

Personality Profile and Academic Achievement of Schedule Caste, Schedule Tribe Students and Non Schedule Caste and Caste Tribe College Students

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ABSTRACT

Education is considered to be most effective instrument for developing the best in man and reducing disparities between human beings. When we say that education is the only birth right of an individual then it is not considered with any particular class and group but has to deal with entire population of a nation. India has laid thrust to equalise and enlarge the coverage and prove the quality of education, so that a person belonging to any class, creed and social status would have the chance of developing his potential. The present research revealed that it can be said that disadvantaged groups of students should be encouraged their institutions so that they may develop balanced personality and will access in their day to day life. The educational institutions at various stages should develop a sense of love, affection, respect and confidence among them. A broader conclusion therefore would be that educational institutions and policy makers need to be concerned about the needs of these students not only in terms of physical needs but also psychological needs.

Key Words : Personality Profile, Academic Achievement, Schedule Caste, Schedule Tribe Students, Non Schedule Caste, Caste Tribe, College students

INTRODUCTION

The preamble to the constitution of India states that the state shall not discriminate against any citizen on grounds of religion, sex, race, caste, place of birth or any of them. Moreover, nothing in Article 14 and 15 or in clause (2) or Article 29 shall prevent the state from making any special provision for the advancement of any socially or educationally backward classes of citizens or for the scheduled castes and the schedule tribes. University education being quite costlier and the scholarships given to them being meagre, these communities were prevented from enjoying the fruits of higher education. The National Commission for Protection of Child Rights (NCPCR) has been mandated to monitor the implementation of the Right to Education Act 2009. Kothari Commission (1964-66) recommended that Central Govt. should undertake the

responsibility," for equalization of educational. Opportunities with special reference to the education of inter-state differences and the advancement of the weaker sections of the community". Further Article 15, 17 and 46 of the Indian Constitution safeguards the educational interests of the weaker sections of the Indian Community the socially and educationally backward classes of citizens like schedule caste and schedule tribes in Indian Education. The fourfold idea of justice, liberty, equality and fraternity in Indian Constitution has been incorporated for the elimination of social inequality and economic disparities. Of all the levels of education, Higher Education has the most important role and great responsibility to play to the society as a whole. But unfortunately we are fractured society with innumerable inhibitions of caste, creed, region, language, gender and rested interests. It is also a matter of serious concern

how long the meritorious students from poorer sections will continue to be denied their fundamental right to education.

Higher Education is of great significance for the all round development of a country especially a developing country like India. The institutes Higher Education can act as a bridges between the community and the Govt. these can serve as brains of the Govt. in generating creative people. Therefore, the need was felt to begin career and college exploration activities at any early age. Studies Mittal (1990), Kakkar (1990), Chobey (1990), Kumar (1989), Singh (1989), Verma (1995), Gane *et al.* (1989), Jain (1988), Thanvi (1992), Lal (1985) have revealed that SC/ST students face more problems which lag them behind in continuing their college education as compared to those coming from higher classes. Therefore the need arises to protest SC/ST students from all kinds of prejudices, discrimination, social injustice and exploitation so that they can pursue their higher education without any hesitation.

After going through a number of research studies, the investigation felt that the information on the problem under study is scanty. Hence it was felt that there is urgent need to investigate personality profile and Academic Achievement of schedule caste and schedule tribes as this study will become a guideline for educational planners and policy makers and educationists to suggest measures for the disadvantaged classes of society.

Objectives of the study:

1. To study the personality profile and academic achievement of schedule caste, schedule tribe and non-schedule caste and schedule tribe students.
2. To compare schedule caste and schedule tribe students and non schedule caste and schedule on personality factors.
3. To study the academic achievement of schedule caste and schedule tribe and non schedule caste and schedule tribe students.
4. To compare schedule caste and schedule tribe students and schedule caste and schedule tribe students on academic achievement.

Hypotheses:

1. Schedule caste and schedule tribe students schedule caste and schedule tribe students differ significantly on personality factors.
2. Schedule caste and schedule tribe students and

non schedule caste and schedule tribe students differ significantly on academic achievement.

3. Schedule caste and schedule tribe students have been identified from 50 various colleges of Kashmir province.

METHODOLOGY

150 students have been identified from 50 various colleges of Kashmir Province.

Tools:

- i) Cattell's 16 PF questionnaire (16 PF) was administered on schedule caste and schedule tribe and non schedule caste and schedule tribe students.
- ii) Three years academic record was taken as academic achievement of the students.

Statistical analysis:

Cattell's 16 PF Questionnaire was administered on the sample drawn. The scores obtained on 16PF were converted into standard scores (Sten scores) before performing any subsequent statistical operations. The data was analysed by applying mean, SD and t test.

RESULTS AND DISCUSSION

The data was subjected to statistical analysis and interpretation. As per the objectives of the present study, Cattell's 16 PF Questionnaire was administered on the sample drawn. The scores obtained on 16PF were converted into standard score (Sten Score) before performing any subsequent statistical (Stern Score) before performing any subsequent statistical (Stern Score) before performing any subsequent statistical operations. The data was analysed by applying SD and t Test.

Table 1 Mean comparison of schedule caste and schedule tribe students and non schedule caste and schedule tribe students on 16 PF (N=150 in each group)

Table 1 depicts that the schedule caste and schedule tribe students and non schedule caste and schedule tribe students differed significantly at 0.01 on factors A, B, C, E, F, G, H, I, L, M, N, O, Q1, Q2 Q3 and Q4. The table further indicates that non schedule caste and schedule tribe students were found outgoing (A+) more intelligent (B+) mature (C+) assertive (E+) enthusiastic (F+) rule bound (G+) venture some (H+) sensitive (I+) hard to fool (L+)

imaginative (M+) shrewd (N+) apprehensive (Q+), experimenting (Q1+) self sufficient (Q2+) compulsive (Q3+) and frustrated (Q4+) whereas schedule caste and schedule tribe students were found received (A) less intelligent (B-) emotionally less stable(C-), humble (E-) restricted (F-) disregarding rules (G-) hesitant (H-) self reliant (I) trusting (L-) practical (M-) forthright (N-) secure (Q-) conservative (Q1-) group oriented (Q2-) careless of social rules (Q3-) and unfrustrated (Q4-).

The Table 2 illustrates the profile similarity comparison of rural Schedule caste, Schedule Tribe and Non- Schedule caste, Schedule Tribe students on 16PF. The value EWd2 644.40 and the rp coefficient was - 0.55 which was significant at 0.01 level. Results further indicates that there was dissimilarity between the personality profiles of the rural Schedule caste, Schedule Tribe students and non- Schedule caste, Schedule Tribe students.

The perusal of Table 3 clearly reveals that Non SC, ST students have higher educational achievement whereas SC, ST students are low so far their academic achievement is concerned.

The education is regarded as an essential requirement for overall development of society, including weaker and under privileged classes. Thus the investigator has scanned various related literature about various classes of society which depicted disparity among various classes and groups.

Mishra, Brundaban (1999) found that the tribal students were more intelligent, sober, zestful, self sufficient, controlled and tense than their SC counterparts. The SC students in comparison to non SC/ST students were found to be reserved, less intelligent, emotionally less stable, inactive, submissive and happy going. Sexena, and Bhargara (1994) found that advantaged children were highly in comparison to disadvantaged children on traits like emotional construction, abundance of creative impulses, high degree of empathy and given to introspection. Chobey and Madhuri (1990) revealed that no difference in terms of personality was found between socially high and socially low deprived tribal youths. Mittal Sadhana (1990) found that Non SC girls and boys differed on emotional stability but SC and Non SC students differed significantly on personality factors B, F, Q, Q3 and H while for other factors the difference was statistically not significant. (Pal, 1984) revealed that SC students differed significantly from their high caste counterparts on 6 out of 14 personality factors. Ujjwala Rani (1983) found significant difference in intelligence between the two levels of social disadvantage (upper and lower caste) the upper caste group scoring significant higher on intelligence than the lower caste group.

On the basis of the research studies conducted in the field it can be said that disadvantaged groups of students should be encouraged their institutions so that they may develop balanced personality and will access in their day to day life. The educational institutions at

Table 2 : Profile similarity of rural SC, ST and Non SC, ST students.

Group	A	B	C	E	F	G	H	I	L	M	N	O	Q1	Q2	Q3	Q4
SC, ST	4.42	3.02	3.38	4.45	3.88	3.88	3.24	2.47	3.87	3.76	3.12	8.85	31.7	2.87	3.00	3.05
Mean in Sten																
Non SC, ST	8.08	7.97	7.77	6.72	7.85	8.00	8.11	7.90	8.10	7.95	7.88	7.95	7.87	7.92	8.04	7.91
Mean in Sten																
Difference between the mean "d"	3.66	4.95	4.39	2.27	3.97	4.12	4.87	4.53	4.23	4.19	4.76	4.10	4.70	5.05	5.04	4.86
d2	13.39	24.50	19.27	5.15	15.76	16.97	23.71	29.48	17.89	17.55	22.65	16.81	22.09	25.50	25.40	23.61
Wd2	13.39	49.00	19.27	5.15	15.76	33.94	47.43	29.48	53.67	70.22	22.65	16.81	44.18	51.00	101.60	70.85

Table 3 : Significance of mean difference (SC, STVS Non SC, ST) students on academic achievement

Group	Mean	SD	t value
Schedule caste, Schedule Tribe students	66.7471	14.0571	6.092 Sig. at 0.01 level
Non SC, ST students	53.2915	14.8969	

various stages should develop a sense of love, affection, respect and confidence among them.

A broader conclusion therefore would be that educational institutions and policy makers need to be concerned about the needs of these students not only in terms of physical needs but also psychological needs.

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