The Influence of Self Concept and Home Environment on the Academic Achievement of selected Secondary School Dalit and Non- Dalit Students of Five Districts of Andhra Pradesh.

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Abstract: *Caste is a strong sociological factor which affects the Indian society. Owing to discrimination, conducive academic environment and home environment is far from the reach even for the school children. Since the government has undertaken many measures to eradicate caste discrimination, this study is undertaken to assess the status of dalit and non dalit children of Andhra Pradesh. Dalit means all those who come under Scheduled caste category of the government. This sample consists of 1407 students from secondary schools located in Andhra Pradesh. The questionnaire for self-concept was modified from Tennesse Self-concept Scale. The correlation co-efficients of self concept, home environment and academic achievement were found to be 0.81., 0.79. and 0.81 respectively. Besides descriptive statistics, inferential statistic such as t-test and ANOVA were also used to analyze the difference between the self-concept and academic achievement of dalit students and non dalit students. Meanwhile, Pearson correlations were used at significant level 0.05 to analyze the relationship between self-concept and academic achievement of the project sample. In the overall analysis of self concept of Secondary School Students, maximum percentage of them (75.05%) exhibited average level of self concept. Only 13.29% of the respondents showed high level of self concept and the remaining 11.66% showed low level of self concept. In this context comparative study was carried out among dalits, B.C. students and O.C. students. The research findings showed that all three percentage levels of self concept and home environment of dalit students in terms of their academic achievement, they remain lower than backward caste students as well as the other caste group of students. When relationship between self concept and home environment were statistically analyzed, B.C and O.C students recorded non significant relationship with the aforementioned variables in contrast to dalit students who showed significant relationship. Pearson correlations analysis showed that there were significant relation between dimension of self-concept, home environment and academic achievement of dalit and non dalit students.*

Key words: *self concept, home environment, dalits, academic achievement, Secondary school students*

I. INTRODUCTION

In this century of globalization and technological progress, education is of paramount importance for human empowerment and development. It plays a vital role in the development of human capital and is linked with an individual's well being and opportunities for better living (Battle and Lewis, 2002)1. India, being a caste ridden country, there is a necessity to understand the educational status of dalits who suffer as victims of caste discrimination. Caste is a strong sociological factor which affects the Indian society. Owing to discrimination conducive academic environment and home environment is far from the reach even for the school children. Since the government has undertaken many measures to eradicate caste discrimination, this study is undertaken to assess the status of dalit and non dalit children of Andhra Pradesh. Dalit means all those who come under Scheduled caste category of the government. Secondary schools located in five districts of Andhra Pradesh were chosen for studying the influence of self concept, study attitude and home environment on their academic achievement.

Achievement has been defined as, "A task oriented behavior that allows the individual's performance to be evaluated according to some internally or externally imposed criterion, that involves the individual in competing with others, or that otherwise involves some standard of excellence" (Sabir, 1999)2. Educational Psychology has been concerned with analyzing different types of relationships, both associative and predictive, that exist between self-concept and academic performance. Purkey (1970)3 observed that "there is a persistent and significant relationship between the self-concept and academic achievement" and that "change in one seems to be associated with change in the other". Azizi and Jaafar (2006)4, explained that the establishment of one's self concepts is built by the person's nature, maturity, and his/her natural surroundings. Other than self concept, study attitude and home environment may also play a vital role in achieving their academic goals. Maher M. Abu-Hilal [2000]5 carried out a study on learner's attitudes towards subjects, academic aspiration and achievement and concluded that „attitudes to school subjects. influence achievement, but only indirectly. Level of aspiration had significant direct effect on achievement and mediated between attitudes. and achievement. Wilson (1992)6 suggested that family environments were much more important than school environment influencing adolescent aspiration. The contact between the parents, teachers and students makes a lot of impact in the academic performance of the students. In Indian context, the dalit children are faced with more

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problems than the other children, this study was undertaken to understand the cumulative impact of self concept, home environment and study attitude on their academic achievement using Normative survey method.

II. STATEMENT OF THE PROBLEM

A study of the influence of self concept and home environment of secondary school Dalit and Non-Dalit students on their academic achievement in five districts of Andhra Pradesh, India.

III. OBJECTIVES OF THE STUDY

1. To study the levels of self concept of Secondary School Students.

2. To study the levels of self concept of Secondary School dalit and non-dalit Students.

3. To study the effect of community on the relationship between academic achievement and self concept of Secondary School dalit and non-dalit Students.

4. To study the effect of community on the relationship between academic achievement and home environment of Secondary School dalit and non-dalit Students.

5. To study the interrelationship among self concept, home environment and academic achievement of secondary school dalit and non- dalit students.

IV. HYPOTHESES OF THE STUDY

The following hypotheses have been formulated based on the objectives of the present problem of investigation.

1. Secondary School Students do not differ in their levels of self concept.

2. Secondary School dalit and non-dalit Students do not differ in their levels of self concept.

3. Community of Secondary School dalit and non-dalit Students does not make any significant difference on their relationship between academic achievement and self concept.

4. Community of Secondary School dalit and non-dalit Students does not make any significant difference on their relationship between academic achievement and home environment.

5. There is no significant relationship among self concept, home environment and academic achievement of Dalits and Non-Dalits Secondary school students.

V. SIGNIFICANCE OF THE STUDY

Particularly a sound secondary school education is fundamental to the academic achievement of the Dalit students. Therefore it is an urgent need to evaluate the academic achievement of the secondary school dalit children which depends on the self concept of the children, their good home environment and their effective study habit. A positive self concept is in general expected to lead to good academic achievement. There are various factors such as locality, gender, type of school, medium of instruction and religion need to be studied using valid research to tools to validate the information.

VI. DELIMITATIONS

The study was limited to

1. Only selected Government and Private, Aided and unaided Secondary Schools in five Districts, namely Krishna, Guntur, Khammam, Warangal, Karimnagar of Andhra Pradesh

2. Only Students both boys and girls of VIII & IX classes

3. English and Telugu medium of instruction

4. Rural and Urban schools selected at random.

Table:1 District Wise Distribution of The Sample

District	Number	%
Krishna	360	26
Guntur	275	19
Khammam	223	16
Warangal	226	16
Karimnagar	323	23
TOTAL	1407	100

VII. METHODOLOGY

In view of the various objectives of the study, the researcher used Tennessee Self-Concept Scale (TSCS) (1965) to measure the self concept of the secondary school students. The items of self Concept are classified into three dimensions: 1. Identity and Self-concept *how does the individual see him/herself* (30 items); 2. Self-satisfaction or Self-esteem *how does the individual accept him/herself* (30 items); 3. Self-behavior *how does the individual behave towards him/herself* (30 items). The scale consists of 100 statements, 45 of which are expressed affirmatively and 45 negatively. The remaining 10 questions are items related to self-criticism and are from the Likart Scale of the Minnesota Multiphasic Personality Inventory (MMPI). Home Environment Inventory by Dr. Karuna Shankar Misra7 was used to measure the Home environment of the secondary school students.

7.1. Scoring:

The scale items were scored. The items were scored by rating the responses on the basis of following scoring procedure. Mostly-5, Usually-4, Seldom-3, Very less-2, Never-1. After scoring the items according to the above said procedure the scores of individual items were added to get the scores of various categories and in the end the scores of different categories were added to get the total score of each respondent.

VIII. RESULTS AND DISCUSSIONS

Hypothesis 1 : Secondary School Students do not differ in their levels of self concept.

The scores pertaining to self concept by the Secondary school students have been computed.

Table:2　Levels of Self Concept – Secondary School students

S.No	Score	Number of respondents	Percentage	Description of levels of Self Concept
1	Below 31.65	164	11.66	Low
2	Between 31.69 and 36.65	1056	75.05	Average
3	Above 36.65	187	13.29	High

The calculated values of mean and standard deviation are 34.17 and 2.48 respectively. On the basis of the Mean (M) and standard deviation (SD) calculated, the total sample was further classified into high (above M + 1SD), moderate (between M – 1SD and M + ISD) and low levels of (below M – 1SD) Self Concept groups.

The respondents whose scores are less than [Mean -1 SD = 34.17-2.48] are considered as having low self-confidence group. Their number is 164 i.e., 11.66 %. The respondents whose scores are above [Mean +1 SD= 36.65] are considered as having high self- concept group. Their number is 187 i.e., 13.29% and the remaining 1056 Secondary School Students showed 75.05 % of moderated self concept.

Figure 1: Levels of Self Concept of Secondary school students

The data pertaining to the above three categories along with their verbal description is presented in Table No:
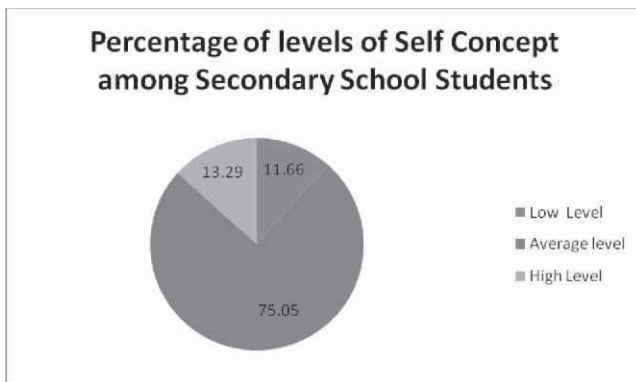

Fig: 1:- Levels of Self Concept of Secondary school students

Figure one depicts different levels of self concept among the secondary school students. Most of the students seem to possess moderate level of self concept and 11.6% of the students possess lowest level of self concept. On the other hand 13.29% of students exhibited high level of self concept. Hence the hypothesis 'Secondary School Students do not differ in their levels of self concept ', is rejected.

Hypoth esis 2: *Secondary School dalit and non-dalit Students do not differ in their levels of self concept.*
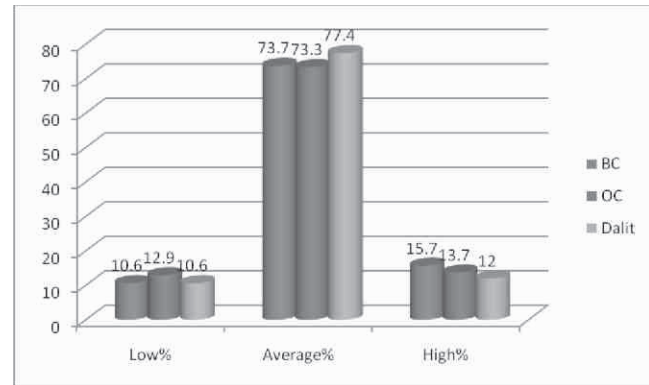

Figure 2: Levels of self concept of B.C., O.C., and Dalits Secondary School Students

Figure:2 shows that 10.6 % of BC, 12.9 % of OC and 10.6 % of Dalit secondary school students are having low level of study attitude. On the other hand 73.7 % of BC and 73.3 % of OC and 77.4 Dalits of SSS have moderate level of study attitude and the remaining 15.7% BC, 13.7 % OC and 12.0 % of Dalit SSS have High level of study attitude. Among the three caste categories only dalits show lowest percentage of higher levels of self concept. This clearly shows that the secondary school students belonging to BC,OC and Dalit caste groups differ in their levels of self concept and it is in disagreement with the hypothesis. Hence the hypothesis 'Secondary School dalit and non-dalit Students do not differ in their levels of self concept', is rejected.

Hypothesis 3 : *Community of Secondary School dalit and non-dalit Students does not make any significant difference on their relationship between academic achievement and self concept.*

For the sample of 1,407 secondary school students, 'r' and Z values for the two sub groups with Dalit and Non Dalit back ground are calculated. From this D Z1- Z2, σDZ, C.R are calculated. The data is presented in Table-3.

Table: 3 Self-Concept - Academic Achievement - Community

Locality	Count	'r' value	Z	D_{Z1-Z2}	σ_{DZ}	C.R
Dalit	509	0.309	0.31	0.28	0.0534	5.26*
Non Dalit	898	0.538	0.60			

* Significant at 5% level

Correlation analysis of the relationship between Self-Concept and academic achievement of secondary school students revealed that the calculated value 5.26 of dalit and non-dalit students is greater than the table value 1.96 at 5% level and the difference is considered to be significant. Hence the given hypothesis, *Community of secondary school dalit and non-dalit students does not make significant difference on their relationship between academic achievement and Self-Concept* is rejected. It can be stated that the dalit and non-dalit of the secondary school students has significant impact on the relationship between Self-Concept and academic achievement. Therefore the community background of secondary school students has impact on the relationship between Self-Concept and academic achievement.

Hypothesis 4: *Community of secondary school dalit and non-dalit students does not make significant difference on their relationship between academic achievement and home environment.*

For the sample of 1,407 secondary school students, 'r' and Z values for the two sub groups with dalit and non-dalit back ground are calculated. From this D Z1- Z2, σDZ, C.R are calculated. The data is presented in Table-4.

Table: 4 Academic achievement - Home environment - Community

Locality	Count	'r' value	Z	D $_{Z1-Z2}$	σ$_{DZ}$	C.R
Dalit	509	**0.847**	**1.24**	0.02	0.054	3.69*
Non Dalit	898	**0.816**	**1.44**			

* Significant at 5% level

Correlation analysis relationship between Home Environment and academic achievement of Secondary School Students revealed that the calculated value 3.69 is greater than the Table value 1.96 at 5% level and the difference is significant. Hence the given hypothesis *Community of Secondary School dalit and non dalit Students does not make significant difference on their relationship between Academic Achievement and Home Environment* is rejected. It can be stated that on the basis of community, namely dalits and non-dalits of Secondary School Students, community has significant impact on the relationship between home environment and academic achievement. In the present research the home environment of the dalits and non dalits are significantly different and the correlation between home environment of dalits and non dalits are positively related.

Hypothesis 5: *There is no significant relationship among self concept, home environment and academic achievement of Dalits and Non-Dalits Secondary school students.*

In the final analysis difference among Academic achievement and its dimensions of secondary school students with respect to background variables was analyzed and recorded. As far as the academic achievement and its dimensions of the Secondary school students (Table 5) are concerned that this table shows that the obtained 'F' value (13.64) for degrees of freedom (2) out of 1404 students is greater than the table value. Therefore it is significant at 5% level and the null hypothesis is rejected. One can conclude that the academic achievement dimensions of the SSS under this study show significant impact on the self concept and home environment of the students.

Table : 5 ANOVA for academic achievement and background variables

Dimensions	Source of variation	Sum of squares	Df	Variance estimate	Calculated\ 'F' value	Remarks at 5 % level
Academic achievement	Between	9730.16	2	4865.08	13.64	S
	Within	500825.90	1404	356.71		

In the overall analysis of self concept of the total sample, most of the students possess moderate level of self concept, small percentage of the students possess lowest level of self concept. On the other hand 13.29% of students exhibited high level of self concept. In all three levels all the students are considered irrespective of their caste categories. Findings of this study are in agreement with the study of Azizi in which, they studied the relationship of personality dimensions with academic achievement in rural schools in Batu Lintang, Kuching in Sarawak and concluded that only a minority of the students are excellent achievers and also a minority of them still performed less than satisfactory.

The dalits students of the chosen five districts of Andhra Pradesh have exhibited three levels of self concept and home environment in terms of their academic achievement. Compared to the other two groups (B.C. and O.C) they may stand lowest, yet the difference between these groups is significantly large. In another study Azizi, (2005)4, reported that those who have positive self concept usually received good attention and care from their own parents, families, teachers, friends or students around them. They will always have the chance to gain more success than failure. This is because they feel appreciated and that they receive good support from others. Outcome/findings of the study reveal that high level of self concept and home environment play a vital role in the academic achievement of dalit as well as non dalit students. Similarly McClun, L. A., & Merrell, K. W. (1998)8 in which, studied the relationship of personality dimensions with academic achievement in rural schools in Batu Lintang, Kuching in Sarawak. This study concluded that only a minority of the students are excellent achievers and also a minority of them still performed less than satisfactory. This can also be interpreted in the light of other Indian authors like Mr. Naidu N.Y, and Pradhan F.M, B.S. Nagi, Mr. Jha, S.K, Mr. Joshi, N, D, Yadav. S.K and M. Mehra who have identified the problems of SC and ST people regarding education. Their problems are due to acute poverty, illiteracy of parents, negligence of the parents, distance of the school from the place of residence, and dropouts and stagnation etc.9

As far as the study attitude of the dalit Secondary School Students is concerned, they are lower in all three levels namely, lower, average and higher. However the difference between other groups is not very much. This is in agreement with Crow and Crow (1964)10 who describe that attitudes are the effective byproduct of an individual's experiences, have their bases in his/her inner urges, acquired habits and the environmental influences by which he is surrounded. In other words attitudes result from personal desires and group simulation. Similar trend has been recorded for studying the impact of home environment too. This can be supported by the findings of Gaur (2005)11, who, in her study found that the impact of home environment on the academic achievement of senior secondary school students was affecting the academic achievement of students in a significant way. Students who were living in rich home environment were higher in their academic achievement as compared to the students who were living in poor home environment. This is true of the dalit S.S.S. who are economically poor, and socially neglected. Similar results were recorded by Ahuja (2006)12, who conducted a study to find the impact of parental involvement and socio-economic status of the family on academic achievement of class IX students. The findings indicated that (1) SES of the family and academic achievement of students were independent of

each other (2) Academic achievements of high, average and low parental involvement groups were not significantly different (3) Achievement Mean scores of high socio-economic group was not different from that of average and low SES Groups (4) There was an interaction effect of SES and parental involvement on academic achievement of students.

IX. CONCLUSION

Positive self concept and conducive home environment will surely enhance the academic achievement of dalits and non dalit students. Motivational classes may help the dalit and non dalit students to improve their study attitude. Similarly parents and teachers meetings will be helpful to offer suggestions to the parents to improve the home environment suitable for achieving academic achievement. Students may become aware of their true self concept which will have bearing on their life as well as their academic achievement. The relationship between self concept, study attitude and home environment will surely throw light on the academic performance of the students. Such an understanding of students may prove to be of great assistance in predicting their future performance in the school as well in actual life situation.

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