

The impact of caste, region and gender on students' academic achievement in Mahendragarh District

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Abstract

This study is an attempt to show the impact of caste region and gender on students' academic achievement in Mahendragarh district in Haryana. The sample consisted of 248 students from Mahendragarh district. Descriptive survey method was used for the present study. Using stratified random sampling method the data was collected. A self-made questionnaire was used by the researcher. From the results it was found that Mahendragarh is known to be a backward area and considered to be a rural area but so the students of the rural area are more intelligent of the Mahendragarh district. The present study depicts no significant difference between male and female students, urban and rural students, government and private students and here is no significant difference between general category students and urban category students. On behalf of these findings it can be said that now the difference between male and female students, difference between urban and rural students, difference between government and rural students on this topic impact of caste, region and gender does not matter. But to some extent region impact the academic achievement of the students.

Keywords: Achievement, Extent, Region

1. Introduction

Education is the backbone for development of any society, state and nation particularly, higher education. It plays specific role in the process of economic development both of the developing and the developed countries at all levels of education. Higher education is one of the most important indicators of regional disparities and its rational understanding is an essential prerequisite for an effective educational planning. "Regional Disparities in Educational development" constitute one of the neglected areas in educational planning as well as educational research. However a good deal of progress has been made in the independence. In the past sixty years there has been steady progress in achieving social economic development in India, but inequality in education in context of scheduled castes(SC's) And scheduled tribes(ST's) not only persist but is expanding in part of the Indian society. The scheduled caste and scheduled tribes are the most backward section of Hindu society. The main distinguished characteristics of this downtrodden segment of the population are their low literacy and education achievement, economic backwardness, rural orientation and social retardation. (Hanumantha and Grover 1979). According to 2011 census report, out of the total population i.e. 922088,789233 lives in rural area and 132855 lives in urban area. It further reveals that out of the total SC population i.e., 156314, only 20003 lives in urban area and the rest i.e. 136311 lives in rural areas. (census of India, 2011) The data shows that a major population of SC's lives in rural areas in Mahendragarh. The problem of their low status and economic backwardness of the reserved categories is in the historical process since the time immemorial.

Indian society suffers from substantial inequalities in education, employment, and income based on caste and ethnicity. Compensatory or positive discrimination policies reserve 15% of the seats in institutions of higher education and

state and central government jobs for people of the lowest caste, the Scheduled Caste; 7.5% of the seats are reserved for the Scheduled Tribe. These programs have been strengthened by improved enforcement and increased funding in the 1990s. This positive discrimination has also generated popular backlash and on-the-ground Sabotage of the programs. (Desai and Kulkarni, 2008) [15]. The Indian society is highly stratified on the basis of caste hierarchy, religious affiliation, linguistic diversity and regional loyalty. The caste factor has the strongest historical roots. Traditionally, Hindu society is divided into thousands of castes, which reflect socioeconomic, educational and cultural disparities. Caste-based social division has recently acquired very strong political dimensions. Three of the major socioeconomic categories are defined by caste combinations: Forward Castes (FCs), Scheduled Castes and Scheduled Tribes (SC/ST), and Other Backward Castes (OBCs). Though the Indian government has been making concerted efforts since independence to bridge the socioeconomic gap between the advantaged and disadvantaged groups, SCs and STs have remained socially, economically and culturally deprived because of their specific occupational and geographical conditions. Education has been recognized as a powerful tool for upward social mobility, which can help to build an inclusive society by reducing socioeconomic disparities. Several attempts have been made to empower weaker sections of the society, including: provision of constitutional safeguards, scholarships and "free-ships" (fees are waived and free books, stationery and midday meals are provided); reservation of seats in government jobs and educational institutions; and special coaching classes to prepare students for competitive tests. The sufficiency of the efforts of government in bridging the gap created by the castes, economic background, regional background and school types preferred by the parents for their child's education have been very often taken by the researchers to study their effects on

child's academic achievement. Available data indicate that even after 60 years of affirmative action, participation of the lower castes in higher education still does not match their share in the total population. Recently, the OBCs, some of whom are economically well-to-do, have also been labelled as culturally and educationally "backward", and the Indian government has declared a 27% reservation of seats for them in jobs and educational institutions under its control. Such decisions have often been the subject of furious debates between social groups of conflicting interests, sometimes resulting in legal battles and street violence. Besides caste there are other factors which decides the academic achievement of the students. The researcher in the present study is interested in studying the effect of caste, region, and gender and school type on students' academic achievement

2. Statement of the problem

In the previous year 2014 reports by ASER and NAS have been published revealing the academic standards of the students of our country. In these reports the academic performance of the students have been studied keeping in view several factors such as region, caste and school type and school type among few of them. The researcher is interested to study the effect of gender, caste and region and school type on student's academic achievement in her area i.e. Mahendragarh and as a result the following topic is selected for the study: "The Effect of Caste, Region, gender and School Type on Academic Achievement of Students of Mahendragarh.

3. Operational definitions

i) Caste

A group of individuals that belong to the same social group that share some specialized form behavior. In the presence study the researcher takes two category of the caste one is reserved (sc.and bc) and another is general category.

ii) Region

A region itself is defined as a part of the Earth's surface with one or many similar characteristics that make it unique from other areas. Regional geography studies the specific unique characteristics of places related to their culture, economy, topography, climate, politics and environmental factors such as their different factor.

In the presence study the researcher has divided the region in two category the rural and the urban on the basis of their academic achievement.

iii) Gender

Gender role is a theoretical construct involving a set of social and behavioral norms that, within a specific culture, are widely considered to be socially appropriate for individuals of a specific sex. The perception of gender roles includes attitudes, actions, and personality traits associated with a particular gender within that culture. Coinage of the term is credited to John Money in a 1955 paper. Gender roles are predominantly considered within a family context as well as within society in general and may collectively be referred to as gender stereotypes. In the presence study the researcher takes the gender into two category male and female on the basis of their academic achievement.

4. Justification of the study

Indian society has ever since lived by a value system based on division and hierarchy. The division of the members of society could be divided on basis of caste, gender or the locality where they reside. The constitution of India has made several provisions to reduce inequality in Independent India but social equality and social justice marked a watershed in its practical application. Various departments of our government are dedicated towards eradication of inequality but despite of their consistent efforts the problem still prevails. Usually caste is considered the main cause of inequality but the problem is much deeper. Besides caste, the place where one lives and the gender of a person are also responsible for poor social, economic and educational status of the concerned population. The effect of caste, Region, Gender and School type as the basis for inequality can be seen on the academic achievement of the students. Haryana is among the most prosperous state of India and so the researcher has chosen the district Mahendragarh of Haryana to find out the effect of caste, gender and locality on academic achievement of students in the concerned area. Conducting study in this particular place will let us know whether the prosperity nullifies the effect of caste, gender and locality on the academic achievement of students or not.

5. Objectives

1. To study the effect of gender on academic achievement of high schools students of Mahendragarh.
2. To study the effect of region on academic achievement of high schools students of Mahendragarh.
3. To study the effect of caste on academic achievement of high schools students of Mahendragarh.
4. To study the effect of school type on academic achievement of high schools students of Mahendragarh.

6. Hypotheses

1. There is no significance difference in the academic achievement of male and female high school students of Mahendragarh.
2. There is no significance difference in the academic achievement of rural and urban high school students of Mahendragarh.
3. There is no significance difference in the academic achievement of general category and reserved category high school students of Mahendragarh.

7. Design of the study and sampling

Research Design

There are many methods of collecting, analyzing and reporting research data. Strictly speaking the decision about the method depends upon the nature of the problem and objectives to be achieved. For the present study, the investigator decided to adopt the descriptive method for survey during data collection. A survey is the self-report measure consisting of questions that can be administered in the form of personal interview or a questionnaire. The present study is conducted through survey method, and data of the selected variables is collected from government and private school students.

Population

The term population in research is used in broader sense. The entire group from which the sample has been selected is called

as the population. In the present study, the high school students of Mahendragarh District of Haryana has been considered as population.

Tools of the study

Any kind of data concerning the study of surveys type research can be collected by using different type of tools. It is very necessary that right type of tools should be used for this purpose. The tools must be so devised that the data obtained are reliable, valid and sufficient.

The purpose of the present study was to know the effect of caste region and gender on students’ academic achievement, so the researcher used a questionnaire as a tool to collect the information regarding caste, region, school type, gender and academic achievement of students.

Data Collection

The researcher personally visits the government and private school of Mahendragarh and with due permission of authorities dis-tributes the questionnaire to the students. Researcher personally collects the data from 169 students from the private school and 79 students from the government school.

Sampling

Sampling is the process by which a relatively small number of individuals or measures of which are representatives of individuals, objects, or events is selected and analyzed in order to find out something about the entire population from which it was selected. A sample is a miniature picture of the en-tire group or aggregate from which it has been taken. A sample, in other words, is a smaller representation of a large whole i.e. a population. A sample survey involves the selection of a subset of the population. The present study aims to measure the impact of caste, region, school type and gender on students’ academic achievement. For this purpose a sample of 248 students from Mahendragarh District were selected using stratified random sampling method. Out of 248, the investigator selected 169 students from private schools and 79 students from government.

For the present study the researcher took a sample of 248 students from different schools of Mahendragarh city like:- 1.Yaduvanshi Shiksha Niketan, Tagore Sr. Secondary school, R.P.S.Sr. Secondary school and two government school from the Mahendragarh city. Yet the school is situated in the city area but the number of students from rural areas exceeds the number of urban students.

Findings of the study

Table 1 H1:-There is no significant difference between the academic achievement of male and female high school students of Mahendergarh.

Table 1: Comparison between the academic achievement of male and female in public and private school.

Gender	N	Mean	S.D	T-Value	Significant
Male	128	89%	0.106335415	0.066	Non-significant
Female	120	86%	0.142081292		

Df 246, level of significance is 0.5%

Table 1. Shows the academic achievement of males and females students. It can be observed from the table that the calculated t-value is 0.06 which is less than critical value. Therefore, there is no significant difference between the academic achievement of males and female students which implies that males and female students have no difference in the level of their academic achievement.

The data used for the study is of high school students of Mahendergarh. Haryana is the state with the worst sex ratio in India and Mahendergarh is among those districts where the sex ration is most skewed. The results showing no difference between the academic achievements of males and females are encouraging for this area. The results shows that despite of skewed sex ratio, the residents of Mahendergarh are well aware of the educational benefits and are encouraging their daughters to study and do well. The second reason of finding no difference in the academic achievement of males and females is the existence of good number of schools in the area and they are popular for their good results. This factor is motivating for the parents to provide good education to both their wards irrespective of their gender.

H2:-There is significant difference between the academic achievement of rural and urban high school students of Mahendragarh.

Table 2: Comparison between the mean scores of academic achievement of the rural and urban high school students of Mahendragarh

Region	N	Mean	S.D	T-Value	Significant
Rural	181	90%	0.103	2.67	Significant level
Urban	67	82%	0.139954711		

df = 246,significance level=.05

8. Interpretation and Discussion

TABLE 2 shows that there is significant difference between the academic achievement of rural and urban students. It can be seen from the above table that the t value is 2.67 which is more than critical value at 0.5 level of significance. It shows that there is significant difference between the academic achievement of rural and urban students. The mean scores of rural and urban students are 90% and 82% respectively. It implies that academic achievement of rural students are more than urban students. Mahendragarh is a district of Haryana. The data collected for the present study is of private and government high school students of Mahendragarh city. The development of Mahendragarh city in comparison to the adjoining cities like Rewari and Bhiwani is negligible. The samples of students studied under the present study are from the Mahendergarh city. The difference in the academic achievement of rural and urban students cannot be justified as there is no difference in the facilities available to urban and rural students. The sample size of students belong to rural areas exceeds the sample size of students from urban area. Mahendergarh is a small town surrounding by villages and so the number of students from villages is more.

Hypothesis 3: There is no significant difference between the academic achievement of reserved category and general category high school students of Mahendragarh.

Table 3: Comparison between the academic achievements of reserved category and general category high school students of Mahendragarh.

Caste	N	Mean	S.D	T Test	Significant level
Reserved	151	91%	0.074	0.67	Non-significant
General	97	92%	0.081		

Df=246, level of significance is $\pm 0.5\%$

Table 3 shows that there is no significant difference between the academic achievement of reserved and general category students. It can be seen from the above table that the t value is 0.67 which is less than the critical value at 0.5 level of significance. It shows that there is no significant difference between the academic achievement of reserved and general category students. The mean scores of rural and urban students are 91% and 92% respectively. Haryana is an economically prosperous state and also the among the states having highest per capita income. The reserved categories include OBC's which is socially backward but economically prosperous category. Due to economic prosperity and government initiatives taken for education of reserved category students, the students of reserved category are able to avail educational opportunities and as the results show their performance is at par the general category students.

9. Conclusion

The present study depicts no significant difference between male and female students, urban and rural students, government and private students and here is no significant difference between general category students and urban category students. On behalf of these findings it can be said that now the difference between male and female students, difference between urban and rural students, difference between government and rural students on this topic impact of caste, region and gender does not matter. But to some extent region impact the academic achievement of the students.

10. Reference

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