

“ A study on scholastic achievement of secondary school SC / ST Students in Navodaya Vidyalayas of Hyderabad Karnataka in Relation to their Study Achievement Motivation”

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Abstract

Schools, the primary agencies of the education are classified into different types such as the Government schools, public schools, central schools and residential schools. Among the different residential schools the Navodaya Vidyalayas are the premier residential schools which are working at all the districts across the country and working for the all section of the society. The present study is conducted on the academic achievement and its relation to the achievement motivation of the SC and ST students of navodaya vidyalayas of Hyderabad Karnataka. By using the academic achievement test constructed by researcher himself and the study habit scale by Dimple Rani and Dr. M L Jaidka. By using the statistical techniques like mean, SD, t-test and ANNOVA the analysis work was taken up. The results shows that there is significant relationship exists between academic achievement and study habit with respect to their cast, gender , parent education and parents occupation. And there is a significant difference between sc and st, male and female students, there is a significant difference is exists among paerents education such as no schooling, schooling and graduation, parents occupation such as government employees, private employees, business and others with respect to academic achievement and study habit.

KEYWORDS : academic achievement, achievement motivation, relationship. Students of navodaya vidyalayas.

1. Introduction :

“Education is that process of development which consists the passage of human being from infancy to maturity, the process whereby he adapts himself gradually in various ways to his physical and spiritual environment”. T. Raymont.

Gone are the days when education was the right of a privileged few. Now all have the equal right to be educated as education become sine quo non of civilisation. Just as on one hand, education develops to the full the personality of an individual in all fields and aspects making him intelligent, learned, bold, courageous and possessing strong good character much in the same way, on the other hand, it contributes to the growth and development of society also. It is only through education that moral ideas and spiritual values, the aspiration of the nation and its cultural heritage is transferred from one generation to another for preservation, purification and sublimation into higher and higher achievements. In other words, with the growth and development of the individual, the society lo develops o higher and higher level of attainment.

The education has some data in the form of, the child, Heredity, Environment and Time. At the same time the education has the parts called the teacher, the learner and the curriculum. For the effective transformation of knowledge, understanding and skills. Schools, the primary agencies of the education are classified into different types such as the Government schools, public schools, central schools and residential schools. Among the different residential schools the Navodaya Vidyalayas are the premier residential schools which are working at all the districts across the country and working for the all section of the society.

The present study is focused on the academic achievement of SC ST students of Navodaya vidyalayas of the Hyderabad Karnataka region in relation to their achievement motivation.

II. Significance of the study :

Education bestows upon the child immense benefits. It brings up the child as the parents do. It guides him like an affectionate father and serves him faithfully like a wife. A well educated person known all over the region. He is able to meet the conflicting challenges and tide over all the difficulties which confront him in day to day living. Not only this, education culturises the individual and help him in his needs all over the world. Thus, education develops the individual like a flower which distributes its fragrance all over the environment it his sense, education is that conducive process which drags person from darkness.

As we know the education has three tired namely – primary education, secondary education and higher education. Among these the secondary education has very impotent role, it acts as the linkage between the other two if this link not perfume up to the mark then the educational process may not be performed to the full of its extend. The quality of the education is highly depend upon the quality of the schools among the different types of the schools the residential schools are play an important role. Of all residential schools the Navodaya Vidyalayas are leading the march. They are meant to provide the quality education to all the sections of the society.

The present study is focused on the academic achievement of the sc st students of navodaya vidyalayas of Hyderabad Karnataka region, in relation to their study achievement motivation.

III. Statement of the problem :

“ A study on scholastic achievement of secondary school sc / st students in navodaya vidyalayas of hyderabad karnataka in relation to their study acheivement motivation.”

IV. Objectives of the study :

Following are the are the objectives of the study :

1. To study the relationship between scholastic achievement and achievement motivation of secondary school SC/ST students of Navodaya Vidyalayas of Hyderabad Karnataka with respect to their cast, gender, parent occupation and parent's education.
2. To study the difference between cast, gender, parent occupation and parent's education of secondary school SC/ST students of Navodaya Vidyalayas of

Hyderabad Karnataka with respect to their scholastic achievement and achievement motivation .

V. Hypotheses of the study :

Following are the are the hypothesis of the study :

1. There is a significant relationship between scholastic achievement and achievement motivation of secondary school SC/ST students of Navodaya Vidyalayas of Hyderabad Karnataka with respect to their cast, gender, parent occupation and parent's education.
2. There is a difference between cast, gender, parent occupation and parent's education of secondary school SC/ST students of Navodaya Vidyalayas of Hyderabad Karnataka with respect to their scholastic achievement and achievement motivation

VI. Operational terms defined :

Following are the operational terms of the present study and their definitions.

Achievement motivation :

The achievement motivation is developed by the motives of exploration, competence and self actualization, which are themselves social motives. The process of exploration is curiosity. As far as competence is concerned, it is determined and activated by internal and external conditions. Where as in self actualization such elements as respect, self respect, cess, love, social relations, recognition, security, performance or stability, order, hunger, thrust and the sex desire play important roles.

Concept of achievement motivation developed by Mc Clelland of Harvard university. He defined motives as a renegotiation of change infected by a cue and anticipation of feature change is affect contingent upon certain actions. In this statement the term renegotiation indicates towards reinstatement of psychological process and cue stands for cause of effect in arousal in the individual.

Cast :

In the present study cast refers to the students belongs to the cast i.e Schedule cast (SC) and scheduled tribe(ST) of Navodaya Vidyalayas of Hyderabad Karnataka.

Gender :

In the present study gender refers to the sex of a respondents i.e secondary school SC/ST students of Navodaya Vidyalayas of Hyderabad Karnataka i.e male (boys) and female(girls).

Parents education :

In the present study parents education refers to education level of the parents of the secondary school SC/ST students of Navodaya Vidyalayas of Hyderabad Karnataka i.e no schooling, schooling and graduation.

Parents occupation :

In the present study parents occupation refers to the occupation of secondary school SC/ST students of Navodaya Vidyalayas of Hyderabad Karnataka i.e government employee, private employees, business and others.

VII. Scope of the study :

The present study is focusing on the scholastic achievement which is the key aspect of the academic life, the same is considered as the base for the ones further study or employability . the demand of the present day is good marks in the board examinations or university term end examinations which are supposed to be considered for the future study so that one should focus on his achievement. For which a good habits of study are very much helpful to achieve the desirable scholastic achievement.

The present study is mainly focusing on the scholastic achievement and its relation with achievement motivation. The study is conducted on secondary school SC/ST students of Navodaya Vidyalayas of Hyderabad Karnataka.

Apart from this the study covers the intervening variables like cast such as SC and ST, gender such as male and female, parents education such as no schooling, schooling and graduation and parents occupation such as government employee, private employees, business and others.

VIII. Review of related literature :

The researcher has reviewed the related literature of different researchers,

Essien, Enu, and Joseph, Emmanuel et.al., Amrai, et.al., Awan, Noureen & Naz, Umadevi, Manimekalai and William, Busato et al. , Hota, & Patel, Schultz, Harikrishnan, Ahuvallia, Mansuri, McClelland, Onete, Edet, Udey, Ogbor, Huo et al, Goldberg and Cornell, Louis A Castensell, Unierzyski, Robbins, Gonzalez Dellass.

These researchers mainly focused on the variables like – academic achievement, achievement motivation, study habit, self concept, emotional inytelligence , creativity, intelligence, counselling, self handicapping, test anxiety.

The studies are conducted on primary school students, secondary, senior secondary, high school, university students class X, class XI, class IX students, higher secondary school students. As for as the methodology is concerned – prospective design, descriptive survey, experimental and simple survey methods are used. The statistical techniques such as mean, percentage analysis, co relational technique, hierarchical differences analysis were employed.

IX. Design / methodology of the study :

A descriptive survey method was adopted for the present study in which the researcher collects the data from the respondents by means of some psychological tests and tools to find out the relationship between scholastic achievement and study habit of secondary school SC/ST students of Navodaya Vidyalayas of Hyderabad Karnataka.

X. Selection of the sample :

For the present study all the secondary school SC/ST students of Navodaya Vidyalayas of Hyderabad Karnataka are the population for the study. Due to the limited number of the students , All the 356 secondary school SC/ST students of Navodaya Vidyalayas of Hyderabad Karnataka are selected as sample for the study.

XI. Tools used :

For the present study the researcher used the following tools :

1. Scholastic achievement – By the researcher.
2. Achievement motivation – By Prof. Pratibha Deo and Dr. Asha Mohan.

XII. Procedure for data collection :

By administering the different tests the researcher was collected the data from the selected sample while administering the test systematic gap is provided to the respondents to respond fairly through which the perfect data was collected.

XIII. Variables of the study :

The following are the variables of the present study,

Scholastic achievement –Dependent variable

Achievement motivation – Independent variable

Cast – Intervening variable

Gender – Intervening variable

Parents education – Intervening variable

Parents occupation - Intervening variable

XIV. Statistical techniques used :

For the present study the researcher used the descriptive statistic , namely – mean, SD, correlation analysis – Karl – Pearson’s correlation coefficient, differential analysis including unpaired t-test, one way ANOVA followed by tukay’s multiple posthoc procedure by using SSPS 24.0 statistical software and the results obtained, thereby have been interpreted.

XV.Data analysis and interpretation :

After collecting the data from the respondents by using the different tools researcher went for the analysis of data, it was processed and tabulated using Microsoft excel 2007 software. Then the data were analyzed with reference to the objectives and hypothesis by using the descriptive statistics, correlation analysis, differential analysis including unpaired t-test , one way ANOVA followed by tukay’s multiple posthoc procedure by using SSPS 24.0 statistical software and the results obtained, thereby have been interpreted.

Table: Summery of Scholastic Achievement (SA) and Achievement motivation (AM) of SC and ST students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka

Variable	Castes	N	Mean	SD	SE	95% CI for mean	
						Lower Bound	Upper Bound
Scholastic achievement	SC caste	245	73.63	10.24	0.65	72.35	74.92
	ST caste	111	77.52	9.96	0.94	75.65	79.39
	Total	356	74.85	10.29	0.55	73.77	75.92

Achievement motivation	SC caste	245	130.08	15.45	0.99	128.13	132.02
	ST caste	111	135.63	12.88	1.22	133.21	138.05
	Total	356	131.81	14.91	0.79	130.26	133.36

Table: Summary of Scholastic Achievement (SA) and Achievement motivation (AM) of boy and girl SC/ST students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka.

Variable	Gender	N	Mean	SD	SE	95% CI for mean	
						Lower Bound	Upper Bound
Scholastic achievement	Boys	254	73.08	9.98	0.63	71.85	74.31
	Girls	102	79.25	9.79	0.97	77.32	81.17
	Total	356	74.85	10.29	0.55	73.77	75.92
Achievement motivation	Boys	254	129.90	15.39	0.97	128.00	131.80
	Girls	102	136.57	12.48	1.24	134.12	139.02
	Total	356	131.81	14.91	0.79	130.26	133.36

Table: Summary of Scholastic Achievement (SA), Intelligence (I), Achievement motivation (AM) and Study Habits (SH) of educations of parents of SC/ST students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka

Variable	Parents educations	N	Mean	SD	SE	95% CI for mean	
						Lower Bound	Upper Bound
Scholastic achievement	Not schooling	76	65.81	10.56	1.21	63.40	68.23
	Schooling	127	76.10	7.66	0.68	74.75	77.44
	Graduates	153	78.29	9.47	0.77	76.78	79.81
	Total	356	74.85	10.29	0.55	73.77	75.92
Achievement motivation	Not schooling	76	118.72	17.74	2.03	114.67	122.78
	Schooling	127	134.14	11.34	1.01	132.15	136.13
	Graduates	153	136.37	12.09	0.98	134.44	138.30
	Total	356	131.81	14.91	0.79	130.26	133.36

Table: Summary of Scholastic Achievement (SA) and Achievement motivation (AM) of occupations of parents of SC/ST students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka

Variable	Parents occupation	N	Mean	SD	SE	95% CI for mean	
						Lower Bound	Upper Bound
Scholastic achievement	Government employee	51	82.42	6.70	0.94	80.54	84.31
	Private employee	83	81.17	9.01	0.99	79.20	83.14
	Business	61	69.92	8.01	1.03	67.87	71.98

	Others	161	71.05	9.63	0.76	69.55	72.55
	Total	356	74.85	10.29	0.55	73.77	75.92
Achievement motivation	Government employee	51	141.57	10.23	1.43	138.69	144.45
	Private employee	83	140.69	12.15	1.33	138.03	143.34
	Business	61	123.89	13.35	1.71	120.47	127.30
	Others	161	127.14	14.17	1.12	124.94	129.35
	Total	356	131.81	14.91	0.79	130.26	133.36

Hypothesis : There is a significant relationship between scholastic achievement and achievement motivation of secondary school SC/ST students of Navodaya Vidyalayas of Hyderabad Karnataka with respect to their cast, gender, parent occupation and parent’s education.

H0 Hypothesis : There is no significant relationship between scholastic achievement and achievement motivation of secondary school SC/ST students of Navodaya Vidyalayas of Hyderabad Karnataka with respect to their cast, gender, parent occupation and parent’s education.

Table: Summary of correlation coefficient (r) between Scholastic achievement with achievement motivation and of SC students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka.

Variables	Correlation coefficient between Scholastic achievement of SC students of secondary schools in Navodaya Vidyalayas with				
	Correlation coefficient (r)	t-value	Degrees of freedom	p-value	Signi.
Achievement motivation	0.8176	22.1383	243	0.0001 (<0.05)	S

Table: Summary of correlation coefficient (r) between Scholastic achievement with achievement motivation of ST students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka

Variables	Correlation coefficient between Scholastic achievement of ST students of secondary schools in Navodaya Vidyalayas with				
	Correlation coefficient (r)	t-value	Degrees of freedom	p-value	Signi.
Achievement motivation	0.8598	17.5829	109	0.0001 (<0.05)	S

Table: Summary of correlation coefficient (r) between Scholastic achievement motivation of male students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka

Variables	Correlation coefficient between Scholastic achievement of boy students of secondary schools in Navodaya Vidyalayas with				
	Correlation coefficient (r)	t-value	Degrees of freedom	p-value	Signi.
Achievement motivation	0.8025	21.3500	252	0.0001 (<0.05)	S

Table: Summary of correlation coefficient (r) between Scholastic achievement motivation of female students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka

Variables	Correlation coefficient between Scholastic achievement of girl students of secondary schools in Navodaya Vidyalayas with				
	Correlation coefficient (r)	t-value	Degrees of freedom	p-value	Signi.
Achievement motivation	0.9058	21.3845	100	0.0001 (<0.05)	S

Table: Summary of correlation coefficient (r) between Scholastic achievement with intelligence, achievement motivation and study habits of students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka whose education is No Schooling.

Variables	Correlation coefficient between Scholastic achievement of students of secondary schools whose parents education is No Schooling with				
	Correlation coefficient (r)	t-value	Degrees of freedom	p-value	Signi.
Achievement motivation	0.6301	6.9796	74	0.0001 (<0.05)	S

Table: Summary of correlation coefficient (r) between Scholastic achievement with intelligence, achievement motivation and study habits of students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka whose parents education is Schooling.

Variables	Correlation coefficient between Scholastic achievement of girl students of secondary schools whose parents education is Schooling with				
	Correlation coefficient (r)	t-value	Degrees of freedom	p-value	Signi.
Achievement motivation	0.8506	18.0899	125	0.0001 (<0.05)	S

Table: Summary of correlation coefficient (r) between Scholastic achievement with intelligence, achievement motivation and study habits of students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka whose parents education is graduate.

Variables	Correlation coefficient between Scholastic achievement of girl students of secondary schools whose parents education is graduate with				
	Correlation coefficient (r)	t-value	Degrees of freedom	p-value	Signi.
Achievement motivation	0.8857	23.4456	151	0.0001 (<0.05)	S

Table: Summary of correlation coefficient (r) between Scholastic achievement with intelligence, achievement motivation and study habits of students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka whose parents occupation is government employee

Variables	Correlation coefficient between Scholastic achievement of students of secondary schools whose parents occupation is government employee with				
	Correlation coefficient (r)	t-value	Degrees of freedom	p-value	Signi.
Achievement motivation	0.8679	12.2318	49	0.0001 (<0.05)	S

Table: Summary of correlation coefficient (r) between Scholastic achievement with intelligence, achievement motivation and study habits of students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka whose parents occupation is private employee

Variables	Correlation coefficient between Scholastic achievement of girl students of secondary schools whose parents occupation is private employee with				
	Correlation coefficient (r)	t-value	Degrees of freedom	p-value	Signi.
Achievement motivation	0.8879	17.3703	81	0.0001 (<0.05)	S

Table: Summary of correlation coefficient (r) between Scholastic achievement with intelligence, achievement motivation and study habits of students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka whose parents occupation is business

Variables	Correlation coefficient between Scholastic achievement of girl students of secondary schools whose parents occupation is business with				
	Correlation coefficient (r)	t-value	Degrees of freedom	p-value	Signi.

Achievement motivation	0.8585	12.8574	59	0.0001 (<0.05)	S
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Table: Summary of correlation coefficient (r) between Scholastic achievement with intelligence, achievement motivation and study habits of students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka whose parents occupation is others

Variables	Correlation coefficient between Scholastic achievement of girl students of secondary schools whose parents occupation is others with				
	Correlation coefficient (r)	t-value	Degrees of freedom	p-value	Signi.
Achievement motivation	0.6977	12.2793	159	0.0001 (<0.05)	S

Hypothesis : There is difference between cast, gender, parent occupation and parent’s education of secondary school SC/ST students of Navodaya Vidyalayas of Hyderabad Karnataka with respect to their scholastic achievement and achievement motivation.

H0 Hypothesis : There is no difference between cast, gender, parent occupation and parent’s education of secondary school SC/ST students of Navodaya Vidyalayas of Hyderabad Karnataka with respect to their scholastic achievement and achievement motivation.

Table: Outcome of unpaired t test between SC and ST students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka with scholastic achievement scores

Castes	n	Mean	SD	t-value	P-value	Signi.
SC caste	245	73.63	10.24	0.65	-3.3474	<0.05 S
ST caste	111	77.52	9.96	0.94		

Table: Outcome of unpaired t test between SC and ST students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka with achievement motivation scores

Variable	Castes	N	Mean	SD	t-value	P-value	Signi.
Achievement motivation	SC caste	245	130.08	15.45	0.99	-3.3011	<0.05 S
	ST caste	111	135.63	12.88	1.22		

Table: Outcome of unpaired t test between male and female SC/ST students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka with scholastic achievement scores

Gender	n	Mean	SD	t-value	P-value	Signi.
Male	254	73.08	9.98	0.63	-5.3014	<0.05 S
Female	102	79.25	9.79	0.97		

Table: Outcome of unpaired t test between male and female SC/ST students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka with intelligence, achievement motivation and study habits scores

Variable	Gender	N	Mean	SD	t-value	P-value	Signi.
Achievement motivation	Male	254	129.90	15.39	0.97	-3.8933	<0.05 S
	Female	102	136.57	12.48	1.24		

Table: Outcome of ANOVA test between educations of parents of SC/ST students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka with scholastic achievement scores

Sources of variation	Sum of squares	Degrees of freedom	Mean sum of squares	F-value	p-value	Signi.
Between parents educations	8218.56	2	4109.28	49.3335	0.0001	<0.05 S
Within parents educations	29403.46	353	83.30			
Total	37622.02	355				

Table: Pair wise comparison of educations of parents of SC/ST students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka with scholastic achievement scores by Tukeys multiple posthoc procedures

Parents educations	No schooling	Schooling	Graduate
Mean	65.81	76.10	78.29
SD	10.56	7.66	9.47
No schooling	-		
Schooling	p=0.0001*	-	
Graduate	p=0.0001*	p=0.1107	-

*P<0.05

Table: Outcome of ANOVA test between educations of parents of SC/ST students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka with achievement motivation scores

Sources of variation	Sum of squares	Degrees of freedom	Mean sum of squares	F-value	p-value	Signi.
Between parents educations	16890.60	2	8445.30	48.0943	0.0001	<0.05 S
Within parents educations	61986.41	353	175.60			
Total	78877.01	355				

Table: Pair wise comparison of educations of parents of SC/ST students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka with achievement motivation scores by Tukeys multiple posthoc procedures

Parents occupations	No schooling	Schooling	Graduate
Mean	118.72	134.14	136.37
SD	17.74	11.34	12.09
No schooling	-		
Schooling	p=0.0001*	-	
Graduate	p=0.0001*	p=0.3396	-

*p<0.05

Table: Outcome of ANOVA test between occupations of parents of SC/ST students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka with scholastic achievement scores

Sources of variation	Sum of squares	Degrees of freedom	Mean sum of squares	F-value	p-value	Signi.
Between parents occupations	10044.16	3	3348.05	42.7341	0.0001	<0.05 S
Within parents occupations	27577.87	352	78.35			
Total	37622.02	355				

Table: Pair wise comparison of occupations of parents of SC/ST students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka with scholastic achievement scores by Tukeys multiple posthoc procedures

Parents occupations	Government employees	Private employees	Business	Others
Mean	82.42	81.17	69.92	71.05
SD	6.70	9.01	8.01	9.63
Government employees	-			
Private employees	p=0.8559	-		
Business	p=0.0001*	p=0.0001*	-	
Others	p=0.0001*	p=0.0001*	p=0.8327	-

*P<0.05

Table: Outcome of ANOVA test between occupations of parents of SC/ST students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka with achievement motivation scores

Sources of variation	Sum of squares	Degrees of freedom	Mean sum of squares	F-value	p-value	Signi.
Between parents occupations	18734.74	3	6244.91	36.5501	0.0001	<0.05 S
Within parents occupations	60142.28	352	170.86			
Total	78877.01	355				

Table: Pair wise comparison of occupations of parents of SC/ST students of secondary schools in Navodaya Vidyalayas of Hyderabad Karnataka with achievement motivation scores by Tukeys multiple posthoc procedures

Parents occupations	Government employees	Private employees	Business	Others
Mean	141.57	140.69	123.89	127.14
SD	10.23	12.15	13.35	14.17
Government employees	-			
Private employees	p=0.9814	-		
Business	p=0.0001*	p=0.0001*	-	
Others	p=0.0001*	p=0.0001*	p=0.3464	-

*p<0.05

XVI. Major findings of the study :

1. A positive and significant relationship was exists between scholastic achievement and achievement motivation scores of secondary school SC/ST students of Navodaya Vidyalayas of Hyderabad Karnataka with respect to their cast, gender, parent occupation and parent's education.
2. A significant difference was exists between cast, gender, parent occupation and parent's education of secondary school SC/ST students of Navodaya Vidyalayas of Hyderabad Karnataka with respect to their scholastic achievement and achievement motivation.

XVII. Conclusion :

Education, the process of man making. In the process of this man making process the education is categorized into different types such as primary, secondary and higher education. In all these three stages we have the different agencies to deliver the education are schools. The schools are also have various types namely – general schools, central schools, public schools and residential schools. Among these residential schools the Navodaya vidyalayas are the serving at most to the education of all sections of the society. The present study is focused on the academic achievement of of secondary school SC/ST students of Navodaya Vidyalayas of Hyderabad Karnataka with respect to their scholastic achievement and achievement motivation.

XVIII. Suggestions for further study :

1. The study can be conducted on another level of residential schools that is primary level.
2. The study can be conducted on the different areas such as other regions of the state as well as different states also.
3. The study can conduct with different variables namely intelligence , creativity, emotional intelligence, study habit, test anxiety etc.
4. The study can be conducted on the students of other type of the schools.

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