

**“COMPARATIVE STUDY OF ACHIEVEMENT  
MOTIVATION AND GENERAL INTELLIGENCE OF SC  
AND NON SC SECONDARY SCHOOL STUDENTS”**

**Mohan Lal (Assistant Professor)\***

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**INTRDUCTION:**

It is a matter of continues observation that education is being used as an important instrument to bring about social transformation in a large scale in society. This represents a kind of dilemma in respects of the social role of education in transitional societies. Ignoring this dilemma, many social scientists today are inclined to believe that education is a powerful instrument, of .such social transformation. The prevailing opinion in circles of social science is that education is very much instrumental in bringing social change. It is argued that education promotes modernity in many ways like (i) by sharpening the critical awareness of the people about the social structure in which they are placed and (ii) by changing the consciousness of the people in a education congruent with the dominant value of our ego-rationality.

Throughout history, societies have assumed a number of different forms. A historical study of societies reveals that each society has made an effort to make the best adaptation to its environment. Through a process of socio cultural revolution, societies that have developed more productive strategies have tended to prosper and increase, whe.re as those with more primitive strategies remain weak. Every society has not undergone all these strategies nor have all societies experienced it at the same rate. The type of the society has not been the same everywhere on this earth nor has it been similar throughout the course of human history. Three main types of society

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**\* P.R.D College of Education, VPO-Harnaul, Distt.Yamunanagar, Affiliated to Kurukshetra University & Recognized by NCTE, Jaipur**

i.e. sc, agrarian and industrial have been marked out on this earth. The African society is sc, the Indian society is agrarian and while the American society is industrial one. But SC are there in India also.

According to George Peter Murdock, Sc is a social group in which there are many clans, nomadic bands, villages or other sub groups which usually have definite geographical area, separate language, a singular and distinct and either a common political organisation or at least a feeling of common determination against the strangers. So generally they are united by blood relationships and have a peculiar political organisation.

Thus, education provides a shield against injustice exploitation. Since enormous amount of money have spent to speed up the educational progress of the weaker sections, it was deemed necessary to evaluate performance of various educations schemes in operation in the country. In India, a number of voluntary organizations are also their might in this direction. The Arya Samaj movement, Ramakrishna mission, Theosophical Society, Vidyapelarti etc. have taken care to establish institutions for the SC and ST. The Annual Sc Welfare Conference held from 1953 onwards has a section devoted SC education.

In this context none can deny the need of education for SC. The illiterates are much more vulnerable to exploitation. Illiteracy therefore must go at all costs. In framing the 8th five years Plan, stress was put on the education of sc. It is meant to build up inner strength of sc communities. So that they can stand the new situation and are able to take benefits of the new programmes. Highest priority therefore has been accorded to education. The 7th plan consolidates the protective measures initiated in the 6th year plan.

According to article 46 of our constitution. "It provides for promotion of educational and economic interest of SC/ST and other weaker sections. It states: the state should promote with special care the educational and economic interest of weaker sections of the people in particular, of the SC and ST and shall protect them from social injustice and all forms of exploitations, in spite of this provision and after more than 50 years of independence we have not yet been able to educate all SC/ST children and seen a to improve their economic conditions.

It is all-good that the SC is being brought under increasing educational programme. But the assumptions made around the educational programme do not emerge from the roots of the SC society. The assume that the educated become aware of the benefits available to the SC and would provide leadership to their general masses, has amply been falsified as is evident from our experience. Even the policy makers have made such an observation. The small group of literate produced by the educational system in these areas is too tiny to become a catalytic agent for new culture or economic processes. The out migration of educated Youngman further deprives their communities of the lasting benefits of education.

The educated SC Youngman, now want to keep the benefits or Protective discriminations for gaining and consolidating their on class benefits. All our assumptions about the function of modern education have remained unrealized. It should not be taken to mean that we stand for the withdrawal of education for the SC. Nor do we want to make it a privilege of the few sections of the society what we argue is that they should be granted incentives of scholarship books and hostels only to the standard of higher secondary and Diploma and vocational courses. College education should be left to the merit of the Students and their personal resources. Such a scheme of education should help SC youth in accepting careers relating to petty jobs which are badly required at the village and tehsil levels. Higher education, learning aside the technical and professional, corrupts the SC and throws them out of their own traditional society. It can be done by developing an argue in young minas to achieve better and higher standard of life, because the urge to improve or develop has been found to play an important role in achieving development. In case of deprived sections of society, it has observed that they seem to have been suffering from lower need for achievement, poor education intelligence level. The present study is a comparative study of achievement motivation and general intelligence of SC secondary school students.

### **JUSTIFICATION OF THE STUDY:**

In the present age of the rapid globalization the sc are still backward in education, social and economic aspects. We are remain engaged in the development of the SC for the last more than half century but SC continues remain buried in illiteracy and suffer under utter poverty. Their quality of life has worsened rather than improving. So it is very essential to take certain

commendable steps. In this regard the role of education is very much significant. But before delivering the essential education, to them we need to know their psychology. And achievement motivation is one of the personality related psychological dimensions, which we need to know. So also the general intelligence of sc students. Although many studies revealed that these have low achievement motivation and low intelligence level. It is seen that for the last one decade no such type of study has been conducted on the sc students. Yarnuna Nagar is one of the sc districts of Haryana where no such type of study has been conducted so far. It is essential to know the level of achievement motivation and general intelligence of the sc high school students from the educational point of view. So the investigator has taken up the present problem for investigation.

**Operational definitions of the terms used:**

**Achievement Motivation:** in the present study, Achievement Motivation implies need Achievement (N-Ach). It is a drive which can be aroused by including a situation of ego-environment or Achievement orientation. Again, it is characterized by desire to achieve a high standard of excellence and to accomplish something worth and unique.

**General intelligence:** intelligence is the global or aggregate capacity of an individual to act purposively, to think rationally and to deal effectively with the environment.

**OBJECTIVES OF THE STUDY:**

1. To compare the achievement motivation of SC and non sc secondary school students.
2. To compare the achievement of male SC male Non-SC secondary school students.
3. To compare the achievement motivation of male sc and female non sc secondary school students.
4. To compare the achievement motivation of female so and female non sc secondary school students.
5. To compare the achievement motivation of female sc and male non sc secondary school students.
6. To compare the general intelligence of so and non-sc secondary school students.
7. To compare the general intelligence of male sc non-sc secondary school students.
8. To compare the general intelligence of male sc and female non-sc secondary school

students.

9. To compare the general intelligence of female sc female non-sc secondary school students.
10. To compare the general intelligence of female sc male non-sc secondary school students.

#### **HYPOTHESES OF THE STUDY:**

1. There exists no significant difference between the SC and non-sc secondary school students on achievement motivation.
2. There exists no significant difference between the male sc and male non-sc secondary school Students on achievement motivation.
3. There exists no significant difference between the male sc and female non-sc secondary school students on achievement motivation.
4. There exists no significant difference between the female SC and female non-sc secondary school students on achievement motivation.
5. There exists no significant difference between the female sc and male non-sc secondary school students on achievement motivation.
6. There exists no significant difference between the sc and non-sc secondary school students on general intelligence.
7. There exists no significant difference between the male sc and female non-sc secondary school students on general intelligence.
8. There exists no significant difference between the male sc and female non-sc secondary school students on general intelligence.
9. There exists no significant difference between the female SC and female non-sc secondary school students on general intelligence.
10. There exists no significant difference between the female so and male non-sc secondary school students on general intelligence.

#### **DELIMITATIONS OF THE STUDY:**

Keeping in view the time factor and the resources available the present study was delimited of the following:

1. The present study was delimited to secondary schools of Yamuna Nagar of Haryana.
2. The sample size was restricted to 100 sc and 100 non-sc secondary school students only.
3. The study was delimited to class IXth and Xth only.
4. The study was restricted to the variables of achievement motivation and general intelligence only.
5. The study was restricted to the government secondary school only.

### **RESEARCH METHOD:**

The research method adopted for the present study was survey method. This method was selected by the investigator because it concerned with the present and attempts to determine the study of the performance under investigation. It is an organized attempt to analyse, interpret and report the present status of a social institution, group or area. Descriptive, studies involve measurement, classification, analysis, comparison and interpretation of the phenomena.

### **POPULATION AND SAMPLE:**

The population of the present study constituted all the SC and non-SC Students of the Yamuna Nagar district of Haryana. It is not possible for the researcher to conduct the study on entire population. Therefore we go for sampling .in the present study the sample was selected on random basis and lottery method was followed for selecting the schools and finally 10secondary school of rural area of Yamuna Nagar district were selected and only the 9<sup>th</sup> and 10<sup>th</sup> class SC and non-SC Students constituted the sample of the present study. So 100sc and 100 non sc Secondary School students, both boys and girls constituted the sample of the present study.

### **TOOLS USED:**

For each and every type of research, the researcher needs certain tools and technique to gather the required information. In the present study, the investigator used the following tools.

- i) Achievement Motive Test (ACMT) by Dr. V.P. Bhargava.
- ii) Verbal Intelligence Test (Hindi version) by R.K. Ojha and K. Raj Chaudhury.

### **SCORING PROCEDURE:**

The scoring procedure of different test, used pin the present study is discussed as under:

**Scoring of Achievement motivation test:**

The procedure for scoring of achievement motivation test is very simple. It can be done with the scoring key. Each item indicating achievement motivation is given a score of 1 and the total score obtained on all the items is the n-Achievement score of the respondent.

**Scoring of General intelligence test:**

The scoring was done according to the manual of R.K. Ojha's Verbal intelligence test. The students giving a correct response out of the alternative given in each item was awarded one marks and the students giving the wrong responses was awarded no marks. The summation of correct responses constituted the general intelligence test score of a student.

**STATISTICAL TECHNIQUE USED:** To compare the results of the study t-test was used.

**ANALYSIS AND INTERPRETAION OF DATA:**

After collecting the relevant data, it was interpreted and analysed. Keeping in view the main **objectives** of the study the investigator computed the t-test to find out the significant differences in achievement motivation and intelligence of sc and non-sc students. It has been presented under sections i.e. section-A and section B.

Section-A: Analysis and interpretation with regard to Achievement motivation.

Section-B: Analysis and interpretation with regard to General intelligence.

**SECTION -A****Comparison between the sc and non sc Secondary School Student on Achievement Motivation:**

The objective of the study to find out the difference between sc and non sc Secondary school students on achievement motivation. For this purpose, the researcher applied t test. The result of t-test is given in table 4.1

**TABLE 4. 1**

Caste	N	Mean	S.D.	SED	t-ratio
Non SC	100	22.12	5.63	.71	4.48

SC	100	18.94	4.25		
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**Interpretation:** t-value 4.48 is greater than the table value at .01 level. So the result is highly significant and HO is rejected. It means there is significant difference between sc and non-sc secondary school students on achievement motivation. The mean score of non- sc students is higher than the sc students.

❖ **Comparison between male sc and male non-sc secondary school students on achievement motivation.**

To find out the difference between the male sc and male non sc secondary school students on achievement motivation, t ratio is calculated which is. Vide table 4.2

**TABLE 4. 2**

Caste	N	Mean	S.D.	SED	t-ratio
Male Non SC	50	21.14	5.06	.90	2.68
male SC	50	18.72	3.89		

**Interpretation:** t-value 2.68 is greater than the table value at .01 level. So the result is significant and Ho is rejected. It means there is significant difference between male sc and male Non SC Sec. School students. The mean score of non sc students is higher than SC.

❖ **Comparison between the male sc and female non sc Sec. School students on achievement motivation:**

To find out the difference between the male sc and female non sc Sec. School students on achievement motivation, t-ratio is calculated which is present in table No.4.3

**TABLE 4. 3**

Caste	N	Mean	S.D.	SED	t-ratio
Male SC	50	18.72	3.89	1.01	4.18
Female non SC	50	22.94	6.05		



Interpretation:-t-value 4.18 is greater than the table value at .01 level. So result is significant and HO is rejected. It means there is a significant difference between male sc and female non sc Sec. School student in their achievement motivation.

❖ **Comparison between the female sc and female non sc secondary school students on achievement motivation.**

To find out the difference between the female sc and non female sc Secondary school students, t-ratio is calculate which is °resented in tale No. 4.4

**TABLE 4. 4**

Caste	N	Mean	S.D.	SED	t-ratio
female SC	50	19.16	4.63	1.07	3.53
Female non SC	50	22.94	6.05		

**Interpretation:-**t value 3.53 is greater than the table value at .01 level. So result is significant and Ho is rejected. It means there is a significant difference between male sc and female non sc Sec. School student on achievement motivation.

❖ **Comparison between the female sc and female non-sc secondary school students on achievement motivation.**

The objective of the study to find out the difference between the female sc and male non-sc Secondary school student on achievement motivation. For this purpose the research applied t - test. The result of t test is given in table No.4.5

**TABLE 4. 5**

Caste	N	Mean	S.D.	SED	t-ratio
female SC	50	19.16	4.63	.96	2.06
male non SC	50	21.14	5.06		

**Interpretation:** t value for female sc and male non-sc secondary school student on achievement motivation test is 2.06 which are Greater than the table value at .05 level but smaller than the value at .01 level. It shows that there is significant difference between female sc and male non SC Secondary school student according to their achievement motivation test but note so high.

HO is rejected. The levels of achievement motivation of the male non SC students are higher than the female sc students.

## SECTION -B

### ❖ Comparison between the sc and non-sc Secondary school students on general intelligence:

The objective of the study to find out the difference between the sc and non-sc Secondary school student on general intelligence t ratio is calculated which is presented which is presented table No. 4.6.

**TABLE 4. 6**

Caste	N	Mean	S.D.	SED	t-ratio
Non-SC	100	43.40	9.57	1.46	2.55
SC	100	39.67	11.07		

**Interpretation:** t-value for the sc and non-sc student on general intelligence test is 2.55 which is to greater than the table value of .05 level but smaller than the value at .01 level. It shows that there is significant difference between sc and non SC Secondary school student according to their general intelligence test but not so high. Non- SC is more intelligent than the sc and Hypothesis is rejected.

### ❖ Comparison between the male sc and male non-sc Secondary school students on general intelligence:

To find out the difference between the male SC and male non-sc secondary school student on general intelligence, t-ratio calculated which is vide table no.4.7

**TABLE 4 . 7**

Caste	N	Mean	S.D.	SED	t-ratio
Male SC	50	39.96	9.71	1.84	3.13
Male non-SC	50	45.72	8.71		

**Interpretation:** t-value 3.13 is greater than the table value at .01 level. So result is significant and Ho is rejected. It means there is significant difference between male sc and male Non SC Secondary school students on achievement motivation.

❖ **Comparison between the male sc and female non sc high school students on general intelligence:**

To find out the difference male sc and female non sc. Non-sc Secondary school students on general intelligence t ratio are calculated which is presented in table No. 4.8

**TABLE 4. 8**

Caste	N	Mean	S.D.	SED	t-ratio
Male SC	50	39.96	9.71	1.96	.57
female non-SC	50	41.08	9.71		

**Interpretation:**-t-value .57 is greater than the table value at .05 level. So result is significant and Ho is accepted. It means there is no significant difference between male sc and female non sc Secondary school students on general intelligence test.

❖ **Comparison between the female sc and female non sc high school students on general intelligence:**

The objective of the study to find out the significant difference female sc and female non sc Secondary school students on general intelligence for this purpose, the researcher applied t-test. The result of t-test given in table No. 4.9.

**TABLE 4. 9**

Caste	N	Mean	S.D.	SED	t-ratio
Male SC	50	39.96	12.21	2.22	.77
female non-SC	50	41.08	9.91		

**Interpretation:** t- value is smaller than the table value at .05 level. So the result insignificant and Ho is accepted. It means there is no significant difference female non sc on general intelligence test.

❖ **Comparison between the female sc and male non-sc high school students on general intelligence test.**

To find out the difference between the female sc and male non-sc high school students on general intelligence test, t ratio are calculated which are presented in table No.4.10.

**TABLE 4 . 1 0**

Caste	N	Mean	S.D.	SED	t-ratio
Female SC	50	39.38	12.21	2.12	3.00
male non-SC	50	45.72	8.71		

**Interpretation:** - t-value is greater than the table value at .01 level. So the result is significant and  $H_0$  is rejected. It means there is significant difference between female sc and male non sc Secondary school students on general intelligence.

### MAIN FINDINGS:

After the interpretation of the data the investigator certain was in a position to draw findings which are presented below:

(i) There is significant difference between the sc and non-sc Secondary school student on achievement motivation in the total sample. The mean score of non-sc high school students are higher than the sc students on Achievement motivation.

(ii) There is significant difference between the male sc and male non –sc Secondary school student on achievement motivation. The mean score of male non- sc Secondary school students are higher than the sc students. It means with regard to their achievement motivation the male non-sc students are superior the male sc students.

(iii) There is significant difference between. The male sc and female non-sc Secondary school student on achievement motivation. The mean score of female non-sc Secondary school students are greater than the male sc students. It shows that female non-sc students are superior to the male sc students on their achievement motivation.

(iv) There is significant difference between the female sc and female non-sc Secondary school Student on achievement motivation. The mean score of female non-sc Secondary school students are greater than the female sc students achievement motivation. It means female non sc students are superior to the female sc students on achievement motivation.

(v) There is significant difference between female sc and male non-sc secondary school student on achievement motivation. The mean score of male non sc Secondary school students are higher than the female sc students Achievement motivation. It shows that the male non- sc students are superior to the female sc students on their achievement motivation.

(vi) There is significant difference between the SC and non sc Secondary school students according to their general intelligence test but not so high. The non- sc students are more intelligent than the sc students, because the mean the score of non sc students are greater than SC students.

(vii) There is significant difference between the male sc and male non-sc Secondary school students according to their general intelligence. The mean score of male non-sc students are higher than the male sc students. The male non-sc students on are more intelligent than the female sc Secondary school students according to their general intelligence test.

(viii) There is significant difference between the male sc and female non-sc Secondary school students according to their general intelligence. Hence, no marked difference was observed between male sc and female non-sc secondary school students on general according to their general intelligence test.

(ix) There is no significant difference between female sc female non-sc secondary school students according to their general intelligence. It is shows that there is no significant sc difference between female sc and female non sc secondary school student according to their general intelligence test.

(x) There is no difference between the female sc and male non- sc student's intelligence. The mean score of male non-sc students are higher than the female sc students. The male non-sc students on are more intelligent than the female sc Secondary school students.

### **EDUCATION IMPLICATIONS:**

The present study is of greater importance in the present day context as there is growing realization of focusing attention on the education of the disadvantaged especially the sc, for their

general upliftment. The present study also points out the direction, in which some steps can be taken to improve the psychological makeup of the sc students in order to enhance their achievement motivation.

The study reveals that sc students are significantly different from the non -sc school student on their achievement motivation. With regards to achievement motivation non-sc students are superior to the sc. It shows that the male non sc students are superior to the male sc students according to their achievement motivation. On the basis of all the finding it is seen that non sc students are superior to the sc students according achievement motivation. On the basis of all the finding it is seen that the non-sc students are superior to the sc students according to their achievement motivation. It implies that the parents and teachers of these sc students supposed to provide conducive environment for the students in home and in school to develop higher achievement motivation. The study also reveals that there is significant difference between sc and non sc secondary school students according to their general intelligence. It is seen that non -sc students are more intelligence than the sc students on the total sample. Therefore, the teacher in the classroom situation into consideration what method suitable for these students. He must well acquaint with they may show better intellectual ability which, in turn, may influence the achievement motivation of these students. The sc students suffer from Poverty has been found to be associated with lower intelligence and also lower achievement motivation. Therefore, the devolvement plans mooted by the Government of India to uplift the standard of living of the sc People including some facilities of school like uniforms, scholarship, stationary etc. and mid-day meal need to be further strengthened .

Last but not the least, the role of state and the central government seems to be crucial in helping the sc students by providing them necessary financial and other facilities for their educational pursuit.

### **SUGGESTIONS FOR FURTHER RESEARCH:**

Based on the findings and educational implications of the study, a few suggestions for further research have been put forward as under -

(i) The present study was confined to the secondary school students in district of Yamunanagar.

Similar study can be conducted in other S districts of any other sc inhabit state.

(ii) The present study has been conducted on secondary school students, further students can be conducted on these variables of the primary and other levels of education as well.

(iii) The comparative study can be carries out on these variables in case of scheduled caste and non-sc students of difference level of education.

(iv) Some studies may be conducted by taking more samples for better generalization.

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