

## **A Comparative Study of Secondary School Schedule Caste and General Category Girl Students' Neuroticism in Relation to their Academic Achievement**

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### **Abstract**

Present study is based on secondary school girl student of SC and General Category. The variables of this study are cast, neuroticism and academic achievement. In one condition cast is independent and neuroticism is dependent and in other condition neuroticism is independent variable and academic achievement is dependent variable. This study result reveals that there is no significant difference found between SC and General Category girl students' neuroticism and academic achievement. It means that caste has no effect on neuroticism and academic achievement but neuroticism affects the academic achievement.

### **Introduction:**

Neuroticism is a strong aspect of mental health, it gives the shape to personality. Neuroticism is a fundamental personality trait in the study of psychology characterized by anxiety, jealousy and loneliness. People with neuroticism tend to have more depressed mood. Neuroticism the state of being neurotic. Neurotics do not differ from normality in kind, but only in degree. No clear distinction can be made between the normal and the neurotic. Most of us, the normal, can be said neurotics at some times. Sometimes, we become sorry, upset, depressed and demonstrate various neurotic symptoms. But this is only temporary while neuroses is permanent. Neuroses is an indication of the loss of equilibrium of different factors of personality. When the ego fails to maintain the equilibrium between the id and the super ego, symptoms of neuroses are observed. Thus the symptoms are the resultant of failure of ego functioning. Although different neurotic disorders have specific symptoms Coleman (1981) describes the following common symptoms of neurotics in general.

1. Inadequacy and low stress tolerance
2. Anxiety and Tearfulness
3. Tension and irritability
4. Ego centricity and disturbed interpersonal relationships
5. Persistent non integrative behaviour
6. Lack of insight and rigidity
7. Dissatisfaction and unhappiness

Anxiety, tension, fear, threat, apprehensions, conflict and lack of self confidence make the life of a neurotic unbearable. The neurotics are therefore tensed persons, pessimistic and more often than not dissatisfied with their life situations. They are basically unhappy and discontented persons. Neurotics do not differ from normality in kind, but only in degree and this degree affect the female maximum in society since above described characteristics often found in female. Our society is divided in different category. A question arise at here that each category female equally affected by neuroticism? Is the

neuroticism affecting the academic achievement of girl students?\_Researcher had tried to search answer of these questions through this study.

**Statement of the problem:-**

A comparative study of secondary school Schedule Caste and General category girl students' neuroticism in relation to their academic achievement

**Objectives:-**

1. To compare the neuroticism of SC and General Category secondary school girl students.
2. To compare the high & low neurotic SC and General Category girl students' Academic Achievement.

**Hypothesis:-**

1. There is no significant difference in neuroticism between SC and General Category girl students of secondary school.
2. There is no significant difference between high neurotic SC and General Category girl students of secondary school in their academic achievement.
3. There is no significant difference between low neurotic SC and General Category girl students of secondary school in their academic achievement.
4. There is no significant difference between high and low neurotic SC girl students of secondary school in their academic achievement.
5. There is no significant difference between high and low neurotic General Category girl students of secondary school in their academic achievement.

**Methodology:-**

**Method:-**

In present study descriptive survey method was used.

**Population, sample and sampling technique:-**

SC and general category girls studying in class 11<sup>th</sup> of secondary school regarded as population of the study. 6 urban schools from Lucknow district were selected by random sampling for the present study. From these schools 250 SC and 250 General category girls were selected as sample for this study.

**Used Tool:-**

Neuroticism Scale – Kamlesh Kapoor & S.D. Kapoor ( Hindi version of R.B. Cattell NSQ)

For academic achievement 10<sup>th</sup> class Board Examination Score was taken.

**Used Statistical Technique:-** To analyse the data Mean, Standard deviation, Standard Error of Mean and t-test were used.

**Data Analysis and Interpretation:-** The data obtained through NSQ and academic achievement score through report card of SC and general category girl student analysed by t- test.

**First objective** of this study was “To compare the neuroticism of SC and General Category secondary school girl students” to judge this objective, its related hypothesis “There is no significant difference in neuroticism between SC and General Category girl students of secondary school” was tested.

**Table No-1**

**Comparative description of SC and General Category girl students’ neuroticism:**

Group	N	M	S.D.	S.Ed.	t- value	Significance level
SC	250	44.71	7.35	0.61	1.29	0.05
General	250	43.96	6.36			

t-value at .05 significance level for 498 df = 1.96

From the observation of Table No. 1, this is clear that there is no any significant difference between SC and General Category girl students’ neuroticism since estimated t-value (1.29) at .05 significance level is less than standard value (1.96). Therefore Null Hypothesis is accepted at here. This result shows that both category girl students are equally neurotic. Caste does not affect the neuroticism. Amir john, M.S. thimmappa (1993) studies result support our finding. Probable cause of the result which we have got, that the sample was selected from urban area Government secondary school. At here that girls come for education, they have same economic status and their guardian have same education level. From this description it is clear that neuroticism is not affected by cast. Both category girl students were found same neurotic since both category girls have same socio economic status.

**Second objective** of this study was “To compare the high & low neurotic SC and General Category girl students Academic Achievement” to judge this objective 4 sub-objective behalf Null Hypothesis were tested.

**Table No-2**

**Comparative description of high neurotic SC and General Category girl students’ Academic Achievement:**

Group	N	M	S.D.	S.Ed.	t- value	Significance level
SC	42	325	48.2	9.49	0.10	0.05
General	34	324	34.6			

t-value at .05 significance level for 74 df = 1.99

From the observation of Table No.2, this is clear that there is no any significant difference between highly neurotic SC and General Category girl students Academic achievement since estimated t-value (0.10) at .05 significance level is less than standard value (1.99). Therefore Null Hypothesis is accepted at here. Probable cause of the result which we have got, that the both group is equally neurotic. From both groups that girls come for education, they have same economic status and their guardian have same education level and have same awareness for education. From this description it is clear that Academic achievement is not affected by cast. Both category girl students were found same academic level since both category girls are equally neurotic and have same socio economic status.

**Table No-3**

**Comparative description of low neurotic SC and General Category girl students' Academic Achievement:**

Group	N	M	S.D.	S.Ed.	t- value	Significance level
SC	19	337	17.5	6.33	0.78	0.05
Gen	45	342	33.2			

t-value at .05 significance level for 62 df = 2.00

From the observation of Table No.3, this is clear that there is no any significant difference between low neurotic SC and General Category girl students' Academic achievement since estimated t-value (0.78) at .05 significance level is less than standard value (2.00). Therefore Null Hypothesis is accepted at here. Causes behind this result that both category are same neurotic.

**Table No-4**

**Comparative description of high neurotic and low neurotic SC girl students' Academic Achievement:**

Group	N	M	S.D.	S.Ed.	t- value	Significance level
High neurotic	42	325	13.4	4.51	2.66	0.05
Low neurotic	19	337	17.5			

t-value at .05 significance level for 59 df = 2.00

From the observation of Table No.4, this is clear that there is significant difference was seen between high and low neurotic SC girl students Academic achievement since estimated t-value (2.66) at .05 significance level is high than standard value (2.00). Therefore Null Hypothesis is rejected at here. Causes behind this result that both group girl students are differently neurotic. It means neuroticism affect the academic

achievement. This result reveals that high neurotic group academic achievement is low however low neurotic group academic achievement is high. Chamoru, Premuzik & Furnhum (2003), Maylor (1992), Shamshad (1998) studies result support this result.

**Table No-5**

**Comparative description of high & low neurotic General category girl students' Academic Achievement:**

Group	N	M	S.D.	S.Ed.	t- value	Significance level
Low neurotic	45	342	33.2	7.74	2.34	0.05
High neurotic	34	324	34.6			

t-value at .05 significance level for 77df = 1.99

From the observation of Table No.5 this is clear that there is significant difference was seen between high and low neurotic General category girl students Academic achievement since estimated t-value (2.34) at .05 significance level is high than standard value (1.99). Therefore Null Hypothesis is rejected at here. Causes behind this result that both group girl students are differently neurotic. It means neuroticism affect the academic achievement. This result reveals that high neurotic group academic achievement is low however low neurotic group academic achievement is high. Chamoru, Premuzik & Furnhum (2003), Maylor (1992), Shamshad (1998) studies result support this result.

**Conclusion:**

This study first result reveals that caste has no effect on the Neuroticism & Academic achievement but Neuroticism affects the Academic achievement and second result state that high neurotic SC and General both category academic achievement is low however low neurotic SC and General both category academic achievement is high. Second result reveals that neuroticism negatively correlated with academic achievement.

**Educational Implication:**

This study reveals that girl students of SC and General Category both are high and low neurotic. This result tell us that in reference of high neurotic student teacher's duty increases, these students require the help of teachers, teacher can help them to adjust with environment, this will decrease the degree of neuroticism and increase their academic achievement. This study also aware to those guardians whose wards are highly neurotic they pay attention on home environment, create the affectionate homely environment by that their ward will release the anxiety & tension, leave the habit of hesitation, this is a great barrier in personality development. If teacher will be helpful to minimize the neuroticism this will increase the student academic achievement. Girl student as female every time and everywhere in their life they try to adjust and maximum time they become tense therefore it is necessary for teacher to help and trained them with best defense mechanism. Teachers can pay attention on these girl students during classroom teaching organization of co-curricular activities. Teachers can motivate the girl students that they can do anything, if try for it. These girls need affectionate environment, this will be

helpful to remove their hesitation and they will easily adjust with environment and their academic achievement will increase.

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