian society amongst the traditional social systems of the world. At the beginning, the caste system was apparently an arrangement for the peaceful coexistence of several clans, tribes or other social groups. But, with the passage of time, it developed rigidity and caste and communities multiplied themselves on the basis of occupation and other considerations. The differentiations in status, based on caste, creed or occupation has transformed our society into somewhat closed stratified system. Another point that caste system is very significant is because it was linked with various aspects of an individual’s life i.e. economic, political, religious, legal and moral etc. In so far as the life of the average people is concerned, religious and caste obligations still matter very much. The social distance between the caste groups varies from state, but generally there is well established hierarchy of castes that can be considered under four broad headings, namely-Brahmins, Kshatriys, Vaisyas and shudras and such a stratification can be traced back to Vedas.

In Rigveda period, the earliest work of the first three classes of society are very frequently mentioned, and named Brahma, Kshatra, and Visha. It is only in one of the later hymns, the celebrated Purushasukta, that a reference has been made orders of society as emanating from the sacrifices of the primeval being. The names of those four orders are given there as Brahimana, Rajanya, Vaishya and Shudra. M.N. Srinivas writes, "In the Rigvedic hymn purushasukta, the four varna or order formed the limbs of primeval man (purusha), who was victim in the divine sacrifice which produced the cosmos. The Brahmin emerged from his mouth, the kshatriyas from his arms, the Vaishyas from his things and the sudras from the feet." The first three castes are twice born or Davija since the men from these castes are entitled to use the sacred thread at the Vedic rite of Upanayana, which the sudras were not allowed to perform. It is not only that these four varnas have been mentioned in the sacred texts, but they have also been assigned their duties as well. It appears that the major stratification in term of caste was originally based on occupational division without a vertical social hierarchy.

There are several theories, opinions and beliefs regarding the caste system, but the exact origin of caste system cannot be traced. Indo-Aryans reached India about 2500 B.C. The caste system took its birth after the arrival of Aryans in India. The sudras had no place within the Aryan society. They had no rights. They were servants to be disposed of at the master's whim. The sudra class was itself divided in to pure (not excluded) and the excluded and the last group was later on termed as untouchables. They had to live outside the boundaries of Aryan's settlements. For over 2000 years Indian society has been divided with the Brahmins at the top and the untouchables at the bottom. It is laid down in Brahmin laws that they are divinely ordained and unalterable. Shudras/dalits/scheduled caste were considered inferior to the other three castes, they were assigned the duties of serving the other three Varnas. They were deprived of higher training of mind and denied social

status. In the beginning caste system was based division of labour only because of fixing the responsibility but with the passage of time occupation changed in to caste. The higher caste always looked down upon the shudras. People from the higher caste, they that thought shudras are impure by birth, they born only for perform menial jobs in the society like cleaning dry latrines, sweeping, tanning or working as landless labour etc. They were discriminated in every sense.

They have always been economically depressed, politically suppressed and debarred from participation in the collective activities of the villages and towns where they live. They are debarred from enjoying many public facilities. They are not allowed to draw water from the wells used by the caste Hindus. They were not allowed to enter temples to pray God. Even they were denied to use some public roads. In south India they were not allowed to go to the areas where Brahmins lived, and not even allowed to go in a road near a Brahmin village.

Thus, from so many decades, the scheduled caste suffered from social injustices and exploitation so as to prevent them from rising above like status fixed for them. Though untouchability is now illegal, but still it is prevalent in our country. Scheduled castes are living in rural areas and any material changes have not come to them. In the villages untouchability is still practicing specially in public places. Higher caste people considers as polluting for taking water and cooked food from the hands of a scheduled caste people. The untouchables have been kept in a cultural world of their own by the caste Hindus. They cannot identify themselves as one amongst the other caste.

### **1.7. EDUCATIONAL STATUS OF SCHEDULED CASTES IN ASSAM:**

Literacy is one of the indicators of development of a country. The literacy rate was not satisfactory till 1961 in our country and in our state Assam also. Total literacy in 1961

was 32.98% in Assam whereas scheduled caste literacy was only 24.4% out of which 31.6% among male and 16.1% among female. Scheduled caste population in Assam as per 2011 census is **7.15%** out of which Male 7.19% and Female 7.11%). It is noticed from the census report that total percentage of scheduled caste population in Assam has been slightly increased from 6.9% in 2001 to 7.15% in 2011. There may be number of reason behind of this fact that, now a days some of non-scheduled caste people are managing the office and getting the tag of scheduled caste community and get the SC certificate for better opportunities of government schemes as a result number of population of SCs are increased. But so far education is concerned scheduled caste people are quite backward than the other people. Hence, the development in education of this section is quite necessary. Article 341 of the constitution empowers the president, after consulting the head of the particular state, to notify by an order “the castes, races or tribes or parts of or groups within castes, races or tribes which shall for the purpose of this constitution be deemed to be Scheduled Castes in relation to that state.” And the second clause of the Article empowers parliament to pass a law to include in or exclude from the list so notified by the president “any caste, race or tribe or part of or group within any caste, race or tribe.”

According to the 8<sup>th</sup> scheduled of Indian constitution, Scheduled caste are recognized and identified as weaker section of society. Article 15, 17 & 46 safeguards the educational interest of the weaker section of the Indian community that is socially and educationally backward classes of citizens and scheduled caste and scheduled tribes.

Article 46 under Directive principles of state policy states: The state shall promote with special care the educational economic interest of the weaker sections of the people, and in particular of the scheduled caste and scheduled tribes and shall protect them from social injustice and all forms of exploitation. In the following table and figures

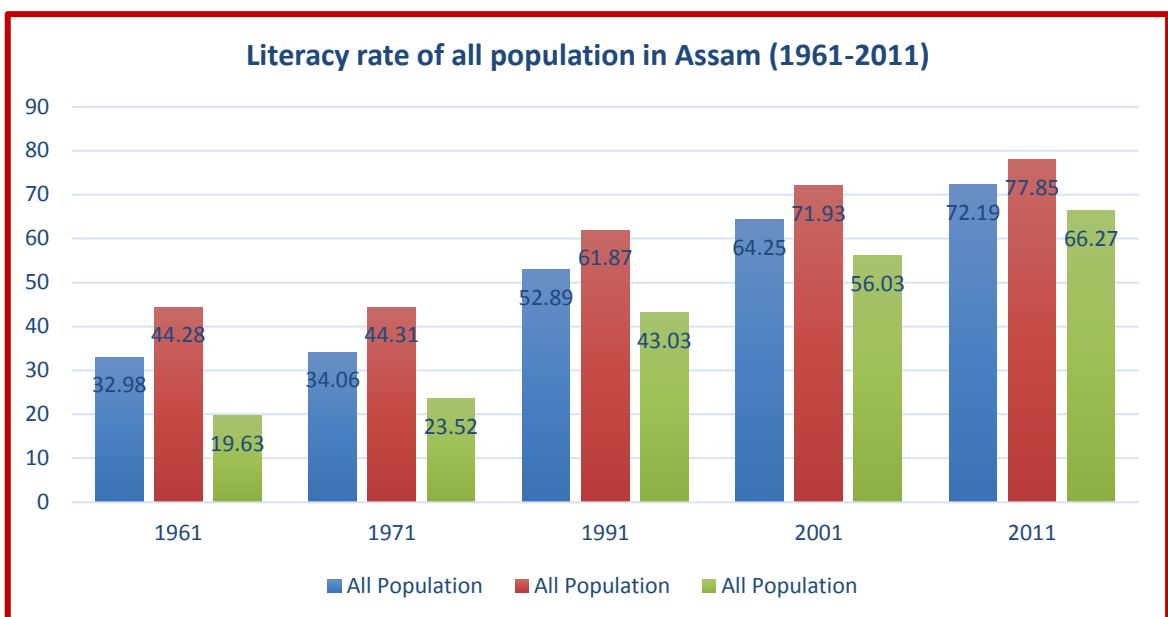
comparative literacy rate of all population and scheduled caste population in Assam is given since 1961 to 2011.

**Table: No I: Comparative literacy rate of all population and Scheduled Caste people in Assam (1961-2011) (in %)**

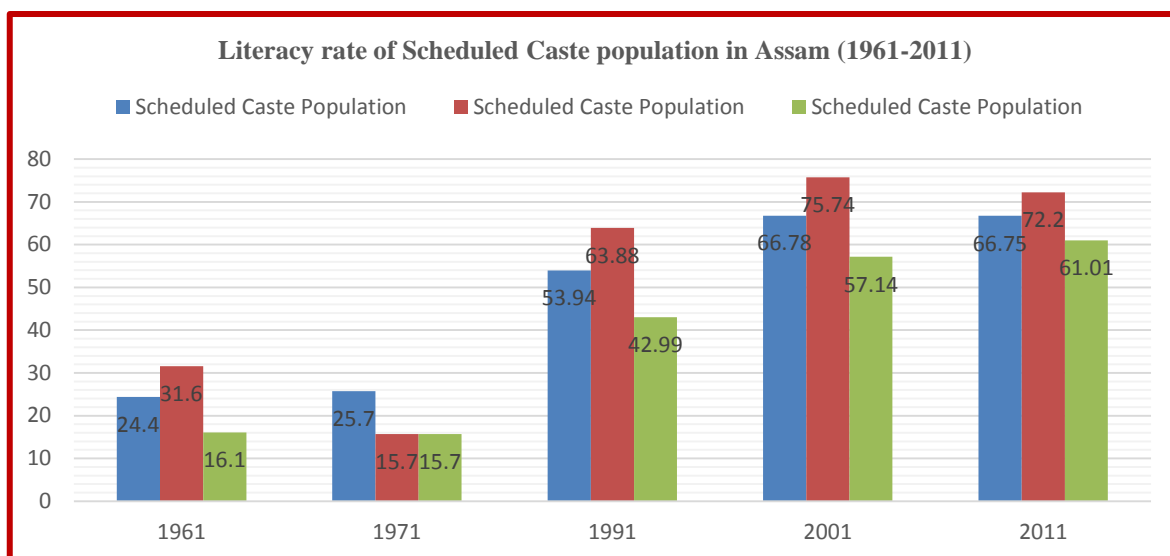
<i>Year</i>	All Population			Scheduled Caste Population		
	Person	Male	Female	Person	Male	Female
1961	32.98	44.28	19.63	24.4	31.6	16.1
1971	34.06	44.31	23.52	25.7	15.7	15.7
1981	NA	NA	NA	NA	NA	NA
1991	52.89	61.87	43.03	53.94	63.88	42.99
2001	64.25	71.93	56.03	66.78	75.74	57.14
2011	72.19	77.85	66.27	66.75	72.20	61.01

Source: Various Census Reports (1961-2011), of Assam & Directorate of Welfare of Scheduled Castes, Assam, Sarumotora, Guwahati-781006.

**Figure No: 1 Graphical representation of Literacy rate of all population in Assam from 1961-2011 (in %)**



**Figure No: II Graphical representation of Literacy rate of Scheduled Caste population in Assam from 1961-2011 (in %)**



The above table no-I and Figure no- I&II it is clear evident that scheduled caste literacy rate is found lower than total population in Assam in all the years from 1961 to 2011. Growth rate of literacy among scheduled caste people in Assam is not satisfactory. If we compare the latest census reports of 2001 and 2011 of Assam than it is found that in 2001 SCs literacy rate was 66.78% out of which 75.74% among male and 57.14% among female groups; but in 2011 census reports shows that literacy rate among scheduled caste people has decrease upto 66.75% and out of which male literacy also decrease upto 72.20% from 75.74% in 2001. But female literacy among scheduled caste has slightly increased i.e. from 57.14% to 61.01% in 2011. On the other hand total literacy in Assam is increased from 65.25% in 2001 to 72.19% in 2011, again among male population from 71.93% in 2001 to 77.85% and among female from 56.03% in 2001 to 66.27% in 2011.

So from the above table it may be noticed that participation level in education among scheduled caste people in has been decreased in the recent years. So, the present

researcher is very keen to know some of the psycho-social causes which may probably affect their education in the state.

### **1.8. RATIONALE OF THE STUDY:**

Traditionally, the Indian society is based on a caste system with massive inequalities in social, economic and political spheres. The perpetuation of social and economic inequalities further strengthened the division of society along the caste lines wherein the occupation and the status got determined at the time of birth, depending upon the type of family in which one is born and not by the individual initiatives, aptitude, educational attainment or skills acquired during the working life. The potent instrument used to perpetuate the socio-economic differentials was the separation of work from knowledge and power. The working class was denied access to education as it was considered a privilege of few elite groups. The denial of education was essential to prevent them from acquiring rights in productive assets, mainly land, which was in the hand of upper castes who seldom worked on it. On the other hand, the lower castes being without land and other productive assets were forced to seek employment from the land-owning class and were at their mercy. This manifested itself in the prevalence of bonded labour, whereby the working class even lost the choice of work place. Many of them got tied to their master because they remained indebted for generations together. Absence of education and lack of awareness forced the lower classes to work as manual labourers, many of them working in unclean occupations like scavenging etc., from one generation to another. Politically, the former due to their higher status yielded more power and the latter were powerless and unorganized.

After the attainment of independence of India, this relationship of master-slave type was sought to be changed as equality of opportunity and social justice were recognized the guiding principles of development planning in independent India. Three types of



approaches were followed to overcome the historical malaise. Firstly, abolition of untouchability and discrimination on the basis of caste, creed and religion to ensure that these provisions are adhered to, constitutional guarantees and a number of legislative provisions have been made. Secondly, equality of access in education was considered as an important aspect of achieving equity and social justice. Therefore, to ensure that economic deprivation does not stand in the way of access to education and other opportunities, a number of measures like friendships, scholarships, incentives and attendance scholarships are provided. Thirdly, an appropriate reservation in the recruitment and promotion to various government and public sector jobs was made mandatory so as to ensure their entry and vertical mobility into organized labour market particularly in non-agricultural occupations.

Despite a variety of provisions, the outcome has been quite mixed. While the government has been extending the provisions of protective discrimination from one decade to another, it is generally felt that some castes have progressed faster to the exclusion of the others thus perpetuating the intra-caste differentials within the scheduled castes. There are many instances when intra-caste disparities and differentials are more pronounced than those prevailing between the scheduled caste and scheduled tribes and others as a whole. The differentials in educational attainment and access to elementary and other levels of educations have also continued to perpetuate. This calls for a detailed examination of the outcomes of educational and other efforts undertaken during the last four decades.

Since independence, the Government of India have been provided some constitutional safeguard to the people who are socially, economically and culturally backward. The objective of such a policy is to benefit the weaker sections of the society. This has been administered by the Central and State Governments. It tries to remove social

and religious inabilities of the lower caste. It provides facilities in education, employment, parliament, state legislators and locals' bodies and finally, the policy safeguards the deprived class from all sorts of social injustice and exploitation. In the way spirit a number of research studies has been carried out in this section of people to find out their status, problems in various levels by the numbers of administrators, different organizations, NGOs, research scholar, social thinkers, academicians and others. Their main objective was to find out some solution to abolish the gap between scheduled caste and non-scheduled caste and welfare of the scheduled caste people in Indian society.

For the development of the scheduled caste in India, the Government has given a special importance to provide educational opportunities. The central focus in the SC's educational development is of their equalization with the non-SC population at all stages and levels of education in all areas and in all the four dimensions – rural male, rural female, urban male and urban female. There are approximately 14 crores of Scheduled Caste populations in India. Scheduled caste population constitutes 16.41% population in the country. This now take us to the question of their educational development. How far these population are provided with educational facilities and how far developmental indicators have been ascertained is to be examined. Unfortunately, studies in the Education of Scheduled Caste did not attract attention of Scholars as much as that of Scheduled Tribes. The benefits of the plans and programmes made for the augmentation of the SC's and ST's had not reached them. We had failed to abolish untouchability and it was still practiced. Further, the advantage of reservation did not reach the target groups. There are wide variations in the percentage of enrolment ratio (between SC's and non- SC's) among the various States and Union Territories of the country. There are also wide variations in literacy percentage among different districts as well as among different scheduled caste groups within the states. Again some of the states specially West Bengal claims that

untouchability and inequality has been reduced and government policies are implemented but the recent report of Nobel Laureate Prof. Amartya Sen reveals that the situation is in no way better than the earlier time. Education facilities of the scheduled caste people are distressed.

Of course, it is gratifying to note that although ICSSR has initiated such survey's, yet, it needs to emphasis that the national survey should be supplement by intensive studies of the individual scheduled caste groups to gain a clear and comprehensive understanding of the problems and prospects of the SC education in different regions. The Central focus in the Scheduled Castes' educational development in the NPE' 86 and in revised NPE 92, is their equalization with non-SC population at all stages and levels of education.

But hardly any study has been carried out to find out the gap between the constitutional and policy commitment and of its implementation. Only the commission of SC/ST in its report (1986-87) has reviewed the constitutional schemes for the advancement of SC/ST's and their implementation during the plan periods. The report also brings out some of the salient points related to the educational development of SC/ST with special reference being made to accessibility of schools drop out ratio at various level of schooling and enrolment ratios. The review of the researches revealed that a single study has not been carried out with regard to the policy implementation of the educational development of scheduled caste, specially. Further it is a matter of regret that not even a single study has been taken up about the development of education of the Scheduled caste in North East India and also in a comparative perspective with other states. Because the glomming picture of the development of scheduled caste education hinders of educational progress as a whole. If 16 percent of the populations are unable to participate in the development process how can there be advancement in the country.

There are three groups of factors of educational aspiration: background factor, personal factor and environmental factors. Background factors comprised of social and demographic attributes such as age, gender, socio-economic status and family structure. The personal factor is psychological in nature and is composed of an individual's personal attitude towards education, school and work. The environmental factors include aspects of social support as parental involvement, affecting the individual. The influence of these factors is well documented in the literature (Garg, Kauppi, Lewko, Urajnik, 2002). Educational aspirations are influence by multiple intrapersonal and systemic factors (Gottfredson, 2002). Some individual factors related to students' aspiration include their level of intrapersonal skills, self-reliance, self-control, self-concept and low mature responsibility (Marjoribans, 2002). Systematic variables related to educational aspirations include students' socio-economic status (SES), the level of family's engagement in their children's education, ethnicity, race, familiar aspiration and level of parental education.

So, it is unstated that educational aspiration of an individual has a great role in the future life. And this aspiration is animated mostly due to the intelligence level, socio-economic status, parental involvement or encouragement of the individual and such many other factors.

Since the scheduled caste people are academically backward, so the present researcher is keen to know the reasons behind of their backwardness. Whether there is any psychological factor are responsible or sociological factors responsible or any environmental factor responsible? There are good numbers of research studies have been carried out in various aspects such as intelligence, socio-economic status, academic achievement, educational aspiration etc. But hardly any study has been made on educational aspiration in Relation to the intelligence, socio-economic status and parental encouragement amongst Scheduled Caste and non- Scheduled Caste Students at Secondary

Level in Assam. Keeping in mind all these; present researcher has designed the study along with the following statement.

### **1.9: STATEMENT OF THE PROBLEM:**

*“A Comparative Study of Educational Aspiration Levels in Relation to the Intelligence, Socio-Economic Status and Parental Encouragement amongst Scheduled Caste and non- Scheduled Caste Students at Secondary Level in Assam”.*

### **1.10: OBJECTIVES:**

**The objective of the present study is such as-**

- (i) To compare the educational aspiration level of scheduled caste and non-scheduled caste students of Assam.
- (ii) To compare the intelligence level of scheduled caste and non-scheduled caste students of Assam.
- (iii) To compare the socio-economic status of scheduled caste and non-scheduled caste people in Assam.
- (iv) To compare the parental encouragement level of scheduled caste and non-scheduled caste people in Assam.
- (v) To find out the significant relationship if any between Educational aspiration and intelligence, Educational aspiration and Socio-economic status, Educational aspiration and parental encouragement among scheduled caste and non-scheduled caste students.

### **1.11: NULL HYPOTHESES:**

- (i) There is no any significant difference between Scheduled caste and non-scheduled caste students regarding their educational aspiration level.

- (ii) There is no any significant difference between Scheduled caste and non-scheduled caste male students regarding their educational aspiration level.
- (iii) There is no any significant difference between Scheduled caste and non-scheduled caste female students regarding their educational aspiration level.
- (iv) There is no any significant difference between Scheduled caste and non-scheduled caste students regarding their intelligence level.
- (v) There is no any significant difference between Scheduled caste and non-scheduled caste male students regarding their intelligence level.
- (vi) There is no any significant difference between Scheduled caste and non-scheduled caste female students regarding their intelligence level.
- (vii) There is no any significant difference between Scheduled caste male and Scheduled caste female students regarding their intelligence level.
- (viii) There is no any significant difference between non-scheduled caste male and non-scheduled caste female students regarding their intelligence level.
- (ix) There is no any significant difference between Scheduled caste and non-scheduled caste students regarding their socio-economic status.
- (x) There is no any significant difference between Scheduled caste and non-scheduled caste students in respect to their social background and personal status.
- (xi) There is no any significant difference between Scheduled caste and non-scheduled caste students in respect to their income, occupation and family possession.
- (xii) There is no any significant difference between Scheduled caste and non-scheduled caste students in respect to their health status.
- (xiii) There is no any significant difference between Scheduled caste and non-scheduled caste students in respect to their miscellaneous status.
- (xiv) There is no any significant difference between Scheduled caste and non-scheduled caste students in respect to their parental encouragement.
- (xv) There is no any significant difference between Scheduled caste and non-scheduled caste male students in respect to their parental encouragement.
- (xvi) There is no any significant difference between Scheduled caste and non-scheduled caste female students in respect to their parental encouragement.
- (xvii) There is no any significant difference between Scheduled caste male and Scheduled caste female students in respect to their parental encouragement.

- (xviii) There is no any significant difference between non-Scheduled caste male and non-Scheduled caste female students in respect to their parental encouragement.
- (xix) There is no any significant relationship between Educational Aspiration and intelligence among scheduled caste and non-scheduled caste students.
- (xx) There is no any significant relationship between Educational aspiration and socio-economic status among scheduled caste and non-scheduled caste students.
- (xxi) There is no any significant relationship between Educational aspiration and Parental encouragement among scheduled caste and non-scheduled caste students.

### **1.12: DELIMITATIONS OF THE STUDY:**

The present study is delimited to the following ways:

- (i) The present study is delimited to the secondary level students of Assam i.e. class IX and X.
- (ii) The present study is delimited to the state Assam only.

### **1.13: OPERATIONAL DEFINATIONS:**

#### **1.13.1: Scheduled Caste:**

The Scheduled castes are those castes which have been incorporated in the schedules as per the recommendations of the National commission for SC & ST and ratified by the parliament. The term 'schedules caste' denotes such castes or races or part of groups as per deemed under article 341 to be scheduled caste for the purpose of Indian constitution. The erstwhile untouchable were listed by the government indifferent schedule to be considered them as different categories, in order to further their social, educational, economic, and other interests. Such lists have been prepared by the respective state government and published in modification order 1956 published as S.P.U. 24-77 A. dated 29.10.1956 by the Government of India all such erstwhile untouchable castes which are listed in the said government order are defined as scheduled caste.

### **1.13.2: Non-Scheduled Caste:**

In the present study non-scheduled caste people are those who are not included in the lists of scheduled caste groups notified by the Govt. time to time.

### **1.13.3: Secondary Level:**

In our state secondary education is imparted by high schools and higher secondary schools. High school starts with the class IX and X and higher secondary school comprises class XI to XII. In the present study secondary school means only class IX and X class students.

### **1.13.4: Educational Aspiration:**

According to Hurlock (1973), 'Aspiration means a longing for what one has achieved with advancement on it's as its end'. In the present study Educational aspiration is an important variable in predicting academic achievement and may be seen as an element in academic achievement motivation, focusing as they do on the desire for success and the development of goals to succeed in particular educational fields or to gain a particular degree, and which will be measured through a tool.

### **1.13.5: Socio-Economic Status:**

According to the Oxford Dictionary of Sociology, 'socio-economic status' (2014:713) refers to any measure which attempts to classify individuals, families or households in terms of indicators such as occupation, income and education. **Socioeconomic status (SES)** is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation. In the present study socio-economic status comprises some of the important components which determine the socio-economic status of an individual. The following components are considered as the



determinants of socio-economic status of scheduled caste and non-scheduled people such as- (i) Social Background & Personal Information (ii) Income, Occupation and family possessions (iii) Health (iv) Miscellaneous

### **1.13.6: Parental Encouragement:**

Parental Encouragement refers the general process undertaken by the parents to initiative and directs the behaviour of the children towards high academic achievement. The present study aims to probe the relationship between Parental Encouragement and Academic Achievement of Higher Secondary School Students

### **1.13.7: Intelligence:**

Intelligence is the mental ability of individual. It is the ability to learn, to deal with abstraction, to make adjustment, to adopt new situation, or the ability or power to make appropriate responses to certain stimuli in a given situation. Level of Intelligence in the presents study refers I.Q level of the students.

## **CHAPTER-II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1. Introduction:**

Review of related studies implies locating, studying and evaluating reports of relevant researches, study of published articles, going through the related portions of Encyclopedia and research abstracts. It is one of the pre-requisites of the investigator needed for his chosen problem in a systematic way. It helps the investigator choose a problem and give an adequate familiarity with the work which has already been done in the area of his choice. It gives information in the particular area. Review of literature provides maximum benefit to know the previous investigations, recorded knowledge of the past and brings out a good value to the present investigation of a chosen problem.

A thorough study gives useful information to the investigator for understanding the problem and shows a way to solve the chosen problem from different dimensions. It enriches the present study by the past findings and gives a proper insight to the research study by which any one can think creatively.

In this chapter an attempt is made to present a background of research so far in the area on the basis of the review of related literature, the problem was postulated and hypothesis formulated. The review of related literature has been presented under the headings such as-

#### **2.2. STUDIES RELATED TO EDUCATIONAL ASPIRATION**

**Kaur, P. (2012)** conducted a study on educational aspirations of adolescents in relation to their level of intelligence. The results indicate that gender and type of school do not

influence educational aspiration of adolescents, but different levels of intelligence influence the educational aspiration of the adolescents.

**Narinder, M. (2012)** conducted a study of educational aspirations and school adjustment of students in relation to organizational climate and found Significant positive relationship found between educational aspirations and school adjustment among secondary school students in terms of school organizational climate on the dimensions of creative stimulation, cognitive encouragement, permissiveness, acceptance, rejection and control.

**Parkash (1994)** studied the educational aspirations, school adjustment and values in relation to school environment and found that at +2 level students from rich school environment were better adjusted and also quality of school environment was positively related to school adjustment.

**Prashad (2007)** studied the correlation between level of aspiration & school achievement in relation to gender and caste and found that gender and achievement of students did not have interactive effects on level of aspiration; the high achievers students had higher aspiration level in comparison to low achievers students.

**Rachel, S., & Vermulst, A. (2002)** studied the family and environment, educational aspirations and academic achievement in two cultural settings. It was reported that the family backgrounds had direct and indirect effects on the academic achievement of Arab adolescents but not Jewish Adolescents. The indirect family background academic achievement path showed gender differences only for the Arab adolescents via educational aspirations for the girls and parental demanding for boys. The parental demanding was directly related to academic achievement of Arab boys and Jewish adolescents.

**Rajput (1989)** studied the educational aspiration and academic achievement of secondary school students and found that the academic achievement of students was influenced in proportion to their parental encouragement, there was no effect of socio-economic status and the academic achievement of students, but academic achievement of urban students was influenced by the socio-economic status of family; academic achievement was influenced by their family environment.

**Rothon (2011)** examined the relationship between education aspiration and achievement of secondary education in deprived area of London and found girls were more likely than boys to express a wish to remain in education beyond the age of 16 and also ethnic differences, socio psychological variables particularly self-esteem and psychological distress associated with high educational aspirations.

**Salgotra, K. A., & Roma, K. (2018)** studied the educational Aspiration and Socio-Economic Status among Secondary School Students and found that there is significant but positive relationship between socio-economic-status and educational aspiration. It can thus be said that the variables of socio-economic-status and educational aspiration are directly related to each other.

**Singh (1984)** studied the effect of level of aspiration on achievement and found that rural students received lower marks than urban students and there was a positive correlation between level of aspiration and achievement.

**Singh (2011)** studied educational aspirations in secondary school students and found that educational aspirations of boys are better than girls. Medium of instruction also influence the educational aspiration.

**Tripathi (1990)** conducted a study on academic performance of tribal and nontribal high school students in relation to their self-concept, level of aspiration and academic motivation. Academic performance was found significant but negatively correlated with self-concept and level of aspiration. But no such relationship was found between academic performance and academic motivation except on one of its dimension i.e. desire for self-improvement. But this relationship was positive in the case of tribal high-achievers. The researcher also found that the tribal had low level of aspiration as compared to their non-tribal counterparts.

**Uniyal (2007)** examined correlational study of level of aspiration and scholastic achievement in relation to gender and caste with the objective to study the level of aspiration that determined the scholastic achievement and found that there exists a very high significant difference in between the high and low achiever students in overall aspiration scale; gender and achievement of students do have interactive effects on level of aspiration; level of aspiration was significantly influenced by scholastic achievement of students.

**Vaidya (2006)** studied educational aspiration of higher secondary students and compare the academic achievement of students of formal and non-formal education and found that there was significant difference in the academic achievement between the students studying through formal and non-formal education in Telgu test; significant difference exist between students studying through formal and non-formal mode of education in their academic achievement in the areas of vocabulary, reading comprehension, writing and grammar; students from non- governmental school had higher educational aspiration than the students from government school.

### **2.3. STUDIES RELATED TO INTELLIGENCE AND SOCIO-ECONOMIC STATUS:**

**Agarwal, A. (1992)** conducted a study on the social, psychological and educational study of scheduled caste students in the high schools of Lucknow city. The major findings of the study show that the socio-economic status of scheduled caste students was found to be lower as compared to that of non-scheduled castes students. And Scheduled castes students and non-scheduled caste students did not differ in terms of their level of intelligence. Again the level of self-concept of scheduled caste students was found to be lower as compared to that of the non-scheduled caste students. It was found that the scheduled caste students found aspired to low level occupations compared to this non-scheduled caste counterparts. Also the level of academic achievement of scheduled caste students was found to be lower as compared to that of the non-scheduled caste students.

**Chauhan (1995)** found no significant relationship between academic achievement and intelligence of graduate students of both the sexes with their adjustment; female high achievers adjusted well with their environment as compared to their male counterparts.

**Darsana (1980)** studied the adjustment of 9<sup>th</sup> class students at various levels of security, insecurity and academic achievement and revealed that academic achievement had a significant role to play in emotional and social adjustment; there was a significant interaction among gender, security, insecurity and academic achievement.

**Diseth (2003)** compared intelligence and academic achievement of adolescent boys and girls of IX and XI class and found that among students of class xi there was no difference in the academic achievement of intellectually superior and intellectually very superior boys

and girls; at other intellectual levels the academic achievement of girls was superior to that boys. In general, the intelligence test scores of boys were higher than those for the girls; in case of boys there was very high correlation between intelligence test scores and academic achievement whereas in case of girls there was average correlation.

**Gakhar et al. (2010)** studied intellectual and non-intellectual correlates of scientific attitude and found that science achievement was not significantly correlated with scientific attitude. The reasons may be that science achievement depends on memory, recall, knowledge and hard work whereas scientific attitude involves scientific temper of mind, rational thinking, open mindedness, objectivity etc.

**Gupta (2001)** studied education as a factor of social adjustment of adolescent girls across different levels of socio-economic status and found that adolescent girls studying in urban schools were significantly better in their social adjustment as compared to girls in rural school; adolescent girls studying in private school showed significantly better in their social adjustment as compared to girls in government school; adolescent girls studying in co-educational schools showed significantly better in social adjustment as compared to adolescents of girls' school; adolescent girls studying in English medium school showed significantly better in social adjustment as compared to girls of Hindi medium school; education of father and education of mother positively influenced the social adjustment of adolescent girls; adolescent girls studying in urban, private, co-educational and English medium school belonging to the higher socio economic status showed better social adjustment.

**Gupta, L.P. (1978)** carried out a study on the personal characteristics and academic achievement of scheduled caste and backward class students of Meerut University. It was found that the scheduled caste and backward class postgraduate students were characterized as more enduring nurturing and achievement oriented but suffering from feelings of abasement. They were much less exhibitionistic and dominant. The graduate students of scheduled caste and backward class also presented almost a similar picture. In comparison to the post graduate students of the scheduled caste and backward class; the graduate students emerged as affinitive also. The non-scheduled caste post graduate students were found to be more nurturing, dominant, achievement oriented, autonomy oriented, aggressive. The scheduled caste post graduate students perceived themselves as confident and good achievers. Again with regard to intelligence, the post graduate students of scheduled caste and other backward class appeared to have a slightly higher mean score in comparison to the graduate students. Large difference was found between the intelligence levels of post graduate and graduate students of no-scheduled castes. Scheduled caste graduate and post graduate students were average on the need of achievement, the need for autonomy and the need for affiliation. They appeared to be less intelligent as compared to the general normative sample.

**Kumar (1980)** found that academic achievement of female students was significantly much better than that of male students; the normal students had better academic adjustment than the neurotic students; stable introvert student had the highest academic adjustment, while the unstable extrovert students had the lowest adjustment.

**Kumari (1998)** investigated that intelligence, achievement, adjustment and socio-economic patterns of different sociometric groups of adolescents and found that different sociometric groups differed significantly on home, health, social, emotional, school and total



adjustment; positive relationship between intelligence and home adjustment for all the sociometric groups; positive correlation between achievement and total adjustment for populars, neglectees isolates and rejectees found that locus of control, anxiety, level of aspiration was correlated negatively with academic achievement, socio economic status had significant positive correlation with academic achievement; boys were high achievers, more internally controlled and less anxious than girls.

**Mishra(1997)** examined the correlation of academic achievement of high school students and found that intelligence was significantly correlated with academic achievement for both boys and girls ; the correlation between intelligence and academic achievement was higher in case of girls; socio economic status was not significantly related with academic achievement of boys and girls ; academic achievement of rural students was lower than the achievement of urban students ; academic performance of girls was superior to the performance of boys.

**Mohanty (2009)** studied social correlates of academic achievement of rural underprivileged primary school girls and found that socio economic status was a potential social correlate of academic achievement; home environment had positive correlation with academic achievement in case of low achievers only; school environment failed to establish any relationship with the achievement level of high and low achievers.

**Panda (2005)** studied correlation between academic achievement and intelligence of class ix students with the objectives to study the relationship between academic achievement and intelligence and found that there was low relationship between intelligence and academic

achievement in different categories of school and also there was a significant difference in academic achievement of students studying in different categories of school.

**Panda, M., (1998)** carried out a study of relationship between socio-economic status and achievement of class ix students. The findings showed that there is significant difference in socio-economic of students studying in different types of schools; There is significant difference in academic achievement of students studying in different types of schools. There is no significant difference in school intervention score between government and welfare school, but at the same time there is significant difference in school intervention score between welfare and non-government school. There is no significant relationship between socio-economic status and academic achievement of students studying in different categories of schools; there is no significant relationship between academic achievement and school intervention in government and non-government schools. There is significant relationship between academic achievement and school intervention in welfare schools and there is no significant relationship between socio-economic status and school intervention in different categories of schools. As regards the extent of influence of the socio-economic status and school intervention on academic achievement of students, the multiple correlation co-efficient is found to be 0.77 which is not significant. This means the combined effect of socio-economic status and school intervention on academic achievement of students is not perceptible.

**Pandey & et al. (2003)** studied relationship between socio economic status and academic achievement of adolescents and found significant relationship between academic achievement and socio economic status; significant difference between academic achievement

of adolescents studying in different types of school depending upon the socio economic status of parents.

**Pandey, K. (1985)** found that advantaged students scored significantly higher than disadvantaged students on verbal reasoning ability, concept formation, intellectual performance, level of aspiration and self-concept variables.

**Panigrahi (2005)** studied academic achievement in relation to intelligence and socio-economic status of high school students with the objectives to examine the influence of intelligence and socio economic status on academic achievement of high school and found that there was positive and significant correlation between academic achievement and intelligence ; high intelligence leads to better academic success; a low positive correlation between academic achievement and socio economic status ; there was no significant difference between boys and girls with respect to academic achievement.

**Singh (1988)** conducted a study of relationship of intelligence, personality and academic achievement at high school level and found that high achievers had positive adjustment with home and emotional area of adjustment; intelligent students had positive relationship with academic achievement; children who were well adjusted in home and emotional areas were less adjusted in the areas of school and health adjustment.

**Sukhia (1972)** studied the adjustment of students as a determinant of academic achievement with the objective to study the relationship between adjustment, socio- economic status academic achievement and found that adjustment scores of children having high socio-economic status was highly significant with academic achievement.

**Tehlan (2001)** conducted a comparative study of the impact of general intelligence, level of aspiration and awareness of facilities on the academic achievement of scheduled caste students by taking students of senior secondary stage and found that general intelligence of male scheduled caste students were better than the female scheduled caste students; general intelligence of rural male scheduled caste students were better than the urban male scheduled caste students; general intelligence of female urban scheduled caste students were better than the rural female scheduled caste students; intelligence level of female urban scheduled caste students were better than the rural female scheduled caste; level of intelligence of the urban male scheduled caste students was better than the rural male scheduled caste students.

**Tripathi (1991)** studied achievement motivation and its correlates of high school students with the objective to study the relationship between academic achievement and achievement motivation and revealed that urban science boys were generally better adjusted; achievement motivation of boys and was highly correlated with intelligence and academic achievement. Among the other correlates of achievements motivation, academic achievement was proved to be the most dominant factor.

**Wango (1991)** conducted a study to find out whether the students from government and private schools differ significantly so far as their socio-economic status and academic achievement was concerned and found that the government and private school students from highly advanced, advanced and normal schools differed significantly so far as their socio-economic status was concerned. Discerned significant difference on academic achievement was found between the students from government and private , highly advanced and advanced schools ; academic achievement of students from normal government and normal private

schools did not differ significantly; relationship between socio-economic status and academic achievement when computed on total sample (N=180) was statistically significant.

## **2.4. STUDIES RELATED TO PARENTAL ENCOURAGEMENT**

**Babu et al. (2008)** studied the achievement of higher secondary students in accountancy and their parental encouragement with the objective to find out whether there was any significant difference in gender, locality and family type with respect to higher secondary student's achievement in accountancy and found that there was significant and relatively low relationship of higher secondary students in respect of achievement in accountancy and parental encouragement; no significant relationship in respect of parental encouragement and achievement in accountancy for female students, urban students and students belong to joint family system; males, rural students and students of nuclear families showed better achievement than that of their counterpart.

**Bahago (2011)** investigated the influence of achievement motivation and demographic characteristics on academic performance of nomadic Fulani girls in Adamawa state. The results indicated that students with high achievement motivation performed higher in academics that revealed significant relationship between achievement motivation and academic achievement. Achievement motivation was found to be influenced by parents' level of education.

**Codjoe (2007)** studied the importance of home environment and parental encouragement in the academic achievement of African-Canadian youth. The researcher confirmed that parental encouragement and supportive home environment laid positive influence on educational achievement of the black students.

**Dutt, N. (1982)** studies on the disadvantaged girls of Sirsa district Haryana and found the causes of girls dropping out were teacher's behavior, caste discrimination, poverty, helping parents in work, looking after younger children, apathy of parents towards girls education, inadequate facilities in school, early marriage, lack of ill-treat in studies, illiteracy of parents and non-existence of separate high schools in many villages.

**Ghazi et al. (2010)** examined parental involvement in their children's academic motivation in rural areas at primary level. The results showed that parents' encouragement, discussion of importance of education and educational affairs had direct positive influence on achievement motivation. The findings also revealed that most of the parents were not well aware of their role for their children's education.

**Jayaswal et al. (2003)** examined the role of parental support and academic achievement of tribal school students and found that parents of high achievers exerted significantly more support in their children's studies than the parents of low achievers students; the parents of high achievers had higher aspiration for their children's educational success and high prestigious occupation with attractive financial return, but the parents of low achievers were not strongly ambitious of children's upward mobility; the high achievers parents believed in counselling for correct behaviour whereas the parents of low achievers believe in physical punishment like frequent beating. High achievers parents were liberal and allowed their children to mix with their peers whereas the parents of low achievers were authoritarian and did not allow peer mixing.

**Khobragade, V. (1985)** studied that all scheduled caste women students taking higher education in Aurangabad city during 1983-84. He observed that Scheduled Caste girls faces so many problems in their studies, they have absence of space for study, lack of electricity and

overcrowding, as the girls progressed from primary through secondary to higher education, less help is available from parents in relation to their studies, enough guidance was not available.

**Lakshmi & Minakshi (2006)** studied perceived parental behavior as related to students' academic school success and competence. Results of the study revealed that parental acceptance and encouragement scores were positively related with academic success. The results indicated that parents who were perceived as being more acceptant and using less restrictive and hostile psychological control tended to have adolescents with higher academic success and competence.

**Sharma, N. (2002)** conducted a study on Effect of parental involvement and aspirations on academic achievement and aspirations of 12 student. Parental Involvement has been found to be an important factor in enhancing not only the achievement of the children but also their Educational and Occupational aspirations.

**Park, H. (2008)** studied the effects of single parenthood on educational aspiration and student disengagement in Korea. It was seen that students with a divorced single parent, regardless of gender of the parent, are much less likely to aspire to four-year university education and more likely to be disengaged than their counterparts with two parents.

**Rajendran et al. (2007)** studied parents' education and achievement scores in chemistry with the objective to investigate the influence of parents education level on the achievement scores of students and found that there was no significant difference between achievement of boys and girls in the post test, when the parents education was taken into consideration; there was no significant difference among achievement of zoology students in the post test, when the parents education is taken into consideration; there was no significant

difference among the achievement of boys and girls of experimental group in the post test, when their parents education is taken into consideration.

**Rajput (1989)** studied the educational aspiration and academic achievement of secondary school students and found that the academic achievement of students was influenced in proportion to their parental encouragement; there was no effect of socio economic status on the academic achievement of the students, but academic achievement of urban students was influenced by the socio economic status of family; academic achievement was influenced by their family environment.

**Tiwari, R. P. (1995)** did a comparative study of intelligence adjustment and level of aspiration in relation to caste. It was found that not only the poor and lower castes but even middle castes too had scored lower mean-scores than the higher castes in their intelligence tests, whatsoever were the reason of it, but many of them might have seen with greater potentialities.

**Vamadevappa (2005)** studied the impact of parental involvement on academic achievement among higher primary students and found that there was a positive and significant relationship between parental involvement and academic achievement; significant difference in the achievement scores of boys and girls of high and low parental involvement; significant difference between boys and girls in their academic achievement.

**Wang (2008)** examined the motivational beliefs, parents' educational level and other characteristics related to the class room incorporated and used to build achievement model of the students. Results indicated that students' achievement was positively related to achievement in mathematics in all the four countries. The results also indicated that parental education was significantly related with motivation of the students.



## **2.5. STUDIES RELATED TO EDUCATION OF SCHEDULED CASTE & NON-SCHEDULED CASTE:**

**Agarwal, A. (1992)** found that Scheduled Caste students are inferior to non-SC students in terms of socio economic status, self-concept, occupational aspiration and academic achievement, but the Scheduled Caste students did not differ from non-Scheduled Caste in term of their intelligence. In all these aspects Scheduled Caste girls were found to be higher than their male counterparts.

**Agarwal, A. (2000)** undertook a study of some educational problems of scheduled caste students. The major findings were that more than half of the scheduled caste students possess positive opinion regarding aims and importance of education and also for the education of girls; they find themselves capable of taking leading role in different classroom activities, but sometimes feel hesitant in initiating any new work; students perceived new favorable attitude and behavior of teachers towards them without being biased. It was also noted that they were aware of their weakness; they found it difficult to avail of provided facilities, guidance and encouragement from their parents because of illiteracy of their parents, it was also found that a group of scheduled caste students still face difficulty and discrimination.

**Bennon (1995)** studied certain correlates of academic achievement among scheduled caste students in the union territory of Pondicherry examined various correlates of academic achievement (AA) including achievement motivation (AM), school adjustment (SA), personality adjustment (PA), gender, birth order, socio-economic status, generation, family type, family size and region among scheduled caste students (SCS). Significant difference was

found between scheduled caste students grouped on the basis of certain independent variables, i.e. achievement motivation, school adjustment, region, birth order, SES, and generation on their academic achievement. The scheduled caste students grouped on the basis of their adjustment, gender, family type and family size did not differ on them on their academic achievement. Out of the ten independent variables selected for the investigation, the result of the step wise multiple regression analysis has identified six variables as significant predictors of academic achievement which include, achievement motivation, school adjustment, socio economic status, generation, gender and region.

**Bhusari, C.V. (1988)** conducted a study on Intelligence of Scheduled Castes and Scheduled Tribes students and its correlation with their scholastic achievement in Vidarbha. Major findings of the study were (1) There was positive correlation between intelligence and Scholastic Achievement of ST students in almost all the subjects in all the districts. (2) The correlations between intelligence and mathematics and intelligence and science were at a higher level than the correlation between intelligence and language and between intelligence and social sciences.

**Bindu, R. (1974)**, assessed the progress of Education of Scheduled Castes in Uttar Pradesh. The major findings of the study show that literacy among all the scheduled castes in Uttar Pradesh was lower than in many other states. District wise variation in the percentage of literates was very little. Literacy among Scheduled Castes females was very low, especially in rural areas. Literacy was highly correlated to urbanization. Sahariya was the most backward castes in literacy. Then the enrolment of the scheduled castes at all stages of education showed an increased after independence. Also enrolment growth in primary education during the plan period was higher for the Scheduled Castes than for other sections of the population. Girls

formed only a fifth of this enrolment .Primary education in general had not advanced in the Scheduled castes in Uttar Pradesh. The Scheduled castes in a few districts in the western region of the state showed consistently higher rate of growth at every stage of education.

**Chandrasekharaiah (1969)** studied educational problems of Scheduled Castes in rural and urban societies in Mysore. The unfavorable attitude of Scheduled Caste parents towards education, low aspiration level of parents, poor economic conditions, irregular untimely Governmental assistance, frustrating experience of the pupils at the schools were found to be reasons pointed out for high dropout rate. The poor economic condition of the family and the negative attitude of the parents towards pre-school education had affected the participation of SC/ST children in preschool education.

**Chattopadhyay, M.K. (1998)** conducted an experimental study on the educational backwardness of Scheduled Caste secondary school students in some districts of west Bengal. The study revealed that the Scheduled Caste students group of grade VIII had significantly lower score on all the four tests as compared to the other students group. The Scheduled Caste students group of grade X had significantly lower scores on all the four tests as compared to the other student group. There was no significant difference between Scheduled Caste secondary school students of grade X on the measures of knowledge, understanding and the Application ability of basic Algebra and there was no significant difference between the other secondary school students of grade X on the measure of knowledge of basic algebra.

**Chitra, J.U., Thiagarajan, A.P., & Krishnan, S.S. (1995)** studied the psycho-socio educational factors of scheduled caste students in higher secondary schools. The major findings of the study were that the scheduled caste students did not differ from the non-scheduled caste group in personality, intelligence , occupational aspiration , social distance

and awareness of facilities extended to them but they did differ on their socio-economic status, the relationship between social distance and awareness of facilities extended to them but they did differ on their socio-economic status, the relationship between social distance and awareness of facilities with the academic achievement of scheduled caste respondents was found to be not significant, significant relationship existed between the personality, intelligence, occupational aspirations, socio-economic status and academic achievement of scheduled caste respondents. There was no significant difference between the coefficients of correlation of the scheduled caste and non-scheduled caste respondents between academic achievement and intelligence, occupational aspiration and socio-economic status but on personality they did differ.

**D'Souza (1980)**, in his study of the educational level of SCs in Punjab, used 'co-efficient of equality' to indicate the educational attainments of SCs in relation to that of other castes and found enormous differences that persisted between the two.

**Desai & Pandoor (1974)** conducted a study on the Scheduled Caste and Scheduled Tribe high school students in Gujarat. Majority of Scheduled Caste and Scheduled Tribe students felt that their socio-economic conditions had improved, but their social status was still lower than that of their friends in other castes/tribes. Some of them felt that governmental policies were helpful to them and should be continued. But there were some who believed that governmental help was creating a sense of dependency among them. The teachers were of the opinion that the Scheduled Tribe and Scheduled Caste students were relatively low in academic caliber and performance. Pupils of both the communities had a positive attitude towards the educational system. Scheduled Caste pupils were better adjustment than Scheduled Tribe pupils.

**Gaur, J. S., Thukral, C. M., Jain, V. K., Malik, J.P., Ghosh, P., Kaur, N., & Sharma, S. (1988)** in their study found that non-scheduled caste high school boys were higher than scheduled castes boys in their self-concept as well as intelligence. These differences were more glaring in rural groups.

**George, E. I. (1975)** found that the scheduled caste and scheduled tribe students suffers from inferiority feeling and they needed group guidance. These students needed vocational training to be self-dependent. These students passed their school at very high age; these students did not shows high aspiration for technical and professional jobs.

**Goyal, S. K. (1974)** revealed in his study that U.P. had a high proportion of SC population. Literacy in them is very low. Majority of them belong to rural areas. The educational aspiration of the Scheduled Caste students was very high.

**Lakshmi, N. (1996)** conducted a study on the problems of scheduled castes, Schedule Tribes and non-scheduled castes girls of secondary schools in relation to a few social and psychological factors. The major findings of the study were the Scheduled Caste girls reported significantly more problems than Scheduled Tribe girls where as Scheduled Tribe girls had more problems than non-Scheduled Caste girls in its seven different dimensions. Girls with high intelligence had more problems than girls with low intelligence in its eight different dimensions. Scheduled Caste girls with high educational aspirations had more problems than Scheduled Caste girls with moderate educational aspirations where as Scheduled Tribe girls with low educational aspirations had lowest problems in its five dimensions. Scheduled Tribe girls from high socioeconomic status had more problems in its two dimensions. Scheduled Caste girls with high intelligence had more problems whereas Scheduled Tribe girls with low intelligence had least problems in its five dimensions.

**Mishra, S. C. (1991)** examined the relationship between the education and social status of Scheduled castes students of Cuttack District in Orissa. It was found that a larger number of scheduled castes respondents were in arts and less in commerce and science as compared to non-SC students, which was attributed to their limited aspirations. Educational has a considerable impact on their economic condition, but due to limited aspirations, job insecurity and poverty, the majority of the scheduled castes respondents are not encouraged to opt for higher education.

**Murthy, V.C. G., & Panda, S. C. (1987)** found that scheduled caste, scheduled tribe and other group differed significantly in intelligence. Socio-economic status and intelligence were found to be related irrespective of communal groups.

**Nagarjun, C.S. (1977)** carried a study on few social factors affecting scholastic achievement of scheduled caste students studying in secondary schools. The major findings of the study showed that Self-concept was found to be significantly related with achievement. And occupational aspirations were found to be significantly related with achievement. The study also showed that Self-concept, educational aspirations, socio-economic status and aspirational inputs independently influenced the scholastic achievement. Only occupational aspirations were found significantly influencing achievements in standards.

**Panda, J. (1999)** studied the awareness aspirations and Education among the scheduled caste and scheduled tribes in Orissa and found that The Scheduled Castes and Scheduled Tribes are found highly aspirant to Government aids and Scheduled Castes and Scheduled Tribes have continued to remain as the weaker sections of the society.

**Rangari (1981)** reported on educational achievement that the non-scheduled caste students did better than the scheduled caste students.

**Kumara, R. (1986)** studied on Social Attitudes and Problems of scheduled caste and scheduled tribe girls in secondary schools and found that SC and ST students in government schools faced more problems than those in private schools in most of the areas; the majority of problem areas had significant relationship with demographic and organismic variables in the SC and ST groups. But in the non-SC/ST groups though some of the problem areas showed significant relationship with these variables this group differed from SC and ST groups. And only in non-SC/ST group did the majority of the problem areas have significant relationship with academic achievement.

**Singh, K. H. (1989)**, in his study of personality characteristics and psycho-social problems of scheduled castes students in Rajasthan, found that Scheduled castes students were inferior to non-scheduled castes students in verbal intelligence, and had more anxiety and less self-control. They were found to be less sober and differed significantly in terms of occupational structure of parents as compared to non-scheduled caste students.

**Sukla, S.K., & Agarwal, (1997)** carried a study and this study attempts to examine the socio-economic status, intelligence, occupational aspiration, self-concept and academic achievement of scheduled caste and non-scheduled caste students. The major findings were that scheduled caste students were low for the socio-economic status as compared to non-scheduled caste students. No significant difference was found between scheduled caste and non-scheduled caste students in their level of intelligence. And the boys of both scheduled caste and non-scheduled castes had low level of self-concept as compared to their girl

counterparts. Also the level of academic achievement of scheduled caste students was lower as compared to non-scheduled caste students. Boys both scheduled caste and non-scheduled caste, had low level of academic achievement in comparison to their girl counterparts.

**Thiagarajan, A.P. (1995)** conducted a study on the psycho-socio educational factors of Scheduled Caste and non-scheduled caste students in higher secondary schools. Major findings of study were that Scheduled Caste students did not differ from the non-SC group in personality intelligence, occupational aspiration and social distance awareness facilities, with the academic achievement of Scheduled Caste respondents were found to be not significant. Significant relationship existed between personalities, intelligence, occupational aspirations, socio-economic status and academic achievement of Scheduled Caste respondents. There was no significant difference between the Scheduled Caste and non-SC respondents between academic achievement, intelligence and occupational aspiration and socio-economic status but on personality they did differ.

**Verma & Sinha (1990)** conducted a study to find out whether significant differences existed among higher castes, backward castes and scheduled castes adolescent students in their cognitive ability, academic achievement and study habits. The findings showed that the students belonging to higher caste obtained significantly greater mean intelligence scores than the students belonging to backward caste as well as SC students. Moreover, higher caste students were superior to backward and SC students in scholastic achievement. Even backward caste students showed higher achievement than SC students.

**Waghaye, V. S. (1983)** conducted a comparative study of attitudes of scheduled castes and scheduled tribe's pupils towards education. The findings of the study were Pupils of both the groups had interest in school education, Pupils of both the groups experienced difficulty in



learning in schools. Both groups appreciated the value and social benefits of education. Pupils of both the groups did not experience freedom in school. The teacher also was one of the causative.

## **2.6: RESEARCH GAP**

From the above review of related literature, it is revealed that a good number of studies have been carried out in the dimensions of Intelligence, Socio-Economic Status and Parental Encouragement among various groups of people in India. These studies helped in understanding the purpose, sampling procedure the method used, the analysis and interpretation procedure and also how to draw conclusion of the findings. The present chapter has also helped to the researcher to identify the tile, objectives and formulation of hypotheses for the present study. The researcher could understand from the above study that there is a relationship among all variables proposed for the study. It is revealed in the above literature that there are three groups of factors of educational aspiration: background factor, personal factor and environmental factors. Background factors comprised of social and demographic attributes such as age, gender, socio-economic status and family structure. The personal factor is psychological in nature and is composed of an individual's personal attitude towards education, school and work. The environmental factors include aspects of social support as parental involvement, affecting the individual. The influence of these factors is well documented in the literature (**Garg, Kauppi, Lewko, Urajnik, 2002**). Educational aspirations are influence by multiple intrapersonal and systemic factors (**Gottfredson, 2002**). Some individual factors related to students' aspiration include their level of intrapersonal skills, self-reliance, self-control, self-concept and low mature responsibility (**Marjoribans, 2002**). Systematic variables related to educational aspirations include students' socio-economic status

(SES), the level of family's engagement in their children's education, ethnicity, race, familiar aspiration and level of parental education.

So, it is unstated that educational aspiration of an individual has a great role in the future life. And this aspiration is animated mostly due to the intelligence level, socio-economic status, parental involvement or encouragement of the individual and such many other factors.

There are good number of studies have been reviewed which are comparative in nature between scheduled caste and scheduled tribes people on various issues such as- educational aspiration, educational problems, educational status, some psychological variables etc. But a very few comparative studies are found between scheduled caste and non-scheduled caste groups such as- **Sukla, S.K., & Agarwal, (1997)** carried a study and this study attempts to examine the socio-economic status, intelligence, occupational aspiration, self-concept and academic achievement of scheduled caste and non-scheduled caste students. **Rangari (1981)** reported on educational achievement that the non-scheduled caste students did better than the scheduled caste students. **Agarwal, A. (1992)** found that Scheduled Caste students are inferior to non-SC students in terms of socio-economic status, self-concept, occupational aspiration and academic achievement. **Thiagarajan, A.P. (1995)** conducted a study on the psycho-socio educational factors of Scheduled Caste and non- scheduled caste students in higher secondary schools.

Since the scheduled caste people are academically backward, so the present researcher is keen to know the reasons behind of their backwardness. Whether there is any psychological factor are responsible or sociological factors responsible or any environmental factor

responsible? There are good numbers of research studies have been carried out in various aspects such as intelligence, socio-economic status, academic achievement, educational aspiration etc. But hardly any study has been made on educational aspiration in relation to the intelligence, socio-economic status and parental encouragement amongst Scheduled Caste and non- Scheduled Caste Students at Secondary Level in Assam. Hence this study would be of immense use to add to the knowledge of these four variables in educational research in specific and education as general.

## **CHAPTER- III**

### **METHODOLOGY**

#### **3.1. INTRODUCTION:**

This chapter deals with the methodology of the present research work. The purpose of the present study is to compare the educational aspiration levels in relation to the intelligence, socio-economic status and parental encouragement amongst scheduled caste and non- scheduled caste students at secondary level in Assam. The steps and techniques which were followed in conducting the research are presented in this chapter. It contains in detail the design, population, samples, tool used for the study and justification for adopting the tool, procedure of collecting data and the plan of analysis of data.

Research methodology is a way to systematically solve the research problem. Research is a systematic activity to achieve the truth. Research includes the procedure of collecting data, analysing the data and finding the conclusion or truth. It is an investigation in to the nature of the reasons, consequences of a particular thing. Research is also considered to be more structured and systematic process of carrying on a scientific method of analysis that is directed towards discovery and development of an organised body of knowledge. It is a planned activity to obtain answers to meaningful questions about phenomena or events through the application of scientific approach. Research is an objective, impartial, empirical and logical analysis, and recording of controlled observations that may lead to the development of generalizations, principles or theories, resulting to some extent in prediction and control of events that may be consequences or causes of specific phenomena.

Research is an endless quest for knowledge and an unending search for truth. It brings to light new knowledge or corrects previous errors and misconceptions and adds in an orderly way to the existing body of knowledge. The knowledge obtained by research is

scientific and objective and is a matter of rational understanding, common verification and experience. “Research is an honest, exhaustive, intelligent searching for facts and their meanings or implications with reference to a given problem. It is the process of arriving at dependable solutions to problems through the planned and systematic collection, analysis and interpretation of data. The best search is that which is reliable, verifiable and exhaustive, so that it provides information in which we have confidence”. **(P.M. Cook)**.

Research methodology is a way to systematically investigate the research problem. It gives the various steps in the conduct of the research in a systematic and logical way, both empirical and replaceable. It is essential to define the problem and state the objectives and hypotheses clearly at the outset. It may also be understood as the science of study how research is done systematically. In it we study the various steps that are generally adopted by the research methods or techniques and also the methodology.

Methodology occupies a decisive role in any kind of research, as the validity and reliability of the findings depend upon the methods adopted. Method is a style of conducting a research work which is determined by the nature of the problem. **M. Verma** stated that “Method is only in the abstract a logical entity that we can distinguish between matter and methods, in reality, they form an organic whole and matter determines method analogously as objective determines means and content and spirit determine style and form in literature.”

In the previous chapter a review of the related literature was presented pertaining to the present study and in this chapter an attempt is made to discuss the methodology of the study sampling procedures, design of the study, statistical techniques, research tools used for the collection of data and procedures adopted for the analysis of the data. The purpose of the present investigation was to compare the educational aspiration levels in relation to

the intelligence, socio-economic status and parental encouragement amongst scheduled caste and non- scheduled caste students at secondary level in Assam.

### **3.2. RESEARCH METHOD:**

The method to be employed is mostly determined by the objectives of the study, limitations of the study, resources of the investigator etc. These considerations led the investigator to employ the descriptive survey method of research in this study. The method of research which concerns itself with the present phenomena in terms of conditions, practices beliefs, processes, relationships or trends invariably is termed as 'descriptive survey study'. It is concerned with the present conditions, situations, events and practices and deals with relationship among variables. Survey studies are conducted to given accurate description of the existing phenomenon so as to justify current conditions and practices.

#### **3.2.1. Method:**

The present study has been carried out with the help of descriptive survey method. Basically, the present research study is based on purely primary sources of data. The data has been collected from different schools of Assam located in selected sample districts.

#### **3.2.2. Universe of the study:**

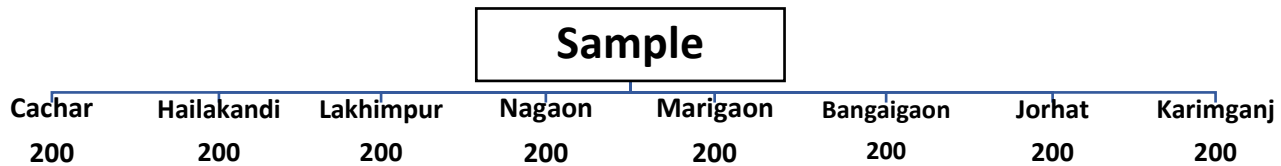
The present study covers all the scheduled caste and non- scheduled caste people living in Assam. However, the target group/populations of the present study are the students who are studying at secondary level in Assam.

#### **3.2.3. Sample:**

There are 27 districts of Assam, out of which 8 districts has been taken as the sample districts for the study. Again, in all the districts, scheduled caste people are not

equally distributed. So, the districts having more number of scheduled caste populations has been selected as the sample districts for the study. From each district 200 students (including boys and girls) has been selected by using purposive sampling technique from the secondary (Class IX & X) school for sample purpose. In total the sample size is 1600. The detail chart of the sample size is given below-

**Fig No 3.1: Sample Design**



In the present study the researcher attempts to enquire about the educational aspiration levels in relation to the intelligence, socio-economic status and parental encouragement amongst scheduled caste and non- scheduled caste students at secondary level in Assam. For the fulfilment of the above purposes the researcher has used the following tools:

- (i) **Educational Aspiration Scale**
- (ii) **Agarwal Parental Encouragement Scale**
- (iii) **G.C. Ahuja Group Test of Intelligence scale**
- (iv) **Socio-Economic Status Scale**

### **3.3: DESCRIPTION OF THE TOOL**

#### **3.3.1 EDUCATIONAL ASPIRATION SCALE:**

The concept of level of Aspiration was introduced by Dembo.

The term aspiration is defined as “a frame of reference involving self-esteem or as a standard with reference to which the individual experiences the feeling of success or failure.”

Educational Aspirations is a strong desire for high achievement, an object of such desire; an ambition; an eagerness to learn. Level of aspiration is- “The degree to which the individual sets his goals realistically in relation to his physical and mental attributes and in accordance with his environment”.

Educational Aspiration goal is to realize deep, systematic and sustained restructuring of school. It is a strong desire for an ambition; achievement. Educational aspiration has been identified as a key strategy for widening educational participation in lifelong learning process. Educational aspirations reflect individual’s ideas of his possible self, what he would like to become, what he might become, and what he does not wish to become (Markus & Nurius, 1986). Realizing aspirations requires the investment of time, energy, and resources-both from the students and from parents (Shewood, 1989). The extent to which communities mobilize such support bears on the quality of life-both among students and parents.

Aspirations begin to be shaped early in child’s life but are modified by experience and the environment. Aspirations tend to decline as children mature in response to their growing understanding of the world and constraints imposed by previous choices and achievements. This decline is particularly marked for those, who face multiple barriers. Environment plays a vital role to shape the personality of the students which is happened irrespective of caste, creed, sex etc. Positive environment or sound environment shapes the better personality and better aspiration in the student’s mind.



**Hope (1970)** has expressed aspiration as “the conscious desire and expectation of an individual coupled with the deliberate striving for the achievement of a goal. With reference to the degree of difficulty of goal towards which a person strives. It carries a personal connotation which refers to person’s ambitions about his own performance”.

Educational aspirations are strong desires to reach something high or great. Young children’s aspirations guide what students learn in school, how they prepare for adult life, and what they eventually do. It is that level of attainment to reach in the course of his or her education and all the concepts regarding education are viewed from this perspective.

### **3.3.2: Justification of constructing the tool:**

There are good number of tools on educational aspiration is available in the market; however, Educational Aspiration scale particularly SCs and Non-SCs in Assam is not found. Since educational aspiration of an individual is depend on number of factors, so the researcher felt that there may be locational disadvantages, socio-economic status, perception of the people of Assam. Hence, the researcher has decided to develop a new Educational Aspiration Scale for the purpose.

### **3.3.3: Construction of the tool:**

In the present tool there are 40 number of items. Some of the item has alternative answer like-YES/NO, on the other hand some of the items are having multiple responses. During the time of construction of the tool the researcher has adopted some of the items from one of standardised educational aspiration scale developed by Dr T. Pradeep Kumar (Educational Aspiration Inventory, MANASVI, Agra). Items are developed keeping in view the factors responsible for educational aspiration. In case of alternative item scoring are like- 1 for Yes and 0 for No answer. On the other hand, scoring for multiple responses are fixed as per the weightage of the responses starting from 0 to 6. Multiple responses are

not arranged as per their weightage. The higher score in the scale would reveal higher level of educational aspirations. The minimum and maximum score range is 12-79.

**3.3.4: Validity of the tool:**

The statements were selected on the basis of the scrutiny by the experts about the intended content of Educational Aspirations, therefore, the content validity for the tool is presumed to be present. The items selected for the final scale were based on the item analysis on a sample of 200 secondary level students through try-out sample. Therefore, this tool is deemed to be valid.

**3.3.5: Reliability of the tool:**

‘Test-Retest’ reliability was used by the researcher to find the coefficient of stability of the obtained scores. After finalise the scale it was administered to a group of 200 students from secondary level school from Assam. The same test again administered on the same group after a gap of one month. Than coefficient of correlation was calculated for the scores obtained on the test and retest. The coefficient of stability was found 0.94 which is significant at both the level of significance.

**Table No-3.1: Calculation of coefficient of correlation**

<b>X</b>	<b>Y</b>	<b>x</b>	<b>y</b>	<b>x<sup>2</sup></b>	<b>y<sup>2</sup></b>	<b>xy</b>
50	46	-3.52	-7.25	12.3904	52.5625	25.52
42	43	-11.52	-10.25	132.7104	105.0625	118.08
51	50	-2.52	-3.25	6.3504	10.5625	8.19
42	46	-11.52	-7.25	132.7104	52.5625	83.52
57	58	3.48	4.75	12.1104	22.5625	16.53
54	56	0.48	2.75	0.2304	7.5625	1.32
54	50	0.48	-3.25	0.2304	10.5625	-1.56
59	58	5.48	4.75	30.0304	22.5625	26.03
41	38	-12.52	-23.25	156.7504	540.5625	291.09
52	50	-1.52	-3.25	2.3104	10.5625	4.94
61	62	7.48	8.75	55.9504	76.5625	65.45

62	62	8.48	8.75	71.9104	76.5625	74.2
38	39	-15.52	-14.25	240.8704	203.0625	221.16
46	48	-7.52	-5.25	56.5504	27.5625	39.48
56	60	2.48	6.75	6.1504	45.5625	16.74
52	53	-1.52	-0.25	2.3104	0.0625	0.38
39	40	-14.52	-13.25	210.8304	175.5625	192.39
53	52	-0.52	-1.25	0.2704	1.5625	0.65
56	55	2.48	1.75	6.1504	3.0625	4.34
40	46	-13.52	-7.25	182.7904	52.5625	98.02
65	64	11.48	10.75	131.7904	115.5625	123.41
72	75	18.48	21.75	341.5104	473.0625	401.94
67	68	13.48	14.75	181.7104	217.5625	198.83
67	67	13.48	13.75	181.7104	189.0625	185.35
69	70	15.48	16.75	239.6304	280.5625	259.29
76	75	22.48	21.75	505.3504	473.0625	488.94
47	49	-6.52	-4.25	42.5104	18.0625	27.71
52	53	-1.52	-0.25	2.3104	0.0625	0.38
72	73	18.48	19.75	341.5104	390.0625	364.98
72	70	18.48	16.75	341.5104	280.5625	309.54
71	75	17.48	21.75	305.5504	473.0625	380.19
70	68	16.48	14.75	271.5904	217.5625	243.08
49	49	-4.52	-4.25	20.4304	18.0625	19.21
77	76	23.48	22.75	551.3104	517.5625	534.17
76	77	22.48	23.75	505.3504	564.0625	533.9
60	60	6.48	6.75	41.9904	45.5625	43.74
60	64	6.48	10.75	41.9904	115.5625	69.66
41	43	-12.52	-10.25	156.7504	105.0625	128.33
44	44	-9.52	-9.25	90.6304	85.5625	88.06
48	49	-5.52	-4.25	30.4704	18.0625	23.46
39	45	-14.52	-8.25	210.8304	68.0625	119.79
41	45	-12.52	-8.25	156.7504	68.0625	103.29
62	67	8.48	13.75	71.9104	189.0625	116.6
35	36	-18.52	-17.25	342.9904	297.5625	319.47
40	44	-13.52	-9.25	182.7904	85.5625	125.06
45	39	-8.52	-14.25	72.5904	203.0625	121.41
39	45	-14.52	-8.25	210.8304	68.0625	119.79
54	53	0.48	-0.25	0.2304	0.0625	-0.12
53	55	-0.52	1.75	0.2704	3.0625	-0.91
59	56	5.48	2.75	30.0304	7.5625	15.07
54	54	0.48	0.75	0.2304	0.5625	0.36
34	35	-19.52	-18.25	381.0304	333.0625	356.24
67	66	13.48	12.75	181.7104	162.5625	171.87

45	46	-8.52	-7.25	72.5904	52.5625	61.77
56	56	2.48	2.75	6.1504	7.5625	6.82
71	68	17.48	14.75	305.5504	217.5625	257.83
40	34	-13.52	-19.25	182.7904	370.5625	260.26
44	48	-9.52	-5.25	90.6304	27.5625	49.98
47	43	-6.52	-10.25	42.5104	105.0625	66.83
56	56	2.48	2.75	6.1504	7.5625	6.82
43	44	-10.52	-9.25	110.6704	85.5625	97.31
36	40	-17.52	-13.25	306.9504	175.5625	232.14
63	64	9.48	10.75	89.8704	115.5625	101.91
52	48	-1.52	-5.25	2.3104	27.5625	7.98
33	30	-20.52	-23.25	421.0704	540.5625	477.09
59	55	5.48	1.75	30.0304	3.0625	9.59
40	40	-13.52	-13.25	182.7904	175.5625	179.14
31	40	-22.52	-13.25	507.1504	175.5625	298.39
39	36	-14.52	-17.25	210.8304	297.5625	250.47
55	40	1.48	-13.25	2.1904	175.5625	-19.61
40	30	-13.52	-23.25	182.7904	540.5625	314.34
38	32	-15.52	-21.25	240.8704	451.5625	329.8
38	33	-15.52	-20.25	240.8704	410.0625	314.28
43	40	-10.52	-13.25	110.6704	175.5625	139.39
36	39	-17.52	-14.25	306.9504	203.0625	249.66
50	52	-3.52	-1.25	12.3904	1.5625	4.4
56	54	2.48	0.75	6.1504	0.5625	1.86
61	60	7.48	6.75	55.9504	45.5625	50.49
34	31	-19.52	-22.25	381.0304	495.0625	434.32
42	40	-11.52	-13.25	132.7104	175.5625	152.64
36	32	-17.52	-21.25	306.9504	451.5625	372.3
62	63	8.48	9.75	71.9104	95.0625	82.68
36	34	-17.52	-19.25	306.9504	370.5625	337.26
44	40	-9.52	-13.25	90.6304	175.5625	126.14
32	32	-21.52	-21.25	463.1104	451.5625	457.3
63	62	9.48	8.75	89.8704	76.5625	82.95
45	45	-8.52	-8.25	72.5904	68.0625	70.29
53	50	-0.52	-3.25	0.2704	10.5625	1.69
46	47	-7.52	-6.25	56.5504	39.0625	47
55	54	1.48	0.75	2.1904	0.5625	1.11
52	53	-1.52	-0.25	2.3104	0.0625	0.38
43	45	-10.52	-8.25	110.6704	68.0625	86.79
48	46	-5.52	-7.25	30.4704	52.5625	40.02
43	43	-10.52	-10.25	110.6704	105.0625	107.83
59	58	5.48	4.75	30.0304	22.5625	26.03

60	63	6.48	9.75	41.9904	95.0625	63.18
70	69	16.48	15.75	271.5904	248.0625	259.56
49	48	-4.52	-5.25	20.4304	27.5625	23.73
42	43	-11.52	-10.25	132.7104	105.0625	118.08
58	51	4.48	-2.25	20.0704	5.0625	-10.08
49	48	-4.52	-5.25	20.4304	27.5625	23.73
51	53	-2.52	-0.25	6.3504	0.0625	0.63
56	55	2.48	1.75	6.1504	3.0625	4.34
58	56	4.48	2.75	20.0704	7.5625	12.32
57	55	3.48	1.75	12.1104	3.0625	6.09
65	60	11.48	6.75	131.7904	45.5625	77.49
68	64	14.48	10.75	209.6704	115.5625	155.66
78	70	24.48	16.75	599.2704	280.5625	410.04
63	58	9.48	4.75	89.8704	22.5625	45.03
59	57	3.48	3.75	12.1104	14.0625	13.05
54	53	0.48	-0.25	0.2304	0.0625	-0.12
65	64	11.48	10.75	131.7904	115.5625	123.41
52	53	-1.52	-0.25	2.3104	0.0625	0.38
49	50	-4.52	-3.25	20.4304	10.5625	14.69
43	44	-10.52	-9.25	110.6704	85.5625	97.31
53	55	-0.52	1.75	0.2704	3.0625	-0.91
75	71	21.48	17.75	461.3904	315.0625	381.27
46	48	-7.52	-5.25	56.5504	27.5625	39.48
60	60	6.48	6.75	41.9904	45.5625	43.74
69	70	15.48	16.75	239.6304	280.5625	259.29
46	50	-7.52	-3.25	56.5504	10.5625	24.44
41	45	-12.52	-8.25	156.7504	68.0625	103.29
49	43	-4.52	-10.25	20.4304	105.0625	46.33
56	52	2.48	-1.25	6.1504	1.5625	-3.1
52	50	-1.52	-3.25	2.3104	10.5625	4.94
58	50	4.48	-3.25	20.0704	10.5625	-14.56
60	70	6.48	16.75	41.9904	280.5625	108.54
69	55	15.48	1.75	239.6304	3.0625	27.09
61	65	7.48	11.75	55.9504	138.0625	87.89
66	70	12.48	16.75	155.7504	280.5625	209.04
45	50	-8.52	-3.25	72.5904	10.5625	27.69
76	70	22.48	16.75	505.3504	280.5625	376.54
53	58	-0.52	4.75	0.2704	22.5625	-2.47
52	56	-1.52	2.75	2.3104	7.5625	-4.18
67	69	13.48	15.75	181.7104	248.0625	212.31
53	55	-0.52	1.75	0.2704	3.0625	-0.91
61	65	7.48	11.75	55.9504	138.0625	87.89

49	56	-4.52	2.75	20.4304	7.5625	-12.43
51	50	-2.52	-3.25	6.3504	10.5625	8.19
56	49	2.48	-4.25	6.1504	18.0625	-10.54
64	60	10.48	6.75	109.8304	45.5625	70.74
51	50	-2.52	-3.25	6.3504	10.5625	8.19
55	50	1.48	-3.25	2.1904	10.5625	-4.81
57	55	3.48	1.75	12.1104	3.0625	6.09
57	51	3.48	-2.25	12.1104	5.0625	-7.83
60	65	6.48	11.75	41.9904	138.0625	76.14
60	65	6.48	11.75	41.9904	138.0625	76.14
50	53	-3.52	-0.25	12.3904	0.0625	0.88
58	51	4.48	-2.25	20.0704	5.0625	-10.08
59	65	5.48	11.75	30.0304	138.0625	64.39
59	65	5.48	11.75	30.0304	138.0625	64.39
53	59	-0.52	5.75	0.2704	33.0625	-2.99
60	60	6.48	6.75	41.9904	45.5625	43.74
57	60	3.48	6.75	12.1104	45.5625	23.49
53	55	-0.52	1.75	0.2704	3.0625	-0.91
57	55	3.48	1.75	12.1104	3.0625	6.09
58	54	4.48	0.75	20.0704	0.5625	3.36
55	57	1.48	3.75	2.1904	14.0625	5.55
62	60	8.48	6.75	71.9104	45.5625	57.24
55	50	1.48	-3.25	2.1904	10.5625	-4.81
68	70	14.48	16.75	209.6704	280.5625	242.54
44	48	-9.52	-5.25	90.6304	27.5625	49.98
55	59	1.48	5.75	2.1904	33.0625	8.51
69	70	15.48	16.75	239.6304	280.5625	259.29
68	70	14.48	16.75	209.6704	280.5625	242.54
42	49	-11.52	-4.25	132.7104	18.0625	48.96
61	65	7.48	11.75	55.9504	138.0625	87.89
66	69	12.48	15.75	155.7504	248.0625	196.56
42	45	-11.52	-8.25	132.7104	68.0625	95.04
60	63	6.48	9.75	41.9904	95.0625	63.18
56	50	2.48	-3.25	6.1504	10.5625	-8.06
46	45	-7.52	-8.25	56.5504	68.0625	62.04
58	50	4.48	-3.25	20.0704	10.5625	-14.56
56	53	2.48	-0.25	6.1504	0.0625	-0.62
40	43	-13.52	-10.25	182.7904	105.0625	138.58
54	50	0.48	-3.25	0.2304	10.5625	-1.56
36	34	-17.52	-19.25	306.9504	370.5625	337.26
51	46	-2.52	-7.25	6.3504	52.5625	18.27
66	60	12.48	6.75	155.7504	45.5625	84.24

36	40	-17.52	-13.25	306.9504	175.5625	232.14
76	70	22.48	16.75	505.3504	280.5625	376.54
51	55	-2.52	1.75	6.3504	3.0625	-4.41
62	65	8.48	11.75	71.9104	138.0625	99.64
49	50	-4.52	-3.25	20.4304	10.5625	14.69
47	44	-6.52	-9.25	42.5104	85.5625	60.31
47	44	-6.52	-9.25	42.5104	85.5625	60.31
38	35	-15.52	-18.25	240.8704	333.0625	283.24
37	35	-16.52	-18.25	272.9104	333.0625	301.49
57	55	3.48	1.75	12.1104	3.0625	6.09
63	60	9.48	6.75	89.8704	45.5625	63.99
55	51	1.48	-2.25	2.1904	5.0625	-3.33
44	40	-9.52	-13.25	90.6304	175.5625	126.14
40	44	-13.52	-9.25	182.7904	85.5625	125.06
43	40	-10.52	-13.25	110.6704	175.5625	139.39
66	65	12.48	11.75	155.7504	138.0625	146.64
62	63	8.48	9.75	71.9104	95.0625	82.68
48	51	-5.52	-2.25	30.4704	5.0625	12.42
58	59	4.48	5.75	20.0704	33.0625	25.76
68	70	14.48	16.75	209.6704	280.5625	242.54
70	65	16.48	11.75	271.5904	138.0625	193.64
$\Sigma X=$ 10704	$\Sigma Y=$ 10650			$\Sigma x^2=$ <b>22991.68</b>	$\Sigma y^2=$ <b>23769.</b> <b>5</b>	$\Sigma xy=$ <b>21861.</b> <b>66</b>

$$M_x = \frac{\Sigma X}{N} \quad M_x = \frac{10704}{200} \quad M_x = 53.52$$

$$M_y = \frac{\Sigma Y}{N} \quad M_y = \frac{10650}{200} \quad M_y = 53.25$$

$$r = \frac{\Sigma xy}{\sqrt{\Sigma x^2 \times \Sigma y^2}}$$

$$r = \frac{21861.66}{\sqrt{22991.68 \times 23769.5}}$$

$$r = \frac{21861.66}{\sqrt{546500737.76}}$$

$$r = \frac{21861.66}{23377.36}$$

$$r = 0.94$$

So, the reliability of the tool is 0.94, which may be interpreted as highly reliable.

**3.3.6: Norms for interpretation of the scores:**

The score obtained by the EAS would be converted into z-scores and the level of educational aspiration is found out, which may be shown in the following ways-

**Table No: 3.2: Norms for interpretation of the scores**

<b>Range of z scores</b>	<b>Grade</b>	<b>Level of Educational Aspiration</b>
<b>2.01 and above</b>	<b>A</b>	<b>Very High</b>
<b>1.26 to 2.00</b>	<b>B</b>	<b>High</b>
<b>0.51 to 1.25</b>	<b>C</b>	<b>Above Average</b>
<b>(-0.50) to 0.50</b>	<b>D</b>	<b>Average/Moderate</b>
<b>(-0.51) to (-1.25)</b>	<b>E</b>	<b>Below Average</b>
<b>(-1.26) to (-2.00)</b>	<b>F</b>	<b>Low</b>
<b>(-2.01) and below</b>	<b>G</b>	<b>Very Low</b>

**3.4: AGARWAL PARENTAL ENCOURAGEMENT SCALE:**

The bringing up of children is a permanent need of all societies, and the particular way in which it is done is a cultural pattern of that society. Child grows up to fit in his society and the society of child begins with his family, which defines the context in which a child receives his early socialization, if parents want to provide optimal facilitative environment conducive to the cognitive development of the children, they should play and important role in the educational processes of their children. It generally believed that parental care, concern, guidance and influence or in a word, ‘parental encouragement’ has an effect on the educational development of the child.



The term 'parental encouragement' is slightly new in psychological research perspective. In parental encouragement, we assume, that parents show it by helping and guiding the child and coaxing him not to feel disheartened at a particular point of difficulty. Rossi (1965) defined this term as, "when father and mother approve or disapprove of any activity related to education or revoke any hurdle felt by the students in the process, or guide him the right or wrong - this entire spectrum activity comes within the purview of parental encouragement."

So, in short, we can conceptualize parental encouragement in this manner – treatment originating from parents towards the child with a view to enhancing the possibilities of future occurrence of good behaviour by care, concern, approval and guidance.

The present scale is an attempt to measure quantitatively the parental encouragement as perceived by the child. It is also a useful tool to categorize the students in terms of the degree of their parental encouragement.

#### 3.4.1: Development of the scale:

After conceptualizing the concept of parental encouragement. The researcher interviewed a large number of parents in order to understand the different types of encouragement given by them to children. In the beginning a questionnaire containing 300 statements was prepared by going through the previous test and suggestion was given by parents the questionnaire was given to 200 knowledgeable parents and they were asked to eliminate those statement which are either not generally applicable or appear to be a repetition. The questionnaire was given to the students who are interviews by the researcher. At the end, only 100 statements could be approved. These 100 statements were given to 150 parents to respond. Those statements which received less the five percent of

the total responses were again eliminated with the assumption that these are not generally applicable. In this manner only 80 statements could be retained, these 80 statements constitute the final scale.

**3.4.2: Reliability:**

Two indices of reliability of the scale were found out, firstly, its reliability was determined by K. R. Method (.79), secondly, two test -retest reliabilities were determined after an interval of three months (.82), and the other after an interval of six months (.80). These two sets of reliability coefficients of the scale are presented in the following Table 1

**Table No-3.3: Indices of Reliability of APES**

	K. R Method		Test- retest Method	
	N=50	Time group of three-month (N=50)	Time gap of six months (N=50)	
Value	.79	.82		.80

**3.4.3: Validity:**

For determining the validity of APES, it was given to 100 parents and 100 students belonging to those parents respectively. The separate responses were correlated and when correlation was found high (.73), it was assumed that the scale measures what it designs to measure. In order to establish internal validity, the responses of each item were correlated with the total responses which have shown satisfactory correlation (.64)

#### **3.4.4: Scoring:**

The scale can be score accurately by hand. The responses of the subjects were assigned numerical values ranging from 1 to 5, depending upon the degree of perceived parental encouragement. Table 3.4 gives the details of the weightage.

**Table No 3.4: Scoring the Scale Items**

<b>Always</b>	<b>Most often</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Never</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

Thus, the total weightage score of APES ranges from 80 to 100, the total weightage score, if high, reveals greater amount of parental encouragement, whereas lower scores indicate the lower degree of parental encouragement.

#### **3.4.5: Norms:**

Norms for the APES have been prepared on a sample of 100 students of higher secondary schools consisting of both sex's 200 boys and 200 girls.

The respondents may be classified into five categories on the basis of scores attained on the scale. The percentile norms have been calculated separately for boys and girls, which are represented in the Table 3 for meaningful interpretation.

**Table No 3.5: Percentile Norms of the Agarwal Parental Encouragement Scale (APES)**

<b>Percentile</b>	<b>SCORES</b>		
	<b>Boys</b>	<b>Girls</b>	<b>Interpretation</b>
99	395.19	390.50	
95	390.18	385.72	Extremely

90	385.16	380.16	High parental
80	370.49	370.42	Encouragement
75 (Q3)	365.81	362.30	High parental
70	360.95	355.99	Encouragement
60	350.64	348.69	Normal Parental
50 (Mdn)	348.69	338.25	Encouragement
40	333.50	330.00	
30 (Q1)	320.25	320.73	Low parental
25	305.00	310.25	Encouragement
20	280.25	280.00	Extremely low
10	225.33	215.00	Parental
5	160.00	158.25	Encouragement
<b>N</b>	<b>200</b>	<b>200</b>	
<b>Mean</b>	<b>338.73</b>	<b>334.05</b>	
<b>SD</b>	<b>33.96</b>	<b>41.86</b>	

### **3.5: G.C. AHUJA GROUP TEST OF INTELLIGENCE SCALE**

#### **3.5.1: Purpose:**

A psychological test is an objective, organized and statistically refined instrument or method to measure some specific skill, behavior or set of characteristics under standardized conditions. The construction and standardization of such a test is largely a creative undertaking with is constructed in accordance with definite principles. The present test was devised in order to meet the pressing demand for a group test of intelligence in English. The test is meant for assessing the general mental ability of pupil of age group 13

to 17 years studying in viii to xi through English medium secondary schools of great Bombay.

### **3.5.2: Construction:**

In devising a new test, the main advantage is that the environmental factors, local atmosphere and aptness of language can be effectively maintained. This is done by selecting such type of sub-tests and items, as may seem justifiable according to the requirements of the measure. In such a test, three important features: i) brevity of pupil responses, ii) extensive sampling, and iii) absence of subjective element in the scoring of the test have got to be maintained. Accordingly, the preliminary draft of the test was prepared and it contained 261 items covered under eight different subsets. The instructions and explanations for practice examples were carefully worded. A separate answer sheet was also introduced. After some preliminary administration the tryout of the test was undertaken on a sample of 370 pupils drawn from four randomly selected English medium schools. The various purposes to be achieved were: a) to obtain objective information concerning each and every item b) to make a judicious selection of the items to be retained in the final form. C) to arrange the selected items in ascending order or difficulty d) to fix up the limit for each sub test e) to produce the finished form of the test booklet and that of the answer sheet.

The item –validity was studied by the application of the following five methods: (1) Symond’s method, 2) 27 percent upper and lower groups, 3) Lawshe’s Nomograph, 4) Flanagan’s Product Moment ‘r’ Coefficient. and 5) Kelly’s Method. If more methods are used, obviously the chances of error are reduced. These methods were selected from the point of view of their effectiveness and ease of computation. The item –difficulty was determined by considering the number right, or the proportion of the group which could

solve an item correctly. The sample 370 testes were divided into two groups of 100 each on the basis of upper and lower 27 per cent tails. The difficulty value for each item was obtained by applying the formula:  $100 - U + L/2$ .

The quality and merit of test depend upon the individual's item of which it is composed. The object is to make the most useful selection of test types and the test item from among those available. A two – way plot of difficulty and discrimination values for all the 261 items was made, out of which the selection could be made. Thus 126 best possible items were selected and retained in the beginning of the battery as a practice test. The main purpose of including the additional test is to enable the pupils to get acquainted with the nature of working of the test. It is expected that it will serve the purpose of building morale in the students and thus develop confidence in the item. The performance on this test is not to be considered.

The average validity of the battery of seven test by the application of five different methods was found as follows: (1) Symond's Methods.... 11.187. (2) 27, percent upper and lower groups....39.80, 3) the test v Lawshe's Nomograph....1.59, 4) Flanagan's Product Moment 'r' Coefficient.....543 and 5) Kelly's Method.....1.555. the validity indices are fairly high.

The average difficulty value of the battery of seven test was found to be 30.41, which reveals that all the sub tests are moderately difficult.

For the sake of uniformity, in all the sub-tests, the number of items have been selected in such a way that these are in conformity with the average times of 4 minutes. This time allotment is set so that most of the individuals tested have an opportunity to attempt all or nearly all the test items, on an average in one minute an examine has to

answer 4.5 items only. That is, for each item he gets 13.33 seconds, which is quite sufficient for a normal child to finish the work at his normal pace.

Table 1 presents the number of items retained in each sub-test. The time limit fixed for each sub-test have also been shown.

**Table No 3.6: Number of Items and Time-Limits for Each Sub Test**

<b>Sl. no</b>	<b>Sub-test</b>	<b>Number of items</b>	<b>Time -limit</b>	<b>Remarks (if any)</b>
I	Following directions	9	4 Minutes	Additional test
II	Classification	20	4 Minutes	
III	Analogies	20	4 Minutes	
IV	Arithmetic	6	4 Minutes	
V	Vocabulary	40	4 Minutes	
VI	Comprehension	8	4 Minutes	
VII	Series	12	4 Minutes	
VIII	Best Answers	20	4 Minutes	
	Total	135	32 Minutes	

**3.5.3: The Test Booklet and the Answer Sheet:**

The test booklet contains eight sub tests. Test 1 is an additional sub test which means for practice only. The remaining seven sub tests from ii to viii are the test proper. For each sub test, one page is devoted to instructions and practice examples.

A sub test requiring two pages is placed in such a way that it does not involve the turning of the page. A sub test requiring one page is followed by a blank sheet, it makes the students to face the relevant test material and hence to concentrate on that matter only.

A few main directions are given on the title page of the test booklet and the remaining general instructions are on the reverse side of the title page. Eight pages are utilized for instructions and practice examples. Eleven pages are meant for all the test items of eight sub- test.

There are 135 test items and 24 practice examples 9, 9 test items and 2 practice examples contained in the first additional sub test have also been included in the total figures)

The answer sheet is of six pages. At the space meant for each subtest, the first column is for practice example where identical page number of the test booklet is printed to facilitate its location. The subject has to mark the practice examples there only.

The test problems are to be marked in the second and third columns adjacent to that of first column. There also the page number of the test booklet is printed. The columns are placed with sufficient spacing and symmetrical order. After each sub-test, a straight horizontal line has been drawn which enables the subjects to distinguish easily where one sub-test ends and the other begins. Thus, the process of making the answers on the answer sheet is very smoothly and elegantly handled by the subjects.

The total testing time for all the eight sub test is 32 minutes. The time required for instructions and practice is approximately 35 minutes. Thus, the battery of eight test can be very conveniently administered with in two school's periods of 35 minutes each.



### **3.5.4: Scoring the Test:**

A set of scoring stencils has been provided. Put the relevant stencil key on each page of the answer sheet. It should be so adjusted that the page numbers are visible through the holes of the scoring stencil. Then the correctly marked answers (cross marks) will be visible through holes. Count the number of right answers and write it in the left margin against each sub-test of that page.

It is also necessary to inspect the answers sheets to determine whether a student marked more than one answer. If in the same item, more than one answer is marked, score it as wrong.

The same procedures are to be followed for all the sub-tests except for test vii. In that case. The correct answers are the alternatives that correspond with the numbers given on the stencil key. Take a red or blue coloured pencil and mark the question numbers that are answered wrong, or are left attempted. Now count the number of items marked above (both wrong as well as un-attempted), and then deduct that from 12 (total number of items contained in Test VII), the balance is the correct score for the said sub-test.

Transfer the scores from the different pages of the answer sheet in the table towards the top of the answer sheet, and find out the total score.

**Table No 3.7: Scoring Key for intelligence test**

<b>TEST I</b>				<b>TEST III</b>			
<b>Practice Examples</b>		<b>Test problems</b>		<b>Practice Examples</b>	<b>Test problems</b>		
<b>Sr.no.</b>	<b>Answer</b>	<b>Sr. No.</b>	<b>Answer</b>	<b>Sr.no.</b>	<b>Answer</b>	<b>Sr.no.</b>	<b>Answer</b>
1	D	1	B	1	A	1	B
2	C	2	E	2	B	2	B

		3	C	3	C	3	B
		4	D			4	A
		5	D			5	B
		6	C			6	C
		7	E			7	C
		8	B			8	A
		9	C			9	E
						10	D
						11	E
						12	C
						13	D
						14	C
						15	E
						16	E
						17	A
						18	E
						19	D
						20	C
<b>TEST II</b>				<b>TEST IV</b>			
<b>Practice Examples</b>		<b>Test problems</b>		<b>Practice Examples</b>		<b>Test problems</b>	
<b>Sr.no</b>	<b>Answer</b>	<b>Sr.no</b>	<b>Answer</b>	<b>Sr.no</b>	<b>Answer</b>	<b>Sr.no</b>	<b>Answer</b>

1	E	1	D	1	E	1	C
2	C	2	D	2	B	2	D
3	B	3	E			3	D
		4	A			4	B
		5	D			5	E
		6	E			6	C
		7	E				
		8	C				
		9	E				
		10	D				
		11	B				
		12	C				
		13	D				
		14	E				
		15	E				
		16	A				
		17	D				
		18	C				
		19	B				
		20	A				

**TEST V**

<b>Practice Example</b>		<b>Test Problem</b>					
<b>Sr.no</b>	<b>Answer</b>	<b>Sr.no</b>	<b>Answer</b>	<b>Sr.no</b>	<b>Answer</b>	<b>Sr.no</b>	<b>Answer</b>
1	O	1	O	15	N	29	N
2	S	2	O	16	S	30	O

3	O	3	N	17	S	31	S
4	N	4	S	18	S	32	S
5	S	5	N	19	N	33	S
		6	O	20	S	34	S
O –		7		21	O	35	S
Opposite		8	O	22	N	36	S
S-same		9	S	23	S	37	S
N-Neither		10	S	24	O	38	S
		11	S	25	N	39	S
		12	N	26	N	40	N
		13	S	27	S		
		14	N	28	S		
			N				
<b>TEST VI</b>				<b>TEST VII</b>			
<b>Practice Example</b>		<b>Test problems</b>		<b>Practice Example</b>		<b>Test problems</b>	
<b>Sr.no</b>	<b>Answer</b>	<b>Sr.no</b>	<b>Answer</b>	<b>Sr.no</b>	<b>Answer</b>	<b>Sr.no</b>	<b>Answer</b>
1	D	1	C	1	6	1	111
2	B	2	D	2	Q	2	42
3	A	3	E	3	20	3	25
		4	D			4	16
		5	E			5	7.5
		6	C			6	V-E
		7	C			7	L
		8	C			8	X
						9	51

						10	24
						11	12
						12	52
<b>TEST VIII</b>							
<b>Practice Example</b>		<b>Test Problem</b>					
<b>Sr.no</b>	<b>Answer</b>	<b>Sr.no</b>	<b>Answer</b>	<b>Sr.no</b>	<b>Answer</b>	<b>Sr.no</b>	<b>Answer</b>
1	B	1	D	8	E	15	C
2	E	2	D	9	C	16	D
3	D	3	A	19	C	17	A
		4	A	11	C	18	E
		5	D	12	B	19	B
		6	A	13	E	20	D
		7	D	14	E		

### **3.5.5: Standardization of The Test:**

A standardized procedure for administration and scoring of the test was formulated on the basis of the try-out experiments. In order to establish stable norms, the final of the test was administered on a large representative sample selected by the application of stratified random sampling method. The sample was drawn from 53 English medium secondary schools of Great Bombay located 35 different postal zones.

### **3.5.6: Deviation Intelligence Quotients:**

The deviation IQ is a recently developed concept. The deviation IQs are not ratios of mental and chronological ages. There are certain practical advantages in the use of derived scale which corresponding to the familiar distribution of Sandford- Binet IQs such

relationship can easily be achieved by the selection of numerical values for the mean and SD which agree closely with those in the Stanford – Binet distribution. Anastasi writes, A number of current group tests also use deviation IQ's freeman writes, the deviation IQ, furthermore, is especially useful at age levels above 16 or 18 years. For these and older persons, the use of mental age and the formula for the ratio IQ (MA/CA) have been regarded as in appropriate and questionable by many psychologists.

The deviation IQs unlike regular IQs are based entirely upon the performance of the children of similar chronological ages and experience.

**3.5.7: Classification of the Deviation IQs:**

The suggested classification of revised Sandford-Binet IQs has been followed for the present test. The following table presents the process of classifying the Deviation Intelligence Quotients into different categories.

**Table No 3.8: Classification of DIQs and its interpretation**

<b>DIQs</b>	<b>Classification</b>
<b>140 and above</b>	<b>Very Superior</b>
<b>120-139</b>	<b>Superior</b>
<b>110-119</b>	<b>High Average</b>
<b>90-109</b>	<b>Normal or Average</b>
<b>80-89</b>	<b>Low Average</b>
<b>70-79</b>	<b>Borderline Defective</b>
<b>Below 70</b>	<b>Mentally Defective</b>

**3.5.8: The Reliability of the Test:**

Reliability mean the extent to which a test consistent and stable in what it measures and gives dependable and steady results. Reliability has been studies by two methods: one

which concerns the stability of the measures in terms of time, and the other involves the internal consistency of the test.

**3.5.9: The Test- Retest Method:**

The retesting was undertaken after an interval of six months on a sample of 599 pupils (309 boys and 290 girls). The sample was drawn from four randomly selected English medium secondary schools. The reliability coefficient by this method was found to be  $.84 \pm .021$  which represents a high correlation, a marked relationship.

**3.5.10: The split-half method:**

To apply this method, a sample of 518 pupils (303 boys and 215 girls) was taken from four randomly selected English medium secondary schools. The scores of all these subjects were split into two parts each. One containing odd and the other even items. The coefficient of correlation between scores on odd and even items was found to be  $0.951 \pm 0.0004$ . To obtain the reliability coefficient of the whole test. Spearman- brown prophecy formula was applied, and the coefficient of the correlation was found to be  $0.974 \pm .003$  which is a very high correlation and hence a very dependable relationship.

**3.5.11: The validity of the test:**

Validity concerns the degree to which a test measures what it claims to measure. The term validity has already been reported. The practical or empirical validity has been reported the practical or empirical validity of the test was studied by the following methods. (1) Scholastic marks: to apply this method, first terminal examination marks for 244 pupils (133 boys and 111 girls) were obtained from two English medium secondary schools. The percentage of total marks obtained in all the subjects was correlate with the total score obtained on the present test. The coefficient of correlation was found to be  $.57$

±.043. The coefficient of correlation for the individual school subjects were also computed.

These are as follows:

English	.31 (N= 244)
Mathematics	.52 (N= 244)
General Science	.49 (N= 244)
Social Studies	.59 (N= 244)
Hindi	.48 (N= 244)
Second Language (French, Latin, Sanskrit and Persian)	.20 (N= 244)
Marathi	.35 (N= 189)
Drawing	.24(N= 80)
Needle Work	.15 (N= 49)

The annual examination results of the secondary results of the secondary school examination board, Maharashtra, State, Poona, for 90 students (59 boys and 31 girls) studying in class Xi were obtained from two randomly selected English medium schools. The coefficient or correlation was found to be 0.53 +0.75.

- 1) **Teacher's Judgment:** Teachers judgment were obtained on a seven-point scale as shown below:

**Table No: 3.9: Seven point of teacher's judgement.**

1	2	3	4	5	6	7
Very inferior	Inferior	Slightly inferior	Average	Slightly average	above superior	very superior



For every individual student, teacher's judgments were obtained from four different teachers. A sample of 247 pupils (147 boys and 100 girls) was drawn from four randomly selected English medium schools. The sum of the four ratings for each student was computed. The coefficient of correlation between the test scores and the sum of the four ratings to be  $.61 \pm .040$ .

2) **With Other Test:** a) Dr. D. H Nafde's non-verbal test intelligence was administered on a sample of 278 pupils. (138 boys and 140 girls) drawn from three randomly selected English medium schools. The coefficient  $.50 \pm .044$ .

b) Parsi Panchayet's vocational guidance bureau constructed and standardized a group test of general intelligence in English which is meant for students of class XI. To obtain the validity coefficient, the test was administered on a sample of 124 students (66 boys and 58 girls) of class XI drawn from three randomly selected English medium secondary schools. The coefficient of correlation between the two sets scores was found to be  $.69 \pm .047$ .

### **3.5.12: Internal validity and factorial validity of the test:**

To study the internal validity and the factorial validity, a random sample of 487 students (340 boys and 147 girls) was drawn from 53 English medium schools the internal consistency correlation between the sub-test and the total test score were computed. The factorial validity was then studied by Thurston's centroid method and verified by Spearman's formula of 'g' saturation. It came out to be a unifactor test having the following loadings.

### **3.6: SOCIO-ECONOMIC STATUS SCALE:**

Socio economic scale is designed to measure the socio-economic level of a person based on their locality or geographical boundary, custom and culture, lifestyle etc. Socio

economic status of a person in this scale refers to “the status of his or her family in relation to their level of socio-cultural participation, position in the society, level of education, kind of occupation, possession of goods and services, leisure activities that the family follows and health and medical benefits that the family gets.” This scale seeks to ascertain the SES of an individual based the present social structure with a special focus on the influence and attitude towards education.

The researcher had written many items for the socio-economic status scale. The items were screened and edited many times. The items that clearly catered to the purpose of the study were retained and the lines if the items were improved to make them more meaningful. The research formulated the item on the basis of certain components, which are as follows- **(i) Social Background & Personal Information (ii) Income, Occupation and family possessions (iii) Health (iv) Miscellaneous.**

**3.6.1: Scoring Procedure for SES scale:**

In order score the final list of items, a scoring sheet was also developed. Scoring process is easy and objective in nature. To get the total score the researcher is required to count the SES scores of the answers/options which have been marked with a tick (✓) by the respondent. The scale comprises of 50 items and is based on four different dimensions of socio economic parameters. Distribution of items and components of SES Scale is given below.

**Table No: 3.10: Dimensions of Socio Economic Status Scale**

<b>PART</b>	<b>Dimensions of SES Scale</b>	<b>Items</b>	<b>Total Items</b>
I	Social Background, personal information	1 to 29	29
II	Income, Occupation and family possessions	30 to 35	6
III	Health Component	36 to 40	5
IV	Miscellaneous	41 to 50	10

			50
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**3.6.2: Reliability of SES scale:**

Reliability of the scale has been measured by using the Split half method. Results below indicate that the scale is highly reliable.

**Table 3.11: Calculation of Correlation-coefficient:**

X	Y	$x$	$y$	$x^2$	$y^2$	$xy$
28	41	-12.56	-11.56	157.7536	133.6336	145.1936
33	48	-7.56	-4.56	57.1536	20.7936	34.4736
44	49	3.44	-3.56	11.8336	12.6736	-12.2464
31	43	-9.56	-9.56	91.3936	91.3936	91.3936
41	62	0.44	9.44	0.1936	89.1136	4.1536
33	40	-7.56	-12.56	57.1536	157.7536	94.9536
30	42	-10.56	-10.56	111.5136	111.5136	111.5136
56	63	15.44	10.44	238.3936	108.9936	161.1936
42	46	1.44	-6.56	2.0736	43.0336	-9.4464
28	41	-12.56	-11.56	157.7536	133.6336	145.1936
30	36	-10.56	-16.56	111.5136	274.2336	174.8736
38	45	-2.56	-7.56	6.5536	57.1536	19.3536
32	46	-8.56	-6.56	73.2736	43.0336	56.1536
44	60	3.44	7.44	11.8336	55.3536	25.5936
32	50	-8.56	-2.56	73.2736	6.5536	21.9136
51	63	10.44	10.44	108.9936	108.9936	108.9936
53	55	12.44	2.44	154.7536	5.9536	30.3536
76	65	35.44	12.44	1255.994	154.7536	440.8736
36	47	-4.56	-5.56	20.7936	30.9136	25.3536
46	57	5.44	4.44	29.5936	19.7136	24.1536
46	66	5.44	13.44	29.5936	180.6336	73.1136
53	60	12.44	7.44	154.7536	55.3536	92.5536

38	68	-2.56	15.44	6.5536	238.3936	-39.5264
38	40	-2.56	-12.56	6.5536	157.7436	32.1536
51	61	10.44	8.44	108.9936	71.2336	88.1136
50	59	9.44	6.44	89.1136	41.4736	60.7936
39	52	-1.56	-0.56	2.4336	0.3136	0.8736
35	44	-5.56	-8.56	30.9136	73.2736	47.5936
33	41	-7.56	-11.56	57.1536	133.6336	87.3936
34	56	-6.56	3.44	43.0336	11.8336	-22.5664
28	43	-12.56	-9.56	157.7536	91.3936	120.0736
31	53	-9.56	0.44	91.3936	0.1936	-4.2064
40	51	-0.56	-1.56	0.3136	2.4336	0.8736
42	48	1.44	-4.56	2.0736	20.7936	-6.5664
60	87	19.44	34.44	377.9136	1186.114	669.5136
46	72	5.44	19.44	29.5936	377.9136	105.7536
36	50	-4.56	-2.56	20.7936	6.5536	11.6736
36	55	-4.56	2.44	20.7936	5.9536	-11.1264
40	55	-0.56	2.44	0.3136	5.9536	-1.3664
35	45	-5.56	-7.56	30.9136	57.1536	42.0336
45	59	4.44	6.44	19.7136	41.4736	28.5936
40	48	-0.56	-4.56	0.3136	20.7936	2.5536
39	49	-1.56	-3.56	2.4336	12.6736	5.5536
49	60	8.44	7.44	71.2336	55.3536	62.7936
43	53	2.44	0.44	5.9536	0.1936	1.0736
38	45	-2.56	-7.56	6.5536	57.1536	19.3536
42	63	1.44	10.44	2.0736	108.9936	15.0336
34	40	-6.56	-12.56	43.0336	157.7536	82.3936
33	45	-7.56	-7.56	57.1536	57.1536	57.1536
50	61	9.44	8.44	89.1136	71.2336	79.6736
$\sum X=2028$	$\sum Y=2628$	-55.44		$\sum x^2=4290.32$	$\sum y^2=4960.31$	$\sum xy= 3395.32$
40.56	52.56					

$$M_x = 2028/50 = 40.56, M_y = 2628/50 = 52.56$$

Calculation of the Correlation coefficient was done by using product-moment method.

$$\begin{aligned} r &= \frac{\sum xy}{\sqrt{\sum x^2 \times \sum y^2}} \\ &= \frac{3395.32}{\sqrt{4290.32 \times 4960.31}} \\ &= \frac{3395.32}{\sqrt{4290.32 \times 4960.31}} \\ &= \frac{3395.32}{4613.17} \\ &= 0.74 \end{aligned}$$

One problem with the split half reliability coefficient is that since only half the number of the items is used the reliability coefficient is reduced. To get the better estimate of the reliability of the full test, we apply the Spearman-Brown correction, namely:

$$\begin{aligned} \rho &= 2r / 1 + r \\ &= 2 \times 0.74 \div 1 + 0.74 = 1.48 / 1.74 = 0.85 \end{aligned}$$

The result shows that the test is quite reliable.

### **3.6.3: Validity of the SES scale:**

The 50 items of the Socio-economic status scale had been revised many times and has been evaluated by many experts. The investigator has established construct validity while preparing the items. All the items are divided into different dimension considering all the aspects sociological, economical and geographical background into account. The items also have face validity as the nature of the item reflects the present socio-economic status of the area under study. Expert opinion of various educationist, teacher educationist and language expert with regard to relevance of each item was sought.

### **3.7: PROCEDURE FOR DATA COLLECTION:**

After the tools are finalised the principal investigator sent the Research Associate to the different schools of sample districts for collection of required data. The tools are translated into Assamese and Bengali version considering the medium of instruction of the selected schools. Research Associate has collected the data from the schools personally through the tools.

### **3.8: PROCEDURE OF DATA ANALYSIS:**

After collection of relevant data from the schools of different districts, scoring was done as per the scoring procedure developed in the tools. Finally, analysis has been done with the help statistical techniques such as-Percentage, Mean, SD, Graphical techniques, t-test and co-efficient of correlation techniques. Analysis and interpretation of the data and information are presented in the next chapter which are presented as per the objectives of the study.

## **CHAPTER NO-IV**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.1: INTRODUCTION**

In the previous chapter, the Methodology adopted in conducting the study has been discussed in detail. It has also been discussed how the related data and information required for the study has collected. The present study deals with the process of data analysis and interpretation. In research, after the collection of data, it is pertinent to organise, analyse and interpretation of data and also formulation of conclusions and generalisations to get a meaningful picture out of the raw information collected. The main purpose of the collection of data is to draw some inferences and conclusions. This cannot be done without systematically organizing it for interpretation and presentation.

The analysis and interpretation of data involve the objective material in the possession of the researcher and his subjective reactions and the desire to derive the innate meanings in relation to the problem for which the data were collected. Analysis and interpretation are the vital step in the field of research because the raw scores obtained through tests and scales have no values in themselves. Analysis and interpretation give the form to the research and help the researcher to draw inferences that yield conclusions and generalisation. In the present chapter the data gathered has been analysed and interpreted as per the objectives designed.

#### **4.2: STATISTICAL TECHNIQUES USED FOR ANALYSIS**

Statistics is a branch of mathematics dealing with the collection, analysis, interpretation, presentation, and organization of data. In applying statistics to, for example, a scientific, industrial, or social problem, it is conventional to begin with a statistical population or a statistical model process to be studied. Statistics deals with all aspects of

data including the planning of data collection in terms of the design of surveys and experiments for the present study.

Two main statistical methods are used in data analysis, descriptive statistics, which summarize data from a sample using indexes such as the mean or standard deviation, and inferential statistics, which draw conclusions from data that are subject to random variation (e.g., observational errors, sampling variation). Descriptive statistics are most often concerned with two sets of properties of a distribution (sample or population): central tendency (or location) seeks to characterize the distribution's central or typical value, while dispersion (or variability) characterizes the extent to which members of the distribution depart from its centre and each other. Inferences on mathematical statistics are made under the framework of probability theory, which deals with the analysis of random phenomena.

However, the drawing of the sample has been subject to an element of randomness, hence the established numerical descriptors from the sample are also due to uncertainty. To still draw meaningful conclusions about the entire population, inferential statistics is needed. It uses patterns in the sample data to draw inferences about the population represented, accounting for randomness. These inferences may take the form of: answering yes/no questions about the data (hypothesis testing), estimating numerical characteristics of the data (estimation), describing associations within the data (correlation) and modelling relationships within the data (for example, using regression analysis). Inference can extend to forecasting, prediction and estimation of unobserved values either in or associated with the population being studied; it can include extrapolation and interpolation of time series or spatial data and can also include data mining.



### 4.3: DESCRIPTIVE ANALYSIS

Descriptive analysis refers to the transformation of the raw data into a form that will make them easy to understand and interpret. It is the statistical analysis that involves the description of a particular group. Descriptive analysis of data is necessary as it helps to determine the normality of the distribution. The nature of the statistical technique to be applied for inferential analysis of the data depends on the characteristics of the data. It involves calculation of the mean and standard deviation. The calculated mean and standard deviations are used to describe the properties of a particular sample.

**Mean ( $\bar{X}$ ):** The mean of a distribution is commonly understood as the arithmetic average. The mean of a set of observations or scores is obtained by dividing the sum of all the values by the total number of values.

$$\bar{X} = \frac{\sum X}{N}$$

Where,  $\bar{x}$  denotes mean of the sample,  $n$  is the total number of the population.  $\Sigma$  means add up or summation.

**Standard Deviation:** Standard deviation ( $\sigma$ ) is defined as the square root of the variance. It measures the variability about the mean of a data set, the closer to the mean, the lower is the standard deviation. Standard deviation is used to easily group a normally distributed data set: 68% of a normal distribution will fall within one standard deviation of the mean, 95% will fall within two standard deviations, and 99.7% within three standard deviations. A confidence interval of 95% is commonly used in statistics because that interval equates to two standard deviations. Calculating the standard deviation involves squaring the difference between each data point and the mean, summing the squared differences, dividing by the number of data points, and finally taking the square root.

$$SD = \sqrt{\frac{\sum (x - \bar{x})^2}{N - 1}}$$

Where S.D= standard deviation, N= Number of observation,  $\bar{x}$  is mean value of the observation,  $x$  is the observed value of the item.

#### 4.4: INFERENCE ANALYSIS

Inferential statistical analysis infers properties of a population, for example by testing hypotheses and deriving estimates. It is assumed that the observed data set is sampled from a larger population. Inferential analysis is the most important procedure used to make inferences involving the determination of the statistical significance of groups with reference to the selected variables. It helps in Hypothesis testing, making predictions and generalising from samples to population. It involves the use of z-test and t-test.

##### t-test:

A t-test is a statistical test used to determine whether two population means are different, when the variances are known and the sample size is large ( $n > 30$ ). The test statistic is assumed to have a normal distribution. To calculate t-test parameters such as standard deviation or variance of the sample should be known for an accurate t-test to be performed. T-test is calculated with the following formula-

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

##### **Coefficient of correlation:**

A correlation coefficient is a statistical measure of the degree to which changes to the value of one variable predict change to the value of another. In positively correlated variables, the value increases or decreases in tandem. In negatively correlated variables,

the value of one increases as the value of the other decreases. Correlation co-efficient is calculated with the help following formula-

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Correlation co-efficient are expressed as values between +1 and -1. A co-efficient of +1 indicates a perfect positive correlation: A change in the value of one variable will predict a change in the same direction in the second variable. A co-efficient of -1 indicates a perfect negative correlation: A change in the value of one variable predicts a change in the opposite direction in the second variable. A co-efficient of zero indicates there is no discernible relationship between fluctuations of the variables.

**Level of significance:**

The significance level or level of significance, also denoted as alpha or  $\alpha$ . In common language, the word "**significance**" refers to something that is extremely useful and important. But in statistics, "significance" means "not by chance" or "probably true". It is the probability of rejecting the null hypothesis when it is true. For example, a significance level of 0.05 indicates a 5% risk of concluding that a difference exists when there is no actual difference according to the accepted null hypothesis. This is a very important concept in the context of hypothesis testing. For the present study 5% and 1% level of significance has been taken into consideration. The level of significance 0.05 is related to the 95% confidence level where as the level of significance 0.01 is related to the 99% confidence level.

**Acceptance/Rejection rule for null hypothesis:**

If P value is < Level of significance  $\alpha$ , then accept the null hypothesis H<sub>0</sub>

If P value is > Level of significance  $\alpha$ , then reject the null hypothesis H<sub>0</sub>

In the present study the data has been collected from 1600 secondary level students (800+800) including both scheduled caste and non-scheduled caste students of Assam. As means to collect data from the selected sample the following tools have been used, such as-

- (i) Educational Aspiration Scale-**Self developed**
- (ii) Intelligence scale developed by **G.C. Ahuja**
- (iii) Socio-Economic Status Scale-**Self developed**
- (iv) Parental Encouragement Scale developed by **Dr Kusum Aggarwal**.

After collection of the relevant data scoring has been done based on the manual given with tools. In case of self-developed scale scoring has been done based on scoring techniques developed at the time tool development. Scoring sheets of all the tools are given in the appendix of the report. Scored data has been analysed with the help of descriptive as well as inferential statistics and also by using graph whenever necessary. Analysis and interpretation has been explained in the following ways as per the objectives.

## ***SECTION-I***

### ***4.5: Objective No: I: To compare the Educational Aspiration levels of scheduled caste and non-scheduled caste students in Assam.***

Educational aspiration is an important variable in predicting academic achievement and may be seen as an element in academic achievement motivation, focusing as they do on the desire for success and the development of goals to succeed in particular educational fields or to gain a particular degree.

Aspiration means a strong desire to achieve something high or great. Aspirations, however, usually can not the achievement of something high or great. These also address both present and future perspectives. According to Sirin, Diemer, Jackson and Howell

(2004), “Aspirations have been defined as the educational and vocational dreams that students have for the future.” According to Hurlock (1973), “Aspiration means a longing for what one has achieved with advancement on it’s as its end”.

All students have their educational aspiration which plays a motivational force in academic life of the students. Aspirations begin to be shaped early in child’s life but are modified by experience and the environment. Aspirations tend to decline as children mature in response to their growing understanding of the world and constraints imposed by previous choices and achievements. This decline is particularly marked for those, who face multiple barriers. Environment plays a vital role to shape the personality of the students which is happened irrespective of caste, creed, sex etc. Positive environment or sound environment shapes the better personality and better aspiration in the student’s mind. In the present study an attempt is made to compare the level of educational aspiration between scheduled caste and non-scheduled caste students in Assam. Comparative statement also been made to see if there is any difference exist regarding educational aspiration between scheduled caste and non-scheduled caste students in Assam; inter and intra group comparison.

**Table No 4.1: Comparative statement of level of Educational Aspiration between scheduled caste and non-scheduled caste students in Assam.**

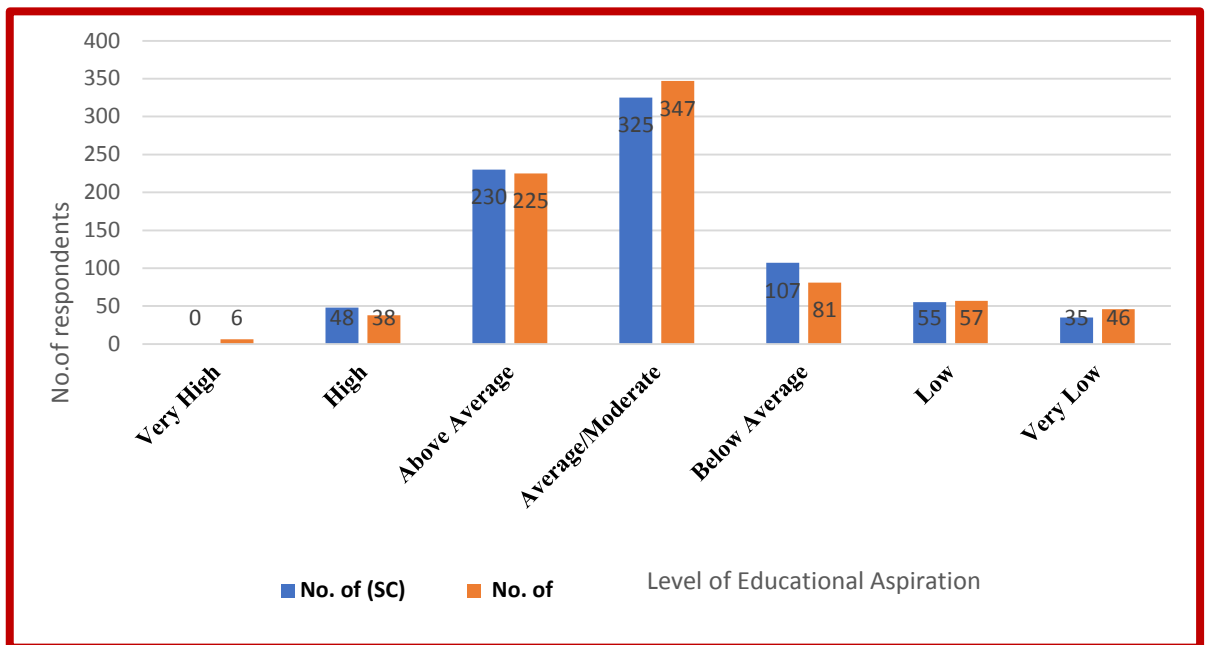
<b>Range of z scores</b>	<b>Grade</b>	<b>Level of Educational Aspiration</b>	<b>No. of (SC)</b>	<b>%</b>	<b>No. of (Non-SC)</b>	<b>%</b>
<b>2.01 and above</b>	<b>A</b>	<b>Very High</b>	0	<b>0.0</b>	6	<b>0.75</b>
<b>1.26 to 2.00</b>	<b>B</b>	<b>High</b>	48	<b>6</b>	38	<b>4.75</b>
<b>0.51 to 1.25</b>	<b>C</b>	<b>Above Average</b>	230	<b>28.75</b>	225	<b>28.125</b>

<b>(-0.50) to 0.50</b>	<b>D</b>	<b>Average/Moderate</b>	325	<b>40.625</b>	347	<b>43.375</b>
<b>(-0.51) to (-1.25)</b>	<b>E</b>	<b>Below Average</b>	107	<b>13.375</b>	81	<b>10.125</b>
<b>(-1.26) to (-2.00)</b>	<b>F</b>	<b>Low</b>	55	<b>6.875</b>	57	<b>7.125</b>
<b>(-2.01) and below</b>	<b>G</b>	<b>Very Low</b>	35	<b>4.375</b>	46	<b>5.75</b>
<b>Total</b>			<b>800</b>	<b>100%</b>	<b>800</b>	<b>100%</b>

**M=54.33, SD=12.96 (Scheduled Caste)**

**M=56.38, SD=11.19 (Non-Scheduled Caste)**

**Figure No: 4.1: Graphical representation of level of Educational Aspiration between scheduled caste and non-scheduled caste students**



The above table no: 4.1 and figure no: 4.1 shows that scheduled caste and non-scheduled caste possess different level of educational aspiration. The table also revealed that 77% non-scheduled caste students in Assam possess average and above average level of educational aspiration; whereas only 69.38% of scheduled caste students at secondary level possess average and above average level of educational aspiration. The Mean and SD of the both groups such as **M=54.33, SD=12.96 (Scheduled Caste)** and **M=56.38,**

*SD=11.19 (Non-Scheduled Caste)* which implies that Mean score of non-scheduled caste group is higher than the scheduled caste group and SD score also implies the consistency of the score of the group. Hence, the result implies that non-scheduled caste students at secondary level possess better educational aspiration than the scheduled caste group.

As already mentioned that educational aspiration act as a motivational force to the students to go ahead in their academic life. The above table categorially also shows that some non-scheduled caste students 0.75% possess very high level educational aspiration, but scheduled caste people students are found none in this category. Since the socio-economic conditions of non-scheduled caste students are better than the scheduled caste students, which might cause their higher-level aspiration.

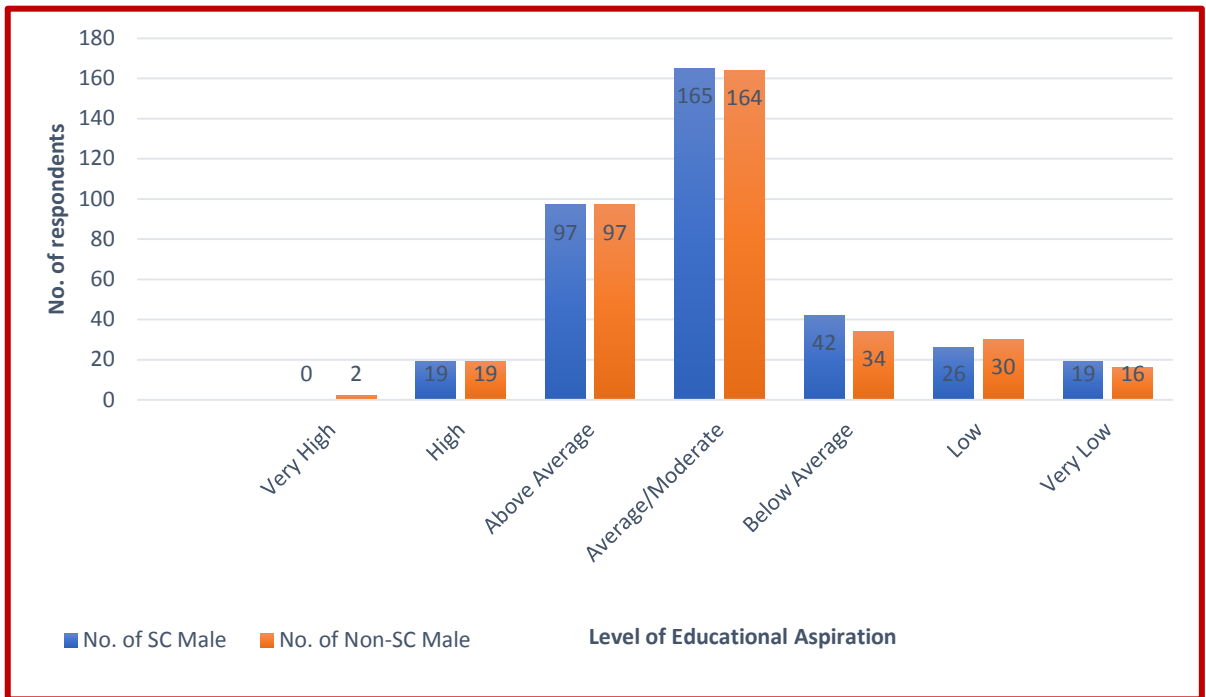
**Table No 4.2: Comparative statement of level of Educational Aspiration between SC male and Non-SC male.**

Range of z scores	Grade	Level of Educational Aspiration	SC Male	%	Non-SC Male	%
2.01 and above	A	Very High	0	0%	2	0.55%
1.26 to 2.00	B	High	19	5.16%	19	5.26%
0.51 to 1.25	C	Above Average	97	26.36%	97	26.87%
(-0.50) to 0.50	D	Average/Moderate	165	44.84%	164	45.43%
(-0.51) to (-1.25)	E	Below Average	42	11.41%	34	9.42%
(-1.26) to (-2.00)	F	Low	26	7.07%	30	8.31%
(-2.01) and below	G	Very Low	19	5.16%	16	4.43%
<b>Total</b>			368	100%	361	100%

**M=53.59, SD=12.90 (Scheduled Caste Male)**

**M=56.64, SD=10.84 (Non-Scheduled Caste Male)**

**Figure No: 4.2: Graphical representation of level of Educational Aspiration between scheduled caste Male and non-scheduled caste Male students**



The table no:4.2 and figure no: 4.2 revealed that out of scheduled caste and non-scheduled caste male group, the level of educational aspiration is found better among non-scheduled caste male group. It is found in the table that around 78.11% of non-SCs and 76.36% SCs students are possess average and above level aspiration. There are some exceptionally good students among non-SCs groups having very high level educational aspiration. The Mean score and SD of both the groups such as- **M=53.59, SD=12.90 (Scheduled Caste Male)** **M=56.64, SD=10.84 (Non-Scheduled Caste Male)** also implies that non-scheduled caste Male groups possess better and consistency in their aspiration level than the SCs group.



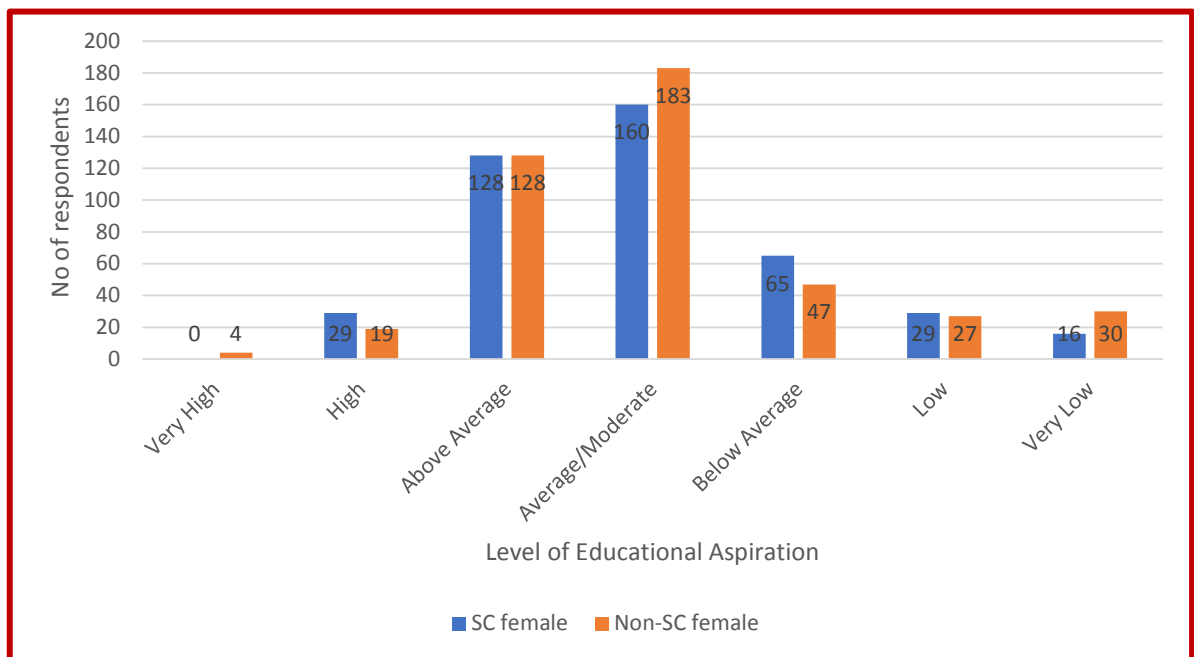
**Table No 4.3: Comparative statement of level of Educational Aspiration between SC female and Non-SC female.**

Range of z scores	Grade	Level of Educational Aspiration	SC female	%	Non-SC female	%
2.01 and above	A	Very High	0	0%	4	0.91%
1.26 to 2.00	B	High	29	6.71%	19	4.33%
0.51 to 1.25	C	Above Average	128	29.63%	128	29.16%
(-0.50) to 0.50	D	Average/Moderate	160	37.04%	183	41.69%
(-0.51) to (-1.25)	E	Below Average	65	15.05%	47	10.71%
(-1.26) to (-2.00)	F	Low	29	6.71%	27	6.15%
(-2.01) and below	G	Very Low	16	3.70%	30	6.83%
<b>Total</b>			432	100%	439	100%

M=54.96, SD=12.99 (Scheduled Caste Female)

M=56.16, SD=11.47 (Non-Scheduled Caste Female)

**Figure No: 4.3 Graphical representation of level of Educational Aspiration between scheduled caste Female and non-scheduled caste Female students**



The above table no: 4.3 and figure no: 4.3 expressed that educational aspiration among non-scheduled caste females are better than the scheduled caste female students in Assam. The above data revealed that around 76.09% of non SCs female students possess average and above average level educational aspiration; whereas, around 73.38% SCs female students possess the same. The Mean and Standard Deviation score such as- **M=54.96, SD=12.99 (Scheduled Caste Female), M=56.16, SD=11.47 (Non-Scheduled Caste Female)** also revealed the similar picture that non-SCs female are in better position so far as the educational aspiration level is concerned at secondary level education in Assam.

From the above explanation it may be clinched that non-scheduled caste people are better in position in many aspects such as-education, socio-economic condition, social status etc. which makes them more confident and positive mind set which is reflected in their attitudinal and aspirational level also.

***4.6: Null Hypothesis 1: There is no any significant difference between Scheduled caste and non-scheduled caste students regarding their educational aspiration level.***

**Table. No 4.4: Calculation of ‘t’ value of Scheduled Caste and Non-Schedule caste students for Educational Aspiration**

Category	N	Mean	SD	$\delta D/SED$	t-value	Interpretation
Scheduled caste	800	54.33	12.96	0.61	3.39	Significant at 5% level
Non-Scheduled Caste	800	56.38	11.19			

It is revealed from the above table no: 4.4 that t-value 3.39 is greater than the table value at both 5% and 1% level of significance and it is significant. Hence the null hypothesis is rejected at both level and may be concluded that there exists significant difference between scheduled caste and non-scheduled caste students regarding their level of educational aspiration. The Mean and SD of the both groups as  $M=54.33$ ,  $SD=12.96$  (*Scheduled Caste*) and  $M=56.38$ ,  $SD=11.19$  (*Non-Scheduled Caste*), it shows that Mean score of non-scheduled caste group is higher than the scheduled caste group and SD score also implies the consistency of the score of the group. Hence, the result implies that non-scheduled caste students at secondary level possess better educational aspiration than the scheduled caste group.

***4.7: Null Hypothesis 2: There is no any significant difference between Scheduled caste Male and non-scheduled caste Male students regarding their educational aspiration level.***

**Table. No 4.5: Calculation of ‘t’ value of Scheduled Caste Male and Non-Schedule caste Male students for Educational Aspiration**

Category	N	Mean	SD	$\delta D/SED$	t-value	Interpretation
SC Male	368	53.59	12.90	0.88	3.45	<b>Significant at both level</b>
Non-SC Male	361	56.64	10.84			

The table no: 4.5 shows that calculated t-value 3.45 is quite higher than the table value at both 5% and 1% level of significance. So, the t-value may be considered to be significant at both level and concluded that there exists significant difference between scheduled caste Male and non-scheduled caste Male group regarding their level of education aspiration. It is evident from the calculated Mean and Standard Deviation i.e.

**M=53.59, SD=12.90 (Scheduled Caste Male) M=56.64, SD=10.84 (Non-Scheduled Caste Male)**; it shows that Mean value and SD value of non-scheduled caste Male group is better in position than the Scheduled Caste Male. As it is already mentioned that there are number factors which influences the psychological attributes of the students. Since the non-scheduled caste people are better in social and cultural aspects which might influence the educational aspiration also.

***4.8: Null Hypothesis 3: There is no any significant difference between Scheduled caste female and non-scheduled caste female students regarding their educational aspiration level.***

**Table No 4.6: Calculation of ‘t’ value of Scheduled Caste female and Non-Schedule caste female students for Educational Aspiration**

Category	N	Mean	SD	$\delta D/SED$	t-value	Interpretation
<b>SC female</b>	432	54.96	12.99	0.85	1.45	<b>Not Significant</b>
<b>Non-SC female</b>	439	56.16	11.47			

It is evident from the table no: 4.6 that calculated t-value 1.45 is lower than the table value at both 5% and 1% level of significance. Hence, the null hypothesis i.e. there exists no any significance difference between scheduled caste Female and non-scheduled caste Female students of Assam is accepted. Although it is evident from the table no- 1-5 that non-scheduled caste students possess better educational aspiration; but scheduled caste Female are having better educational aspiration than the SCs male group. The Mean and Standard Deviation score such as **M=54.96, SD=12.99 (Scheduled Caste Female), M=56.16, SD=11.47 (Non-Scheduled Caste Female)** also revealed that non-SCs female

are better in position so far the educational aspiration level is concerned at secondary level education in Assam; but that is not a significance difference between this two group.

## ***SECTION-II***

### ***4.9: Objective No: II: To compare the Intelligence levels of scheduled caste and non-scheduled caste students in Assam.***

The highest controversy among the scholars, expert and educationists on the concept of intelligence. It is defined by the different experts and psychologists in different ways which include the capacity for logic, understanding, self-awareness, learning, emotional knowledge, reasoning, planning, creativity, and problem solving. It can be more generally described as the ability to perceive or infer information, and to retain it as knowledge to be applied towards adaptive behaviours within an environment or context. It is a mental ability involved in reasoning, perceiving relationships and analogies, calculating, learning quickly etc. Earlier it was believed that there was one underlying general factor at the intelligence base (the g-factor), but later psychologists maintained that it is more complicated and could not be determined by such a simplistic method. Other definitions are: “Intelligence is what you do when you don’t know what to do.” “Intelligence is a hypothetical idea which we have defined as being reflected by certain types of behaviour. All of us are born with some level of intelligence; some possess high level, some average and some low level of intelligence. Again, this level of intelligence is boosted by some environmental factors and sometimes discouraged by some factors. So, it is necessary to know which factors go hand in hand with intelligence and which factors might be a barrier in developing intelligence so that we can tactfully guide the intelligence of the students that they are endowed with towards better ends.

The scheduled caste people are suffering from different psycho-social problems in the society since time immemorial in this country and they have maintained a distinctive lifestyle for centuries. But unfortunately, the isolation has kept them out of mainstream and when they are forced to get along with the mainstream culture, they don't get adjusted easily. So, it is required to find out to what extent differences in intelligence etc. exists between the scheduled caste and non-scheduled caste people. In the present study an attempt is made to compare the level of intelligence between the scheduled caste and non-scheduled caste people; for this data has been collected from secondary level students with the help of Intelligence scale developed by Dr G.C. Ahuja. The scored raw data has been converted in terms of DIQ based on the Grade norms of the scale.

The deviation IQ is a recently developed concept. The deviation IQ are not ratios of mental and chronological ages. There are certain practical advantages in the use of a derived scale which corresponding to the familiar distribution of Stanford-Binet IQ's. such a relationship can easily be achieved by the selection of numerical values for the mean and SD which agree closely with those in the Stanford-Binet distribution. Anastasi writes, "A number of current group tests also use deviation IQ's. Freeman writes, "The deviation IQ, furthermore, is especially useful at age levels above 16 or 18 years. For these and older persons, the use of mental age and the formula for the ratio IQ (MA/CA) have been regarded as in appropriate and questionable by many psychologists." The deviation IQs unlike regular IQs are based entirely upon the performance of the children of similar chronological ages and experiences.

The test-scores can easily be converted into deviation IQs. In the present study the obtained test-scores have been converted into DIQ with the help of table no. 20 (given in the manual book of G.C Ahuja, Intelligence Scale, page no.45). The deviation IQ thus obtained is a measure which decidedly defines the relative brightness or intellectual

capacity for an individual more or less permanently. Also, under normal conditions, it manages to maintain an individual's IQ, the same at least throughout the age limits covered by the test.

Here, the converted DIQ scores of the students has been classified based on revised Stanford-Binet IQs into different categories as per the table no.10 (page no. 27, Manual Book of G.C Ahuja, Intelligence Scale). The analysis and interpretation of the scores has been given in the following ways-

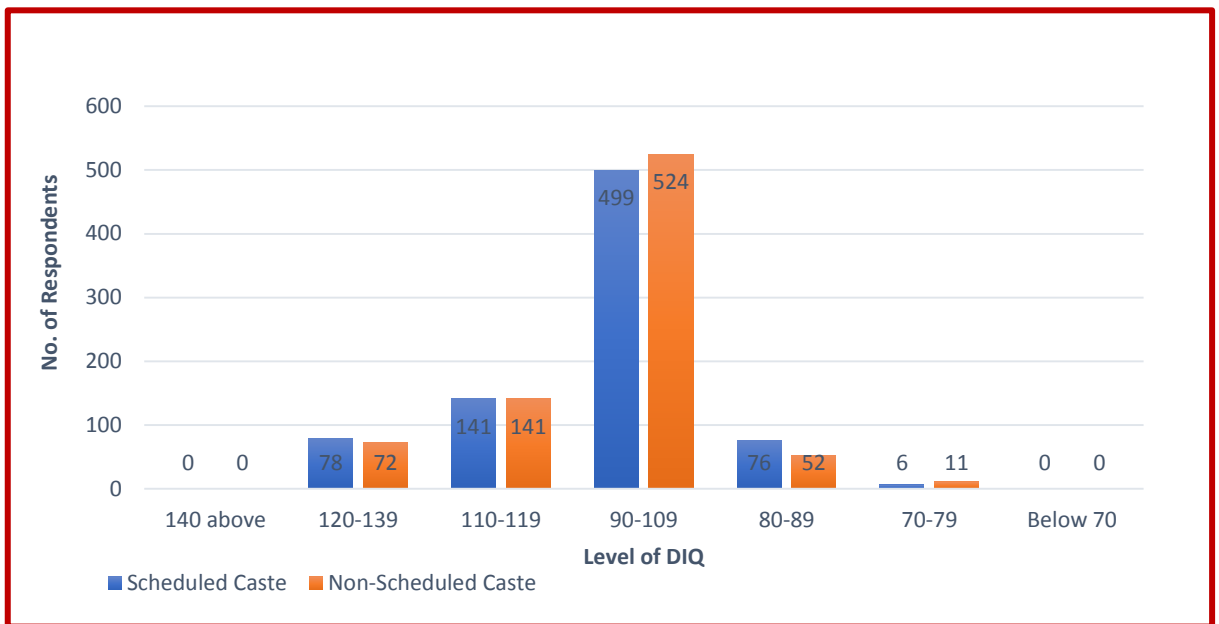
**Table No: 4.7 Level of intelligence of Scheduled Castes and Non-Scheduled Caste students in Assam:**

DIQ	Scheduled Caste		Non- Scheduled Caste		Classification
	No of Respondents	Percentages	No of Respondents	Percentages	
140 above	0	0%	0	0 %	Very superior
120-139	78	9.75%	72	9%	superior
110-119	141	17.625%	141	17.63 %	High average
90-109	499	62.375%	524	65.5 %	Normal
80-89	76	9.5%	52	6.5 %	Low average
70-79	6	0.75%	11	1.39 %	Borderline
Below 70	0	0%	0	0 %	Mentally defective
<b>Total</b>	<b>800</b>	<b>100%</b>	<b>800</b>	<b>100 %</b>	

M=83.83, SD=16.51 (Scheduled Caste)

M=83.48, SD=16.08 (Non- Scheduled Caste)

**Figure No: 4.4: Graphical representation of level of intelligence of Scheduled Castes and Non-Scheduled Caste students in Assam**



The above no: 4.7 and figure no: 4.4 revealed that intelligence level of scheduled caste and non-scheduled caste students are expressed in terms of DIQ (Deviation Intelligence Quotient) and it shows that scheduled caste and non-scheduled caste students are possess almost similar IQs. It is only in normal range where 62.375% scheduled caste and 65.5 % of non-scheduled caste students shows slight differences, otherwise in rest of the classifications both the groups expressed similar result. The Mean and standard deviation scores i.e.  $M=83.83$ ,  $SD=16.51$  (Scheduled Caste),  $M=83.48$ ,  $SD=16.08$  (Non-Scheduled Caste) also implies that Mean score of SCs group are marginally better than the Non-SCs, but Standard Deviation scores implies that consistency among non-SCs are better than SCs.

It is worthwhile to mention here is that IQ is acquired by birth and environment has little influence on it to nurture it and apply it in proper direction. Caste, sex, creed, race does not make any differences in the amount of IQ level. But differences are occurred when individuals are put in different environment after birth. Better environmental input is



provided better application of IQ may be observed and poor environment result poor application of IQ, which may also reflect poor IQ in different situation.

**Table No: 4.8 Level of Intelligence of DIQ of SC and Non-SC (Male) students in**

**Assam:**

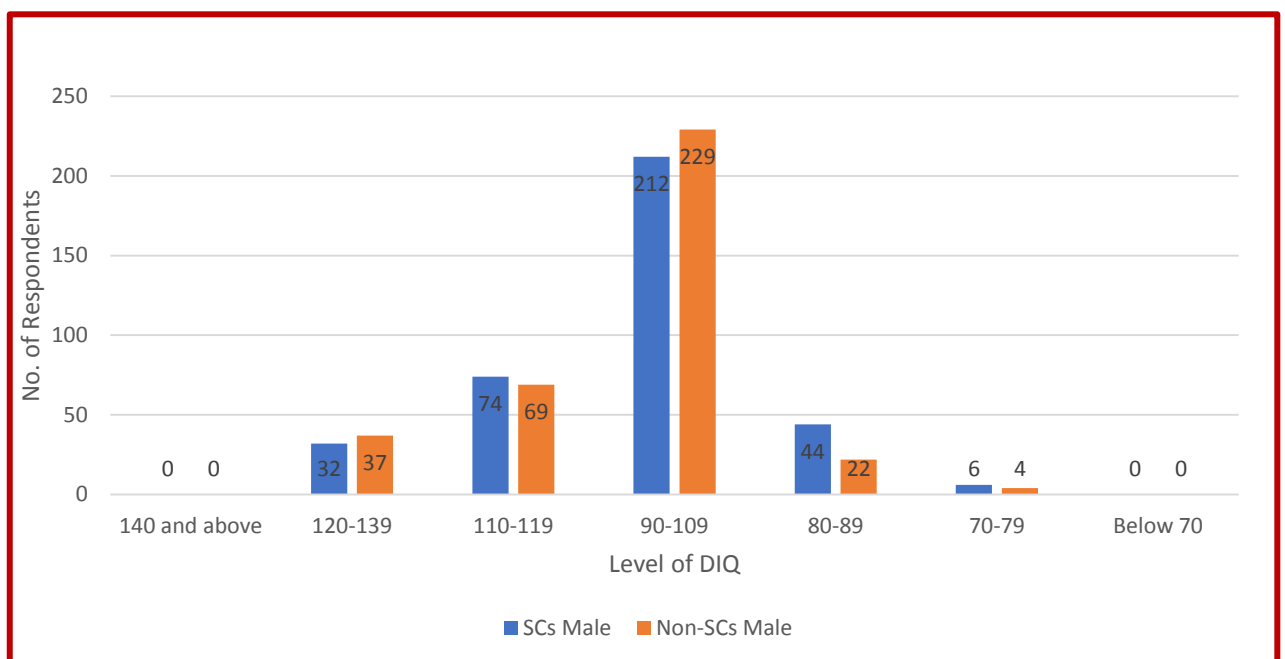
DIQ	Scheduled Caste (Male)		Non- Scheduled Caste (Male)		Classification
	No of Respondents	Percentages	No of Respondents	Percentages	
140 and above	0	0%	0	0	Very superior
120-139	32	8.70%	37	10.25	superior
110-119	74	20.11%	69	19.11	High average
90-109	212	57.61%	229	63.43	Normal
80-89	44	11.96%	22	6.10	Low average
70-79	6	1.63%	4	1.11	Borderline
Below 70	0	0%	0	0	Mentally defective
<b>Total</b>	<b>368</b>	<b>100%</b>	<b>361</b>	<b>100 %</b>	

M=82.29, SD= 17.52, (Scheduled Caste, Male)

M=84.33, SD= 16.17 (Non-Scheduled Caste Male)

**Figure No: 4.5: Graphical representation of level of intelligence of Scheduled Castes**

**(Male) and Non-Scheduled Caste (Male) students in Assam**



From the above table no: 4.8 and figure No: 4.5 it is observed that level of intelligence among scheduled caste Male and non-scheduled caste Male are different. It is noticed from the table that non-SCs students shows better IQ level than the SCs Male students. The result shows that 63.43% are Normal, 19.11% high average and 10.25% superior are found among non-SCs Male students, whereas, 57.61% Normal, 20.11% high average and only 8.70% are superior among SCs Male students. It is also evident from the Mean and Standard Deviation scores of both the group, such as- **M=82.29, SD= 17.52, (Scheduled Caste, Male) M=84.33, SD= 16.17 (Non-Scheduled Caste Male)**. Hence, it may be said that non-scheduled caste Male students are slight better than the Scheduled caste Male of Assam so far, their IQ level is concerned.

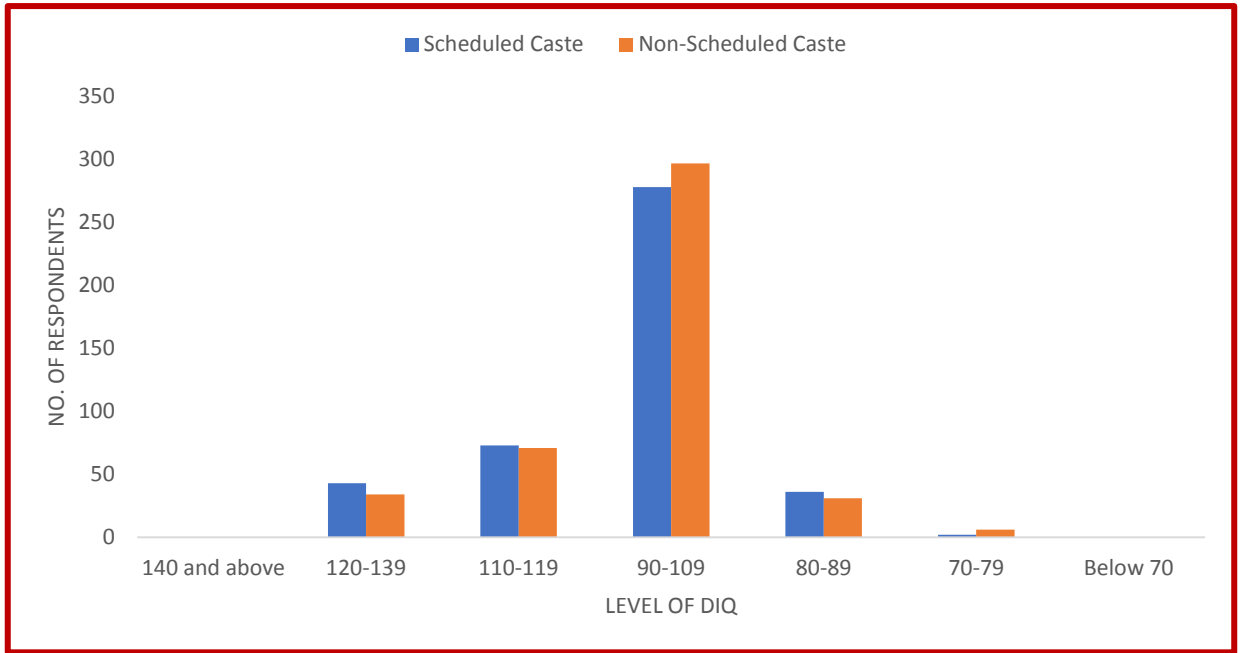
**Table No: 4.9: Level of Intelligence of Scheduled caste Female and Non-Scheduled caste female students in Assam:**

DIQ	Scheduled Caste (Female)		Non- Scheduled Caste (Female)		Classification
	No of Respondents	Percentages	No of Respondents	Percentages	
140 and above	0	0%	0	0%	Very superior
120-139	43	9.95%	34	7.75%	superior
110-119	73	16.90%	71	16.17%	High average
90-109	278	64.35%	297	67.65%	Normal
80-89	36	8.33%	31	7.06%	Low average
70-79	2	0.46%	6	1.37%	Borderline
Below 70	0	0%	0	0%	Mentally defective
<b>Total</b>	<b>432</b>	<b>100%</b>	<b>439</b>	<b>100%</b>	

M=84.44, SD=15.86(Scheduled Caste, Female)

M=82.91, SD=15.94(Non-Scheduled Caste, Female)

**Figure No: 4.6: Graphical representation of level of intelligence of Scheduled Castes (Female) and Non-Scheduled Caste (Female) students in Assam**



As it is already mentioned that there are slight differences between overall scheduled caste and non-scheduled caste students at secondary level of Assam and which is very marginal. In the table no: 8 it is found that non-scheduled caste Male students are better than the scheduled caste Male students in respect to their level of intelligence. But very interestingly it is noticed from the table no: 9 and figure No: 6 that scheduled caste female students are little above than the non-scheduled caste female students. The result shows that though in normal range % SCs female are less than the Non-SCs female which is-64.35% and 67.65%; but in above average level their percentage is better than the Non-SCs female, which is-16.90% high average and 9.95% at superior level among SCs Female and 16.17% high average and 7.75% at superior level among non-SCs female. It is also evident from the Mean and Standard Deviation score i.e. **M=84.44, SD=15.86 (Scheduled Caste, Female)**, **M=82.91, SD=15.94(Non-Scheduled Caste, Female)**. It is also noticed that consistency among SCs female are found better than Non-SCs female group.

**4.10: Null Hypothesis 4: There is no any significant difference between Scheduled caste and non-scheduled caste students regarding their intelligence level.**

**Table No: 4.10: calculation of t-value for Scheduled castes and Non-Scheduled Castes in respect to their level of intelligence in Assam**

Category	N	Mean	SD	$\delta D/SED$	t-value	Interpretation
SCs	800	83.83	16.51	0.81	0.43	Not Significant
Non-SCS	800	83.48	16.08			

The table no: 4.10 revealed that the calculated t-value 0.43 is quite low than the table value at both level of significance i.e. 5% and 1% level of significance and it is not significant. Hence, the assumed null hypothesis is accepted that there exists no any significance difference between SCs and Non-SCs students regarding their level of intelligence. It is also noted in the **table no: 7** that though there are some difference between this two groups, but this is not a significance differences may be this is because of chance error in the sample group. In some of the previous study also it is revealed that Scheduled castes students and non-scheduled caste students did not differ in terms of their level of intelligence (**Aggarwal, A 1992; Sukla, S.K. & Aggarwal 1997; Thiagarajan, A.P. 1995**). But on the other hand (**Tehlan, 2001**) found that general intelligence of male scheduled caste students were better than the female scheduled caste students.

**4.11: Null Hypothesis 5: There is no any significant difference between Scheduled caste male and non-scheduled caste male students regarding their intelligence level.**

**Table No: 4.11: calculation of t-value for Scheduled castes Male and Non-Scheduled Castes Male students in respect to their level of intelligence in Assam.**

Category	N	Mean	SD	$\delta D/SED$	t-value	Interpretation
SC male	368	82.29	17.52	1.24	1.65	Not Significant
Non-SC male	361	84.33	16.17			

It is also observed from the above no: 4.11 that the calculated t-value 1.65 is lower than the table value i.e. 1.96 at 5% and 2.58% at 1% level of significance and so it is not significant. So, the assumed null hypothesis accepted i.e. there exists no any significance difference between scheduled caste Male and non-scheduled Male students in Assam. However, the table no: 8 revealed that level of intelligence among non-scheduled caste Male students are better than the scheduled caste Male students. But, the table no: 11 proved that although there is some difference between this two group, but then the differences are not statistically significant.

***4.12: Null Hypothesis 6: There is no any significant difference between Scheduled caste female and non-scheduled caste female students regarding their intelligence level.***

**Table No: 4.12: calculation of t-value for Scheduled castes Female and Non-Scheduled Castes Female students in respect to their level of intelligence in Assam**

Category	N	Mean	SD	$\delta D/SED$	t-value	Interpretation
SC female	432	84.44	15.86	1.08	1.42	Not Significant
Non-SC female	439	82.91	15.94			

The table no: 4.12 and table No: 4.9 shows also very interesting result that Scheduled caste female students are better than non-scheduled caste female students in respect to their level of intelligence. However, table no: 12 proved that calculated t-value 1.42 is lower than the table value i.e. 1.96 at 5% and 2.58% at 1% level of significance and so it is not significant. So, the assumed null hypothesis is accepted i.e. there exists no any significance difference between scheduled caste Female and non-scheduled Female students in Assam. Though some differences are observed but statistically there is no any differences between scheduled caste Female and non-scheduled Female students in respect to their level of intelligence.

***4.13: Null Hypothesis 7: There is no any significant difference between Scheduled caste male and scheduled caste female students regarding their intelligence level.***

**Table No: 4.13 Calculation of t-test for Scheduled Castes male and Scheduled Castes female students in respect to their level of intelligence:**

Category	N	Mean	SD	$\delta D/SED$	t-value	Interpretation
SC Male	368	82.29	17.52	1.19	1.81	<b>Not Significant</b>
SC Female	432	84.44	15.86			

***4.14: Null Hypothesis 8: There is no any significant difference between non-Scheduled caste male and non-scheduled caste female students regarding their intelligence level.***

**Table No: 4.14 Calculation of t-test for Non-Scheduled Castes male and Non-Scheduled Castes female students in respect to their level of intelligence:**

Category	N	Mean	SD	$\delta D/SED$	t-value	Interpretation
Non-SCs male	361	84.33	16.17	1.14	1.25	Not Significant
Non SCs Female	439	82.91	15.94			

Again, the table no: 4.13 & 4.14 proved that in both the table calculated t-value 1.81 (for SCs Male and SCs Female) and t-value 1.25 (for Non-SCs Male and Non-SCs Female) are lower than the table value i.e. 1.96 at 5% and 2.58% at 1% level of significance and so it is not significant. So, the assumed null hypothesis is accepted i.e. there exists no any significance difference between scheduled caste Male & Scheduled Caste Female and Non-scheduled Male & Non-Scheduled Caste Female students in Assam.

### SECTION-III

***4.15: Objective No: III: To compare the Socio-Economic status of scheduled caste and non-scheduled caste people in Assam.***

**Socioeconomic status (SES)** is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation. When analyzing a family's SES, the household income, earners' education, and occupation are examined, as well as combined income, whereas for an individual's SES only their own attributes are assessed. However, SES is more commonly used to depict an economic difference in society as a whole. Socioeconomic status is typically broken into three levels (high, middle, and low) to describe the three places a family or an individual may fall into. When placing a family or individual into one of these categories, any or all of the three variables (income, education, and occupation) can be assessed.

According to the Oxford Dictionary of Sociology, 'socio-economic status' (2014:713) refers to any measure which attempts to classify individuals, families or households in terms of indicators such as occupation, income and education. One of the first major uses of socio-economic status can be found in the social class measures introduced by the British Registrar General in 1911. Socioeconomic status is often measured as a combination of education, income and occupation. It is commonly conceptualized as the social standing or class of an individual or group. When viewed through a social class lens, privilege, power and control are emphasized. One's socio economic background influences his or her educational attainment and the lifestyle.

The Winsconsin Model developed by William H. Sewell and his associates' related family background and ascribed characteristics of students to their occupational status via the mediation of ability as well as educational achievement. Various Wisconsin studies show that family background affected educational and occupational outcomes through its effects on parental and peer influences on the shaping of educational aspirations. Therefore, both schooling and family background affected status attainment. Socio-economic condition is one of the important determinants of educational achievement.

**Joshi, Shobhanav**, showed that the poor economic condition of the parents in rural areas was the prime reason of female educational backwardness. Parents in rural areas were negligent and against the female education. **Arun (1981)** showed that the Academic Achievement of Scheduled caste and scheduled tribe students were significantly lower than that of the general population. He further reported that the Academic Achievement of scheduled tribe students were superior to that of scheduled caste students. Significant correlation between socio-economic status and academic status of scheduled caste and scheduled tribe students was also found. According to **Graetz**, one's educational success depends very strongly on socio-economic status of the parents.



**Pedrosa R.H, Norbertow. D, Rafael P.M, Cibele.Y.A and Biniltan S.C (2006)** in their study on educational and social economic background of undergraduates and academic performance at a Brazilian University, found that students coming from disadvantaged socio-economic and educational homes perform relatively better than those coming from higher socio-economic and educational strata. They called this phenomenal educational resilience. This could be true considering that different countries have different parameters of categorizing social economic status. What a developed country categories as low social economic status of a developing country. Additionally, students do not form a homogenous group and one measure of social economic disadvantage may not suit all sub groups equally.

A good number of studies have concluded that Scheduled caste people are socio economically backward than the non-scheduled caste people in our society. As already mentioned that socio-economic condition of an individual has lots of impact on education. In the present study an attempt has been made to see the how far the scheduled caste and non-scheduled caste people are differing from each other so far their socio-economic condition is concerned. In this study the researcher has developed a tool on socio-economic status scale for SCs and Non-SCs keeping four very important components which determine the socio-economic status of an individual. The components are- (i) Social Background & Personal Information (ii) Income, Occupation and family possessions (iii) Health (iv) Miscellaneous

Since the present study is an attempt to compare the socio-economic status of SCs and Non-SCs, so, the obtained data has been classified as per the standard categorisations of socio-economic status given in many standard tools. Interpretation is done in the following ways-

**Table No: 4.15: Comparative analysis of level of socio-economic status of Scheduled caste and non-scheduled caste:**

SES scores	Scheduled caste		Non-Scheduled caste		Interpretation
	Respondents	Percentage	Respondents	Percentage	
<b>104 or Above</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>High SES</b>
<b>88-103</b>	<b>28</b>	<b>3.5%</b>	<b>45</b>	<b>5.63%</b>	<b>Above Average SES</b>
<b>72-87</b>	<b>239</b>	<b>29.88</b>	<b>303</b>	<b>37.88%</b>	<b>Average SES</b>
<b>56-71</b>	<b>406</b>	<b>50.75</b>	<b>344</b>	<b>43%</b>	<b>Below Average SES</b>
<b>55 or Below</b>	<b>127</b>	<b>15.88</b>	<b>108</b>	<b>13.5%</b>	<b>Low SES</b>
<b>Total=</b>	<b>800</b>	<b>100%</b>	<b>800</b>	<b>100%</b>	

**M= 66.62, SD= 11.21 (Scheduled Caste)**

**M=69.06, SD= 11.69 (Non-Scheduled Caste)**

The table no: 4.15 mentioned above revealed that level of socio-economic status of non-scheduled caste people are found better than the scheduled caste people in Assam. It is evident from the table that majority number of scheduled caste people stand below average level of socio-economic status than the non-SCs students. The result shows that 37.88% and 5.63% of non-SCs students are stand in the average and above average level of socio-economic status; whereas, only 29.88% and 3.5% of SCs students stand average and above level of socio-economic status. The Mean value of non-SCs i.e. (M=69.06) students also shows that their Socio-Economic status is above than the SCs students in Assam. However, the SD value of non-SCs groups i.e. SD=11.69 revealed that they are more varied than the SCs students in Assam, but the SCs students are more consistent in their position. The study carried out by **Sukla, S.K., & Aggarwal, (1997)** also found that scheduled caste students were low for the socio-economic status as compared to non-scheduled caste students. Similarly, **Aggarwal, A (1992)** found that scheduled caste students are inferior to

non-scheduled caste students in terms of socio-economic status, self-concept, occupational aspiration and academic achievement.

**4.16: Null Hypothesis-9: There is no any significant difference between Scheduled caste and non-scheduled caste students regarding their socio-economic status.**

**Table No: 4.16 Calculation of t-value for Scheduled caste and non-scheduled caste people in respect to the Socio-Economic Status in Assam**

Category	N	Mean	SD	$\delta D/SED$	t-value	Interpretation
Scheduled Caste	800	66.62	11.21	0.57	4.28	Significant
Non-SCs	800	69.06	11.69			

It is observed from the table no: 4.16 that calculated t-value 4.28 is quite higher than the table at 5% level of significance. So, the result is significant at both level of significance and assumed null hypothesis is rejected and it is concluded that there is a significant difference between scheduled caste and non-scheduled caste students in Assam so far, the level of socio-economic status is concerned. It is clear evident from the table no: 4.15 that non-scheduled caste people are having higher level socio-economic status than the scheduled caste people in the state.

**4.17: Null Hypothesis-10: There is no any significant difference between Scheduled caste and non-scheduled caste students in respect to their social background and personal status.**

**Table No: 4.17: Calculation of t-value of Scheduled caste and non-scheduled caste people in respect to the Social Background & Personal status in Assam**

Category	N	Mean	SD	$\delta D/SED$	t-value	Interpretation
Scheduled Caste	800	30.51	10.21	0.48	0.65	Not Significant

<b>Non-SCs</b>	800	30.82	9.10			
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Though it is observed from the table no: 4.15 and 4.16 that there is significant difference between scheduled caste and non-scheduled caste students in respect to their socio-economic status in the state, however, some interesting facts are observed when comparative study are made on the basis of the components of the tools.

The above table no: 4.15 revealed that calculated t-value i.e. 0.65 is quite lower than the table value i.e. 1.96 at 5% and 2.58% at 1% level of significance and so it is not significant. So, the assumed null hypothesis is accepted i.e. there exists no any significance difference between scheduled caste and non-scheduled caste students in respect to Social Background & Personal status. The Mean value of both the groups i.e. M=30.51 for SCs and M=30.82 for non-SCs, which revealed that both the groups possess almost similar Social Background & Personal status. In the same if we see the Standard Deviation value i.e. SD= 9.10 for Non-SCs and SD=10.21for SCs revealed that variation of status among SCs is more than the Non-SCs. Statistically there is no any significant difference between this groups regarding their Social Background & Personal status.

***4.18: Null Hypothesis-11: There is no any significant difference between Scheduled caste and non-scheduled caste students in respect to their Income, Occupation and family possessions.***

**Table No: 4.18 Calculation of t-value of Scheduled caste and non-scheduled caste people in respect to the Income, Occupation and family possessions in Assam.**

<b>Category</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b><math>\delta_b/SED</math></b>	<b>t-value</b>	<b>Interpretation</b>
<b>Scheduled Caste</b>	800	13.32	4.08	0.19	5.53	<b>Significant</b>
<b>Non-SCs</b>	800	14.37	3.56			

It is observed from the above-mentioned table no: 4.18 that calculated t-value 5.53 is quite higher than the table value i.e. 1.96 at 5% and 2.58% at 1% level of significance and so it is quite significant. So, the assumed null hypothesis is rejected and may be said that there exists significant difference between scheduled caste and non-scheduled caste students in respect to their Income, Occupation and family possessions in Assam. From the Mean and standard Deviation value also, it is evident that economic condition of non-scheduled caste students is far better than scheduled caste people, because Mean and SD is 14.37 and 3.56 whereas, Mean and SD of SCs is 13.32 and 4.08 respectively. Statistically it is proved that non-scheduled caste people are better in Income, Occupation and family possessions in Assam.

***4.19: Null Hypothesis-12: There is no any significant difference between Scheduled caste and non-scheduled caste students in respect to their health status.***

**Table No: 4.19 t-Test for Health status of Scheduled caste and non-scheduled caste people in Assam**

Category	N	Mean	SD	$\delta D/SED$	t-value	Interpretation
Scheduled Caste	800	6.08	1.41	0.07	4.12	Significant at both level
Non-Scheduled Caste	800	6.36	1.32			

The above table no 4.19 revealed that calculated t-value 4.12 is greater than the table value i.e. 1.96 at 5% and 2.58% at 1% level of significance and so it is quite significant. So, the assumed null hypothesis is rejected at both level and consequently it may be concluded that there exists significant difference between scheduled caste and non-scheduled caste students in respect to their Health status in Assam. It is also noticed from the table that the Mean value of Non-SCs group is 6.36 and SD is 1.32 and Mean value of

SCs is 6.08 and SD= 1.41. Hence, it is clear evident that Non-SCs students are better in position in respect to Health status than the SCs students.

**4.20: Null Hypothesis-13: There is no any significant difference between Scheduled caste and non-scheduled caste students in respect to their Miscellaneous status.**

**Table No: 4.20: t-Test for Miscellaneous status of Scheduled caste and non-scheduled caste people in Assam**

Category	N	Mean	SD	$\delta D/SED$	t-value	Interpretation
Scheduled Caste	800	16.15	4.55	0.22	8.82	Significant at both level
Non-Scheduled Caste	800	18.09	4.24			

It is observed from the above table no: 4.20 that calculated t-value is quite greater than the table value at 5% and 1% level of significance. So, the result is significant and assumed null hypothesis is rejected and conclusion may be drawn that there is exists highly significant difference between scheduled caste and non-scheduled caste students in respect to their miscellaneous issues which denotes luxurious facilities available in their family. It is quite evident from the result that the Mean value of non-SCs M=18.09 is larger than the Mean value of SCs which is M=16.15, so it implies that non-scheduled caste people are better than the scheduled caste people in respect to their luxurious facilities available in their family.

## ***SECTION-IV***

### ***4.21: Objective No: IV: To compare the Parental Encouragement of scheduled caste and non-scheduled caste people in Assam.***

Parental encouragement is the process usually undertaken by the parents to direct and motivate their children to the right direction and for higher academic achievement. There number of studies which recognised that such as- Sewll and Vimal (1968), Lakshmi et. Al (2006), Murhphy (2009), Ghazi (2010) that students who get the continuous support and participation from the family they can show higher academic achievement in their life. Sarsone et.al (1989) described that parental encouragement is a form of reward because it displays one of the most basic forms of reward that is attention. Kerth and Lichtman (1994) reported that different types of parental involvement and encouragement were assessed as involvement in home-based activities, home structure, rules about viewing T.V and involvement at school and talking with teachers. Further they explored that parental encouragement had positive effect on students' academic success. Another important study by Sunitha (2005) reported that parental encouragement means helping and guiding their child and coaxing him not to feel disheartened at a particular point of difficulty.

The effect of parental encouragement in terms of providing learning environment at home on achievement and cognitive development has been explored in the resent researches. It also has been searched that home learning environment is associated with increased level of cooperation and conformity, peer socio-ability and confidence. Nommay (1988) believed that parent's encouragement indirectly played a significant role in predicting academic achievement through cognitive development of their children. Sui-Chu and Williams (1996) measured parental involvement in the form of talk with mother, talk with father, discuss school programs, discuss school activities, monitor homework,

limit T.V time, limit going out, home after school, school contacts parents and volunteer at school. It was found that home discussion to be significant force on students' achievement.

From the above references it is revealed that parental encouragement has a very role in student's life. It is evident from the different report that scheduled caste people are lagging behind in education than the other population in the country. The present researcher is very keen to know about the level of parental encouragement found among scheduled caste and non-scheduled caste students in Assam. The researcher has adopted Parental Encouragement Scale developed and standardised by Dr Kusum Aggarwal. Collected data has been scored and classified in the following ways to interpret the level of parental encouragement among SCs and Non-SCs students in Assam. The researcher has also calculated t-value to compare and see the significance if any between this two of students regarding parental encouragement.

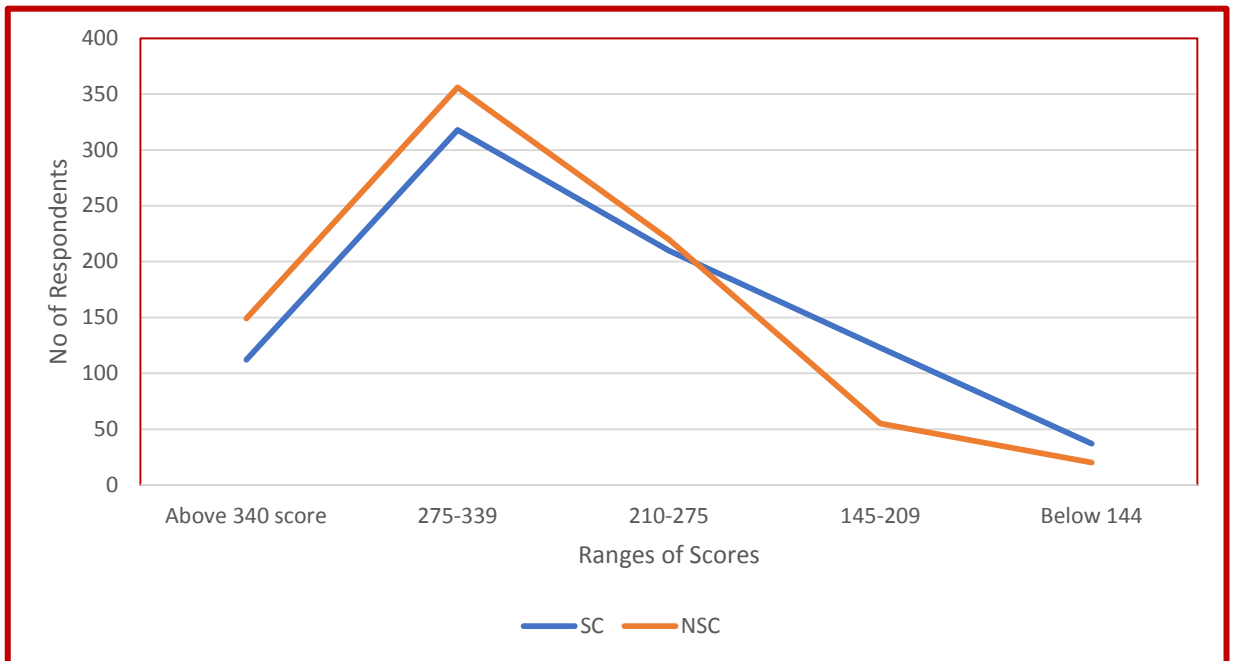
**Table No: 4.21: Level of Parental Encouragement of SC and Non-SC students in Assam:**

Ranges of scores	SC		Non-SC		Interpretation
	Respondents	%	Respondents	%	
Above 340 score	112	14%	149	18.62%	Extremely high parental encouragement
275-339	318	39.75%	356	44.5%	High parental encouragement
210-275	210	26.25%	220	27.5%	Normal Parental Encouragement
145-209	123	15.37%	55	6.87%	Low Parental Encouragement
Below 144	37	4.62%	20	2.5%	Extremely Low Parental Encouragement
<b>Total</b>	<b>800</b>	<b>100%</b>	<b>800</b>	<b>100%</b>	

**M=269.25, SD= 64.46 (Scheduled Caste), M=285.73, SD= 59.68 (Non-Scheduled Caste)**



**Figure No: 4.7: Graphical representation of level of parental encouragement of SCs and Non-SCs students in Assam.**



The above table no: 4.21 and figure no: 4.7 revealed that level of parental encouragement among non-scheduled caste students are found better than scheduled caste students in Assam. From the result it is found that in normal parental encouragement level both the groups almost found same i.e. 26.25% among SCs and 27.5% among non-SCs, but above average level non-SCs students are found better such as 44.5% high parental encouragement and 18.62% Extremely high parental encouragement among non-SCs, on the other hand 39.75% high parental encouragement and 14% Extremely high parental encouragement among SCs students. The Mean value and Standard Deviation Value such as **M=269.25, SD= 64.46 (Scheduled Caste), M=285.73, SD= 59.68 (Non-Scheduled Caste)** it also expressed that Mean of non-SCs group is higher than the SCs and SD value of non-SCs is lower than the SCs SD value; which refers the better parental encouragement of non-SCs than SCs.

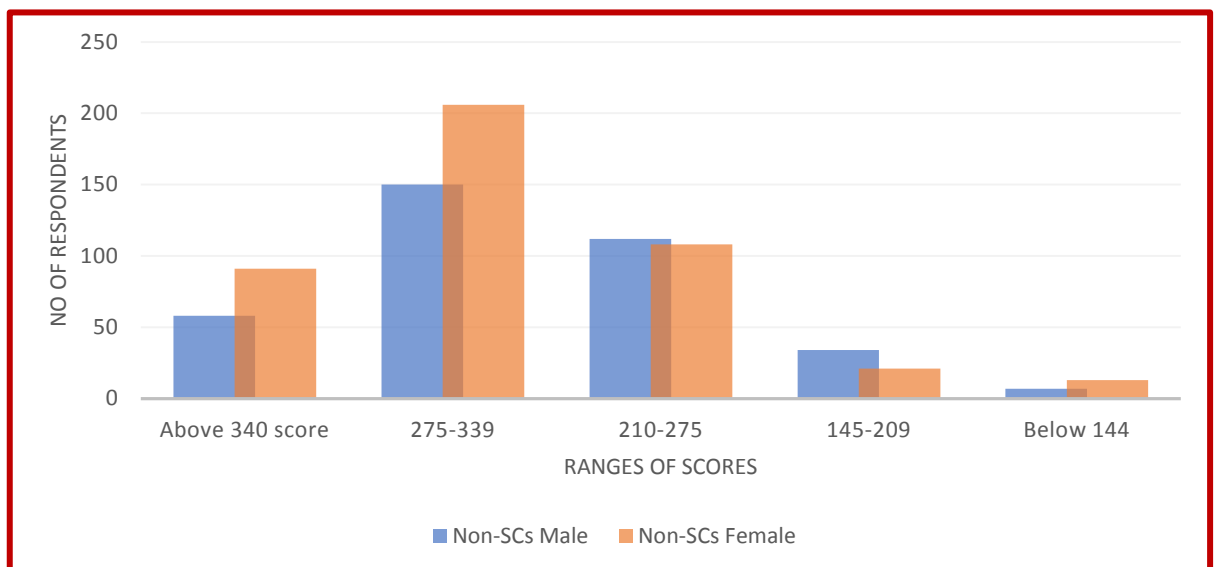
The graphical representation of figure no: 4.7 also shows that non-SCs line is remain above than SCs line when it cross the average level of parental encouragement.

**Table No: 4.22 Level of Parental Encouragement of SC male and Non-SC male students in Assam:**

Ranges of scores	SCs male		Non-SCs male		Interpretation
	Respondents	%	Respondents	%	
Above 340 score	46	12.5%	58	16.06%	Extremely high parental encouragement
275-339	130	35.32%	150	41.55%	High parental encouragement
210-275	117	31.79%	112	31.02%	Normal Parental Encouragement
145-209	63	17.11%	34	9.41%	Low Parental Encouragement
Below 144	12	3.26%	7	1.93%	Extremely Low Parental Encouragement
<b>Total</b>	<b>368</b>	<b>100%</b>	<b>361</b>	<b>100%</b>	

**M=264.67, SD= 62.51 (Scheduled Caste Male), M=279.49, SD= 58.04 (Non-Scheduled Caste Male)**

**Figure No: 4.8 Graphical representation of level of parental encouragement of SCs Male and Non-SCs Male students in Assam**



The table no 4.22 and figure no: 4.8 expressed that if we compare the level of parental encouragement of scheduled caste and non-scheduled caste Male groups than also it is found that non-scheduled caste male groups are getting more parental encouragement from their parent which acts a very important role in student's life for their higher academic achievement as mentioned earlier. The table also reported a very important fact that level of low parental encouragement is found very high among scheduled caste male students than the non-scheduled caste male students. The value of  $M=264.67$ ,  $SD= 62.51$  (Scheduled Caste Male),  $M=279.49$ ,  $SD= 58.04$  (Non-Scheduled Caste Male) implies that Mean value of non-SCs male groups is very high which infers how better their encouragement level is than the SCs male.

It is worthwhile to mention here is that in previous tables it is observed that scheduled caste people are socio-economically lower than the non-scheduled caste people; may be because of these parents of scheduled caste students are engaged most of the time outside the home or in productive work and consequently ignoring their wards education. And as a result, students from such families are unable to showing satisfactory performance in academic life. However, some exceptional cases may also be noted in the society that despite having lots of financial and other problems in the family some students excel in the academic life.

**Table No: 4.23 Level of Parental Encouragement of SCs female and Non-SCs female students in Assam:**

Ranges of scores	SC female		Non-SC female		Interpretation
	Respondents	%	Respondents	%	
Above 340 score	66	15.27%	91	20.7%	Extremely high parental encouragement
275-339	188	43.51%	206	46.92%	High parental

					encouragement
210-275	93	21.52%	108	24.60%	Normal Parental Encouragement
145-209	60	13.88%	21	4.78%	Low Parental Encouragement
Below 144	25	5.78%	13	2.96%	Extremely Low Parental Encouragement
<b>Total</b>	<b>432</b>	<b>100%</b>	<b>439</b>	<b>100%</b>	

M=273.42, SD=65.22 (Scheduled Caste Female), M=291.32, SD=58.92 (Non-Scheduled Caste Female)

**Figure No: 4.9: Graphical representation of level of parental encouragement of SCs Female and Non-SCs Female students in Assam**



Again, from the table no: 4.23 and figure no: 4.9 it is observed that female students from both the scheduled caste and non-scheduled caste get better parental encouragement from their parent. Female students from both the groups received 43.51% High parental encouragement and 15.27% Extremely high parental encouragement among scheduled

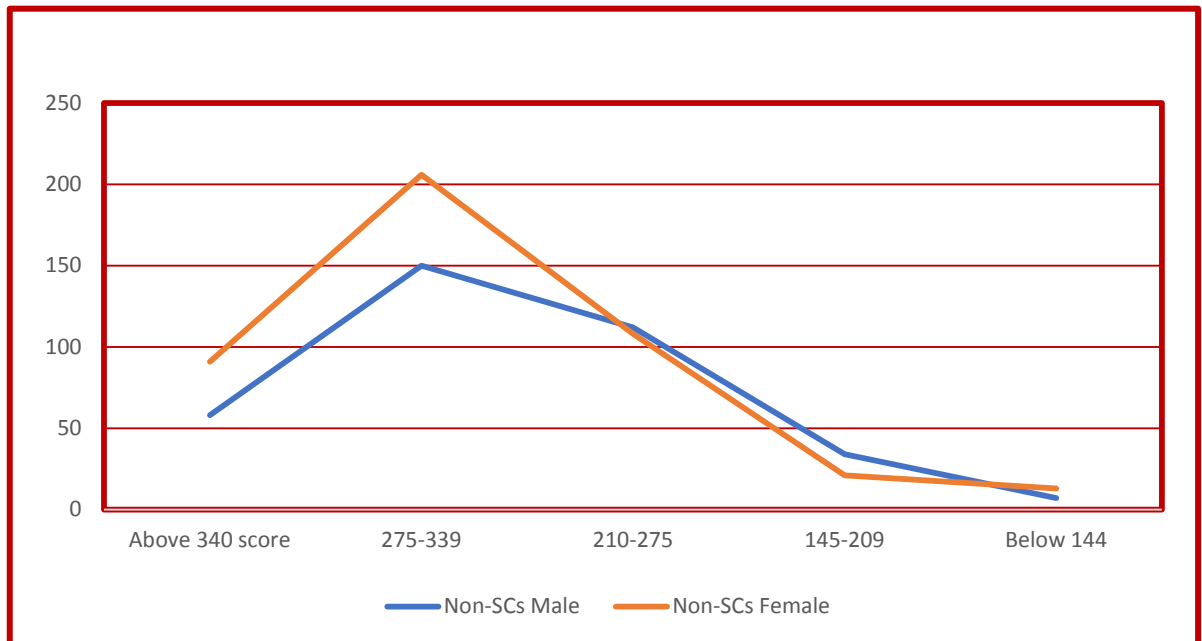
caste; on the other hand, 46.92% High parental encouragement and 20.7% Extremely high parental encouragement among non-scheduled caste groups. But out of this two groups non-scheduled caste female students get better parental encouragement than SCs students. The **Mean=273.42 and SD=65.22** are found among Scheduled Caste Female and whereas, **Mean=291.32, SD=58.92** are found among Non-Scheduled Caste Female.

**Table No: 4.24 Comparative analysis of level of parental encouragement between SCs Male and SCs Female in Assam**

Ranges of scores	SC male		SC female		Interpretation
	Respondents	%	Respondents	%	
Above 340 score	46	12.5%	66	15.27%	Extremely high parental encouragement
275-339	130	35.32%	188	43.51%	high parental encouragement
210-275	117	31.79%	93	21.52%	Normal Parental Encouragement
145-209	63	17.11%	60	13.88%	Low Parental Encouragement
Below 144	12	3.26%	25	5.78%	Extremely Low Parental Encouragement
<b>Total</b>	<b>368</b>	<b>100%</b>	<b>432</b>	<b>100%</b>	

**M=264.67, SD= 62.51 (Scheduled Caste Male), M=273.42, SD= 65.51 (Scheduled Caste Female)**

**Figure No: 4.10: Graphical representation of comparative analysis of level of parental encouragement of SCs Male and SCs Female students in Assam**

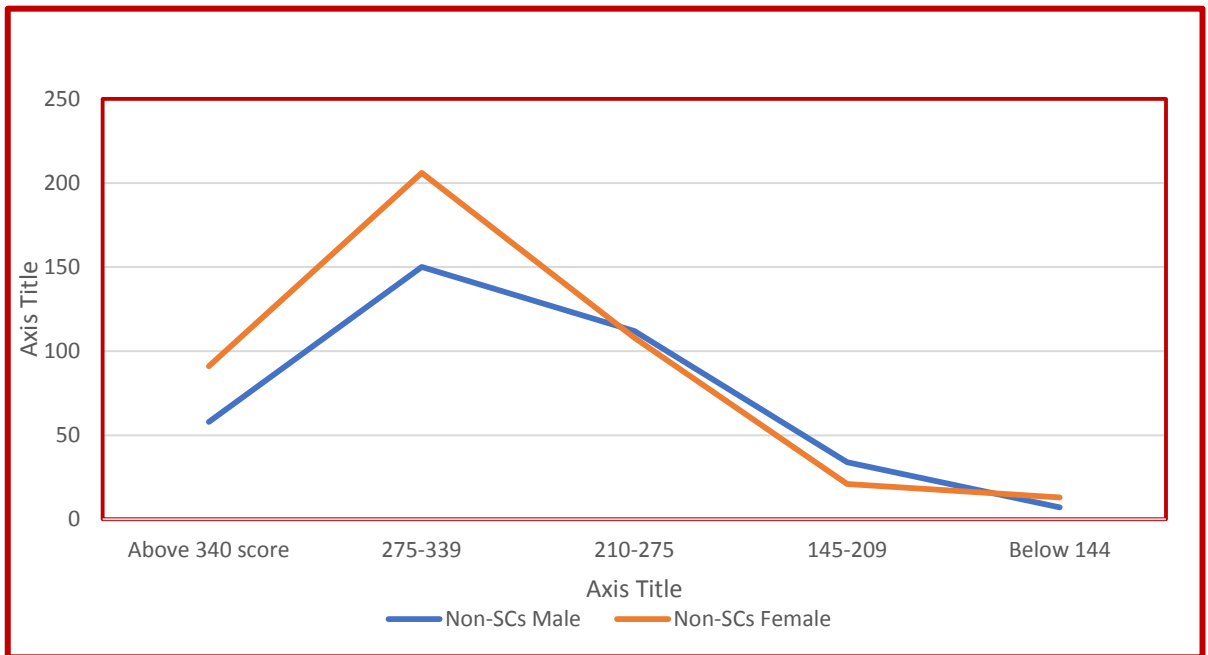


**Table No: 4.25 Comparative analysis of level of parental encouragement between Non-SCs Male and Non-SCs Female in Assam**

Ranges of scores	Non-SC male		Non-SC female		Interpretation
	Respondents	%	Respondents	%	
Above 340 score	58	16.06%	91	20.7%	Extremely high parental encouragement
275-339	150	41.55%	206	46.92%	high parental encouragement
210-275	112	31.02%	108	24.60%	Normal Parental Encouragement
145-209	34	9.41%	21	4.78%	Low Parental Encouragement
Below 144	7	1.93%	13	2.96%	Extremely Low Parental Encouragement
<b>Total</b>	<b>361</b>	<b>100%</b>	<b>439</b>	<b>100%</b>	

**M=279.49, SD=58.04 (Non-SCs Male), M=291, SD= 58.92 (Non-SCs Female)**

**Figure No: 4.11 Graphical representation of comparative analysis of level of parental encouragement of Non-SCs Male and Non-SCs Female students in Assam**



The above-mentioned table no: 4.24 & 4.25 and Figure No: 4.10 & 4.11 expressed very interesting facts that in both tables and figures shows that scheduled caste female and non-scheduled caste female students received better parental encouragement from their parents in comparison to their counterpart i.e. male students. It is revealed from the result that Mean value of SCs female i.e. **M=273.42, SD= 65.51** is quite better than the SCs male i.e. **M=264.67, SD= 62.51**. Similar ways it is observed that Mean value of non-SCs female i.e. **M=291, SD= 58.92** is quite better than non-SCs male i.e. **M=279.49, SD=58.04**.

Hence, it may be said that female students getting more encouragement from their parents irrespective of their caste community and creed in Assam. It is also noticed in various census report that gender gap is decreasing day by day in literacy rate in India as well as in Assam viz. in 1991 gender gap is 18.8 in 2001 16.7 and in 2011 the gap is only 11.6 in Assam. Again, the decline gap is in 1991-2001 is 11.5 and in 2001-2011 is 30.5 (Source: Office of Registrar General, India, 2011).

**4.22: Null Hypothesis 14: There is no any significant difference between Scheduled caste and non-scheduled caste students in respect to their parental encouragement.**

**Table No: 4.26 Calculation of t-value for Scheduled castes and Non-Scheduled Castes students on level of parental encouragement in Assam**

Category	N	Mean	SD	$\delta D/SED$	t-value	Interpretation
Scheduled Caste	800	269.25	64.46	3.10	5.32	Significant
Non-Scheduled Caste	800	285.73	59.68			

The above table no: 4.26 revealed that calculated t-value 5.32 is quite larger than the table value at 5% and 1% level of significance. So, the result is significant and assumed null hypothesis is rejected and conclusion may be drawn that there is exists a significance difference between scheduled caste and non-scheduled caste students regarding level of parental encouragement. It is also evident from the result that non-scheduled caste students are having higher level of parental encouragement than the scheduled caste students in Assam.

**4.23: Null Hypothesis 15: There is no any significant difference between Scheduled caste and non-scheduled caste male students in respect to their parental encouragement.**

**Table No: 4.27 Calculation of t-value for Scheduled castes Male and Non-Scheduled Castes Male students on level of parental encouragement in Assam**

Category	N	Mean	SD	$\delta D/SED$	t-value	Interpretation
SC Male	368	264.67	62.51	4.47	3.32	Significant at both level
Non-SC Male	361	279.49	58.04			



The table no: 4.22 and figure no: 4.8 already established that level of parental encouragement among non-scheduled caste students is better than the scheduled caste people; the similar way the table no: 4.27 shows that calculated t-value 3.32 is quite higher than the table at 5% and 1% level of significance. So, the result i.e. t-value is significant at both level and we may reject assumed null hypothesis and finally conclusion may be drawn that there exists a significance difference between Scheduled castes Male and Non-Scheduled Castes Male students on level of parental encouragement in Assam.

***4.24: Null Hypothesis 16: There is no any significant difference between Scheduled caste and non-scheduled caste female students in respect to their parental encouragement.***

**Table No: 4.28 Calculation of t-value for Scheduled castes Female and Non-Scheduled Castes Female students on level of parental encouragement in Assam**

Category	N	Mean	SD	$\delta D/SED$	t-value	Interpretation
<i>SC female</i>	432	273.42	65.22	4.21	4.25	<b>Significant</b>
<i>Non-SC female</i>	439	291.32	58.92			

In the table no: 4.28 it is observed that difference between scheduled caste female and non-scheduled caste female regarding the level of parental encouragement is a significant difference. Because the calculated t-value 4.25 is quite higher than the table value at 5% level of significance. So, the assumed null hypothesis is rejected at both level and may be concluded that non-scheduled caste female are having higher level of parental encouragement in Assam.

***4.25: Null Hypothesis 17: There is no any significant difference between Scheduled caste male and scheduled caste female students in respect to their parental encouragement.***

**Table No: 4.29 Calculation of t-value for Scheduled castes Male and Scheduled Castes Female students on level of parental encouragement in Assam**

Category	N	Mean	SD	$\delta D/SED$	t-value	Interpretation
<i>SC male</i>	368	264.67	62.51	4.52	1.94	<b>Not significant at both level</b>
<i>SC female</i>	432	273.42	65.22			

Though the table no: 4.24 and figure no: 4.10 established that there is difference between scheduled caste male and female in regard to their level of parental encouragement, however, the above table no: 4.29 it is observed that calculated t-value 1.94 is slightly lower than the table value at 5% and 1% level of significance. So, the result is not significant and the null hypothesis is accepted. Though there is a difference between male and female, but this difference is not a significance difference. Hence, conclusion may be drawn that there exists no any significance difference between scheduled caste male and female students in respect to their level of parental encouragement in Assam.

**4.26: Null Hypothesis 18: There is no any significant difference between non- Scheduled caste male and non-scheduled caste female students in respect to their parental encouragement.**

**Table No: 4.30 Calculation of t-value for Non-Scheduled castes Male and Non-Scheduled Castes Female students on level of parental encouragement in Assam**

Category	N	Mean	SD	$\delta D/SED$	t-value	Interpretation
<i>Non-SC Male</i>	361	279.49	58.04	4.15	2.85	<b>Significant at both level</b>
<i>Non-SC female</i>	439	291.32	58.92			

However, on the other hand the table no: 4.30 it is observed that calculated t-value 2.85 is higher than the table value at 5% and 1% level of significance. So, the result is

significant and null hypothesis is rejected at both level of significance. Hence, it may be concluded that there exists a significant difference between non-scheduled caste male and female students in regard to their level of parental encouragement in Assam. Non-scheduled caste female students are getting more encouragement from their parent.

## SECTION-V

***4.27: Objective No: V: To find out the significant relationship if any between Educational aspiration and intelligence, Educational aspiration and Socio-economic status, Educational aspiration and parental encouragement among scheduled caste and non-scheduled caste students in Assam.***

It is already mentioned that educational aspiration can be seen as an element in academic achievement. Lower educational aspiration leads lower level of academic achievement and higher level of educational aspiration leads higher level of academic achievement in student's life. Educational aspiration and academic achievement of secondary school students and found that the academic achievement of students was influenced in proportion to their parental encouragement (**Rajput, 1989**). All students have their educational aspiration which plays a motivational force in academic life of the students. Parental involvement has been to be an important factor in enhancing not only the achievement of the children but also their educational and occupational aspirations (**Sharma, N. 2002**). Aspirations begin to be shaped early in child's life but are modified by experience and the environment. Aspirations tend to decline as children mature in response to their growing understanding of the world and constraints imposed by previous choices and achievements. This decline is particularly marked for those, who face multiple

barriers. Environment plays a vital role to shape the personality of the students which is happened irrespective of caste, creed, sex etc. Positive environment or sound environment shapes the better personality and better aspiration in the student's mind. Sometimes there might be a link between the intelligence level of a student and his/her educational attainment where the more intelligent one is more prone to get good marks in exams and carry high aspiration level. There is also possibility to have a positive relationship between educational aspiration level and socio-economic status, parental encouragement and intelligence level. Keeping in mind all the above the present researcher has collected the data from scheduled caste and non-scheduled caste students.

In this section an attempt has been made to see if there any significance difference between scheduled caste and non-scheduled caste students in respect to relationship between educational aspiration and intelligence, socio-economic status and parental encouragement.

***4.28: Null Hypothesis19: There is no any significant relationship between Educational Aspiration and intelligence among scheduled caste and non-scheduled caste students.***

**Table No: 4.31 Significant relationship between educational aspiration and intelligence among Scheduled caste and Non-Scheduled Caste people in Assam.**

Variables	SCs Total population(N=800)		Non-SCs Total population (N=800)	
	Educational Aspiration	Intelligence	Educational Aspiration	Intelligence
Educational Aspiration & Intelligence	M= 54.33 SE= 0.46 SD= 12.96	M= 83.83 SE= 0.59 SD= 16.51	M= 56.38 SE= 0.40 SD= 11.19	M= 83.48 SE= 0.57 SD= 16.08
	df= 798 r= 0.27		df=798 r= 0.30	
	Interpretation: Significant at 5% level		Interpretation: Significant at 5% level	

It is observed from the table no: 4.31 that co-efficient of correlation between educational aspiration score and intelligence score value is  $r=0.27$  among scheduled caste group. On the other hand, co-efficient of correlation between educational aspiration score and intelligence score value is  $r=0.30$  among non-scheduled caste groups. Though the 'r' value is quite smaller figure, however, both the 'r' value is significant at 5% level of significance. Hence, it may be said that there is a positive relationship between educational aspiration and intelligence in both the groups. **Kaur, P. (2012)** conducted a study on educational aspirations of adolescents in relation to their level of intelligence. The result indicate that gender and type of school do not influence educational aspiration of adolescents, but different levels of intelligence influence the educational aspirations of adolescents. Hence, it may be concluded that there is no any significance difference between scheduled caste and non-scheduled caste students in respect to relationship between educational aspiration and intelligence in Assam.

***4.29: Null Hypothesis 20: There is no any significant relationship between Educational Aspiration and Socio-Economic status among scheduled caste and non-scheduled caste students.***

**Table No: 4.32 Significance difference between Scheduled caste and Non-Scheduled Caste people in relation to Educational Aspiration & Socio-Economic Status**

Variables	SCs Total population(N=800)		Non-SCs Total population (N=800)	
	Educational Aspiration	Socio-Economic Status	Educational Aspiration	Socio-Economic Status
Educational Aspiration & Socio- Economic Status	M= 54.33 SE= 0.46 SD= 12.96	M= 66.62 SE= 0.41 SD= 11.21	M= 56.38 SE= 0.40 SD= 11.19	M= 66.06 SE= 0.40 SD= 11.69
	df= 798 r= 0.08		df=798 r= 0.03	
	Interpretation: Significant at 5% level		Interpretation: Significant at 5% level	

The table no: 4.32 revealed that educational aspiration has close relationship with the socio-economic status of an individual. It is a general observation that good socio-economic status promotes better educational aspiration. The above table shows that coefficient of correlation between educational aspiration and socio-economic status of both scheduled caste and non-scheduled caste students are found positive. Though the 'r' value of scheduled caste  $r=0.08$  and non-scheduled caste is  $r=0.03$  is seems to be very low, but it is significant at 5% level of significance since the sample size is large. Hence, it may be said that there is a positive relationship between educational aspiration and socio-economic status in both the groups. **Salgotra, K. A., Roma, K. (2018)** also studied the educational aspiration and socio-economic status among secondary school students and found that there is significant and positive co-relationship between socio-economic status and educational aspiration. Hence, it may be concluded that there is no any significance difference between scheduled caste and non-scheduled caste students in respect to relationship between educational aspiration and socio-economic status in Assam.

***4.30: Null Hypothesis 21: There is no any significant relationship between Educational Aspiration and Parental Encouragement among scheduled caste and non-scheduled caste students.***

**Table No: 4.33 Significance difference between Scheduled caste and Non-Scheduled Caste people in relation to Educational Aspiration & Parental Encouragement**

Variables	SCs Total population(N=800)		Non-SCs Total population (N=800)	
	Educational Aspiration	Parental Encouragement	Educational Aspiration	Parental Encouragement
Educational Aspiration & Parental Encouragement	M=54.33 SE= 0.46 SD=12.96	M= 269.25 SE= 2.28 SD= 64.50	M= 56.38 SE= 0.40 SD= 11.19	M= 285.73 SE= 2.11 SD= 59.71
	df= 798 r= 0.14 Interpretation: Significant at 5% level		df=798 r= 0.15 Interpretation: Significant at 5% level	

The above table no: 4.33 shows that there is a close relationship between Educational Aspiration & Parental Encouragement. It has already mentioned that parental encouragement plays a significant role in student's life whatever may be status of parent in the society. Positive and higher level parental encouragement promotes higher level motivation in child's mind and as a result they get success in every sphere of life. Here in this table the calculated 'r' value i.e.  $r=0.14$  and  $r=0.15$  of between Educational Aspiration & Parental Encouragement is significant at 5% level of significance of both the group of scheduled caste and non-scheduled caste students of Assam. Since both the result is significant in both groups, so, there is no any significance difference between scheduled caste and non-scheduled caste students in respect to relationship between Educational Aspiration & Parental Encouragement in Assam.

## **CHAPTER NO-V**

### **SUMMARY, MAJOR FINDINGS AND CONCLUSION**

#### **5.1: INTRODUCTION:**

Education is a continuous intellectual process which begins at the very early age and continues till the exit of life. The process of education means transmits and creates knowledge or information, develops and structures critical cognitive powers, deepens and reinforces human sensitivity, and associates the urge to explain, control, and reunite with nature into a purposeful pursuit of an understanding of the relationships between and among human beings and nature, it is also a source of power. Numerous studies show that educational aspirations play important roles in educational attainments, and in turn, status attainment process. Students' educational aspirations have strong positive effects on their educational achievement and attainment (Alexander, Eckland and Griffin 1975; Kao and Tienda 1995; Marjoribanks 2005; Mau 1995; Wilson and Wilson 1992 as cited in Reed, E. J. (2012)), which in turn, have strong effects on their earnings (Murphy and Wech 1989; Pascarella and Terezini 1991; Pascarella and Terezini 2005; Perna 2003 as cited in **Reed, E. J. (2012)**). Further it is found that students with educational aspirations are more likely than students with low educational aspirations to: do well in school, attain higher education degrees, and reap the economic rewards of higher education degrees in the labour market. Students' educational aspiration also mediates the effects of socio-economic origin (i.e. their parents' socio-economic status) on their achievement and attainment (Garg et al. 2002; Marjoribanks 1995; Mau and Bikos 2000; Seginer and Vermulst 2002; Sewell, Haller and Ohlendorf 1970; Sewell and Hauser 1992 as cited in **Reed, E. J. (2012)**). It is also observed that educational aspirations can strengthen or diminish the effects of where they come from on how well they do and how far they go in school.



Aspirations begin to be shaped early in child's life, but are modified by experience and the environment. Aspirations tend to decline as children mature in response to their growing understanding of the world and constraints imposed by previous choices and achievements. This decline is particularly marked for those, who face multiple barriers. Aspiration means a strong desire to achieve something high or great. Aspirations, however, usually can not the achievement of something high or great. These also address both present and future perspectives. According to Sirin, Diemer, Jackson and Howell (2004) as cited in Kaur, P. (2012), "Aspirations have been defined as the educational and vocational dreams that students have for the future." According to Hurlock (1973) Sirin, Diemer, Jackson and Howell (2004) as cited in **Kaur, P. (2012)**, "Aspiration means a longing for what one has achieved with advancement on it's as its end". Educational aspiration is an important variable in predicting academic achievement and may be seen as an element in academic achievement motivation, focusing as they do on the desire for success and the development of goals to succeed in particular educational fields or to gain a particular degree. There are different theoretical perspectives on the interpretation of educational aspiration and its significance for the future behaviour.

There are three groups of factors of educational aspiration: background factor, personal factor and environmental factors. Background factors comprised of social and demographic attributes such as age, gender, socio-economic status and family structure. The personal factor is psychological in nature and is composed of an individual's personal attitude towards education, school and work. The environmental factors include aspects of social support as parental involvement, affecting the individual. The influence of these factors is well documented in the literature (Garg, Kauppi, Lewko, Urajnik, 2002 Sirin, Diemer, Jackson and Howell (2004) as cited in **Kaur, P. (2012)**). Educational aspirations are influence by multiple intrapersonal and systemic factors (Gottfredson, 2002 Sirin,

Diemer, Jackson and Howell (2004) as cited in Kaur, P. (2012)). Some individual factors related to students' aspiration include their level of intrapersonal skills, self-reliance, self-control, self-concept and low mature responsibility (Marjoribans, 2002 Sirin, Diemer, Jackson and Howell (2004) as cited in **Kaur, P. (2012)**). Systematic variables related to educational aspirations include students' socio-economic status (SES), the level of family's engagement in their children's education, ethnicity, race, familiar aspiration and level of parental education.

Traditionally, the Indian society is based on a caste system with massive inequalities in social, economic and political spheres. The existence of scheduled caste today is the outcome of historical unfair treatment by the caste Hindus. In the ancient times, the underprivileged people were known by the various names such as Avarna, Shudra, Ashprushya etc. All these names in the past signified that the caste Hindus looked upon them as degraded human beings worthy of all categories of so-called lower occupations. The greatest stigma attached by Hinduism is related to ritual uncleanness of a person. It is highly ingrained in the daily life of high caste, related to the manner of religious worship and rituals associated with birth, maternity, death etc. This was a unique way of isolating a particular group of people serving the so-called high-class people in the Hindu society. Nowhere in the world, we find that a person looked down upon as unclean because he undertakes certain activities of keeping the environment clean for maintenance of hygienic standards. The term "Scheduled caste" is standardized in the constitution of the republic India. Scheduled castes are the depressed section of population. The term depressed for the first time was used in 1931 census for classification of those who were regarded as untouchables and those who suffered from various social abilities in the matter of education and general advancement. The expression standardized in the constitution was first coined by the Simon Commission and embodied in the Government of India Act,

1935. Before 1935 they were known as depressed class. They were in fact, outside the caste (varna) system. Mahatma Gandhi termed these castes “Harizans”, it means people of God. In the traditional Indian society, the deprivation of one section of people to another gave rise to social inequality. This still persist in our society and economy. The constitution of India guarantees some of the privileges to this section which are also received by other citizens.

Thus, a special category of castes known as scheduled castes was created by the British government for the purpose of dividing the Hindu population in pursuance of its ‘divide and rule’ policy. They were neither ‘untouchables’ whose cause was so assiduously championed by Ambedkar, nor the depressed classes as defined by the Lothian committee, specially constitute for the purpose of defining and enumerating the depressed classes, solely an criteria of (a) denial of access to the interior of ordinary Hindu temples and (b) causing population by touch or within a certain distance but “a group of castes, races or tribes which appear to correspond to the classes of pers.” Earlier prevailing idea had been that inclusion in the list of depressed classes might affect social prestige of caste. The scheduling of castes on the basis of social, political, economic and educational level of development removed that stigma so much that even those castes which only a decade earlier had asked for exclusion from the list of depressed classes no longer pressed for it, because the apparent political, economic and educational benefits.

Caste is a system of social organization found in old India and continuing to the present day. The membership in a caste is hereditary and this is fixed for life. The scheduled castes are characterized by the loyal social status. From time immemorial the scheduled caste suffered from social injustice and exploitation so as to prevent them from rising above. They had no access to education. The road to knowledge was closed for them. Thus, they remained socially, educationally and economically backward.

Non-scheduled caste people in the society are those people who are other than the scheduled caste people. In this group there are some people who are enjoying the higher strata in the society and they are in the higher level of government administrative and other service area. Socio-economic status of this group is better than the scheduled caste people and thereby they could provide the best facilities and home environment for the academic purpose of their children. It is already mentioned that higher socio-economic status ensures the economic and social security which are some of the important factors for development of balanced personality and confidence. Lack of which, people may not expose their competency as well as quality in the right time and right place. Since the non-scheduled caste people are enjoying most of the social advantages, so their performances are quite measurable and appreciable in the society in comparison to scheduled caste people. Among the non-scheduled caste people there are some who are economically backward, and they are not at per higher class people; but some of them are enjoying the status of other backward class or most other backward class (OBC/MOBC) benefits from the government.

## **5.2: RATIONALE OF THE STUDY**

Traditionally, the Indian society is based on a caste system with massive inequalities in social, economic and political spheres. The perpetuation of social and economic inequalities further strengthened the division of society along the caste lines wherein the occupation and the status got determined at the time of birth, depending upon the type of family in which one is born and not by the individual initiatives, aptitude, educational attainment or skills acquired during the working life. The potent instrument used to perpetuate the socio-economic differentials was the separation of work from knowledge and power. The working class was denied access to education as it was considered a privilege of few elite groups. The denial of education was essential to prevent them from acquiring rights in productive assets, mainly land, which was in the hand of

upper castes who seldom worked on it. On the other hand, the lower castes being without land and other productive assets were forced to seek employment from the land-owning class and were at their mercy. This manifested itself in the prevalence of bonded labour, whereby the working class even lost the choice of work place. Many of them got tied to their master because they remained indebted for generations together. Absence of education and lack of awareness forced the lower classes to work as manual labourers, many of them working in unclean occupations like scavenging etc., from one generation to another. Politically, the former due to their higher status yielded more power and the latter were powerless and unorganized.

After the attainment of independence of India, this relationship of master-slave type was sought to be changed as equality of opportunity and social justice were recognized the guiding principles of development planning in independent India. Three types of approaches were followed to overcome the historical malaise. Firstly, abolition of untouchability and discrimination on the basis of caste, creed and religion to ensure that these provisions are adhered to, constitutional guarantees and a number of legislative provisions have been made. Secondly, equality of access in education was considered as an important aspect of achieving equity and social justice. Therefore, to ensure that economic deprivation does not stand in the way of access to education and other opportunities, a number of measures like friendships, scholarships, incentives and attendance scholarships are provided. Thirdly, an appropriate reservation in the recruitment and promotion to various government and public sector jobs was made mandatory so as to ensure their entry and vertical mobility into organized labour market particularly in non-agricultural occupations.

Despite a variety of provisions, the outcome has been quite mixed. While the government has been extending the provisions of protective discrimination from one

decade to another, it is generally felt that some castes have progressed faster to the exclusion of the others thus perpetuating the intra-caste differentials within the scheduled castes. There are many instances when intra-caste disparities and differentials are more pronounced than those prevailing between the scheduled caste and scheduled tribes and others as a whole. The differentials in educational attainment and access to elementary and other levels of educations have also continued to perpetuate. This calls for a detailed examination of the outcomes of educational and other efforts undertaken during the last four decades.

Since independence, the Government of India have been provided some constitutional safeguard to the people who are socially, economically and culturally backward. The objective of such a policy is to benefit the weaker sections of the society. This has been administered by the Central and State Governments. It tries to remove social and religious inabilities of the lower caste. It provides facilities in education, employment, parliament, state legislators and locals' bodies and finally, the policy safeguards the deprived class from all sorts of social injustice and exploitation. In the way spirit a number of research studies has been carried out in this section of people to find out their status, problems in various levels by the numbers of administrators, different organizations, NGOs, research scholar, social thinkers, academicians and others. Their main objective was to find out some solution to abolish the gap between scheduled caste and non-scheduled caste and welfare of the scheduled caste people in Indian society.

For the development of the scheduled caste in India, the Government has given a special importance to provide educational opportunities. The central focus in the SC's educational development is of their equalization with the non-SC population at all stages and levels of education in all areas and in all the four dimensions – rural male, rural female, urban male and urban female. There are approximately 14 crores of Scheduled

Caste populations in India. Scheduled caste population constitutes 16.41% population in the country. This now take us to the question of their educational development. How far these population are provided with educational facilities and how far developmental indicators have been ascertained is to be examined. Unfortunately, studies in the Education of Scheduled Caste did not attract attention of Scholars as much as that of Scheduled Tribes. The benefits of the plans and programmes made for the augmentation of the SC's and ST's had not reached them. We had failed to abolish untouchability and it was still practiced. Further, the advantage of reservation did not reach the target groups. There are wide variations in the percentage of enrolment ratio (between SC's and non- SC's) among the various States and Union Territories of the country. There are also wide variations in literacy percentage among different districts as well as among different scheduled caste groups within the states. Again some of the states specially West Bengal claims that untouchability and inequality has been reduced and government policies are implemented but the recent report of Nobel Laureate Prof. Amartya Sen reveals that the situation is in no way better than the earlier time. Education facilities of the scheduled caste people are distressed.

Of course, it is gratifying to note that although ICSSR has initiated such survey's, yet, it needs to emphasis that the national survey should be supplement by intensive studies of the individual scheduled caste groups to gain a clear and comprehensive understanding of the problems and prospects of the SC education in different regions. The Central focus in the Scheduled Castes' educational development in the NPE' 86 and in revised NPE 92, is their equalization with non-SC population at all stages and levels of education.

But hardly any study has been carried out to find out the gap between the constitutional and policy commitment and of its implementation. Only the commission of SC/ST in its report (1986-87) has reviewed the constitutional schemes for the advancement

of SC/ST's and their implementation during the plan periods. The report also brings out some of the salient points related to the educational development of SC/ST with special reference being made to accessibility of schools drop out ratio at various level of schooling and enrolment ratios. The review of the researches revealed that a single study has not been carried out with regard to the policy implementation of the educational development of scheduled caste, specially. Further it is a matter of regret that not even a single study has been taken up about the development of education of the Scheduled caste in North East India and also in a comparative perspective with other states. Because the gloom picture of the development of scheduled caste education hinders of educational progress as a whole. If 16 percent of the populations are unable to participate in the development process how can there be advancement in the country.

There are three groups of factors of educational aspiration: background factor, personal factor and environmental factors. Background factors comprised of social and demographic attributes such as age, gender, socio-economic status and family structure. The personal factor is psychological in nature and is composed of an individual's personal attitude towards education, school and work. The environmental factors include aspects of social support as parental involvement, affecting the individual. The influence of these factors is well documented in the literature (Garg, Kauppi, Lewko, Urajnik, 2002). Educational aspirations are influence by multiple intrapersonal and systemic factors (Gottfredson, 2002). Some individual factors related to students' aspiration include their level of intrapersonal skills, self-reliance, self-control, self-concept and low mature responsibility (Marjoribans, 2002). Systematic variables related to educational aspirations include students' socio-economic status (SES), the level of family's engagement in their children's education, ethnicity, race, familiar aspiration and level of parental education.



So, it is unstated that educational aspiration of an individual has a great role in the future life. And this aspiration is animated mostly due to the intelligence level, socio-economic status, parental involvement or encouragement of the individual and such many other factors.

Since the scheduled caste people are academically backward, so the present researcher is keen to know the reasons behind of their backwardness. Whether there is any psychological factor are responsible or sociological factors responsible or any environmental factor responsible? There are good numbers of research studies have been carried out in various aspects such as intelligence, socio-economic status, academic achievement, educational aspiration etc. But hardly any study has been made on educational aspiration in Relation to the intelligence, socio-economic status and parental encouragement amongst Scheduled Caste and non- Scheduled Caste Students at Secondary Level in Assam. Keeping in mind all these; present researcher has designed the study along with the following statement.

### **5.3: STATEMENT OF THE PROBLEM**

*“A Comparative Study of Educational Aspiration Levels in Relation to the Intelligence, Socio-Economic Status and Parental Encouragement amongst Scheduled Caste and non- Scheduled Caste Students at Secondary Level in Assam”.*

### **5.4: OBJECTIVES**

**The objective of the present study is such as-**

- (i) To compare the educational aspiration level of scheduled caste and non-scheduled caste students of Assam.

- (ii) To compare the intelligence level of scheduled caste and non-scheduled caste students of Assam.
- (iii) To compare the socio-economic status of scheduled caste and non-scheduled caste people in Assam.
- (iv) To compare the parental encouragement level of scheduled caste and non-scheduled caste people in Assam.
- (v) To find out the significant relationship if any between Educational aspiration and intelligence, Educational aspiration and Socio-economic status, Educational aspiration and parental encouragement among scheduled caste and non-scheduled caste students.

## **5.5: NULL HYPOTHESES**

- (i) There is no any significant difference between Scheduled caste and non-scheduled caste students regarding their educational aspiration level.
- (ii) There is no any significant difference between Scheduled caste and non-scheduled caste male students regarding their educational aspiration level.
- (iii) There is no any significant difference between Scheduled caste and non-scheduled caste female students regarding their educational aspiration level.
- (iv) There is no any significant difference between Scheduled caste and non-scheduled caste students regarding their intelligence level.
- (v) There is no any significant difference between Scheduled caste and non-scheduled caste male students regarding their intelligence level.
- (vi) There is no any significant difference between Scheduled caste and non-scheduled caste female students regarding their intelligence level.
- (vii) There is no any significant difference between Scheduled caste male and Scheduled caste female students regarding their intelligence level.
- (viii) There is no any significant difference between non-scheduled caste male and non-scheduled caste female students regarding their intelligence level.
- (ix) There is no any significant difference between Scheduled caste and non-scheduled caste students regarding their socio-economic status.

- (x) There is no any significant difference between Scheduled caste and non-scheduled caste students in respect to their social background and personal status.
- (xi) There is no any significant difference between Scheduled caste and non-scheduled caste students in respect to their income, occupation and family possession.
- (xii) There is no any significant difference between Scheduled caste and non-scheduled caste students in respect to their health status.
- (xiii) There is no any significant difference between Scheduled caste and non-scheduled caste students in respect to their miscellaneous status.
- (xiv) There is no any significant difference between Scheduled caste and non-scheduled caste students in respect to their parental encouragement.
- (xv) There is no any significant difference between Scheduled caste and non-scheduled caste male students in respect to their parental encouragement.
- (xvi) There is no any significant difference between Scheduled caste and non-scheduled caste female students in respect to their parental encouragement.
- (xvii) There is no any significant difference between Scheduled caste male and Scheduled caste female students in respect to their parental encouragement.
- (xviii) There is no any significant difference between non-Scheduled caste male and non-Scheduled caste female students in respect to their parental encouragement.
- (xix) There is no any significant relationship between Educational Aspiration and intelligence among scheduled caste and non-scheduled caste students.
- (xx) There is no any significant relationship between Educational aspiration and socio-economic status among scheduled caste and non-scheduled caste students.
- (xxi) There is no any significant relationship between Educational aspiration and Parental encouragement among scheduled caste and non-scheduled caste students.

## **5.6: DELIMITATIONS OF THE STUDY**

The present study is delimited to the following ways:

- (i) The present study is delimited to the secondary level students of Assam i.e. class IX and X.
- (ii) The present study is delimited to the state Assam only.

## **5.7: OPERATIONAL DEFINATIONS**

### **a) Scheduled Caste:**

The Scheduled castes are those castes which have been incorporated in the schedules as per the recommendations of the National commission for SC & ST and ratified by the parliament. The term 'schedules caste' denotes such castes or races or part of groups as per deemed under article 341 to be scheduled caste for the purpose of Indian constitution. The erstwhile untouchable were listed by the government indifferent schedule to be considered them as different categories, in order to further their social, educational, economic, and other interests. Such lists have been prepared by the respective state government and published in modification order 1956 published as S.P.U. 24-77 A. dated 29.10.1956 by the Government of India all such erstwhile untouchable castes which are listed in the said government order are defined as scheduled caste.

### **b) Non-Scheduled Caste:**

In the present study non-scheduled caste people are those who are not included in the lists of scheduled caste groups notified by the Govt. time to time.

### **c) Secondary Level:**

In our state secondary education is imparted by high schools and higher secondary schools. High school starts with the class IX and X and higher secondary school comprises class XI to XII. In the present study secondary school means only class IX and X class students.

#### **d) Educational Aspiration:**

According to Hurlock (1973), “Aspiration means a longing for what one has achieved with advancement on it’s as its end”. In the present study Educational aspiration is an important variable in predicting academic achievement and may be seen as an element in academic achievement motivation, focusing as they do on the desire for success and the development of goals to succeed in particular educational fields or to gain a particular degree, and which will be measured through a tool.

#### **e) Socio-Economic Status:**

According to the Oxford Dictionary of Sociology, ‘socio-economic status’ (2014:713) refers to any measure which attempts to classify individuals, families or households in terms of indicators such as occupation, income and education. **Socioeconomic status (SES)** is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation. In the present study socio-economic status comprises some of the important components which determine the socio-economic status of an individual. The following components are considered as the determinants of socio-economic status of scheduled caste and non-scheduled people such as- (i) Social Background & Personal Information (ii) Income, Occupation and family possessions (iii) Health (iv) Miscellaneous.

#### **f) Parental Encouragement:**

Parental Encouragement refers the general process undertaken by the parents to initiative and directs the behaviour of the children towards high academic achievement. The present study aims to probe the relationship between Parental Encouragement and Academic Achievement of Higher Secondary School Students.

### **g) Intelligence:**

Intelligence is the mental ability of individual. It is the ability to learn, to deal with abstraction, to make adjustment, to adopt new situation, or the ability or power to make appropriate responses to certain stimuli in a given situation. Level of Intelligence in the presents study refers I.Q level of the students.

## **5.8: METHODOLOGY**

The method to be employed is mostly determined by the objectives of the study, limitations of the study, resources of the investigator etc. These considerations led the investigator to employ the descriptive survey method of research in this study. The method of research which concerns itself with the present phenomena in terms of conditions, practices beliefs, processes, relationships or trends invariably is termed as ‘descriptive survey study’. It is concerned with the present conditions, situations, events and practices and deals with relationship among variables. Survey studies are conducted to given accurate description of the existing phenomenon so as to justify current conditions and practices.

### **5.8.1:Method:**

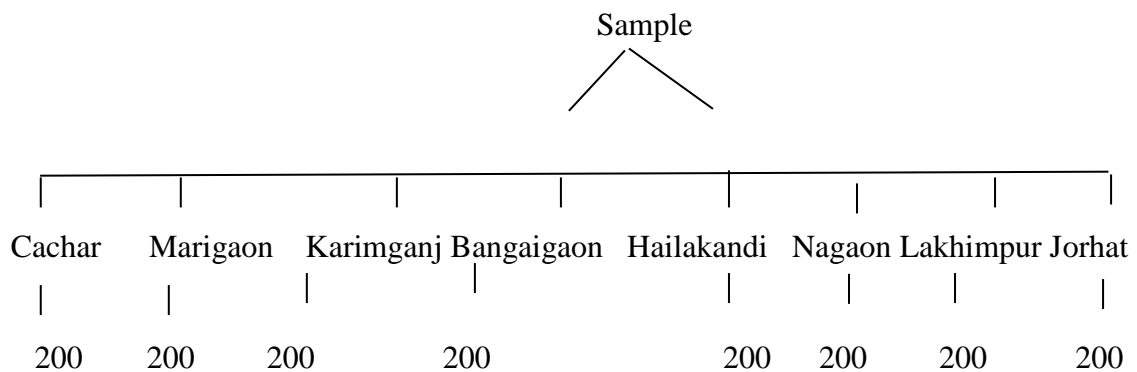
The present study has been carried out with the help of descriptive survey method. Basically, the present research study is based on purely primary sources of data. The data has been collected from different schools of Assam located in selected sample districts.

### **5.8.2: Universe of the study:**

The present study covers all the scheduled caste and non- scheduled caste people living in Assam. However, the target group/populations of the present study are the students who are studying at secondary level in Assam.

### 5.8.3: Sample:

There are 27 districts of Assam, out of which 8 districts has been taken as the sample districts for the study. Again, in all the districts, scheduled caste people are not equally distributed. So, the districts having more number of scheduled caste populations has been selected as the sample districts for the study. From each district 200 students (including boys and girls) has been selected by using purposive sampling technique from the secondary (Class IX & X) school for sample purpose. In total the sample size is 1600. The detail chart of the sample size is given below-



In the present study the researcher attempts to enquire about the educational aspiration levels in relation to the intelligence, socio-economic status and parental encouragement amongst scheduled caste and non- scheduled caste students at secondary level in Assam. For the fulfilment of the above purposes the researcher has used the following tools:

- (i) **Educational Aspiration Scale**
- (ii) **Agarwal Parental Encouragement Scale**
- (iii) **G.C. Ahuja Group Test of Intelligence Scale**
- (iv) **Socio-Economic Status Scale**

## **5.9: PROCEDURE FOR DATA COLLECTION**

After the tools are finalised the principal investigator sent the Research Associate to the different schools of sample districts for collection of required data. The tools are translated into Assamese and Bengali version considering the medium of instruction of the selected schools. Research Associate has collected the data from the schools personally through the tools.

## **5.10: PROCEDURE OF DATA ANALYSIS**

After collection of relevant data from the schools of different districts, scoring was done as per the scoring procedure developed in the tools. Finally, analysis has been done with the help statistical techniques such as-Percentage, Mean, SD, Graphical techniques, t-test and co-efficient of correlation techniques.

## **5.11: MAJOR FINDINGS OF THE STUDY**

### **5.12: Findings on Educational Aspiration of SCs and Non-SCs**

1. It is evident from the study that level of educational aspiration is found better among non-scheduled caste group. The non-scheduled caste students at secondary level possess better educational aspiration than the scheduled caste group.
2. The result also shows that non-scheduled caste students possess very high-level educational aspiration than the scheduled caste people in Assam. Since the socio-economic conditions of non-scheduled caste students are better than the scheduled caste students, which might cause their higher-level aspiration.
3. Again, it is found that educational aspiration among non-scheduled caste females are better than the scheduled caste female students in Assam.
4. It is observed in the study that there exists significant difference between scheduled caste and non-scheduled caste students regarding their level of educational aspiration.



5. Similarly, there exists significant difference between scheduled caste Male and non-scheduled caste Male group regarding their level of education aspiration.
6. But, there exists no any significance difference between scheduled caste Female and non-scheduled caste Female students of Assam; but scheduled caste Female are having better educational aspiration than the SCs male group.

### **5.13: Findings on Intelligence of SCs and Non-SCs**

7. Intelligence level of scheduled caste and non-scheduled caste students are expressed in terms of DIQ (Deviation Intelligence Quotient) and it is revealed in the study that scheduled caste and non-scheduled caste students are possess almost similar IQs.
8. There exists no any significance difference between SCs and Non-SCs students regarding their level of intelligence.
9. Again, the result also revealed that Scheduled caste female students are better than non-scheduled caste female students in respect to their level of intelligence. However, statistically there exists no any significance difference between scheduled caste Female and non-scheduled Female students, so far their level of intelligence in Assam.

### **5.14: Findings on socio-economic status (SES) of SCs and Non-SCs**

10. The study shows that level of socio-economic status of non-scheduled caste people are found better than the scheduled caste people in Assam. Significant difference between scheduled caste and non-scheduled caste students in Assam in respect to their socio-economic status is found in the study.

11. But, it is also revealed in the study that there exists no any significance difference between scheduled caste and non-scheduled caste students in respect to Social Background & Personal status.
12. On the other hand, it is found that there exists significant difference between scheduled caste and non-scheduled caste students in respect to their Income, Occupation and family possessions in Assam.
13. It is found that there exists significant difference between scheduled caste and non-scheduled caste students in respect to their Health status in Assam.
14. It is found that there exists significant difference between scheduled caste and non-scheduled caste students in respect to their miscellaneous issues which denotes luxurious facilities available in their family.

#### **5.15: Findings on parental encouragement (PE) of SCs and Non-SCs**

15. The level of parental encouragement among non-scheduled caste students are found better than scheduled caste students in Assam.
16. The result also expressed a very important fact that level of low parental encouragement is found very high among scheduled caste male students than the non-scheduled caste male students. It is observed that scheduled caste people are socio-economically lower than the non-scheduled caste people; may be because of these parents of scheduled caste students are engaged most of the time outside the home or in productive work and consequently ignoring their wards education.
17. It is observed that female students from both the scheduled caste and non-scheduled caste get better parental encouragement from their parent.
18. Significant difference between scheduled caste and non-scheduled caste students regarding level of parental encouragement is observed in the study. Significant difference also observed between scheduled caste Male and non-scheduled caste

students Male and between scheduled caste female and non-scheduled caste female students regarding level of parental encouragement.

### **5.16: Findings on relationship between EA and intelligence, EA and SES, EA and PE among SCs and Non-SCs**

19. A significant positive relationship between educational aspiration and intelligence in both scheduled caste and non-scheduled caste groups are found in the result. So, there is no any significance difference between scheduled caste and non-scheduled caste students in respect to relationship between educational aspiration and intelligence in Assam.
20. Significant Positive relationship between educational aspiration and socio-economic status in both scheduled caste and non-scheduled caste groups are found in the result. So, there is no any significance difference between scheduled caste and non-scheduled caste students in respect to relationship between educational aspiration and socio-economic status in Assam.
21. Significant Positive relationship between educational aspiration and Parental Encouragement in both scheduled caste and non-scheduled caste groups are found in the result. So, there is no any significance difference between scheduled caste and non-scheduled caste students in respect to relationship between educational aspiration and Parental Encouragement in Assam.

### **5.17: Discussion and Conclusion:**

The present study was designed to study the level of educational aspiration, intelligence level and socio-economic status of scheduled caste and non-scheduled caste students at secondary level in Assam. The study was also attempted to find out the significant relationship if any between Educational aspiration and intelligence, Educational

aspiration and Socio-economic status, Educational aspiration and parental encouragement among scheduled caste and non-scheduled caste students in Assam. Necessary objectives and hypotheses were framed considering the rationale of the study. The data were collected with the help of some standardised tools, some of which are purchased from the authentic publishers of India and some are developed and standardized by the researcher himself during the course of time.

Educational aspiration is an important variable in predicting academic achievement and may be seen as an element in academic achievement motivation, focusing as they do on the desire for success and the development of goals to succeed in particular educational fields or to gain a particular degree. All students have their educational aspiration which plays a motivational force in academic life of the students. Aspirations begin to be shaped early in child's life but are modified by experience and the environment. Aspirations tend to decline as children mature in response to their growing understanding of the world and constraints imposed by previous choices and achievements. This decline is particularly marked for those, who face multiple barriers. Environment plays a vital role to shape the personality of the students which is happened irrespective of caste, creed, sex etc. Positive environment or sound environment shapes the better personality and better aspiration in the student's mind.

From the study it is revealed that level of educational aspiration is found better among non-scheduled caste group. The non-scheduled caste students at secondary level possess better educational aspiration than the scheduled caste group. As already mentioned that educational aspiration act as a motivational force to the students to go ahead in their academic life. The study categorially also shows that some non-scheduled caste students possess very high-level educational aspiration, but scheduled caste people students are found none in this category. Since the socio-economic conditions of non-scheduled caste

students are better than the scheduled caste students, which might cause their higher-level aspiration.

It is observed in the present study that there exists significant difference between scheduled caste and non-scheduled caste students regarding their level of educational aspiration. Similarly, there exists significant difference between scheduled caste Male and non-scheduled caste Male group regarding their level of education aspiration.

Intelligence is a hypothetical idea which we have defined as being reflected by certain types of behaviour. All of us are born with some level of intelligence; some possess high level, some average and some low level of intelligence. Again, this level of intelligence is boosted by some environmental factors and sometimes discouraged by some factors. So, it is necessary to know which factors go hand in hand with intelligence and which factors might be a barrier in developing intelligence so that we can tactfully guide the intelligence of the students that they are endowed with towards better ends.

The scheduled caste people are suffering from different psycho-social problems in the society since time immemorial in this country and they have maintained a distinctive lifestyle for centuries. But unfortunately, the isolation has kept them out of mainstream and when they are forced to get along with the mainstream culture, they don't get adjusted easily.

The result of the study shows that intelligence level of scheduled caste and non-scheduled caste students are expressed in terms of DIQ (Deviation Intelligence Quotient) and it is revealed in the study that scheduled caste and non-scheduled caste students are possess almost similar IQs. There exists no any significance difference between SCs and Non-SCs students regarding their level of intelligence. The result also revealed that

Scheduled caste female students are better than non-scheduled caste female students in respect to their level of intelligence.

In some of the previous study also it is revealed that Scheduled castes students and non-scheduled caste students did not differ in terms of their level of intelligence (**Aggarwal, A 1992; Sukla, S.K. & Aggarwal 1997; Thiagarajan, A.P. 1995**). But on the other hand (**Tehlan, 2001**) found that general intelligence of male scheduled caste students were better than the female scheduled caste students.

**Socioeconomic status (SES)** is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation. A good number of studies have concluded that Scheduled caste people are socio economically backward than the non-scheduled caste people in our society. As already mentioned that socio-economic condition of an individual has lots of impact on education. In the present study an attempt has been made to see the how far the scheduled caste and non-scheduled caste people are differing from each other so far, their socio-economic condition is concerned.

The study shows that level of socio-economic status of non-scheduled caste people are found better than the scheduled caste people in Assam. Significant difference between scheduled caste and non-scheduled caste students in Assam in respect to their socio-economic status is found in the study. The study carried out by **Sukla, S.K., & Aggarwal, (1997)** also found that scheduled caste students were low for the socio-economic status as compared to non-scheduled caste students. Similarly, **Aggarwal, A (1992)** found that scheduled caste students are inferior to non-scheduled caste students in terms of socio-economic status, self-concept, occupational aspiration and academic achievement.

Parental encouragement is the process usually undertaken by the parents to direct and motivate their children to the right direction and for higher academic achievement. Parental encouragement has a very role in student's life. It is evident from the different report that scheduled caste people are lagging behind in education than the other population in the country. The present researcher is very keen to know about the level of parental encouragement found among scheduled caste and non-scheduled caste students in Assam.

The result shows that the level of parental encouragement among non-scheduled caste students are found better than scheduled caste students in Assam. The result also expressed a very important fact that level of low parental encouragement is found very high among scheduled caste male students than the non-scheduled caste male students. Significant difference between scheduled caste and non-scheduled caste students regarding level of parental encouragement is observed in the study.

It is also noted that female students getting more encouragement from their parents irrespective of their caste community and creed in Assam. It is also noticed in various census report that gender gap is decreasing day by day in literacy rate in India as well as in Assam viz. in 1991 gender gap is 18.8 in 2001 16.7 and in 2011 the gap is only 11.6 in Assam. Again, the decline gap is in 1991-2001 is 11.5 and in 2001-2011 is 30.5 (**Census, 2011**).

The present study also shows that significant positive relationship between educational aspiration and intelligence, educational aspiration and socio-economic status, educational aspiration and parental encouragement in both scheduled caste and non-scheduled caste groups are found in the result. So, there is no any significance difference between scheduled caste and non-scheduled caste students in respect to relationship between educational aspiration and intelligence, educational aspiration and socio-economic

status, educational aspiration and parental encouragement in Assam. **Kaur, P. (2012)** conducted a study on educational aspirations of adolescents in relation to their level of intelligence. The result indicate that gender and type of school do not influence educational aspiration of adolescents, but different levels of intelligence influence the educational aspirations of adolescents. **Salgotra, K. A., Roma, K. (2018)** also studied the educational aspiration and socio-economic status among secondary school students and found that there is significant and positive co-relationship between socio-economic status and educational aspiration.

### **5.18: Educational Implications:**

From the above study it is revealed that the findings of the study will be highly benefitted to different stakeholders of the society, policy makers of the government, social workers, academicians, administrators, researchers, students, teachers etc. The study may be benefited to all in the following ways-

#### **5.18.1 Educational Aspiration**

From the study it is revealed that educational aspiration plays a very important role in student's academic life. Higher level of educational aspiration helps to achieve higher level of educational achievement. However, academic environment and home environment of a student shapes the level of educational aspiration. So, each and every stakeholders of the society should extend their helping hand to each students of the society to develop better level of aspiration. There may be some motivational talks for the growing children in different level organised in the society.

The study would help the parents and teachers in greater extend. It may give the inputs to the parents and teachers that they should also become very conscious in this regard to mould their personality and aspiration from the very early age, which shapes the future life



of the students. There should not be any kind of discrimination among the students in respect to their caste, creed, religion, language, sex etc.

Findings of the present study will also help to the social workers, policy makers, academicians, administrator and researchers to get the concrete evidence about the facts. A significant role may be played by the social workers, policy makers, academicians, administrator and researchers in this regard in bringing social equalisation in the society by giving the equal treatment to all the children irrespective to their caste, creed, religion, language, sex etc. Each and every child is equally important for the society, because they carry all sorts of possibility of excellence in their mind at the time of birth. So, it is the society only which can give the proper environment and opportunities to nurture their potentialities in optimum level.

Students may also get benefit from the study, and they may be conscious about the real facts behind the higher academic achievement and success in life; and they may be self-motivated accordingly.

### **5.18.2 Intelligence**

From the present study it is proved that there is no any significance difference between scheduled caste and non-scheduled caste people in respect to their intelligence level; which is also supported by many other similar studies carried out by the different researchers. In our present society there is a trend that scheduled caste students are backward in many aspects, but the present study is a great evidence that intellectually there is no difference between scheduled caste and non-scheduled caste and backward than others. However, they became backward later on in all the aspects due to the influence of other factors such as socio-economic status, parental education, home environment, facilities available at home, attitude of the parents and guardians and so on. So, the present study will be a great

significant for the stakeholders of the society of different level, academicians, administrators, teachers, social workers, policy makers, researchers, students and also parents etc.

So, the above-mentioned group such as-stakeholders of the society of different level, academicians, administrators, teachers, social workers, policy makers, researchers, students will be convinced that intellectually all the people are almost same. Caste, creed, language, religion, race etc. does not make any difference in their level of intelligence. But it seems to be different in later stage due to some other reasons which influences in greater way from the very early age of life.

So, the each and every group and stakeholders should not make any discriminations in the society in respect to caste, creed, language, religion, race etc. regarding their intellectual ability rather they should extend equal help and should equal opportunity to all in all level and situations of the society. There should not any lower treatment to the scheduled caste groups. Since they are backward in other aspects of their life, so there should be more weightage in facilities from the each and every group to bring them up to the others level.

The present study will also help the parents to have a better idea about their child so far, the level of intelligence is concerned. The present study will give more confidence and motivation to the parents and students and which may help for their better development.

### ***5.18.3: Socio-Economic Status***

It is evident from the present study that scheduled caste people are backward so far, their socio-economic status. This study will give the inputs to all the stakeholders of the society of different level, academicians, administrators, teachers, social workers, policy makers and researchers. Since the scheduled caste are socio-economically backward than

non-scheduled caste people, so they should be given more facilities and opportunities in the society to bring them up and allow them to go ahead.

In democratic country equal facilities and opportunities given to all to see the equality prevail in the society. There should be some sorts of concession so far fees in educational institutions and also little financial assistance to those economically backward groups to give a little relief in their life.

The present study will help to the academicians, administrators, teachers, social workers to develop their positive attitude towards the scheduled caste students and people; so that they can extend their better treatment to this groups. Based on the findings of the present study government and policy makers can develop certain schemes for this particular groups.

#### **5.18.4: Parental Encouragement**

The present study also a great evidence that parental encouragement plays a big role in students' life. It is also found that there is significant difference between scheduled caste and non-scheduled caste students so far parental encouragement received from their parents. So, this finding will particularly help the parent's group that how a little encouragement from their side can bring a greater change in their children life. Findings of the study will give an enlightenment to the parents that despite their busy schedule they should encourage their child in study and also it will give the light that there should not be any discrimination on encouragement regarding their boys and girls children.

The findings of the study may also help the social workers and administrators in such a way that they may organise certain workshops, orientation or training programme for the parents to orient them about their roles and responsibilities towards their children education.

### **5.18.5: relationship between EA and intelligence, EA and SES, EA and PE**

The findings of the study in this area may help to all sections of the society to understand the relationship between educational aspiration and intelligence, educational aspiration and socio-economic status, educational aspiration and parental encouragement. The study revealed that there is significant relationship between educational aspiration and intelligence, educational aspiration and socio-economic status, educational aspiration and parental encouragement irrespective their caste. Hence, the present study is a very significant one for every sections of the society, which enlightens about role of educational aspiration, intelligence, socio-economic status and parental encouragement in student's life.

### **5.19: Suggestions for Further Research**

The study was designed to study the level of educational aspiration, intelligence level and socio-economic status of scheduled caste and non-scheduled caste students at secondary level in Assam; and also, to find out the significant relationship if any between Educational aspiration and intelligence, Educational aspiration and Socio-economic status, Educational aspiration and parental encouragement among scheduled caste and non-scheduled caste students in Assam. But due to paucity of time and energy certain areas or variables have been skipped from the study which are seems to be very important for this type of study. Hence, the present researcher has given the following suggestions for further research works. They are-

- (i) Similar type of study may be carried out in the same state by taking a greater number of groups with having same variables.
- (ii) Comparative study may be conducted within the intra group communities.

- (iii) Comparative study may be carried out between scheduled caste and non-scheduled caste groups with same or more variables by taking two or more states.
- (iv) Along with educational aspiration, intelligence, socio-economic status and parental encouragement academic achievement may be taken another variable to see the effects of these variables on academic achievement.
- (v) Separate but comparative study may be carried out on academic achievement and intelligence between scheduled caste and non-scheduled caste groups.
- (vi) Separate but comparative study may be carried out on level of socio-economic status and parental encouragement between scheduled caste and non-scheduled caste groups etc.

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To,  
The Deputy Director (RPR)  
Indian Council of Social Sciences Research  
JNU, Institutional Area,  
Aruna Asaf Ali Marg,  
New Delhi-110067

Ref. No. 02/177/SC/2013-14/RPR

Project title: "A Comparative study of Educational Aspiration levels in relation to Intelligence, Socio-Economic Status and Parental Encouragement amongst Scheduled Caste and Non Scheduled Caste students at Secondary level in Assam"

Date: 08/11/2018

Sub: Submission of UC and Audited statement of Accounts

Sir/Madam,

With reference to your mail received dated 03/10/2018, I do hereby submitting the Utilization Certificate and Audited statement of Accounts of the project sanctioned Ref. No. 02/177/SC/2013-14/RPR to me. I would further state that the Project Director till needs to pay the following amount under the project. Such as-

↳ Fellowship- 16000X3=Rs. 48000.00

Printing and Binding charge of the report= Rs. 4500.00

Institutional Overhead= Rs. 4000.00(aprox)

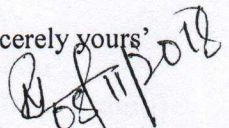
Total= Rs. 56,500.00 (Fifty six thousand five hundred only)

I therefore, request you to kindly give Rs. 53,076.00 (Fifty three thousand seventy six only) from the approved budget in the name of project for final completion of the project. Please do the needful.

Thanking you,

With regards,

Sincerely yours'

  
(Dr Nil Ratan Roy)  
Project Director &  
Associate Professor  
Department of Education  
Tezpur University  
(M) 7076296461

Project Director  
ICSSR Project  
Department of Education  
Tezpur University

**Form  
GFR 19-A  
[See Rule 212(1)]  
Form of Utilization Certificate**


Sl.no	Letter No and Date	Amount
1.	F.No.02/177/SC/2013-14/RPR Dated 23.02.2017	Rs. 2,23,893/-
2.	F.No.02/177/SC/2013-14/RP Dated 26.10.2017	Rs. 1,80,000/-
	<b>Total</b>	<b>Rs. 4,03,893/-</b>

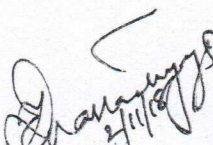
Certified that out of Rs. 4,03,893 of grants-in-aid sanctioned during the year 2017-2018 in favour of Dr Nil Ratan Roy under ICSSR Letter No. given in the margin and Rs. ....on account of unspent balance of the previous year, a sum of Rs. 4,00469/- has been utilized for the purpose of fellowship, field work ,travel, overhead and contingency for which it was sanctioned and that the balance of Rs. 3,424/- Remaining unutilized at the end of the year has been surrendered to the ICSSR(vide no. .... Dated ..... ) will be adjusted towards the grant -in-aid payable during the next year 2018.

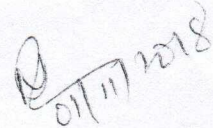
2. certified that I have satisfied myself that the conditions on which the grants-in-aid was sanctioned have been duly fulfilled /are being fulfilled and that I have exercised the following checks to see that the money was actually for the purpose for which it was sanctioned.

**Kinds of checks exercised:**

1. Vouchers Invoice etc.
2. Books of Accounts.

  
**Registrar/Principal/Director**  
(Signature with Rubber Stamp)  
Registrar  
Tezpur University

  
Project Director  
ICSSR Project  
Department of Education  
Tezpur University

  
**Project Director**  
(Signature with Rubber Stamp)  
Project Director  
ICSSR Project  
Department of Education  
Tezpur University

**Certified by the C.A.**  
(Signature with Rubber Stamp)

**Audited Statement of Accounts**

**Major Project Entitled :** A Comparative Study of Educational Aspiration Levels in Relation to the Intelligence, Socio-Economic Status and Parental Encouragement amongst Scheduled Caste and non- Scheduled Caste Students at Secondary Level in Assam.

Expenditure Head	Percentage Allocation to Total Budget of the Study	Actual Value as per the Study	Actual Expenditure	Unspent Balance Return to ICSSR
Full Time Research Staff	50%		Rs. 1,34,400/-	
Part Time Assistant /Hiring Charges				
Field Work Cost Travel/Logistics/Lodging Boarding etc.	37.5%		Rs. 2,07,944/-	
Source Materials/Software/Data Base etc.				
Office Equipment & Contingency	5%		Rs.30,000/-	
Institutional Overheads	7.5%		Rs. 28,125/-	
<b>Total</b>			<b>Rs. 4,00,469/-</b>	

*[Signature]*  
Registrar/Principal/Director

(Signature with Rubber Stamp)

Registrar  
Tezpur University

*[Signature]*  
Project Director

(Signature with Rubber Stamp)

Project Director  
ICSSR Project  
Department of Education  
Tezpur University

Certified by the C.A.

(Signature with the Rubber Stamp)

*[Signature]*  
Internal Audit Officer  
Tezpur University



तेजपुर विश्वविद्यालय

(केंद्रीय विश्वविद्यालय)

नपाम, तेजपुर - 784 028, असम, भारत

TEZPUR UNIVERSITY

( A Central University)

Napaam, Tezpur - 784 028, Assam, India

(सर्वोत्तम विश्वविद्यालय के लिए कुलाध्यक्ष पुरस्कार, 2016, भारत के 100 श्रेष्ठ उच्च शिक्षण संस्थानों में पंचम स्थान और 'नाक' द्वारा 'ए' ग्रेड प्राप्त विश्वविद्यालय)  
(Awardee of Visitor's Best University Award, 2016, 5<sup>th</sup> among India's Top 100 Universities, MHRD-NIRF Ranking, 2016 and NAAC Accredited with "A" Grade)

Date: 01/11/2018

**CERTIFICATE**

This is to certify that the under mentioned assets under the ICSSR sponsored project titled "A comparative Study of Educational Aspiration Levels in Relation to the Intelligence, Socio-Economic Status and Parental Encouragement amongst Schedule Caste and Non-Schedule Caste students at Secondary Level in Assam" with Sanction Letter No. 02/177/SC/2013-14/RPR dated 28<sup>th</sup> December 2016, has being donated by Dr. Nil Ratan Roy, Project Director to Department of Education, Tezpur University, Napaam-784028.

Sl. No.	Particulars	Quantity	Date of Stock Entry	Date of Received	Stock Book No.	Page No.
1.)	Laptop (HP probook 430 G4 Notebook)	01	12/12/2017	01/11/2018	HP02	01
2.)	Printer (HP Laserjet 1020)	01	12/12/2017	01/11/2018	HP02	01

(Biren Das)

Registrar

Head of the Institution

Registrar

Tezpur University

