

CHAPTER - II
STATEMENT OF PROBLEM
AND
HYPOTHESIS

STATEMENT OF PROBLEM AND HYPOTHESES :

In this chapter the problem and hypotheses of the present investigation are stated with the conceptual frame work described in the introductory section. Conceptual frame work is based on the Triandis (1977) model of social behaviour and the findings of the related studies conducted in the past.

Researchers have proved that academic achievement is not a unidimensional function but it is a multidimensional activity. There can be many factors contributing towards academic success of the students. Studies reviewed in the first chapter indicate that there can be four key factors contributing towards academic success. The factors are :

Environmental factors, Individual factors, Ability factors and Educational Services available to the students.

Environmental factors include :

Sociocultural factors, caste and religious factors and school and home environment.

Individual factors include :

Personality factors, self concept, study habits, age, sex, motivational and other related factors.

Ability factors include :

intellectual, cognitive and creativity factors.

Educational services available include :

the availability and accessibility of educational institutions. This factor is extremely important for the rural girls to continue their studies.

In the present research contributions of environmental factors-school environment and social religious factors, viz; caste and religion and individual factors-self-concept and sex towards academic achievement (success) have been studied. School environment and self-concept are treated from psychological point of view and measured by standardized scales and Caste, religion and sex variables are manipulated through selection in order to find out their contributions towards academic success.

A child in a school is presented with new opportunities in terms of socialization and cognitive development. These opportunities differ in quality and quantity from school to school and have a direct impact on the cognitive and affective behaviours of students. The nature of this impact can be understood if we devote our research energies to find out the environmental variables that are most effective in promoting optimum development of the potentials of the children. Hence, the dimensions of school environment have been studied in the present research. The dimensions are ; Creative stimulation, Cognitive encouragement, Permissiveness, Acceptance, Rejection and Control.

Saraswat and Gaur (1981) has defined self-concept as the individual's way of looking at himself, it also signifies his way of thinking, feeling and behaving. It is a dominant element in the personality pattern. The adolescence is a peculiar period for the development of self-concept and have direct impact on every aspect of life. Thus, study of

self-concept seems important to be carried out in this research project. The six dimensions of self-concept studied are :

Physical, Social, Temperamental, Educational, Moral and Intellectual.

The school environment and self-concept of Scheduled Caste (SC), Backward Caste (BC) and Upper Caste and Muslim students of both the sexes have been studied to see the differential effect if any.

Academic achievement in terms of percentage of scores in examination is the criterion variable in this study. It is treated as the index of academic success.

Keeping above discussion in view the following questions were raised for the present research :

01. Would academic achievement be significantly influenced by the dimensions of school environment?
02. Do the dimensions of self-concept contribute significantly to academic achievement?
03. Do the patterns of contribution of school environment and self-concept differ in SC, BC and Upper Caste students?
04. Would academic achievement of Hindu and Muslim students contributed differently by school environment and self-concept?
05. Do the patterns of contribution of school environment and self-concept differ in Boys and Girls?

Based on the findings reviewed in introductory chapter, the following hypotheses were formulated :

Hypothesis-1 :

Dimensions of school environment would be significantly related and contribute to academic achievement.

Hypothesis-2 :

All the dimensions of Self-concept would significantly contribute to academic achievement.

Hypothesis-3 :

The patterns of contribution of school environment and self-concept would be different among each of the caste groups.

Hypothesis-4 :

School environment and self-concept would contribute differently among Hindu and Muslim children.

Hypothesis-5 :

The contributions of school environment and self-concept would be different among boys and girls.

The methods used for testing these hypothesis is described in the next chapter.