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## **Relationship of Caste Identity and Vulnerability of Academic Progress among Lower Strata or Dalit Students**

**ORIGINAL ARTICLE**



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### **Abstract**

*The purpose of the study was to find out the effects of caste belongingness, locus of control and feeling of security on academic achievement of college level girl students. Locus of control scale constructed and standardized by Pal (1983)<sup>1</sup> and Security-Insecurity Inventory constructed and standardized by Tiwari and Singh (1975)<sup>2</sup> were administered on a sample of 100 S.C. and 100 non-S.C. girl students studying in T.D.C. Part-II in constituent college of Saran district under JP University, Chapra (Bihar). The results indicated that Non-S.C. students are significantly higher than S.C. students on academic achievement, internal locus of control and feeling of Security Internal locus of control and feeling of security improve academic achievement of subjects.*

### **Key Words**

*Relationship, Identity, Vulnerability, Dalit.*

### **Introduction**

The scheduled castes have been the most disadvantaged group of the structured Hindu society through the ages. Sociological and Anthropological studies (Mandelbaum, 1970,<sup>3</sup> Dubey, 1974)<sup>4</sup> demonstrate that there have been wide gaps and varieties along socio-cultural experience of the scheduled castes and the Non Scheduled Castes. Prolonged deprivation impairs intellectual and cognitive functioning of an individual (Mishra and Tripathi, 1980<sup>5</sup> and Das and Singh, 1975).<sup>6</sup>

Academic achievement denotes scores or marks obtained by student in their relevant examinations. Locus of control denotes the source of control of behaviour of an individual-external or internal. Some persons are internally controlled and they believe that the results are due to their efforts. They emphasize self-motivation and self-control. On the other hand externally controlled individuals believe that outcome of event are due to luck or environmental factor (Rotter, 1966).<sup>7</sup> Feeling of security and insecurity are opposite poles of the same dimension. Secure person manifests social interest which refers cooperativeness, kindness, sympathy and sociability. On the other hand, feeling of insecurity manifests emotional instability, feeling of rejection, inferiority, anxiety, isolation, jealousy, hostility, irritability, inconsistency and tendency to accept the worst general pessimism.

The main objective of the investigation is to see whether S.C. and non-S.C. girl students differ or not on their academic achievement, locus of control and feeling of security. It is also to be investigated whether locus of control and feeling of security bear any relation or not with academic achievement of S.C and non S.C. girl students.

In the light of above objectives the following hypotheses were formulated:

1. There will be significant difference between S.C. and non- S.C. girl students on academic achievement.
2. There will be significant difference between S. C. and non- S.C. girl students on locus of control.
3. There will be significant difference between S.C. and non- S.C girl students on feeling of security/ insecurity.
4. There will be significant difference between internally and externally controlled subjects on academic achievement.
5. There will be significant difference between subjects feeling security and insecurity on academic achievement.

## METHOD

**Sample:** The sample consisted of 100 S.C. and 100 non- S.C. girl students studying in T.D.C. part-II in constituent college of Saran district under J.P.University, Chapra. The age range of subjects was 18 to 20 years.

**Tests used:** ‘Locus of control scales’ constructed and standardized by Pal, Roma (1983) has been used to measure external/internal locus of control of subjects. ‘Security-Insecurity Inventory’ constructed and standardized by Tiwari and Singh (1975) has been used to measure security or insecurity feeling of subjects. Percentage of marks obtained by subjects in their T.D.C. Part-I examination has been treated as their academic achievement. On the basis of median point of combined scores of S.C. and non- S.C. students on locus of control scale and S-I inventory subjects have been classified into internally controlled or externally controlled subjects and security feeling or insecurity feeling subjects respectively.

The data obtained has been put to suitable statistical analysis. Means, S.Ds and ‘t’ ratios have been computed.

## Result and Discussion

**Table 01:** Showing Means, S.Ds and ‘t’ Ratios of Academic Achievement

Criterion Group	N	Mean	S.D.	df	't' ratios	Level of Significance
Sc	100	46.95	9.7286945	198	6.0845665	.01
Nsc	100	54.75	8.3479035			
Sc-Ic	45	51.1	8.8373505	98	4.2068765	.01
Sc-Ec	55	43.545455	9.079083			
Nsc-Ic	55	56.545455	7.90125	98	2.4343809	.01
Nsc-Ec	45	52.555555	8.354787			
Sc-Sf	30	52.16	8.858455	98	3.8085551	.01
Sc-If	70	44.714286	9.215116			
Nsc-Sf	70	56.857142	6.822831	98	3.6833435	.01
Nsc-If	30	49.83	9.4413395			

(Source: Primary Data)

**Table 02:** Showing Means, S.Ds and ‘t’ Ratio of Locus of Control Scores

Group	N	Mean	S.D.	df	't' ratio	Level of Significance
Sc	100	51.3	7.017834	198	4.6014388	.01
Nsc	100	46.7	7.119515			

(Source: Primary Data)

**Table 03:** Showing Means, S.Ds and ‘t’ Ratio of Security – Insecurity Scores

Group	N	Mean	S.D.	df	't' ratio	Level of Significance
Sc	100	51.3	7.017834	198	4.6014388	.01
Nsc	100	46.7	7.119515			

(Source: Primary Data)

The analysis of academic achievement of Scheduled Caste (SC) and non-Scheduled Caste (NSC) shows that there is significant difference between percentage mean scores of SC and NSC students. The mean academic achievement score of SC students is 46.95% while that of NSC students is 54.75% (Table-1). The difference between the two mean scores is significant because the obtained ‘t’ ratio=6.0845665 is significant at .01 level. Our finding related to academic achievement of SC and NSC girl students supports the finding of Rai and Prasad (1990)<sup>8</sup> who reported non- Harijan students significantly higher than Harijan students on academic achievement.

On comparing SC and NSC girl students on locus of control it has been found that SC girl students have scored significantly higher than NSC girl students. The mean locus of control score of SC subjects is 51.3 while that of NSC subjects 46.7. The difference between the two mean scores is highly significant at .01 levels. Higher score denotes higher orientation towards external locus of control whereas lower score denotes higher orientation towards internal locus of control. Significant difference between the two mean scores accompanied by significantly lower mean score of NSC girl students signifies that NSC subjects are more internally controlled whereas S.C. subjects are more externally controlled. Johnson and Kilman (1975)<sup>9</sup> reported that persons experiencing restrictive parental control, rejection and hostile criticism are oriented towards external locus of control whereas persons experiencing protective affectionate and loving parental treatment develop orientation towards internal locus of control. It appears that NSC girl students receive adequate parenting in their families which has resulted in their higher orientation towards internal locus of control. Our result supports the finding of Lefcourt (1982)<sup>10</sup> who reported that disadvantaged persons display orientation to external locus of control.

## Conclusion

Faulty parenting on the one hand and socio-cultural disadvantage on the other hand have contributed to higher insecurity feeling in SC subjects. Frequent atrocities and suppressive activities by surrounding elites might have increased insecurity feeling in SC girl students. The analysis of data on security insecurity scale proves this fact because significantly higher mean score = 77.2 (Table-3) has been obtained by SC students. The obtained ‘t’ ratio=8.5955457 is significant at .01 level which proves that SC girl students feel more insecure whereas NSC girl students feel more secure.

Other comparisons on academic achievement of subjects related to the effects of security/insecurity feeling and locus of control manifest that internal locus of control improves academic achievement and external locus of control impairs academic achievement. Security feeling improves academic achievement whereas insecurity feeling impairs academic achievement (Table-1). It is evidenced by the analysis of results that disadvantage brings insecurity feeling and orients one to external locus of control which cast damaging effect on academic achievement of students. The study has finally led to the following conclusions:

1. Non-Scheduled caste girl students are significantly higher than scheduled caste girl students on academic achievement.
2. NSC girl students are significantly more internally controlled and feel more security than SC girl students.
3. Security feeling improves academic achievement whereas insecurity feeling impairs academic achievement.
4. Internal locus of control improves academic achievement whereas external locus of control impairs academic achievement.

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