CHAPTER – 1
INTRODUCTION

Just as the face is the mirror of a heart of a person, similarly the level of education reflects the status of a nation. According to Albert Einstein, “Education is what remains after one has forgotten everything he learned in school.” It clearly suggests that learning is a never ending action that begins at home and school and continues throughout life. Education is the process of instructions aimed at the all round development of individuals, providing the necessary tools and knowledge to understand and participate in day to day activities of life. It forms the basis for life long learning and inspires confidence to face challenges. It provides the skills to individuals to become more self-reliant and aware of opportunities and rights. Therefore, education is the seed of life, without it, one is unable to take life to its peak, to go further than beyond, to live life to the fullest.

In the modern society, education is considered to be an essential need of human being besides food, clothing and shelter. The world is becoming more and more competitive. Quality of performance has become the key factor of personal progress. Parents desire that their children climb the ladder of performance to the highest level possible. Their desire to achieve a high level of achievement from children put a lot of pressure on students, teachers, and schools. A lot of time is devoted and efforts are made to enable students to achieve better scholastic endeavors. Thus, education is a powerful tool to combat the cut-throat competition that an individual encounters at every junctures in life.

The significance of education is indeed increasing in one’s life after independence. However, India has always been a great centre of learning. Looking back to its historical, cultural, economic and political heritage the nation has witnessed a revolution in education. The pre-dominated Vedic system in India had always mandated inequality of educational opportunity, while the reforms created by Buddhism and Ashoka favoured to change the myths of Indian minds from orthodox to more liberal. The Britishers
established new institutions with a focus on education of the elite through differential education to sustain their rule in India.

1.1 EDUCATION BEFORE INDEPENDENCE IN INDIA

During the Vedic period, casticism was prominent. The caste system would not have found approval in India among the vedic people unless the references were noticed in the proceedings of Vedas. The Purusha Sukta in the 10th Mandala of Rigveda describes how the caste came into existence from different parts of Purusha, the Cosmic Soul - the Kshatriyas from his arms, the Vaisyas from his thigh and the Sudras from his feet. In Vedic period the castism was justified on the basis of Karmas which implied that people with good karmas in their past birth reincarnate in the upper castes and the people with evil karmas reincarnate in lower castes to blame themselves for their plight because of their bad karmas in the past life. Their pitiable plight is a stern warning to the rest of the humanity that the wheel of dharma operates inexorably, sparing none and favouring none. The four main castes prominently recognized by Hindu Society were as follows:

* **Brahmins:** They were the priest class, who were entitled to study the Vedas and perform rituals. They were separated from warfare. They were expected to show exemplary behaviour and spend their lives in pursuit of divine knowledge and preservation of traditions. They were born to serve and protect the dharma.

* **Kshatriyas:** They were the warrior class, who were commanded to protect the people, bestow gifts to brahmins, study the Vedas, dispense justice, abstain themselves from sensual pleasures and give justice to his people. They were basically educated in the various practices of warfare.

* **Vaishyas:** They were merchant and peasant class, who were expected to offer sacrifices, lend money and cultivate land etc. They were preferably learned in commerce and vocational courses.

* **Shudras:** They were the labour class, whose only duty was to serve other three classes. They were not allowed to observe any vedic rituals or samskaras. They were not allowed to study vedas or even hear the sacred chants. The touch of an untouchable was considered defiling to an upper caste. They were prohibited in entering temples, drawing water from wells and all social interaction with upper caste. Education was denied to
them. Thus, in the Vedic period education was completely denied to weaker section of the society [Ramnath Sharma 1996].

In Medieval period Mahavira [the “Great Hero” of Jainism], and Siddhartha Gautama [the Buddha, the “enlightened one”] created heterodox belief systems that monks elaborated, preserved and taught to pupils. Buddhist monks congregated in Viharas and taught disciplines of Sangha [the monastic order], spiritual exercises and advance philosophical ideas for lay men [poor section of the society] without any discrimination on behalf of caste.

Muslim rulers promoted urban education by endowing libraries and literary societies. They also founded Maktabs [primary schools] in which students learned reading, writing and basic Islamic prayers, and Madarsas [secondary schools] for advance studies. Islamic schools were also opened for poor [weaker section of the society] without any discrimination on the basis of caste but were gender segregated, often only for boys. In medieval period the prominent universities imparting higher education were Nalanda, Takshila, Ujjain and Vikramshilla [Rajender Kumar Sharma 1996].

British records show that indigenous education was widespread in the 18th century within schools, temples, mosques or villages in most regions of the country. The schools were attended by students as representative of all classes of society without any discrimination. The current education system with its western style and content was introduced and funded by the Britishers in the 20th century, following recommendations of Macaulay. Traditional education structure was not recognized by the British Government. During British period impact of British education resulted in Hindu reform movements such as Brahmo Samaj and Arya Samaj. Such reform movements worked against caste-based discrimination. The inclusion of so called untouchables into the mainstream was argued for by many social reformers. Mahatma Gandhi called them “Harijans” although that term is now considered patronizing and the term Dalit [downtrodden] is more commonly used. Gandhi’s contribution towards the emancipation of the untouchables is still debated, especially in the commentary of his contemporary Dr. B.R.Ambedkar, an untouchable who frequently saw Gandhi’s activities as determinable
to the cause of upliftment of his people. Many Bhakti period saints also rejected the caste discrimination and accepted all castes, including untouchables into their fold.

In 1880s, British official setup scholarships, special schools and other programmes to benefit depressed class. Foresighted vision of Maharajas in “native states” like Baroda, Kolhapur and Travancore, which were not under direct British administration, introduced similar initiatives. As early as 1858, the government of Bombay Presidency declared that all schools maintained at the sole cost of Govt. should be opened to all classes without discrimination [P.P. Vijayan 1980].

1.2 EDUCATION AFTER INDEPENDENCE IN INDIA

India got independence in 1947 and was declared a sovereign federal democratic country. The present constitution of India was enforced on 26 January 1950. It focuses on the core objective to secure to all its citizens: JUSTICE, social, economic and political; LIBERTY of thoughts, expression, belief, faith and worship; EQUALITY of status and of opportunity; and to promote among them all FATERNTITY assuring the dignity of the individual and the unity and integrity of the Nation. The constitution framers were determined to spread the importance of education to all Indians and education was considered to be the major constituent for growth and development of any nation and included a directive in the constitution urging all states to provide “Free and Compulsory education for all children until they complete the age of 14 years within the next ten years.” Keeping in view the educational facilities available at that time in the country, the goal was too ambitious to be achieved within a short period of ten years. Hence, time and again the target date to achieve the goal of Universalization of Elementary Education had to be revised over a period of time, the focus was diverted from mere quantitative expansion of educational facilities to universal enrolment and retention of children up to fourteen years of age with a substantial improvement in the quality of education. For the implementation of the same, the state and central government have separately opened many schools in the country popularly known as “Sarvodaya Vidhyalaya” and “Kendriya Vidhyalaya” respectively. These are meant to provide the free and quality education especially to all sections [SC, ST and BC] of the society irrespective of caste, color, creed and religion etc. [ S.Shirnme 2007].
After independence, the constitution framers acknowledged the situation and needs of the Scheduled Castes [SCs] and the Scheduled Tribes [STs], the two groups of historically disadvantaged people. From the 1850s, these communities were loosely referred to as the “Depressed Classes”. The early part of the 20th century saw a flurry of activity in the British Raj to assess the feasibility of responsible self-government for India. The Morley-Minto Reforms Report, Montagu-Chelmsford Reforms Report, and the Simon Commission were some of the initiatives that contributed in this context. One of the extensively debated issues in the proposed reforms was the topic of reservation of seats for the “Depressed” Classes in provincial and central legislatures.

In 1935, the British Government passed an Act 1935, designed to give Indian provinces greater self-rule and set up a national federal structure. Reservation of seats for the depressed classes was incorporated into the act, which came into force in 1937. The Act designed the term “Scheduled Caste” for depressed class and defined it as the group of castes, races or tribes or parts of groups within castes, races or tribes which appear to His Majesty in Council to correspond to the classes of persons formerly known as the “Depressed Classes”, as His Majesty in Council may prefer”. This discretionary definition was clarified in the Government of India [Scheduled Castes] Order 1936, which contained a list or Schedule of castes throughout the British administered provinces.

After independence, the Constituent Assembly continued the prevailing definition of Scheduled Castes and Tribes, and gave [via articles 341,342] the President of India and Governors of states responsibility to compile a full listing of castes and tribes, and also the power to edit it later as required. The actual complete listing of castes and tribes was made via two orders The Constitution [Scheduled Castes] Order 1950 and The Constitution [Scheduled Tribes] Order 1950 respectively.

The Scheduled Castes and Scheduled Tribes make up around 15% and 7.5% respectively of the population of India, or around 24% altogether, according to the 2001 Census. The proportion of Scheduled Castes and Scheduled Tribes in the country’s population has steadily increased since independence in 1947.

Thus, on the one hand constitution of India itself prescribed certain protective measures, safeguards and welfare measures for these sections and on the other hand successive Five-Year Plans regarded the welfare of SCs and STs as major objective of development policy. Article 46 of the Constitution states that, “The state shall promote, with special care, the education and economic interests of the weaker sections of the people, and in particular of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of social exploitation”. Article 330, 332, 335, 338 to 342 and the entire Fifth and Sixth Schedules of the Constitution deal with special provisions for implementation of the objectives set forth in Article 46. These provisions need to be fully utilized for the benefit of these weaker sections in our society. In addition, both the Union and State governments have taken up specific steps and launched various schemes and programmes for their improvement [Rajagopalachari 2006].

1.3 CONSTITUTIONAL PROVISIONS OF SC/ST’s EDUCATION

The Constitution prescribes protection and safeguards for Scheduled Castes and Scheduled Tribes as also of other weaker sections either specially or by way of insisting on their general rights as citizens with the objective of promoting their educational and economic interests and removing social disabilities.

Article 14- Equality before the law: The state shall not deny to any person equality before the law or the territory of India, prohibition of discrimination on grounds of religion, race, caste, sex or place of birth.

Article 15- Prohibition of discrimination: Prohibits discrimination on grounds of race, caste, sex religion or place of birth or any of them.

Article 16- Equality of opportunity to all in matters of public employment: [i] There shall be equality of opportunity for all citizens in matters relating to employment or appointment to any office under the state. [ii] No citizen shall, on ground of religion,
race, caste, sex, place of birth, residence or any of them, be ineligible for, or discriminated against any employment under state.

**Article 17 - Abolition of untouchability:** Untouchability is abolished and its practice in any form is forbidden. The enforcement of any disability arising out of untouchability shall be an offence punishable in accordance with the law.

This Act was passed in 1955. Its scope was enlarged and its provisions were made more stringent by amending it in 1976. It was renamed as Protection of Civil Right Act in 1989. Apart from the protective discrimination clauses in the Constitution, the Directive Principles of the State Policy may be considered as mechanism for realizing the goal of social justice to the deprived sections of the population. Apart from these Articles, provisions have been made for reservation of seats for SCs and STs in Lok Sabha and State Assemblies and their employment in government services and educational institutions [Ratna S. Revanker 1971].

**1.4 NATIONAL COMMISSION FOR SCs AND STs**

To effectively implement the various safeguards built into the Constitution and other legislations, the Constitution, under Articles 338 and 338A, provides for two statutory commissions – the National Commission for Scheduled Castes, and National Commission for Scheduled Tribes.

In 1990 by 65th Amendment of the Constitution a special officer’s post under Article 338 was created by the National Commission for Scheduled Castes and Scheduled Tribes. The SC and ST Commission shall consist of a Chairperson, a Vice-chairperson and five other members to be appointed by the President. It shall be the duty of the Commission: [i] to investigate and monitor all matters relating to the safeguards provided for the Scheduled Castes and Scheduled Tribes under the constitution or under other laws; [ii] to enquire into specific complaints with respect to the deprivation of rights and safeguards of the SCs and STs; [iii] to participate and advise on the planning process of socio-economic development of the SCs and STs; and to evaluate the progress of their development under the Union and any State; [iv] to discharge such other functions in relation to the protection of welfare and development and advancement of the SCs and
It is also provided that the Union and every state government shall consult the commission on all major policy matters affecting welfare of SCs and STs.

1.5 SPECIAL SCHEMES AND PROGRAMMES FOR SC AND ST EDUCATION

In accordance with these Constitutional provisions and directives, the government of India and all States have formulated and implemented various schemes and programmes for the upliftment of SCs and STs within the process of Planning. These programmes are related to education, skill development, creating job opportunities and development of the areas in which these people are concentrated. In the field of education in most of the States, education up to higher level has been made free for SCs and STs. Seats have been reserved for them in various educational institutions. Various schemes of scholarships have also been started including pre-matric, post-matric, and higher education. Besides these, there are other schemes also for improving educational levels and standards of SCs and STs. To help SCs and STs in employment apart from making reservations in jobs, specific schemes have been started for training and skill development. One of these is the coaching and the allied schemes started in the Forth Five-Year Plan for imparting training to SCs and STs in respect of various competitive examinations held by recruiting bodies such as Union Public Service Commission, State Public Service Commission, Public Sector Undertakings, Banking Service recruitment boards and similar agencies.

1.6 BABA SAHEB DR. AMBEDKAR FOUNDATION

Apart from schemes for education and employment, programmes have also been launched for empowerment of SCs and STs. An important step in this direction was initiated in March 1992 with the creation of Baba Saheb Dr Ambedkar Foundation. The Foundation has been entrusted with the responsibility to manage, administer and carry on the schemes and programmes identified during the centenary celebrations of Dr B.R.Ambedkar. Some of these are Dr Ambedkar National Award for social understanding and upliftment of weaker sections; Dr Ambedkar International Award for social change, harmony, equity, justice and human dignity for the exploited and the under privileged [Hanu Prasad Agarwal 2009].
1.7 STATUS OF EDUCATION OF SCHEDULED CASTES AND SCHEDULED TRIBES

Despite all constitutional provisions and efforts made by the Govt. for the upliftment of Scheduled Castes and Scheduled Tribes—poverty, illiteracy, destitution, oppression and bondage of these sections remain intact particularly in rural areas. Untouchability, though banned under the law continues to be widely practiced. India’s bonded labourers are almost exclusively drawn from SCs and STs. Only an elite class amongst SCs has benefited from the government’s policies and welfare schemes. One of the reasons for this apathetic status of SCs and STs is the provisions and plans that are extensive enough at the constitutional and planning levels, but are weak in the implementation. In the reports of the Commissioner for Scheduled Castes and Scheduled Tribes, the Planning Commission and other bodies, it has been pointed out that the inadequate staff, administrative machinery and meagre funds provided by the States are major factors for the depressive conditions of SCs and STs. Even, the allocated funds do not reach the beneficiaries due to the heavy corruption. Decisions are made by Govt. in view of the immediate concern for votes and not for the long-term vision. Due to the violation of article 17 of the Constitution related to Untouchability Offences Act and Protection of Civil Rights Act, untouchability is still witnessed not only in villages but also in cities [Chakravarti Rajagopalachari 2006].

1.8 WELFARE PROVISIONS OF OTHER BACKWARD CLASSES AND THEIR EDUCATION

Besides, Scheduled Castes and Scheduled Tribes, there are other sections of the society that are economically, socially and educationally deprived. They are known as Other Backward Classes. Article 340 of the Constitution empowers the government to appoint a Commission to investigate into the conditions of Other Backward Classes and make recommendations. The first Backward Classes Commission was appointed in 1953 under the chairmanship of Kaka Saheb Kalelkar but Govt. did not accept the recommendations of this Commission.

The second Backward Class Commission known as Mandal Commission was established in 1979 “to identify the socially or educationally backwards. The plan to set
up the commission was taken by government in 1978 as per the mandate of the Constitution of India under article 340. The decision was made official by the president on 1 January 1979 to constitute the Mandal Commission with its chairman as B.P. Mandal.

The Mandal Commission adopted various methods and techniques to collect the necessary data and evidence in respect of population which belong to different states. The commission adopted 11 criteria which could be grouped under three major headings: social, educational and economic in order to identify OBCs.

Social:

1. Castes/classes considered as socially backward by others.
2. Castes/classes that mainly depend on manual labour for their livelihood.
3. Castes/classes where at least 25 percent females and 10 percent males above the state average get married at an age below 17 years in rural areas and at least 10 percent females and 5 percent males do so in urban areas.
4. Castes/classes where participation of females in work is at least 25 percent above the state average.

Educational:

1. Castes/classes where the number of children in the age group of 5-15 years who never attended school is at least 25 percent above the state average.
2. Castes/classes where the rate of student drop-out in the age group of 5-15 years is at least 25 percent above the state average.
3. Castes/classes amongst whom the proportion of matriculates is at least 25 percent below the state average.

Economic:

1. Castes/classes where the average value of family assets is at least 25 percent below the state average.
2. Castes/classes where the number of families living in kuccha houses is at least 25 percent above the state average.
3. Castes/classes where the source of drinking water is beyond half kilometer for more than 50 percent of the households.
Castes/classes where the number of households who have taken consumption loans is at least 25 percent of the state average.

The commission estimated that 54% of the total population [excluding SCs & STs], belonging to 3,743 different castes and communities were ‘backward’. The Mandal Commission, submitted its Report on 31-12-1980. The Government of India issued an Office Memorandum on 13-08-1990 to the effect that the Government having carefully considered the report and the recommendations regarding the benefits to be extended to the socially and educationally backward classes as opined by the Commission, were of the clear view that at the outset certain weightage had to be provided to such classes in the services of the Union and their Public Undertakings. Accordingly, orders were issued for 27% of the vacancies in civil posts and services under the Government of India to be reserved for direct recruitment. Besides this, other schemes for the welfare of Backward Classes were as follows [i] Pre-examination coaching: to coach candidates belonging to OBCs whose parent’s annual income is less than Rs. one lack.[ii] To meet the expenses of hostels for OBC Boys and Girls; [iii] To provide Pre-matric Scholarship; [iv] Post-matric Scholarships; [v] Assistance to voluntary organizations: The scheme involves the voluntary sector to improve educational and socio-economic conditions of the OBCs to get them gainfully employed.

The Supreme Court in its judgment on 16 November 1992 while accepting the criterion of caste as norms for reservation felt that within backward castes who are economically and socially advanced with occupying higher post should be excluded from getting the reservation benefits meant for OBCs. Once they are socially, economically and educationally advanced and are able to compete with others should be taken out of the OBCs. This has been described as rule of exclusion based on “creamy Layer” concept [Malik 2008].

The profusion of schemes, developmental instrumentalities and law has no doubt improved the condition of SCs and BCs. The impact of policies is witnessed in every office, in every institution in the government and public sectors. Dalits have entered places where they were never or rarely seen before independence. Now, students
belonging to SC/ST and BC castes have been aware of their rights and increasingly enlightened to get the benefits of the schemes launched by the government.

Thus, when to speak of improvement in academic achievement of such students it will be worthwhile to know the concept of academic achievement in concern of the present study.

1.9 THE CONCEPT OF ACADEMIC ACHIEVEMENT

The word achievement means the end gained or level of success attained by an individual or group on completion of a task whether it be academic, manual, personal, or social. It is the realization, the substance, and the tangibility of a dream fulfilled. On the other hand, the Academic achievement particularly refers to the degree or level of success or the proficiency attained in some specific area concerning academic work. It is the student’s performance on cognitive tests, according to the standard set for the class. It is a measure of what has been learnt in the academic area. Academic or scholastic performance means- the attainment level of which the students are functioning in school task, the particular subject or a group of subjects.

Academic achievement plays an important role in one’s life because it pushes an individual towards his goal. It enables him to choose his vocation in this modern age of competition. It has also been noticed that individuals who perform academically higher also attain a high status in the society.

In the competitive world, quality performance has become the key factor for personal progress. In the present age of tough competition, it is the performance of the students on the basis of which they are bracketed good, intelligent or slow, which consequently decides their fate. Parents desire their children to climb the ladder of success in the field of education. The greater expectation from their children in subject learning puts a lot of pressure on students, teachers, and schools and in general the education system itself. It appears as if the entire system of education revolves round the academic achievement of students. Thus, schools, teachers and parents spend a lot of time and make efforts for helping students to achieve higher in their scholastic endeavors [Ramaswamy,1990].
Good academic achievement tends to help both in improving the personality of the students and their recognition by parents, peer groups, teachers, neighbors and society at large. It boosts their morals and develops feeling in them that they are useful in the family, school and society.

1.9.1 FACTORS AFFECTING ACADEMIC ACHIEVEMENT

There are a number of factors that have great impact on the academic Achievement. These factors can be grouped as cognitive factors, personal factors, and environmental factors.

Cognitive factor:

Cognition refers to the processes and products of the intellect and involves numerous cognitive factors such as concentration, perception, memory and reason, and is of primary importance in general as well as academic achievement of students.

Two of the major cognitive factors aptitude and intelligence are also of primary importance within the academic context and also indicate individual’s level of academic performance. So far aptitude is concerned, verbal and non-verbal aptitude, both play an important role in respect of academic performance of the learners.

Few other factors that have an influence on academic performance are learner’s cognitive learning style and learning strategy besides language proficiency and reading skills, play an important role in academic performance.

Personal factors:

Personal factors are associated with the individual’s functioning and may directly or indirectly result in the learner’s academic performance. Personal factors include factors like an individual’s self-concept, time perspective and emotional intelligence. Self-Concept refers to a person’s view and evaluation of himself or herself and includes cognitive, emotional and evaluative elements. Learners’ scholastic self-concepts and time perspective play a major role in their academic performance. Time perspective can be seen as a cognitive-motivational concept that will have definite implications for academic performance. Other factors that may influence academic performance are a learner’s emotional intelligence, level of discipline, morals and motivation, reaction to life stress, physical fitness and extra curricular activities.
Environmental factors

Another important factors, which considerably influences on learners’ academic performance, are environmental factors. The environmental factors may be of a psychosocial or physical nature.

Physical environmental factors:

It is noticed that availability of resources in abundance in a family have an effect on academic performance of the children. This may partly be due to utilization of resources to a great extent. Evans, Saltzman and Cooperman [2001] found that children who reside in poorer quality housing have more psychological symptoms as depression or anxiety, less task persistence than their counterparts living in better quality housing.

Psycho-socio environmental factors:

The social-environment largely depend on home environment which is created by parental involvement, their interest, level of education, occupation and educational aspirations. Poor parental involvement may result in an adverse influence on learners’ academic performance. Social-environmental as well as psychological stressors also have an influence on student’s scholastic achievement. Traumatic environmental stressors, such as child abuse, had a negative influence on the scores obtained.

In the context of the present investigation, it is essential to study family climate, which may have its influence on academic achievement.

1.10 THE CONCEPT OF FAMILY CLIMATE

Family being the first and major agency of socialization has great influence and bearing on the development of the child. The word ‘Climate’ is a more comprehensive one. It includes within itself the word ‘Environment’. The human elements surrounding the child constitute the ‘Environment’. It embraces the social, physical and emotional activities of the family. All these combined together constitute the ‘Family Climate’ [Manual FCS Beena Shah 1990].

Family Climate exerts a deep and persistent influence on the life of the individual for it is the family in which he acquires the intimate experience. Each member in a family is a developing individual and the relationship between each member is developed
gradually over passage of time. Family is truly a system in which change in family membership or relationship are bound to affect the dynamics of the whole family. The need to understand the unique relationship between parent and their children is a matter of concern in today’s complex world. The need for the effective parenting is felt with the changing nature of family itself. Both mother and father has remained as a source of contribution in the development of their children [Latha 2005].

Family in which a child is brought up plays a significant role in his life. Various studies conducted in this regard reveal that that most of the children who have proved successful, great achievers and well adjusted in the society come from the families where sustaining wholesome relationships exist. Therefore, it is the family, which establishes the pattern for child’s attitude towards people and society, aids intellectual growth in the child and supports his aspirations and achievements. A significant positive relationship found out between the variables of academic achievement and family scores, which indicated that high family climate groups achieved greater success than middle and low family climate groups [Coleman 1974].

It has been recognized that the characteristics of children’s family climate influence their intellectual growth and academic achievement. Various researches have been carried out in respect of the relationship between home background and academic achievement since the beginning of this century. Children who do well in school come from majorities of families that provide a supportive and enriched environment for learning in home. On the other hand, children who do no perform better in school often come from families in which support for learning is limited. [Paul 1988].

The strongest factor in moulding a child’s personality is the relationship that he has with his parents. Parents are considered the most important teachers in children’s life. However, their roles in formal education have been recently recognized. The role of parents, their interest and attitude in the education of their children have a deep impact on the academic achievement of their children. In the book ‘Learning begins at home’ by Routledge & paul [1968], it is concluded that the teachers by involving parents in the school bring about a rise in the level of parental encouragement which ultimately augment the children’s performance.
Usually parents support their children’s learning from the moment children start speaking and playing. They assist them to gain awareness, skills and the confidence necessary to succeed in their present environment and to deal with later responsibilities in school and in life enhancing their cognitive, social and emotional development. With the growth and development children, begin to learn by observing parents, brothers, sisters and other adults and later on pre-schools and schools become the main source of new learning for them. At this stage of development, parents are a vital source of support to children in encouraging their education [Y.S. Park 2006].

Parents support students learning in several ways. They watch and monitor whether children do homework at home, complete it after school programmes or work on it during the school days. Love and respect, behavior and manner, norms and values and other socially accepted positive traits, traditions and customs are crucial aspects of learning and personality development that the children inherit from their parents. Parental care and support, therefore, work as the guiding factors to shape children’s behavior in the school [S.L. Christenson 1992].

If parents love children with generous, even flowing, non-possessive affection and treat them as a person who understands their rights and responsibilities, then their chances of normal development are greater. However, if they diverge from this, children development may be distorted [Matthew Desmond 2008].

Some parents are overprotective and quite often pamper their children because of their belief that children must not be frustrated. They do not realize that occasional frustration is not only a natural fact in life but also enhances motivation if children are handled properly. Another common belief prevalent among some educated parents is that severe punishment is essential for normal development of their children but forget that it may create emotional problems like cheating, telling lies and becoming negativistic. A healthy personality development is likely to be hampered when extreme control and punishment is exercised on children. If proper system of reward and punishment is followed, children shall certainly perform well in school. Students benefit considerably from healthy relationship with their parents [Baumrind 1967].
Despite the crucial role of parental support in shaping children’s behavior and improving their learning, majority of the parents are not well acquainted with how to create supporting learning environment for their children. However, the reasons behind parental ignorance are many such as poor education, over dependence on the teachers, lack of knowledge about the techniques of creating the learning environment, inability to understand significance of learning. A thorough study of these factors may help in promoting parental support to children’s learning [A. Parveen 2007].

1.10.1 DIMENSIONS OF FAMILY CLIMATE, WHICH AFFECT ACADEMIC ACHIEVEMENT

To study the effect of family climate on academic achievement, it will be worthwhile to be acquainted with significance of different dimensions of family climate.

[1] **Restrictiveness Vs Freedom:** Restriction and freedom both play an important role in the all-round development of a child. Restrictiveness saves child to astray, freedom on the other hand strengthens his capabilities. Parents want their child climb the ladder of success and fulfill their dreams. Thus, it is essential to hold a child responsible for his good and bad deeds, make him competent in his life, to be confident and self judge of his own activities to lead a successful future life. All these provisions may affect the academic achievement of a child.

[2] **Attention Vs Negligence:** The parental attention is an accelerating and motivating factor in their children’s education. When parents actively involve themselves with their children, monitor their programme, pay attention to their moods and struggles and communicate openly with them, their children reap high educational rewards. Parents make calm discussion and use protective techniques to lessen behavioral problems of their children and cultivate in them sense of respect, calmness and peace of mind. Lack of the necessary parental care and attention is the main factor for the subsequent rise in irreversible behavioral and emotional problems. Thus, parental attention and negligence towards their children may affect their academic achievement.
[3] **Dominance and Submission:** The dominance indicates parent’s attempts to shape, control, and evaluate the behavior and attitude of the child in accordance with their set standard of conduct. They believe in keeping the child under restrictions and want obedience as a virtue and favours punitive, forceful measures to curb their self-will. They regard the preservation of order and do not encourage verbal give and take. Submissiveness indicates parent’s attempt to direct the child’s activities in a rational, issue-oriented manner. They enforce their own perspective as an adult, but recognize the child’s individual interests. They encourage verbal give and take, share views, solicit their objections and never impose their own decisions on them with a view to get success in their academic and social life.

[4] **Acceptance Vs Rejection:** Children need specific forms of positive response-acceptance from parents. They have their own demands and expectations to be fulfilled by their parents. Whenever the needs of children met satisfactorily, they tend to behave amiably. On the other hand, adolescents who perceive themselves to be rejected feel anxious and unsecured disposed toward behavior problems that affects their academic achievement.

[5] **Trust Vs. Distrust:** Trust play an important role in parent-child relationship. Parents know that children today face many temptations and could be exposed to risky situations and bad influences. Moreover, parents are not physically present usually everywhere in most of the situations. Thus, parents should rely on their child’s responsibility and integrity. Parents’ trust in their adolescents and the adolescents’ perceptions of parental trust are both important to the parent-child relationship and effects academic achievement.

[6] **Indulgence Vs Avoidance:** Parental involvement play an important role in the education of their children and affects all aspects of their life. However, excessive parental indulgence or avoidance hinders their progress and make it extremely difficult for children to develop their own individuality. Thus, balanced parental behavior helps children to grow and learn but it should not be beyond an extent that they find themselves in unwanted situation.
Warm Vs Cold Relations: Warm relationship between the parents and their children play an important role in students’ academic achievement. Interaction between the parents and children is important in order to build up warm relations. The attachment between the children and the parents is the most lasting unique tie, which is bound by emotions. It is the parents’ responsibility to cater to the needs of the children as this is going to influence their future. So, it is essential that parents must be more considerate, sensitive, responsive, comfortable, warm, positive, attentive, supportive and trusting towards their children.

Expectation Vs Hopelessness: Parental expectations have a big impact on children’s academic achievement. Parental expectations for academic achievement outweigh other measures of parental involvement, such as behavioural, social and spiritual development of children. The perceptions by parents that their children are not living up according to their expectations contribute to the sense of hopelessness towards children in them.

Partiality Vs Fairness: Sometimes unexpectedly, parents fail to give equal treatment to their children, which adversely affect their academic achievement. Generally, younger child gets more love from parents than elder brother or sister or it may happen that parents shower love more to son than daughter. Partial parenting affects children adversely and sometimes it creates a misunderstanding in the minds of children about their parents. Parents who show favour to one child than others cause a problem for other children. To avoid the impact of partiality the parents need to control their emotions. Sometimes, parents intentionally make comparisons between their children to develop healthy competition but the children fail to understand their parents and take it in other way. The first step towards combating the effects of comparison is to understand children’s mindset and behave accordingly.

Open Communication Vs Controlled Communication: Open and effective communication benefits not only the children, but also the members of the family. Parents should be able to communicate openly and effectively with their children. A harmonious relationship between parents and their children occurs when effective communication take place in them. Children learn how to communicate by observing
their parents. Effective open communication enables children to acquire communication skills. Effective communication on the part of parents indicates respect towards their children. Children then begin to feel that they are heard and understood by their parents, which is a boost to self-esteem and consequently their academic achievement.

Human being is a gregarious and lives in a society, which has its own culture, customs and traditions. He has to adjust himself in the society to withstand the ups and downs of life. It is pertinent here to understand the meaning of adjustment in the context of the present research.

1.11 THE CONCEPT OF ADJUSTMENT

The concept of adjustment is originally a biological one and was a corner stone in Darwin’s Theory of Evolution (1859). Darwin maintained that only those organisms most fitted to adapt to the hazards of the physical world survive.

Adjustment is a commonly used word in everyday life. It is equally popular in the discipline of psychology, sociology and education. Adjustment is needed in all walks of life. Life is a continuous series of events which are attributed to changes and challenges. Everyone is facing such situations for his survival or growth which arise of individual’s physiological, psychological or social needs. The strategy used by an individual to accommodate oneself to changing circumstances is called adjustment. When an individual is successful and satisfied with his efforts then it is a case of good adjustment. On the other hand, if a person meets frustrations in his efforts continuously it causes maladjustment.

The psychologists borrowed this concept and defined adjustment with a broader meaning. They are of the opinion that life is a continuous process of adjustment. The adjustment process consists of efforts of an organism to overcome frustrations in achieving the satisfaction of - physical as well as psychological needs, i.e. adjustment refers to need reduction. The need for adjustment arises when means for satisfying the felt needs have to be found. One has to adjust himself with others and to the world at large. Thus, adjustment of an individual means behavioral reactions to personal demands and social pressures.
Adjustment refers to the degree of harmony that exists between an individual and his environment. Adjustment implies a satisfactory adaptation to the demands of everyday life. It is a process by which an individual adapts himself effectively to the continually changing situations. Piaget has utilized the term ‘accommodation and assimilation’ to represent the alteration of oneself or the environment respectively, as means of adjustment.

The process of adjustment is dynamic rather than static in nature. We constantly undergo changes. The individual and his surrounding environment is also constantly changing. The behaviour of an individual in a family and friends also change with age and experiences as new people enter our social world and crucially influence us.

Thus, a well adjusted person is one, “who maintains a balanced orientation towards reality. In other words, a well adjusted person is equipped with virtues like inner security, self confidence, self control and self satisfaction to withstand the ups and downs of life.

For the development of personality of an individual good adjustment is essential. Since, a healthy person is less susceptible to disease than a physically weak one. Similarly, a well adjusted person is better able to withstand psychological stress and social pressures than one who is maladjusted because a well adjusted person possesses good mental health and hence able to maintain a balance between his biological, psychological and social needs.

To understand the concept of adjustment it is appropriate here to mention few definitions.

1. **CROW AND CROW [1956]**
   “An individual’s adjustment is adequate, wholesome to the extent that he has established harmonious relationship between himself and the conditions, situations and persons who comprise this physical and social environment.”

2. **L.S. SHAFFER [1961]**
   “Adjustment is the process by which living organism maintain a balance between its need and the circumstances that influence the satisfaction of these needs.”

3. **LAZARARUS [1961]**
“Adjustment consists of the psychological processes by means of which the individual manages or copes with various demands or pressures.”

4. **GATES AND JERSILD [1970]**

   “Adjustment is a continual process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment.”

5. **EYSENCK [1972]**

   “Adjustment is a state in which the needs of the individual on the one hand and the claims of environment on the other hand are fully satisfied or the process by which this harmonious relationship can be attained.”

6. **KAPLAN AND STEIN [1984]**

   “The process of adjustment involves a person’s attempt to cope with master and transcend the challenges of life by utilizing a variety of techniques of strategies.

### 1.11.1 DIMENSIONS OF HUMAN ADJUSTMENT AND ACADEMIC ACHIEVEMENT

According to James, there are following dimensions of adjustment:

**Selective Awareness:**

Adjustment involves a sensation of response to other stimuli. We concentrate on the significant aspects of our environment so that we may handle them appropriately. It is a universal and useful aspect of adjustment which affects academic achievement.

**Tolerance:**

It the capacity of recognizing and respecting the beliefs of others which makes adjustment better and effects academic achievement.

**Autonomy:**

Personal autonomy is to have personal rule of the self while remaining free from controlling interference by others. The autonomous person acts in accordance with a freely self-chosen and informed plan. A person of diminished autonomy, by contrast, is in at least some respect controlled by others or is incapable of deliberating or acting on the basis of his or her own plans. It makes an individual capable of individual decisions and impact academic achievement.
**Personal Integration:**

An important characteristic of people for adjustment is the degree to which their beliefs, feelings and behavior are congruent with each other. Some people have highly integrated rigid, and almost completely closed behavioral and attitudinal systems. Other people are poorly integrated in the sense that they maintain highly inconsistent and unstable belief systems, and behave in contradictory ways in the same or highly similar situations. Most people have certain fixate to their personality but are still open to learning and subject to change. It is the personal integration, which socializes an individual and influence his/her academic achievement.

**Behavior and Impulse Control:**

Behaviour and Impulse control indicate controlling our reaction to the impulses, which come from our basic drives and emotions. Impulses control is about choosing instead of reacting. A person with a lot of impulsive control or will power can resist his drives and control his actions. Impulse control is a talent that determines a person’s social status and affects academic achievement.

**Self Realization:**

Self-realization implies taking responsibilities for one’s actions and feeling. Self-realization makes a person capable of understanding his strength and weakness to exercise self control whenever it is needed. Self-realization of one’s capabilities makes adjustment smoothly and has an impact on academic achievement.

**1.11.2 THE PROCESS OF ADJUSTMENT:**

In general the process of adjustment involves four main aspects as illustrated by Page [1994]:-

* Existence of a Motive
* Obstacles
* Varied responses
* Success/Goal

There are certain basic motives in all human beings i.e. biological, psychological and social. Their emergence energizes efforts to satisfy them. If the motives are satisfied immediately, without any problem, the adjustment is simple. Usually, the needs are not
satisfied and are blocked by some obstacles. A person’s physical and mental abilities or the social factors might prove such barriers. Individual makes various attempts to win over and reach the goal.

If the person overcomes obstacles through his revised efforts, he achieves adjustment otherwise he has to revise his plans or change the goals to reach the adjustment.

1.11.3 AREAS OF ADJUSTMENT:

Life is a continuous process of adjustment. We make countless adjustments in day to day life which are apparently insignificant and many of them carried out more or less automatically, with no particular thought and often with awareness. Adolescents, although young energetic, face problems of adjustment, which may be attributed to psycho-social, vocational, school, health and family reasons which ultimately affect their academic achievement. Thus, general adjustment of pupil is a composite and global concept consisting of emotional, social and educational aspect. A brief discussion about them is as follows:-

Social Adjustment

Man is a social being and he lives with other members of the society not for the fulfillment of his basic needs but to become a civilized person. A well adjusted person is one whose needs and satisfactions in life are integrated with a sense of social feeling and an acceptance of social responsibility. The process of development of social qualities and virtues enable an individual to live with harmony with his fellow beings and make him feel his responsibility towards the country.

As a result of social adjustment an adolescent establishes a rapport normally at home with his family, friends, neighbors and other common people in general. This satisfies his psychological needs of security and belongingness thereby contributing to the development of society. Social maturity is essential for individual development and social cohesion. Development of social virtues like sympathy, reverence, altruism, tolerance, kindness and courtesy are emphasized as chief moral tenets in all civilized societies.
Emotional Adjustment

It is an effective control of emotions and manifestation of appropriate emotional responses to the situations of life. It can be said that emotional adjustment is the degree to which an individual is able to change his emotions in accordance to adaptive patterns determined by demands of his environment. A person is said to be emotionally adjusted if he expresses proper emotions in a proper situations in a proper manner. An emotionally stable person is well adjusted in his life because emotions play a leading role in one’s adjustment to self and his environment. An emotionally adjusted person controls his behaviour in accordance with his philosophy of life. This helps him to overcome mental conflicts and lead a healthy social life.

Educational Adjustment

For a student an important area of adjustment pertains to the field of education. Thus, educational adjustment is an indicative of a child’s satisfaction with the environment of the school, teaching method of his teachers, behaviors of his classmates and interest in various programmers of school, which may result in good academic performance. He is encouraged by his teachers to learn to work with, think with and get along with every teacher and his classmates. Healthy environment enables students to adjust in school effectively.

According to Crow and Crow [1965] educational adjustment is the degree of success one earns as a secondary school student that depend upon factors such as the appropriateness of his curriculum in the light of his learning needs, the choice of major field of study, his relationship with his teachers and fellow students, his participation in the school life, the amount and kind of guidance he receives, and parental aspirations for him. Moreover, fundamental determiners of his school progress are his degree of intellectual capacity and his attitude towards continued education.

A student who is well-adjusted in educational area may perform satisfactorily in his studies because he may enjoy confidence of teachers and also have faith in them. An educationally adjusted pupil is regular in studies and other school activities. In short, the healthy educational adjustment connotes that a pupil should make appropriate normal
progress and should be able to live well in a cooperative and self-satisfying way in school.

1.11.4 CHARACTERISTICS OF A WELL ADJUSTED PERSON

A well-adjusted person usually possesses some characteristics to a greater extent which affects their academic achievement. Various authors like Jahoda, Maslow, Mittleman, Thorpe and Kartaz have given their criteria of good mental health and adjustment. The lists of such characteristics are not uniform but have many commonalities. Few main characteristics, which are helpful to an individual to adjust smoothly in school environment are explained below.

[a] **Integration:** Integration means harmonious working of various components of personality. It provides a unifying direction to the behaviour and helps to resolve mental conflicts quickly. A well-adjusted person is free from inner conflict and is able to concentrate his energies towards his goals.

[b] **Physical Health:** The person should be free from physical ailments like headaches, ulcers, indigestion and impairment. These symptoms in persons have sometime psychological origin and may impair their physical efficiency.

[c] **Psychological Comfort:** A well-adjusted person has no psychological diseases as depression, compulsion and anxiety. These psychological diseases may require professional advice.

[d] **Work Efficiency:** The person, who makes full use of his occupational and social capacities, may be termed as well adjusted in his social set up.

[e] **Satisfaction of Basic Needs:** The person whose basic needs like academic, social and emotional are fully satisfied. He does not suffer from emotional craving and isolation. He feels reasonably secure and maintains his self esteem.

[f] **Capable of struggling with odd circumstances:** A well adjusted person is one who knows how to apply his intelligence to effective solution of problems in real life. He learns lessons from his failures to avoid preliminary errors. He has the capacity to plan for success of his goals to fulfill his needs. While fulfilling his needs his behaviour need be rational and realistic. He possesses reasonable enthusiasm for his work and derives satisfaction in it.
Self Knowledge: A well-adjusted person recognizes and accepts all aspects of the self. He is intellectually well developed, able to think independently and to take proper decision at a proper time. He is able to fit his abilities to particular tasks in accordance with his capacities and motives. He does not set goals beyond his reach. He tries to understand his strengths and weakness. Self knowledge implies taking responsibilities for one’s actions and feelings. A healthy adjusted person takes independent self-decision and exercises self control. He possesses positive outlook about his self and others.

Emotional Balance: A well-adjusted person is able to control over his emotions according to the situations. The emotions of him or her are well trained and controlled. He is free from persistent emotional tension, conflicts, worries, anxieties and frustrations in his life. He is emotionally balanced and not easily annoyed. There is emotional warmth in the well adjusted person’s relationship. They are characterized by spontaneity and ease.

Social Relationship: Man is a social being and wants to be socially accepted by other persons. Thus, a person who obeys social norms, beliefs and set of values, may be called well-adjusted person. He individually feels satisfied with his surroundings. He fits well at home, family, neighbor-hood and other social places. He is able to establish rapport with person and people like him. He is rather able to give and receive love and affection of his fellowmen. Individual growth does not come out of vacuum but through social interaction.

Flexibility in Behaviour: A well-adjusted person shows flexibility in his behaviour. He adjusts himself in changing circumstances by making changes in his behaviour. He is not rigid in his behaviour and attitude or way of living. He can easily accommodate or adapt himself in the changed circumstances by making necessary changes in his behaviour. His insight enables him to have proper view of the changing situations. He does not believe in breaking but in bending tendency.

Capable of struggling the world: An adjusted individual holds a realistic vision and tries to escape the world of ideas and imagination. He always plans, thinks and acts on the real-footing.
An adequate philosophy of life: A well-adjusted person bears his own philosophy of life which he tries to observe while keeping in view the demand of the hanged situation and circumstances. He weaves his philosophy round the demand of his society. Person who upgrades himself through such knowledge establishes a rhythm with the world. Such a person is considered a perfect personality according to Indian thought traditions.

Healthy Attitude: A well-adjusted person possesses healthy attitude towards life, relatives, friends, family, community, country, religion and profession. He has healthy interests which are socially desirable. He is regular and punctual in performing his duties. It is pertinent here to understand the concept of attitude in the context of the present study.

1.12 THE CONCEPT OF ATTITUDE

Virtually any response of an individual toward an object when it is reliably associated with the respondent’s tendency to evaluate the object in question is called attitude. It is the result of combined beliefs and feelings that a person holds with regard to that object. Person who is outgoing or reclusive, honest or dishonest, dominant or submissive; that she or he opposes or favours education, likes or dislikes a subject is reflected through his thinking and behavior. These traits are not part of a person’s physical characteristics, nor do we have direct access to the person’s thoughts and feelings. Thus, personality traits and attitudes are latent, hypothetical characteristics that can only be inferred from external, observable clues. The most important such cues are the individual’s behaviour, verbal or non-verbal and the context in which the behaviour occurs [Ajzen, 1988 & Eabrigar, MacDonald & Wegener, 2005].

The term attitude refers to a hypothetical construct namely a predisposition to evaluate some object in a favourable or unfavourable manner. This redisposition cannot be directly observed, but it can be inferred from individuals’ responses to the object, which can run from overt behaviour such as approaching or avoiding the object.

The core of most definitions has been that attitudes reflect evaluations of objects on a dimension ranging from positive to negative. Thus, researchers have characterized attitudes in terms of their valence and extremity. In practice, attitudes have been generally
represented by a single numerical index reflecting the position of an attitude object on an evaluative continuum.

Allport has defined attitude as “a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence, upon the individual’s response to all objects and situations with which it is related.” It excludes those types of readiness, which are expressively innate, that are bound rigidly and individually to the stimulus, that lack flexibility, and that lack directionality and reference to some external or conceptual object. Attitudes are individual’s mental processes that determine both the actual and potential responses of each person in the social world. Since an attitude is always directed toward some object, it may be defined as a “state of mind of the individual toward a value” [Allport, 1967].

Thurstone, defined attitudes as “the some total of man’s inclinations and feelings, prejudices and biases, preconceived notions, ideas, fears, threats, and convictions about specified topic”. Thurstone [1964] also defined attitude “as the degree of positive or negative affect associated with some psychological object”. By a psychological object, Thurstone means any symbol, phrase, slogan, person, institution, ideal, or idea towards which people can differ with respect to positive or negative affect. Mueller [1986] defined attitude as “the extent of liking or disliking something”. Eagly and Chaiken [1993] provided what may be the most conventional contemporary definition; specifically, an “attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor.”

An attitude consists of three components; cognitive, emotional, and action tendency. Whereas, all beliefs of an individual about an object are subsumed under the cognitive component, it is the evaluative beliefs that are the most critical to attitude as a disposition concept [Ajzen, 2001].

The emotional aspect of personality of an individual known as the feeling component, and refers to the emotions or feelings attached to an attitude object. Adjective elements of this component are love-hate, like-dislike, admire-detest, and other connoting feelings of a favourable or unfavourable order. The action tendency component incorporates the behavioral readiness of an individual to respond to the object. It is
generally accepted that there is a linkage between cognitive components, particularly evaluative beliefs, and the readiness to respond to the object. [Fabrigar, 2005].

It is worthwhile to distinguish the attitude concept from other related terms such as interests, values, emotions, and appreciation, which are involved in the affective domain. Attitude is a broader term, and represents a general orientation of the individual. Interest, on the other hand, is more specific and is directed towards a particular object or activity. It is a response of liking or attraction, and it is an aspect of behaviour and not an entity in itself. Also, beliefs, opinions, and habits are concepts related to the concept of attitude, but are not synonymous with it. Whereas an attitude is a general evaluative orientation toward an object, a belief or opinion is narrower in scope and generally, more cognitive in nature [Oskamp&Schultz, 2005].

There is consensus that an attitude is a predisposition to respond to an object rather than the actual behaviour towards such object. The readiness to behave is one of the qualities that are characteristics of the attitude. Which is relatively persistent over time. The persistence of attitude contributes greatly to the relative consistency of behavior. Thus, attitudes are referred to as tendencies of approach or avoidance as favourable or unfavourable and so on. It is a hypothetical construct that, being inaccessible to direct observation, must be inferred from measurable responses. Given the nature of the construct, these responses must reflect positive or negative evaluations of the attitude object.

1.12.1 ATTITUDE FORMATION

The concept of attitude is the most distinctive and indispensable concept in contemporary social psychology. It has three components; a cognitive component that is human thinking, an affective component that is emotions, and a conative or behavioral component that is a predisposition to action or behaviour.

An effective mechanism of attitude formation is acquiring and evaluating our personal experiences. Attitudes formed through direct experiences are more confidently held and more resistant to change than are attitudes formed by indirect methods such as conditioning. [fazio et al., 1982]. There are three main sources of attitude formation [a]
direct experience with the objects and situations, [b] explicit and implicit learning from others and [c] personality development. Disappointment associated with something, develops unfavourable attitude about that thing. Whereas success in a situation develops favourable attitudes.

Attitudes are taught and learned in social setting like home, school, and through social interaction. Adults and peers are reference groups who acts as agents for attitude formation and change, through their influence on students’ evaluative beliefs. [Sherif, 1965].

1.12.2 FACTORS INFLUENCING THE FORMATION OF ATTITUDES

Attitude is unquestionably an acquired disposition and therefore conditioned by learning or acquisition of experiences. Heredity factors do not play any role in the formation or the development of attitudes. Environmental forces help an individual to form and develop various attitudes. An attitude at any stage is essentially a product of interaction of one’s self with one’s environment. Therefore, the factors influencing the formation and development of attitudes can be divided into two parts as follows:

I Factors within the individual himself.

II Factors within the individual’s environment.

I Factors within the individual himself: All individuals do not respond equally in same situation. The effect of environmental stimuli in acquiring some predispositions is very much conditioned by the growth and development pattern of an individual that can be explained as under:

[a] Physical growth and Development: In the development of attitude physical growth and development of an individual plays a significant role. Poor physical health, low vitality and undeveloped somatic structure is responsible for poor emotional and poor social adjustment which inevitably effect on the formation of attitudes.

[b] Intellectual Development: The components of intelligence like memory, understanding, thinking and reasoning play a significant role in attitude formation which enables an individual to gain perceptual experience. A young child with poor intellectual ability fail to form attitude about complex abstract things. His attitude formation depends on the immediate problems and experiences, he receive as a result of interaction. With the
growth of intellectual capacities, an adult develops more abstract and generalized attitudes.

[c] **Emotional Development:** Emotions play a dominant role in overt or covert behaviour of an individual, which is related to attitudes. With the development and growth of a child variety of emotional experiences lead to formation of attitude. Thus, individual develops numerous attitudes through his direct or indirect experiences after interaction with different situations.

[d] **Social Development:** Attitudes are rarely individual affairs. Social and group are the key factors that help attitude formation at every stage of human development. Children with poor social adjustment are more likely to develop antisocial attitudes and are less subject to group influences in the formation of other attitudes whereas children with healthy social adjustment easily pickup social attitudes from their respective groups.

[e] **Ethical and Moral Development:** Each individual develops certain ideas, values and build a concept of self with which he grows. For enhancing his feelings of self-esteem, attitudes that suit his values system and ideals are developed. A man who thinks that God is one will not have unfavourable attitude towards the persons belonging to the religions other than his own.

B. **Factors within the individual’s environment:** It has been established that the environmental forces, in terms of social groups, institutions and community, act strongly in shaping the beliefs and attitudes of an individual. Few important environmental factors that are responsible for the attitude formation are under:

[a] **Home and Family:** In attitude formation the role of home and family can not be denied. The child by associating himself with parents and other members of the family gradually begins forming attitude. The healthy family environment and positive attitude of the parents and other members of family leave an impact on children which results in desirable attitude. On the contrary, negative attitudes of parents develop hostility, rejection and aggressive attitudes.

[b] **Social Environment:** An individual start forming attitudes as he starts interaction with members of family, society, neighbourhood, school, tradition and community. As the child grows older, he comes into contact with social institutions and groups and as a
result, he tries to pick up attitudes of those groups for which he has stronger allegiance or that suits much to his own nature and motives.

Thus, it may be concluded here that Family Climate, School Adjustment and Attitude towards education considerably influence the academic achievement of learners right from their childhood.

1.13 JUSTIFICATION OF THE STUDY

Indian constitution under article-45 has made a provision of free and compulsory education to all children up to the age of 14, within ten years of the date of inception of the constitution without any bias on the basis of religion, race, caste, community, sex or any other ground. Article-45 of the constitution of India requires the state to take special measures for the educational and economic development of the weaker sections specially the SC/ST/BC. Keeping in view the constitutional and legal provisions, the centre and state government have launched many schemes and programmes for the welfare, development and empowerment of Scheduled Castes and Scheduled Tribes and Backward classes. These people have not only been given equal opportunities but also special privileges, preferences and concessions to come out of their traditional pitiable conditions.

Despite all constitutional provisions and efforts made by the Govt. for the upliftment of Scheduled Castes, Scheduled Tribes and Backward Classes- poverty, illiteracy, destitution, oppression and bondage of these sections remain intact particularly in rural areas. Untouchability, though banned by the law continues to be widely practiced. India’s bonded labourers are almost exclusively drawn from SCs and STs. Only an elite class amongst SCs has benefited from the policies, schemes of the government. One of the reasons for this apathetic status of SCs and STs is the provisions and plans that are extensive enough at the constitutional and planning levels, but weak in the implementation. In the reports of the Commissions for Scheduled Castes and Scheduled Tribes, it has been pointed out that the inadequate staff, administrative machinery and meagre funds provided by the States, are major factors for the depressive condition of SCs and STs. Even, the allocated funds do not reach to the beneficiaries due to the heavy corruption. Decisions are made by Govt. in view of the immediate concern for votes and
not for the long-term vision. Due to the violation of article 17 of the Constitution related to Untouchability Offences Act and Protection of Civil Rights Act, untouchability is witnessed not only in villages but also in cities.

The profusion of schemes and law no doubt improved the condition of SCs and BCs. The results of these implementations are seen in every office, in every institution in the government and public sector as holding the highest offices by SCs and BCs. Dalits have been welcomed in places where they were never or rarely to be seen before independence. Now, students belonging to SC and BC castes have been aware of their rights and increasingly enlightened to get the benefits of the schemes launched by the government.

In spite of all efforts made after independence, progress is not up to satisfaction and targets are not yet achieved. Educational disparities have become equally wider. Drastic steps are needed to remove these educational disparities existing in various sections of the society. These imbalances also actually pose as barriers in the context of expansions of education. It is needed to conduct a research how different factors affect academic achievements of students who come from different sections of the society. Studies related to family climate, school adjustment and attitude towards education in respect of students from different sections of the society as General, SC and BC are meagre. Keeping in view the present educational scenario in Haryana the researcher intended to take up the study.

1.14 STATEMENT OF THE PROBLEM
“A Comparative Study of Family Climate, School Adjustment, Attitude towards Education and Academic Achievement of General, SC and BC Students in Haryana.”

1.15 DEFINITIONS OF THE TERMS USED
In the context of the present study, the terms used have been defined as under:

1. **Academic Achievement**: Academic achievement refers to the marks (GPAx10) attained by student at the matriculation examination conducted by Board of School Education Haryana.
2. **Attitude:** An attitude is a mental and neutral state of readiness, exerting directive or dynamic influence upon the individual’s response to all objects and situations with which it is related.

3. **Family Climate:**
   Family climate means inter-personal relationship between the parents and the child.

4. **School Adjustment:** It is a state in which the educational needs of the individuals on the one hand and the claims of environment on the other hand are fully satisfied or the process by which the harmonious relationship can be attained.

5. **General Class:** General category includes people belonging to the castes other than SC, ST and BC category.

6. **Scheduled Caste:** The castes, races or tribes or part of groups within such castes, races or tribes who are socially, educationally and economically disadvantaged are deemed under article 341 of Indian Constitution as Scheduled Castes.

7. **Backward Class:** Backward Class means citizens, other than the Scheduled Castes and Tribes who are socially, educationally and economically disadvantaged, as has been specified in the notification of Haryana State Government.

8. **Students:** The students who belong to General, SC and BC Categories and are studying in class XI in Govt. Sr. Sec. Schools affiliated with Haryana Board of School Education.

9. **Haryana Board Schools:** The schools recognized by the Board Of School Education Haryana, Bhiwani established by Haryana Govt. under the Act No. 11 of 1969 to hold examinations of such schools situated in Haryana.

1.16 **OBJECTIVES OF THE STUDY**

To conduct the present study following objectives have been formulated:

1. To compare the students who belong to General, SC and BC category and studying in Class-XI on four variables viz. family climate, school adjustment, attitude towards education and academic achievement.
2. To study the effect of family climate, school adjustment and attitude towards education on academic achievement of students who study in Class-XI and belong to General, SC and BC category.

1.17 HYPOTHESES OF THE STUDY

Writing hypotheses in respect of the study has a very important place in research. A hypothesis is a statement temporarily accepted as true in the light of what is, at a time, known about a phenomenon and it is employed as a basis for action in the search for new truth. It is a tentative solution or a provisional guess which seems to explain the problematic situation under observation. To fulfill the objectives of the study listed above following null hypothesis have been formulated.

1. There is no significant difference between the means of family climate scores of General and SC category students.

2. There is no significant difference between the means of school adjustment scores of General and SC category students.

3. There is no significant difference between the means of attitude towards education scores of General and SC category students.

4. There is no significant difference between the means of academic achievement scores of General and SC category students.

5. There is no significant difference between the means of family climate scores of General and BC category students.

6. There is no significant difference between the means of school adjustment scores of General and BC category students.

7. There is no significant difference between the means of attitude towards education scores of General and BC category students.

8. There is no significant difference between the means of academic achievements scores of General and BC category students.

9. There is no significant difference between the means of family climate scores of SC and BC category students.

10. There is no significant difference between the means of school adjustment scores of SC and BC category students.
11. There is no significant difference between the means of attitude towards education scores of SC and BC category students.

12. There is no significant difference between the means of academic achievement scores of SC and BC category students.

13. There exists no significant relationship between the family climate and academic achievement scores of General category students.

14. There exists no significant relationship between the school adjustment and academic achievement scores of General category students.

15. There exists no significant relationship between the attitude towards education and academic achievement scores of General category students.

16. There exists no significant relationship between the family climate and academic achievement scores of SC category students.

17. There exists no significant relationship between the school adjustment and academic achievement scores of SC category students.

18. There exists no significant relationship between the attitude towards education and academic achievement scores of SC category students.

19. There exists no significant relationship between the family climate and academic achievement scores of BC category students.

20. There exists no significant relationship between the school adjustment and academic achievement scores of BC category students.

21. There exists no significant relationship between the attitude towards education and academic achievement scores of BC category students.

1.18 DELIMITATIONS OF THE STUDY

To obtain specific findings as a result of conducting the study, it is justified to mention here the boundaries in respect of the present investigation with reference to [a] the scope of the study by specifying the areas to which the conclusions will be confined and [b] the procedural treatment including the sampling procedures, the techniques of data collection and analysis, the development of measuring tools and their use in the study. The present study is delimited in various points, which are briefly described as under:
I. The study is confined to Govt. Sr. Sec. Schools situated at Bhiwani, Faridabad, Kurukshetra and Sonepat districts (Rural and Urban) only.

II. The study is limited to a sample of 720 students of Class-XI belonging to General, SC and BC category and are studying in Govt. Sr. Sec. School situated in rural and urban areas of four districts in Haryana.

III. The study is delimited to see the effect of family climate, school adjustment and attitude towards education on academic achievement of Class- XI Govt. Sr. Sec. School students.

IV. The study is delimited to academic achievement in terms of marks [GPA x 10] obtained by General, SC and BC category students at the matriculation examination conducted by Board of School Education Haryana.