

CHAPTER III

AIMS AND OBJECTIVES OF THE STUDY

Cultural and sub-cultural groups have been known to produce its own advantages and disadvantages. Poverty is known to have produced its own sub-culture (Eames, 1976; Oscar Lewis, 1951). Such a situation may be more sharp in the Indian subcontinent. The caste hierarchy prevalent in Hindu society may be broadly classified into three groups: (i) Forward caste, (ii) Backward caste, and (iii) Scheduled caste. These three caste groups in India have by tradition had their own patterns of living and often customs. Not due to economic reasons, but also due to social and cultural factors they have formed their own sub-

cultures. This is an age-old belief among the scholars of psychological as well as of sociological sciences that culture plays a vital role in the development of various personality traits which in turn influences its population's achievement orientations (McClelland, 1961) as well as potentialities. There have been several studies in the West as well as in India to measure the possible association between various factors and pupils' academic achievement. But, there is real dearth of research efforts to probe into the possible impact of such sub-cultural groups, on the one hand, and personality factors, on the other, on scholastic achievements. There have been particular paucity of research studying the impact of tribal culture on academic achievement. The main purpose of the present study is to do just that. That is, this study proposes to measure the influence of some personality and motivational factors with reference to various sub-cultural background (that is Tribal versus Non-tribal on the one hand on Rural vs. Urban on the other) on the academic achievement of school going students.

In brief, the researcher proposes to study the influence of the following variables on academic achievement of the pupils of different sub-cultural groups:

1. Sub-cultural background (Tribal vs. Non-tribal and Rural vs. Urban samples);
2. Socio-economic background;
3. Personality factors; and
4. Motivational factors.

The above four categories of variables may be further re-classified in the following manner:

1. Sub-cultural background

- (a) Tribals studying in rural areas;
- (b) Tribals studying in urban areas;
- (c) Non-tribals of urban areas; and
- (d) Non-tribals of rural areas.

2. Socio-economic background

- (a) Fathers' income;
- (b) Habitation;
- (c) Ordinal position;
- (d) Number of Brothers-sisters (sibling);
- (e) Fathers' occupation; and
- (f) Fathers' education.

3. Personality factors

- (a) Self-orientation;
- (b) Task-orientation;
- (c) Interaction-orientation;
- (d) Peer-affiliation orientation;
- (e) Academic achievement orientation;
- (f) Non-conformity orientation;
- (g) Independence orientation;
- (h) Confidence of judgement; and
- (i) Risk-taking.

4. Motivational factors

- (a) Need for achievement (n -Ach); and
- (b) Academic motivation.

In order to study the above noted variables an extensive and intensive literature search was undertaken (see Chapter-II). On the basis of previous researches in this area, the following hypotheses were framed for empirical verifications;

HYPOTHESES:

There have been innumerable studies to find out the relationship between cultural factors and academic achievements. As usual, there have been a lot of controversies in this regard also. For example, Sinha (1966) did not find any influence of religion and caste upon academic achievement. On the other hand, such authors as Jensen (1959), Levinson (1960) and Kerckhoff and Campbell (1977) reported positive correlations between cultural factors and scholastic achievements. Since in the present case we had equal number of participants from the 4 sub-cultural groups, so no specific hypothesis in this regard was formed. However, within these groups, one still have some other kinds of classification, like, Forward, Backward and Scheduled caste groups among the non-tribal group. In this context also many Indian studies did not get any definite relationships. So, it was hypothesised that:

1. The four sub-cultural groups will not differ among themselves in the levels of their scholastic achievements.

The status of controversy regarding the role of socio-economic status in educational achievements has been well illustrated from Eckland's (1964) summary of the findings in this area. However, it seems that balance of evidence is in favour of the supposition that these variables are generally correlated. Hence, it was hypothesised that:

2. The academic records of the four cultural groups would differ significantly due to socio-educational family backward.
3. Pupils belonging to all the four groups having their fathers belonging to higher income brackets would be high achievers.
4. There should be positive correlations between the social scale (tribals and non-tribals) and family income.

Birth order and family size have been found to influence the academic achievements. Terhune (1976) suggested that there have been a lot of inconsistencies among the birth order data but, the results related to intellectual consequences of family size are generally consistent. Hence, it was hypothesised that:

5. There would be no relationship in the ordinal position of the pupil in his family and his academic achievement.

Since occupational status is associated with educational level (Roberts, 1962; Hower, 1965; Januar, 1963; Sinha, 1970) it was hypothesized that:

6. Pupils having their fathers in higher occupational ladder should be high achievers.

The review of literature (Chapter II) as well as the results obtained in the researches done by Singh (1976) suggested the hypotheses that:

7. High achievers will generally belong to educated parents; and
8. In the given social context, it is expected that fathers of non-tribal pupils should be better educated than the fathers of the tribal pupils.

Role of motivation in learning is an age-old problem in psychology. A good number of studies have shown a positive association between η -Ach and academic achievement. Hence, it was hypothesized that:

9. Performance scores should be closely related to achievement motivation scores (η -Ach).
10. η -Ach of urban pupils will be higher than those of the rural pupils.
11. Pupils with high academic motivation should achieve better in Scholastic situations.
12. Academic motivation should also be positively and significantly correlated with task-orientation, need for achievement, academic achievement orientation, non-conformity orientation and independence orientation.

13. On demographic dimensions, the academic motivation should be significantly and positively correlated with academic status, fathers' education, and fathers' occupation.

Some authors have also pointed out the possibility of the role of personality factors in academic achievement. Since motivational variable is associated with attitude to maintain task-orientation (Singh, 1980) of the individual, it was hypothesized that:

14. The low achievers would score high on ~~Self~~, and interaction-oriented dimension.
15. The high task-~~oriented~~ would be high academic achievers.
16. Since the various population groups in this country differ from each other on various counts, it is expected that the four groups will differ among themselves on their scores on all types of orientation scores.

It has even been layman's conception that individuals with greater amount of risk-taking ability and having more confidence in their own judgements are the people who perform better in almost all walks of life. There are a number of studies to support this idea (for example, Krishna, 1972; Alkar, 1967). Hence, it was hypothesized that:

17. High risk-takers would be high achievers in schools.
18. Pupils having more confidence in their own judgements should be high achievers in scholastic subjects.
19. Levels of confidence of judgement should be positively correlated with risk-taking, task-orientation, need for achievement, non-conformity orientation, and independence-orientation, on the one hand, and with academic status, social status and ordinal position on the other hand. This is also expected that it would be negatively correlated with self-orientation, interaction orientation and peer-affiliation orientation.
20. It is predicted that the Risk-taking quality of a person will be correlated with academic status, social status, habitation on the one hand and with confidence of judgement, self-orientation, academic achievement orientation, and independence orientation on the other hand.
21. The high and low achievers, of the four groups taken together, should differ among themselves in their capacity to take risks and in their levels of confidence in their judgement.

There has not been much research in the area of various kinds of orientations that we have included in this study. As mentioned in the Method Chapter(IV), seven kinds of orientations

were included. The hypotheses related to task-, interaction-, and self-orientations have already been formulated above (see hypotheses - 14 and 16). Ringness (1967) found little relationship between scholarship and peer-orientation, that is, low-achievers were more peer-oriented than high achievers. In another study, he (Ringness, 1970) found achievement orientation closely related with school achievement. In Patel's study (1974) also, achievement orientation was closely related with academic achievement. However, in the same study non-conformity orientation was found to be negatively correlated with academic achievement. Patel (1974) found independence-orientation to be significantly correlated with academic achievement.

Considering the above findings, following hypotheses were formulated:

22. Following the line of argument advanced in Hypothesis 14, it was assumed that peer-affiliation orientation would be positively correlated with interaction orientation, social status, ordinal position and number of sibling.
23. Peer-affiliation-orientation would be negatively correlated with academic achievement, that is, low achievers should be more peer-oriented.
24. Peer-affiliation-orientation should be negatively correlated with independence-orientation, non-conformity-orientation, academic achievement-orientation, academic motivation, need for achievement and risk-taking.

25. Academic high achievers would be high on non-conformity-orientation.
26. High Academic achievers would score high on the scale of independence orientation.
27. High academic achievers would score high on achievement orientation.
28. Academic achievement-orientation, non-conformity-orientation and independence-orientation should be positively correlated among themselves.

The above hypotheses were tested through various psychological and sociological instruments and through different statistical analyses. All these instruments have been described in the next chapter on Methodology. The results have been presented in Chapter V dealing with results.