CHAPTER- 4
ANALYSIS OF DATA, RESULTS AND THEIR INTERPRETATION

The data pertaining to various objectives and corresponding hypotheses of the study were obtained in accordance with the procedure described in Chapter–III. These data would have remained merely a meaningless heap of facts had this not been statistically processed and analyzed. So, in order to give the present study a meaningful and scientific hue, a desired shape and direction, the data were subjected to appropriate statistical procedures.

The present Chapter elaborates how the data were processed. On the basis of these results one can easily infer whether the objectives of the present study have been achieved or not, and if achieved to what extent they have been achieved; what is presented below are the results systematically obtained and presented in juxtaposition with objectives of the study:

4.1 COMPARISON OF FAMILY CLIMATE SCORES OF GENERAL AND SC CATEGORY STUDENTS

The first objective of the present investigation was to compare the Family Climate of students of XI class who belong to General and SC category.

The corresponding hypothesis for this objective was:

There exists no significant difference between the means of scores obtained on Family Climate variable by students of General and SC category.

The results relating to this objective are presented in Table -4.1. In this table, the mean scores in respect of Family Climate of General and SC category students are presented along with the standard deviations and t-value.
Mean, SD and t-value of family climate scores for students who belong to General and SC category.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>General</td>
<td>240</td>
<td>129.10</td>
<td>17.81</td>
<td>4.28</td>
<td>S</td>
</tr>
<tr>
<td>2.</td>
<td>SC</td>
<td>240</td>
<td>121.96</td>
<td>18.67</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

S > Significant at 0.05 level of significance.

A perusal of Table- 4.1 shows that Mean and SD obtained in respect of 240 students of General category on Family Climate are 129.10 and 17.81 respectively whereas in respect of 240 students of SC category the Mean and SD obtained are 121.96 and 18.67. The t-value is found to be 4.28, which is significant at 0.05 level of significance. Therefore, Hypothesis No.1 stating that there exists no significant difference between the means of scores obtained on Family Climate variable by students of General and SC category is rejected. This reveals that there exists a significant difference between the scores obtained on Family Climate by General and SC categories of students. The mean score in respect of General category students is 129.10 whereas in respect of SC category students its value is 121.96, which is higher in case of General category students. This indicates that
the Family Climate of students who belonged to General category is comparatively favourable than those of students who belonged to SC category.

4.2 COMPARISON OF SCHOOL ADJUSTMENT SCORES OF GENERAL AND SC CATEGORY STUDENTS

The second objective of the present investigation was to study the School Adjustment of students of XI class who belong to General and SC category.

The corresponding hypothesis for this objective was:

There exists no significant difference between the means of scores obtained on School Adjustment variable by students of General and SC category.

The results relating to this objective are presented in Table-4.2 In this table, the mean scores in respect of School Adjustment of General and SC category students are presented along with the standard deviations and t-value.

| TABLE - 4.2 |
|---|---|---|---|---|---|
| S.No. | Group | N | M | S.D. | t-value | Level of Significance |
| 1. | General | 240 | 10.44 | 4.30 | -4.42 | S |
| 2. | SC | 240 | 12.32 | 4.97 | | |

S > Significant at 0.05 level of significance.

A perusal Table-4.2 indicates that Mean and SD obtained in respect of 240 students of General category on School Adjustment are 10.44 and 4.30
respectively whereas in respect of 240 students of SC category the Mean and SD obtained are 12.32 and 4.97. The t-value is found to be -4.42, which is significant at 0.05 level of significance. Thus, Hypothesis No.2 stating that there exists no significant difference between the means of scores obtained on School Adjustment variable by students of General and SC category, is rejected. This reveals that there exists a significant difference between the scores obtained on School Adjustment by General and SC categories of students. Since the mean score 10.44 on School Adjustment of General category students is less than the mean score 12.32 of SC category students, this is inferred that School Adjustment of General Category students is better as a low mean score indicate better School Adjustment according to the manual of inventory used. It is found that General category students celebrate a good school adjustment.

4.3 COMPARISON OF ATTITUDE TOWARDS EDUCATION SCORES OF GENERAL AND SC CATEGORY STUDENTS

The third objective of the present investigation was to study the Attitude Towards Education of students of XI class who belong to General and SC category.

The corresponding hypothesis for this objective was:

There exists no significant difference between the means of scores obtained on Attitude Towards Education variable by students of General and SC category.

The results relating to this objective are presented in Table-4.3. In this table, the mean scores in respect of Attitude Towards Education of General and SC category’ students are presented along with the standard deviations and t-value.
TABLE - 4.3

Mean, SD and t-value of Attitude Towards Education scores for students who belong to General and SC category.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>General</td>
<td>240</td>
<td>8.03</td>
<td>0.66</td>
<td>3.10</td>
<td>S</td>
</tr>
<tr>
<td>2.</td>
<td>SC</td>
<td>240</td>
<td>7.84</td>
<td>0.64</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

S > Significant at 0.05 level of significance.

A perusal of Table- 4.3 reveals that Mean and SD obtained in respect of 240 students of General category on Attitude Towards Education are 8.03 and 0.66 respectively whereas in respect of 240 students of SC category the Mean and SD obtained are 7.84 and 0.64. The t-value is found to be 3.10 which is significant at 0.05 level of significance. Therefore, Hypothesis No.3 stating that there exists no significant difference between the means of scores obtained on Attitude Towards Education variable by students of General and SC category, is rejected. This reveals that there exists a significant difference between the scores obtained on Attitude Towards Education by General and SC categories of students. The mean score in respect of General category students is 8.03 whereas in respect of SC category students its value is 7.84, which is higher in case of General category students. This indicates that the Attitude Towards Education of those who belonged to General category is comparatively favourable than those of students who belonged to SC category.
4.4 COMPARISON OF ACADEMIC ACHIEVEMENT SCORES OF GENERAL AND SC CATEGORY STUDENTS

The fourth objective of the present investigation was to study the Academic Achievement of students of XI class who belong to General and SC category.

The corresponding hypothesis for this objective was:
There exists no significant difference between the means of scores obtained on Academic Achievement variable by students of General and SC category.

The results relating to this objective are presented in Table-4.4. In this table, the mean scores in respect of Academic Achievement of General and SC category students are presented along with the standard deviations and t-value.

**TABLE - 4.4**

Mean, SD and t-value of Academic Achievement scores for students who belong to General and SC category.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>General</td>
<td>240</td>
<td>64.30</td>
<td>14.38</td>
<td>4.31</td>
<td>S</td>
</tr>
<tr>
<td>2.</td>
<td>SC</td>
<td>240</td>
<td>58.74</td>
<td>13.86</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

S > Significant at 0.05 level of significance.

A perusal Table-4.4 points out that Mean and SD obtained in respect of 240 students of General category on Academic Achievement are 64.30 and 14.38
respectively whereas in respect of 240 students of SC category the Mean and SD obtained are 58.74 and 13.86. The t-value is found to be 4.31, which is significant at 0.05 level of significance. Thus, Hypothesis No.4 stating that there exists no significant difference between the means of scores obtained on Academic Achievement variable by students of General and SC category, is rejected. This reveals that there exists a significant difference between the scores obtained on Academic Achievement by General and SC category students. The mean score in respect of General category students is 64.30 whereas in respect of SC category students its value is 58.74, which is higher in case of General category students. This indicates that the Academic Achievement of students who belonged to General category is comparatively favourable than those of students who belonged to SC category.

4.5 COMPARISON OF FAMILY CLIMATE SCORES OF GENERAL AND BC CATEGORY STUDENTS

The fifth objective of the present investigation was to compare the Family Climate of students of XI class who belong to General and BC category.

The corresponding hypothesis for this objective was:
There exists no significant difference between the means of scores obtained on Family Climate variable by students of General and BC category.

The results pertaining to this objective are presented in Table-4.5. In this table, the mean scores in respect of Family Climate of General and BC category students are presented along with the standard deviations and t-value.
### TABLE - 4.5
Mean, SD and t-value of family climate scores for students who belong to General and BC category.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>General</td>
<td>240</td>
<td>129.10</td>
<td>17.81</td>
<td>3.41</td>
<td>S</td>
</tr>
<tr>
<td>2.</td>
<td>BC</td>
<td>240</td>
<td>123.46</td>
<td>18.34</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

S > Significant at 0.05 level of significance.

A perusal of Table- 4.5 shows that Mean obtained in respect of 240 students of General category on Family Climate is 129.10 with a standard deviation of 17.81. In respect of 240 students of BC category the Mean obtained is 123.46 with a standard deviation of 18.34. The t-value is found to be 3.41, which is significant at 0.05 level of significance. Therefore, Hypothesis No.5 stating that there exists no significant difference between the means of scores obtained on Family Climate variable by students of General and BC category, is rejected. This reveals that there exists a significant difference between the scores obtained on Family Climate by General and BC categories of students. The mean score in respect of General category students is 129.10 whereas in respect of BC category students its value is 123.46, which is higher in case of General category students. This indicates that the Family Climate of students who belonged to General category is comparatively favourable than those of students who belonged to BC category.
The sixth objective of the present investigation was to compare the School Adjustment of students of XI class who belong to General and BC category.

The corresponding hypothesis for this objective was:
There exists no significant difference between the means of scores obtained on School Adjustment variable by students of General and BC category.

The results relating to this objective are presented in Table-4.6. In this table, the mean scores in respect of School Adjustment of General and BC category students are presented along with the standard deviations and t-value.

**TABLE - 4.6**
Mean, SD and t-value of School Adjustment scores for students who belong to General and BC category.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>General</td>
<td>240</td>
<td>10.44</td>
<td>4.30</td>
<td>-3.17</td>
<td>S</td>
</tr>
<tr>
<td>2.</td>
<td>BC</td>
<td>240</td>
<td>11.75</td>
<td>4.70</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

S > Significant at 0.05 level of significance.

A perusal of Table- 4.6 shows that Mean obtained in respect of 240 students of General category on School Adjustment is 10.44 with a standard deviation of 4.30. In case of 240 students of BC category the Mean obtained is
11.75 with a standard deviation of 4.70. The t-value is found to be -3.17, which is significant at 0.05 level of significance. Thus, Hypothesis No.6 stating that there exists no significant difference between the means of scores obtained on School Adjustment variable by students of General and BC category, is rejected. This reveals that there exists a significant difference between the scores obtained on School Adjustment by General and BC categories of students. Since the mean score 10.44 on School Adjustment of General category students is less than the mean score 11.75 of BC category students, this is inferred that School Adjustment of General category is better as a low mean score indicate better School Adjustment according to the manual of inventory used. It is found that General category students enjoy a good school adjustment.

4.7 COMPARISON OF ATTITUDE TOWARDS EDUCATION SCORES OF GENERAL AND BC CATEGORY STUDENTS

The seventh objective of the present investigation was to compare the Attitude Towards Education of students of XI class who belong to General and BC category.

The corresponding hypothesis for this objective was:
There exists no significant difference between the means of scores obtained on Attitude Towards Education variable by students of General and BC category.

The results relating to this objective are presented in Table-4.7. In this table, the mean scores in respect of Attitude Towards Education of General and BC category students are presented along with the standard deviations and t-value.
TABLE - 4.7

Mean, SD and t-value of Attitude Towards Education scores for students who belong to General and BC category.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>General</td>
<td>240</td>
<td>8.03</td>
<td>0.66</td>
<td>0.87</td>
<td>NS</td>
</tr>
<tr>
<td>2.</td>
<td>BC</td>
<td>240</td>
<td>7.97</td>
<td>0.70</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

S > Not Significant at 0.05 level of significance.

A perusal of Table - 4.7 shows that Mean obtained in respect of 240 students of General category on Attitude Towards Education is 8.03 with a standard deviations of 0.66. In respect of 240 students of BC category the Mean and SD obtained is 7.97 with a standard deviation of 0.70. The t-value is found to be 0.87, which is not significant at 0.05 level of significance. Therefore, the Hypothesis No.7 stating that there exists no significant difference between the means of scores obtained on Attitude Towards Education variable by students of General and BC category, is retained. This reveals that there exists a non-significant difference between the scores obtained on Attitude Towards Education by General and BC categories of students. The mean score in respect of General category students is 8.03 whereas in respect of BC category students its value is 7.97, which is approximately same in case of General and BC category students. This indicates that the Attitude Towards Education of students who belonged to
General and BC category is almost same and there occurs no significant difference it.

4.8 COMPARISON OF ACADEMIC ACHIEVEMENT SCORES OF GENERAL AND BC CATEGORY STUDENTS

The eighth objective of the present investigation was to study the Academic Achievement of students of XI class who belong to General and BC category.

The corresponding hypothesis for this objective was:
There exists no significant difference between the means of scores obtained on Academic Achievement variable by students of General and BC category.

The results relating to this objective are presented in Table-4.8. In this table, the mean scores in respect of Academic Achievement of General and BC category students are presented along with the standard deviations and t-value.

**TABLE - 4.8**
Mean, SD and t-value of Academic Achievement scores for students who belong to General and BC category.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>General</td>
<td>240</td>
<td>64.30</td>
<td>14.38</td>
<td></td>
<td>0.25</td>
</tr>
<tr>
<td>2.</td>
<td>BC</td>
<td>240</td>
<td>63.97</td>
<td>14.97</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**S >** Not Significant at 0.05 level of significance.
A perusal Table-4.8 reveals that Mean obtained in respect of 240 students of General category on Academic Achievement is 64.30 with a standard deviation of 14.38. In respect of 240 students of BC category the Mean and SD obtained is 63.97 with a standard deviation 14.97. The t-value is found to be 0.25, which is not significant at 0.05 level of significance. Thus, the Hypothesis No.8 stating that there exists no significant difference between the means of scores obtained on Academic Achievement variable by students of General and BC category, is retained. This reveals that there exists a non-significant difference between the scores obtained on Academic Achievement by General and BC categories of students. The mean score in respect of General category students is 64.30 whereas in respect of BC category students its value is 63.97, which is approximately same in case of General and BC category students. This indicates that the Academic Achievement of students who belonged to General and BC category is almost same and there is no significant difference in it.

4.9 COMPARISON OF FAMILY CLIMATE SCORES OF SC AND BC CATEGORY STUDENTS

The ninth objective of the present investigation was to study the Family Climate of students of XI class who belong to SC and BC category.

The corresponding hypothesis for this objective was:

There exists no significant difference between the means of scores obtained on Family Climate variable by students of SC and BC category.

The results relating to this objective are presented in Table-4.9. In this table, the mean scores in respect of Family Climate of SC and BC category students are presented along with the standard deviations and t-value.
TABLE - 4.9
Mean, SD and t-value of family climate scores for students who belong to SC and BC category.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>SC</td>
<td>240</td>
<td>121.96</td>
<td>18.67</td>
<td>0.88</td>
<td>NS</td>
</tr>
<tr>
<td>2.</td>
<td>BC</td>
<td>240</td>
<td>123.46</td>
<td>18.34</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

S > Not Significant at 0.05 level of significance.

A perusal Table-4.9 indicates that Mean and SD obtained in respect of 240 students of SC category on Family Climate is 121.96 and 18.67 respectively whereas in respect of 240 students of BC category the Mean and SD obtained is 123.46 and 18.34. The t-value is found to be -0.88, which is not significant at 0.05 level of significance. Thus null hypothesis No.9 stating that there exists no significant difference between the means of scores obtained on Family Climate variable by students of SC and BC category, is retained. This reveals that there exists a non-significant difference between the scores obtained on Family Climate by SC and BC categories of students. The mean score in respect of BC category students is 123.46 whereas in respect of SC category students its value is 121.96, which is approximately same in case of SC and BC category students. This indicates that the Family Climate of students who belonged to SC and BC category is approximately same and no significant difference is found between the two groups.
4.10 COMPARISON OF SCHOOL ADJUSTMENT SCORES OF SC AND BC CATEGORY STUDENTS

The tenth objective of the present investigation was to study the School Adjustment of students of XI class who belong to SC and BC category.

The corresponding hypothesis for this objective was:
There exists no significant difference between the means of scores obtained on School Adjustment variable by students of SC and BC category.

The results relating to this objective are presented in Table-4.10. In this table, the mean scores in respect of School Adjustment of SC and BC category students are presented along with the standard deviations and t-value.

TABLE - 4.10
Mean, SD and t-value of School Adjustment scores for students who belong to SC and BC category.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>SC</td>
<td>240</td>
<td>12.32</td>
<td>4.97</td>
<td>1.29</td>
<td>NS</td>
</tr>
<tr>
<td>2.</td>
<td>BC</td>
<td>240</td>
<td>11.75</td>
<td>4.70</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

S > Not Significant at 0.05 level of significance.

A perusal of Table-4.10 points out that Mean and SD obtained in respect of 240 students of SC category on School Adjustment is 12.32 and 4.97 respectively whereas in respect of 240 students of BC category the Mean and SD obtained is 11.75 and 4.70. The t-value is found to be 1.29, which is not significant at 0.05
level of significance. Therefore, Hypothesis No.10 stating that there exists no significant difference between the means of scores obtained on School Adjustment variable by students of SC and BC category is retained. This reveals that there exists a non-significant difference between the scores obtained on School Adjustment by SC and BC categories of students. The mean score in respect of SC category students is 12.32 whereas in respect of BC category students its value is 11.75, which is approximately same in case of SC and BC category students. This indicates that the School Adjustment of students who belonged to SC and BC category is same and there is no significant difference in it.

4.11 COMPARISON OF ATTITUDE TOWARDS EDUCATION SCORES OF SC AND BC CATEGORY STUDENTS

The eleventh objective of the present investigation was to study the Attitude Towards Education of students of XI class who belong to SC and BC category.

The corresponding hypothesis for this objective was:

There exists no significant difference between the means of scores obtained on Attitude Towards Education variable by students of SC and BC category.

The results relating to this objective are presented in Table-4.11. In this table, the mean scores in respect of Attitude Towards Education of SC and BC category students are presented along with the standard deviations and t-value.
TABLE - 4.11
Mean, SD and t-value of Attitude Towards Education scores for students who belong to SC and BC category.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>SC</td>
<td>240</td>
<td>7.84</td>
<td>0.64</td>
<td>-2.11</td>
<td>S</td>
</tr>
<tr>
<td>2.</td>
<td>BC</td>
<td>240</td>
<td>7.97</td>
<td>0.70</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

S > Significant at 0.05 level of significant

A perusal of Table-4.11 exhibits that Mean and SD obtained in respect of 240 students of SC category on Attitude Towards Education are 7.84 and 0.64 respectively whereas in respect of 240 students of BC category the Mean and SD obtained are 7.97 and 0.70. The t-value is found to be -2.11, which is significant at 0.05 level of significance. Therefore, Hypothesis No.11 stating that there exists no significant difference between the means of scores obtained on Attitude Towards Education variable by students of SC and BC category, stands rejected. This reveals that there exists a significant difference between the scores obtained on Attitude Towards Education by SC and BC categories of students. The mean score in respect of BC category students is 7.97 whereas in respect of SC category students its value is 7.84, which is higher in case of BC category students. This indicates that the Attitude Towards Education of students who belonged to BC category is comparatively favourable than those of students who belong to SC category.
4.12 COMPARISON OF ACADEMIC ACHIEVEMENT SCORES OF SC AND BC CATEGORY STUDENTS

The twelfth objective of the present investigation was to study the Academic Achievement of students of XI class who belong to SC and BC category.

The corresponding hypothesis for this objective was:
There exists no significant difference between the means of scores obtained on Academic Achievement variable by students of SC and BC category.

The results pertaining to this objective are presented in Table-4.12. In this table, the mean scores in respect of Academic Achievement of SC and BC category students are presented along with the standard deviations and t-value.

**TABLE - 4.12**

Mean, SD and t-value of Academic Achievement scores for students who belong to SC and BC category.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>SC</td>
<td>240</td>
<td>58.74</td>
<td>13.86</td>
<td>-3.97</td>
<td>S</td>
</tr>
<tr>
<td>2.</td>
<td>BC</td>
<td>240</td>
<td>63.97</td>
<td>14.97</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

S > Significant at 0.05 level of significance.

A perusal of Table-4.12 shows that Mean and SD obtained in respect of 240 students of SC category on Academic Achievement are 58.74 and 13.86
respectively whereas in respect of 240 students of BC category the Mean and SD obtained are 63.97 and 14.97. The t-value is found to be -3.97, which is significant at 0.05 level of significance. Thus, Hypothesis No.12 stating that there exists no significant difference between the means of scores obtained on Academic Achievement variable by students of SC and BC category, is rejected. This reveals that there exists a significant difference between the scores obtained on Academic Achievement by SC and BC categories of students. The mean score in respect of BC category students is 63.97 whereas in respect of SC Category students its value is 58.74, which is higher in case of BC category students. This indicates that the Academic Achievement of students who belonged to BC category is comparatively favourable than those of students who belonged to SC category.

4.13 CORRELATION BETWEEN FAMILY CLIMATE AND ACADEMIC ACHIEVEMENT SCORES OF GENERAL CATEGORY STUDENTS

The objective no. 13 of the present investigation was to study the relationship between Family Climate and Academic Achievement of students of XI class who belong to General category.

The corresponding hypothesis for this objective was:

There exists no significant relationship Family Climate and Academic Achievement scores of students of XI class who belong to General category.

The results pertaining to the Family Climate and Academic Achievement of students who belong to General category are presented in Table-13. In this table the mean values obtained in respect of Family Climate and Academic Achievement are presented along with the standard deviation and r-value.
TABLE - 4.13
Mean, SD and r-value of Family Climate and Academic Achievement scores for students who belong to General category.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>r</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Family Climate</td>
<td>240</td>
<td>129.10</td>
<td>17.81</td>
<td>0.24</td>
<td>S</td>
</tr>
<tr>
<td>2.</td>
<td>Academic Achievement</td>
<td>240</td>
<td>64.30</td>
<td>14.30</td>
<td>0.24</td>
<td>S</td>
</tr>
</tbody>
</table>

S > Significant at .05 level of Significance.

A perusal of Table-4.13 reveals that the mean score obtained on Family Climate is 129.10 and on Academic Achievement, it is 64.30. Similarly, the SD value related to Family Climate is 17.81 and on Academic Achievement it is 14.30. The value of coefficient of correlation calculated between Family Climate and Academic Achievement scores is found to be 0.24, which is significant at 0.05 level of significance. Thus, Hypothesis No. 13 stating that there exists no significant relationship between Family Climate and Academic Achievement scores of students of XI class who belong to General category, is rejected.

The positive correlation between Family Climate and Academic Achievement scores indicates that Family Climate of students who belonged to General category influences their Academic Achievement to some extent because the value of coefficient of correlation is not high. Thus, the Family Climate of General category students have a low positive impact on their Academic Achievement.
4.14 CORRELATION BETWEEN SCHOOL ADJUSTMENT AND ACADEMIC ACHIEVEMENT SCORES OF GENERAL CATEGORY STUDENTS

The objective no. 14 of the present investigation was to study the relationship between School Adjustment and Academic Achievement of students of XI class who belong to General category.

The corresponding hypothesis for this objective was:

There exists no significant relationship between School Adjustment and Academic Achievement scores of students of XI class who belong to General category.

The results pertaining to the School Adjustment and Academic Achievement of students who belong to General category are presented in Table-14. In this table the mean values obtained in respect of School Adjustment and Academic Achievement are presented along with the standard deviation and r-value.

**TABLE - 4.14**

Mean, SD and r-value of School Adjustment and Academic Achievement scores for students who belong to General category.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>r</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>School Adjustment</td>
<td>240</td>
<td>10.44</td>
<td>4.30</td>
<td>-3.32</td>
<td>S</td>
</tr>
<tr>
<td>2.</td>
<td>Academic Achievement</td>
<td>240</td>
<td>64.30</td>
<td>14.38</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Significant at .05 level of Significance.

A perusal of Table-4.14 indicates that the mean score obtained on School Adjustment is 10.44 and on Academic Achievement, it is 64.30. Similarly, the SD value revealed to School Adjustment is 4.30 and on Academic Achievement, it is 14.38. The value of coefficient of correlation calculated between School Adjustment and Academic Achievement scores is found to be -3.32, which is significant at 0.05 level of significance. Therefore, Hypothesis No.14 stating that there exists no significant relationship between School Adjustment and Academic Achievement scores of students of XI class who belong to General category, is rejected.

The value of coefficient of correlation indicates that there is a negative correlation between School Adjustment and Academic Achievement scores. Here negative correlation indicates positive correlation, as there is reverse scoring in the inventory used, lower score reveals better adjustment. The positive correlation between School Adjustment and Academic Achievement scores indicates that School Adjustment of students who belonged to General category influences their Academic Achievement. Thus, School Adjustment of General category students have a moderate positive impact on their Academic Achievement.

4.15 CORRELATION BETWEEN ATTITUDE TOWARDS EDUCATION AND ACADEMIC ACHIEVEMENT SCORES OF GENERAL CATEGORY STUDENTS

The objective no. 15 of the present investigation was to study the relationship between Attitude Towards Education and Academic Achievement of students of XI class who belong to General category.

The corresponding hypothesis for this objective was:

There exists no significant relationship between Attitude Towards Education and Academic Achievement scores of students of XI class who belong to General category.
The results pertaining to the Attitude Towards Education and Academic Achievement of students who belong to General category are presented in Table-15. In this table the mean values obtained in respect of Attitude Towards Education and Academic Achievement are presented along with the standard deviation and r-value.

**TABLE - 4.15**
Mean, SD and r-value of Attitude Towards Education and Academic Achievement scores for students who belong to General category.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>r</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Attitude Towards Edu.</td>
<td>240</td>
<td>8.03</td>
<td>0.66</td>
<td>0.15</td>
<td>S</td>
</tr>
<tr>
<td>2.</td>
<td>Academic Achievement</td>
<td>240</td>
<td>64.30</td>
<td>14.38</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

S > Significant at .05 level of Significance.

A perusal of Table-4.15 points out that the mean score obtained on Attitude Towards Education is 8.03 and on Academic Achievement, it is 64.30. Similarly, the SD value revealed to Attitude Towards Education is 0.66 and on Academic Achievement, it is 14.38. The value of coefficient of correlation calculated between Attitude Towards Education and Academic Achievement scores is found to be 0.15 which is significant at 0.05 level of significance. Thus, Hypothesis No.15 stating that there exists no significant relationship between Attitude Towards Education and Academic Achievement scores of students of XI class who belong to General category, is rejected.
The positive correlation between Academic Achievement and Attitude Towards Education scores indicates that Attitude Towards Education of students who belonged to General category influences their Academic Achievement to some extent because the value of coefficient of correlation is not high. Thus, the Attitude Towards Education of General category students have a low positive impact on their Academic Achievement.

4.16 CORRELATION BETWEEN FAMILY CLIMATE AND ACADEMIC ACHIEVEMENT SCORES OF SC CATEGORY STUDENTS

The objective no. 16 of the present investigation was to study the relationship between Family Climate and Academic Achievement of students of XI class who belong to SC category.

The corresponding hypothesis for this objective was:

There exists no significant relationship between Family Climate and Academic Achievement scores of students of XI class who belong to SC category.

The results pertaining to the Family Climate and Academic Achievement of students who belong to SC category are presented in Table-16. In this table the mean values obtained in respect of Family Climate and Academic Achievement are presented along with the standard deviation and r-value.
**TABLE - 4.16**

Mean, SD and r-value of Family Climate and Academic Achievement scores for students who belong to SC category.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>r</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Family Climate</td>
<td>240</td>
<td>121.96</td>
<td>18.67</td>
<td>0.13</td>
<td>S</td>
</tr>
<tr>
<td>2.</td>
<td>Academic Achievement</td>
<td>240</td>
<td>58.74</td>
<td>13.86</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

S > Significant at .05 level of Significance.

A perusal of Table-4.16 points out that the mean score obtained on Family Climate is 121.96 and on Academic Achievement, it is 58.74. Similarly, the SD value related the Family Climate is 18.67 and on Academic Achievement, it is 13.86. The value of coefficient of correlation calculated between Family Climate and Academic Achievement scores is found to be 0.13, which is significant at 0.05 level of significance. Thus, Hypothesis No.16 stating that there exists no significant relationship between Family Climate and Academic Achievement scores of students of XI class who belong to SC category, is rejected.

The positive correlation between Family Climate and Academic Achievement scores indicates that Family Climate of students who belonged to SC category influences their Academic Achievement to some extent because the value of coefficient of correlation is not high. Thus, the Family Climate of SC category students have a low positive impact on their Academic Achievement.
4.17 CORRELATION BETWEEN SCHOOL ADJUSTMENT AND ACADEMIC ACHIEVEMENT SCORES OF SC CATEGORY STUDENTS

The objective no. 17 of the present investigation was to study the relationship between School Adjustment and Academic Achievement of students of XI class who belong to SC category.

The corresponding hypothesis for this objective was:
There exists no significant relationship between School Adjustment and Academic Achievement scores of students of XI class who belong to SC category.

The results pertaining to the School Adjustment and Academic Achievement of students who belong to SC category are presented in Table-17. In this table the mean values obtained in respect of School Adjustment and Academic Achievement are presented along with the standard deviation and r-value.

**TABLE - 4.17**
Mean, SD and r-value of School Adjustment and Academic Achievement scores for students who belong to SC category.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>r</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>School Adjustment</td>
<td>240</td>
<td>12.32</td>
<td>4.97</td>
<td>-0.21</td>
<td>S</td>
</tr>
<tr>
<td>2.</td>
<td>Academic Achievement</td>
<td>240</td>
<td>58.74</td>
<td>13.86</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

S > Significant at .05 level of Significance.
A perusal of Table-4.17 indicates that the mean score obtained on School Adjustment is 12.32 and on Academic Achievement, it is 58.74. Similarly, the SD value related to School Adjustment is 4.97 and on Academic Achievement, it is 13.86. The value of coefficient of correlation calculated between Academic Achievement and School Adjustment scores is found to be -0.21 which is significant at 0.05 level of significance. Thus, Hypothesis No.17 stating that there exists no significant relationship between Academic Achievement and School Adjustment scores of students of XI class who belong to SC category, is rejected.

The value of coefficient of correlation indicates that there is a negative correlation between School Adjustment and Academic Achievement scores. Here negative correlation indicates positive correlation, as there is reverse scoring in the inventory used, lower score reveals better adjustment. The positive correlation between School Adjustment and Academic Achievement scores indicates that School Adjustment of students who belonged to SC category influences their Academic Achievement. Thus, School Adjustment of SC category students have a moderate positive impact on their Academic Achievement.

4.18 CORRELATION BETWEEN ATTITUDE TOWARDS EDUCATION AND ACADEMIC ACHIEVEMENT SCORES OF SC CATEGORY STUDENTS

The objective no. 18 of the present investigation was to study the relationship between Attitude Towards Education and Academic Achievement of students of XI class who belong to SC category.

The corresponding hypothesis for this objective was:
There exists no significant relationship between Attitude Towards Education and Academic Achievement scores of students of XI class who belong to SC category.

The results pertaining to the Attitude Towards Education and Academic Achievement of students who belong to SC category are presented in Table-18. In this table the mean values obtained in respect of Attitude Towards Education and
Academic Achievement are presented along with the standard deviation and r-value.

**TABLE - 4.18**

Mean, SD and r-value of Attitude Towards Education and Academic Achievement scores for students who belong to SC category.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>r</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Attitude Towards Edu.</td>
<td>240</td>
<td>7.84</td>
<td>0.64</td>
<td>0.19</td>
<td>S</td>
</tr>
<tr>
<td>2.</td>
<td>Academic Achievement</td>
<td>240</td>
<td>58.74</td>
<td>13.86</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

S > Significant at .05 level of Significance.

The table 4.18 shows that the mean score in respect of Attitude Towards Education is 7.84 and on Academic Achievement, it is 58.74. Similarly, the SD value related to Attitude Towards Education is 0.64 and on Academic Achievement, it is 13.86. The value of coefficient of correlation calculated between Attitude Towards Education and Academic Achievement scores is found to be 0.19 which is significant at 0.05 level of significance. Thus, Hypothesis No.18 stating that there exists no significant relationship between Attitude Towards Education and Academic Achievement scores of students of XI class who belong to SC category, is rejected.

The positive correlation between Attitude Towards Education and Academic Achievement scores indicates that Attitude Towards Education of students who belonged to SC category influences their Academic Achievement to some extent because the value of coefficient of correlation is not high. Thus, the
Attitude Towards Education of SC category students have a low positive impact on their Academic Achievement.

**4.19 CORRELATION BETWEEN FAMILY CLIMATE AND ACADEMIC ACHIEVEMENT SCORES OF BC CATEGORY STUDENTS**

The objective no. 19 of the present investigation was to study the relationship between Family Climate and Academic Achievement of students of XI class who belong to BC category.

The corresponding hypothesis for this objective was:

There exists no significant relationship between Family Climate and Academic Achievement scores of students of XI class who belong to BC category.

The results pertaining to the Family Climate and Academic Achievement of students who belong to BC category are presented in Table-19. In this table the mean values obtained in respect of Family Climate and Academic Achievement are presented along with the standard deviation and $r$-value.

**TABLE - 4.19**

Mean, SD and $r$-value of Family Climate and Academic Achievement scores for students who belong to BC category.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>r</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Family Climate</td>
<td>240</td>
<td>123.46</td>
<td>18.34</td>
<td>0.17</td>
<td>S</td>
</tr>
<tr>
<td>2.</td>
<td>Academic Achievement</td>
<td>240</td>
<td>63.97</td>
<td>14.97</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Significant at .05 level of Significance.

The table 4.19 shows that the mean score obtained on Family Climate is 123.46 and on Academic Achievement, it is 63.97. Similarly, the SD value related to Family Climate is 18.34 and on Academic Achievement is 14.97. The value of coefficient of correlation calculated between Family Climate and Academic Achievement scores is found to be 0.17, which is significant at 0.05 level of significance. Therefore, Hypothesis No.19 stating that there exists no significant relationship between Family Climate and Academic Achievement scores of students of XI class who belong to BC category, stands rejected.

The positive correlation between Family Climate and Academic Achievement scores indicates that Family Climate of students who belong to BC category influences their Academic Achievement to some extent because the value of coefficient of correlation is not high. Thus, the Family Climate of BC category students has a low positive impact on their Academic Achievement.

4.20 CORRELATION BETWEEN SCHOOL ADJUSTMENT AND ACADEMIC ACHIEVEMENT SCORES OF BC CATEGORY STUDENTS

The objective no. 20 of the present investigation was to study the relationship between School Adjustment and Academic Achievement of students of XI class who belong to BC category.

The corresponding hypothesis for this objective was:

There exists no significant relationship between School Adjustment and Academic Achievement scores of students of XI class who belong to BC category.

The results pertaining to the School Adjustment and Academic Achievement of students who belong to BC category are presented in Table-20. In this table the mean values obtained in respect of School Adjustment and Academic Achievement are presented along with the standard deviation and r-value.
TABLE - 4.20
Mean, SD and r-value of School Adjustment and Academic Achievement scores for students who belong to BC category.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>r</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>School Adjustment</td>
<td>240</td>
<td>11.75</td>
<td>4.70</td>
<td>-0.24</td>
<td>S</td>
</tr>
<tr>
<td>2.</td>
<td>Academic Achievement</td>
<td>240</td>
<td>63.97</td>
<td>14.97</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

S > Significant at .05 level of Significance.

A perusal of Table-4.20 reveals that the mean score obtained on School Adjustment is 11.75 and Academic Achievement, it is 63.97. Similarly, the SD value related to School Adjustment is 4.70 and on Academic Achievement, it is 14.97. The value of coefficient of correlation calculated between School Adjustment and Academic Achievement scores is found to be -0.24, which is significant at 0.05 level of significance. Thus, Hypothesis No.20 stating that there exists no significant relationship between School Adjustment and Academic Achievement scores of students of XI class who belong to BC category, is rejected.

The value of coefficient of correlation indicates that there is a negative correlation between School Adjustment and Academic Achievement scores. Here negative correlation indicates positive correlation, as there is reverse scoring in the inventory used, lower score reveals better adjustment. The positive correlation
between School Adjustment and Academic Achievement scores indicates that School Adjustment of students who belonged to BC category influences their Academic Achievement. Thus, School Adjustment of BC category students have a moderate positive impact on their Academic Achievement.

4.21 CORRELATION BETWEEN ATTITUDE TOWARDS EDUCATION AND ACADEMIC ACHIEVEMENT SCORES OF BC CATEGORY STUDENTS

The objective no. 21 of the present investigation was to study the relationship between Attitude Towards Education and Academic Achievement of students of XI class who belong to BC category.

The corresponding hypothesis for this objective was:
There exists no significant relationship between Attitude Towards Education and Academic Achievement scores of students of XI class who belong to BC category.

The results pertaining to the Attitude Towards Education and Academic Achievement of students who belong to BC category are presented in Table-21. In this table the mean values obtained in respect of Attitude Towards Education and Academic Achievement are presented along with the standard deviation and r-value.
### TABLE - 4.21
Mean, SD and r-value of Attitude Towards Education and Academic Achievement scores for students who belong to BC category.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>r</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Attitude Towards Edu</td>
<td>240</td>
<td>7.97</td>
<td>0.70</td>
<td>0.24</td>
<td>S</td>
</tr>
<tr>
<td>2.</td>
<td>Academic Achievement</td>
<td>240</td>
<td>63.97</td>
<td>14.97</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

S > Significant at .05 level of Significance.

A perusal of Table-4.21 reveals that the mean score obtained on Attitude Towards Education is 7.97 and on Academic Achievement, it is 63.97. Similarly, the SD value related to Attitude Towards Education is 0.70 and on Academic Achievement, it is 14.97. The value of coefficient of correlation calculated between Attitude Towards Education and Academic Achievement scores is found to be 0.24 which is significant at 0.05 level of significance. Thus, Hypothesis No.21 stating that there exists no significant relationship between Attitude Towards Education and Academic Achievement scores of students of XI class who belong to BC category, is rejected.

The positive correlation between Attitude Towards Education and Academic Achievement scores indicates that Attitude Towards Education of students who belonged to BC category influences their Academic Achievement to some extent because the value of coefficient of correlation is not high. Thus, the
Attitude Towards Education of BC Category students have a low positive impact on their Academic Achievement.