# ATTITUDE AND ACADEMIC ACHIEVEMENT OF SCHEDULED CASTE(SC) AND SCHEDULED TRIBE(ST) STUDENTS TOWARDS EDUCATION AT SECONDARY LEVEL IN WEST BENGAL- AN EXPLORATORY STUDY

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**ABSTRACT:**

The education plays an important role in the development of the world. Therefore, the development of the society and the world depends on education. The world will continue to develop as long as there is education, learning and teaching through the educative process. Education is the most powerful instrument for national development in respect of social, economic and natural. Education has always been accorded an honored place in Indian society and among juveniles educated men and women who are found to display the characters strength and ability to commit to the national service and development. If our Nation desires to cement its sound position in the international world in tandem with its rich cultural legacy and its special potential, learning is fundamental.

The academic motivation of SC and ST students is shaped by their unique social, economic, and cultural contexts. SC students may be motivated by the desire to escape the caste-based discrimination and poverty they face, while ST students may be less motivated due to isolation, limited access to education, and the value placed on traditional lifestyles. However, both groups benefit from affirmative action policies, which aim to level the playing field and offer opportunities for educational and social mobility. Ultimately, the motivation of these students varies depending on individual circumstances, community influences, and external factors such as government support and societal attitudes towards education. The current research measure academic achievement motivation based on nine different dimension and these are interest towards study, good relations with teachers, interest towards school, leisure time activities, need of success, prefer the good achieve, preference for difficult task, persistence and self-awareness and calculated their t- value and all the case we found the result is not-significant.

**Key Words: Attitude, Academic achievement, Scheduled Caste, Scheduled Tribe**

## INTRODUCTION:

The education plays an important role in the development of the world. Therefore, the development of the society and the world depends on education. The world will continue to develop as long as there is education, learning and teaching through the educative process. Education is the most powerful instrument for national development in respect of social, economic and natural.

The highest priority should therefore be accorded to develop of national system of education which will accelerate transformation of the existing social system into a new one based on the principle of justice, equality, liberty and dignity of the individual, enshrined in the constitution of India. Provide adequate and equal opportunity to every child and may help him or her to develop

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his or her personality to its fullest, making the coming generation conscious of the fundamental unity of the country in the midst of her rich diversity, proud of her cultural heritage and confident of her great future in India.

The essence of education lies in stimulating the growing generation with a consistent, compelling and creative system of values around which cultural heritage, both spiritual and material of the community is transmitted, to the tender souls so as to develop them into civilized, creative and productive members of a progressive society. Sets of various institutions are involved in this task.

The world is becoming very competitive. Quality of performance has become the key factor for personal progress. Parents want their child to climb the ladder of performance to as high as possible. This desire for a level of achievement puts a lot of pressure on students, teachers, and school and in general the education system itself.

In fact, it appears as if the whole system of education revolves around the Academic Achievement of students, though various other outcomes are also expected from the system. Academic achievement describes academic outcomes that indicate the extent to which a student has achieved their learning goals. Academic achievement may refer to completing educational benchmarks such as a bachelor's degree.

Academic achievement is often measured through examinations or continuous assessments. After reviewing the literature, the researcher thought that student's academic achievement and their excellence in studies depends mainly on their Socio-Economic Status, which is very much influential in their learning process.

**BACKGROUND OF THE STUDY:**

As stated by a distinguished philosopher "Among all the creations of God, human life is the noblest and most perfect one". Humane is celebrated from all other animals by his power of thinking and thirst for knowledge or education. It is only the man who is capable of being educated. Education is that which liberates man from all bondages 'Sa Vidya ja Vimuktaye'. The thralldom from which education liberates may be worldly or all kind of evils ignorance. An individual is enabled by education to proceed towards light from darkness and towards immortality from morality. We all know that education is a powerful tool for all progress and prosperity of global advancement in the modern times. (Tamasoma Yotirgamaya, Mrituyorma Amritamagamaya).

Education has always been accorded an honored place in Indian society and among juveniles educated men and women who are found to display the characters strength and ability to commit to the national service and development. If our Nation desires to cement its sound position in the international world in tandem with its rich cultural legacy and its special potential, learning is fundamental.

Education and enlightened persons are also the most important symbols of status of development and progress in the society for an individual and is taken as an index of social development of a country. Education is not only the major basic dimension of socio-economic progress of a

society but also a great index of happiness and peace of an individual as well. It may see as part of the economic foundation of a society. Admittedly, education is a major instrument of social change and modernization and is considered "the key that unlocks the door to modernization".

It is only through education that people can be brought out from their traditional ethos to adapt to modern values of achievement orientation rather than astrictive ones or attraction. Education is a gateway of entry of an individual to the social class of specialists, intellectuals and technocrats who occupy privileges positions in the modern society and are associated with special rights and privileges. Education is the most potent builder of a nation and equips the society with the fittest who are capable of being "adoptative, adaptative and adept". Primary and secondary education is the critical provider of the higher education for every citizen of a country which is a major tool for bringing about socio-economic transformation with a better life style living. Therefore, Nobel laureate, Amartya Sen has said so appropriately that Education is essentially about capacity building and it widens the choice of people and empowers the nations.

**VARIABLES OF THE STUDY:**

**Independent Variables: -**

i) Financial Orientation, (FON)

ii) Educational Orientation (EON),

iii) Policy Awareness (PAW),

iv) Logistic Feasibility (LFS)

v) Parental Support Attitude (PSA)

**Dependent Variables: -**

i) Students' Academic Attitude (SAA),

ii) Students' Intellectual Capability (SIC),

iii) Students' Academic Capability (SAC).

**PROPOSED MODEL OF INTERRELATIONS AMONG VARIABLES FOR THE STUDY:**
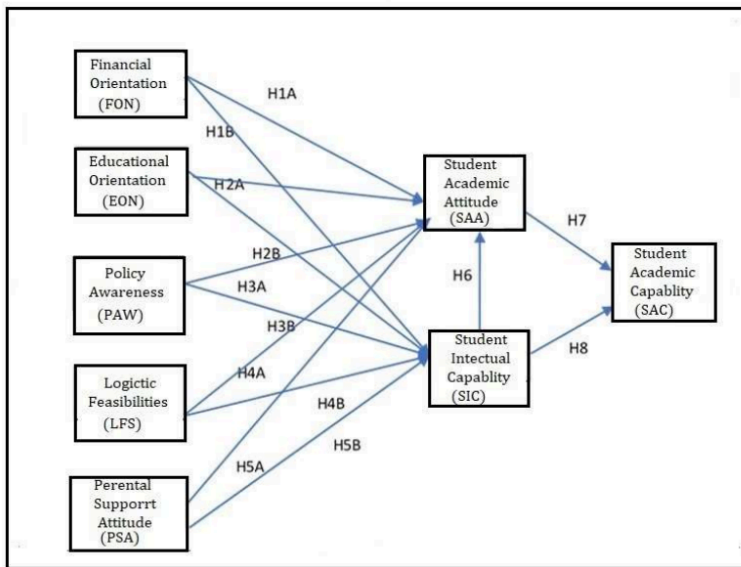


**RESEARCH QUESTIONS:**

**Basic Research Question is**

1. How will to measure the attitude of SC & ST Students towards education with the help of their academic achievement at secondary level?

2. What is the present status of their academic achievement?

3. How does most of their attitude help to achieve academic achievement?

*The following are the specific Research Questions in this study that will help much to know the status.*

1. How does the Students' Academic Attitude (SAA), Students' Intellectual Capability (SIC) and Students' Academic Capability (SAC) of the SC & ST Students depend on their Financial Orientation?

2. How does the Students' Academic Attitude (SAA), Students' Intellectual Capability (SIC) and Students' Academic Capability (SAC) of the SC & ST Students depend on their Economic Orientation?

3. How does the Students' Academic Attitude (SAA), Students' Intellectual Capability (SIC) and Students' Academic Capability (SAC) of the SC & ST Students depend on their Policy Awareness (PAW)?

4. How does the Students' Academic Attitude (SAA), Students' Intellectual Capability (SIC) and Students' Academic Capability (SAC) of the SC & ST Students depend on their Logistic Feasibility (LFS)?

5. How does the Students' Academic Attitude (SAA), Students' Intellectual Capability (SIC) and Students' Academic Capability (SAC) of the SC & ST Students depend on their Parental Support Attitude (PSA)?

**OBJECTIVES OF THE STUDY:**

1. To find out the relation between Financial Orientation (FON) with Students' Academic Attitude (SAA).

2. To find out the relation between Financial Orientation (FON) with Students' Intellectual Capability    (SIC).

3. To find out the relation between Educational Orientation (EON) with Students' Academic Attitude (SAA).

4. To find out the relation between Educational Orientation (EON) with Students' Intellectual Capability (SIC).

5. To find out the relation between Policy Awareness (PAW) with Students' Academic Attitude (SAA).

6. To find out the relation between Policy Awareness (PAW) with Students' Intellectual Capability (SIC).

7. To find out the relation between Logistic Feasibility (LFS) with Students' Academic Attitude (SAA).

8. To Find out the relation between Logistic Feasibility (LFS) with Students' Intellectual Capability (SIC).

9. To find out the relation between Parental Support Attitude (PSA) with Students' Academic Attitude   (SAA).

10. To find out the relation between Parental Support Attitude (PSA) with Students' Intellectual Capability      SIC).

11. To find out the relation between Students' Intellectual Capability (SIC) with Students' Academic Attitude (SAA).

12. To Find out the relation between Students' Academic Attitude (SAA) with Students' Academic Capability (SAC).

13. To find out the relation between Students' Intellectual Capability (SIC) with Students' Academic Capability (SAC).

**HYPOTHESIS OF THE STUDY:**

1. H1A- Financial Orientation (FON) is positively associated with Student Academic Attitude (SAA).

2. H1B- Financial Orientation (FON) is positively associated with Students Intellectual Capability (SIC).

3. H2A- Educational Orientation (EON) is positively associated with Student Academic Attitude (SAA).

4. H2B- Educational Orientation (EON) is positively associated with Student Intellectual Capability (SIC).

5. H3A- Policy Awareness (PAW) is positively associated with Student Academic Attitude (SAA).

6. H3B- Policy Awareness (PAW) is positively associated with Student Intellectual Capability (SIC).

7. H4A- Logistics Feasibility (LFS) is positively associated with Student Academic Attitude (SAA).

8. H4B- Logistics Feasibility (LFS) is positively associated with Student Intellectual Capability (SIC).

9. H5A- Parental Support Attitude (PSA) is positively associated with Student Academic Attitude (SAA).

10. H5B- Parental Support Attitude (PSA) is positively associated with Student Intellectual Capability (SIC).

11. H6- Student Intellectual Capability (SIC) is positively associated with Students Academic Attitude (SAA).

12. H7- Student Academic Attitude (SAA) is positively associated with Students Academic Capability (SAC).

13. H8: Students Intellectual Capability (SIC) is positively associated with Students Academic Capability (SAC).

**DELIMITATION OF THE STUDY:**

It is neither humanly possible nor it is desirable for any research to study a set of phenomena at all level and from every possible angle. There are number of constrains which delimit the researchers work from various angle such as time, energy, power, man-power, finance etc. Which impels the researchers to limit his/her work within a certain servitude present research has been delimited by the researcher in the following aspects –

The study was delimited with in secondary school of three district of West Bengal i.e. Howrah, Hooghly & Paschim Medinipur. From Paschim Medinipur district the studies delimited within two subdivision i.e. Ghatal & Khejuri, but from the district of Howrah one subdivision has been taken i.e. Uluberia and lastly from the district of Hooghly two subdivision has been chosen i.e. Arambagh and Shreerampur. The study is conducted on secondary school of SC & ST students' Parents and Teacher in this Level. Only three dependent variables **Students' Academic Attitude (SAA), Students Intellectual Capability (SIC), and Students Academic capability (SAC)are taken in consideration. Attitude and Academic Achievement** of SC & ST Students towards education at Secondary level in West Bengal is taken into consideration with five independent variables viz. **Financial Orientation, (FON) Educational Orientation (EON), Policy Awareness (PAW), Logistic Feasibility (LFS) and Parental Support Attitude (PSA) to find the root causes of backwardness of academic achievement of the SC and ST students.**

**THE REVIEW OF RELATED LITERATURE:**

**Rajni (1990) and Vyas (1992)** found a significant gap between the academic achievement of Scheduled Caste and Non-Scheduled Caste pupils. However, Gupta (1988) discovered that

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students from non-scheduled castes had outperformed those from scheduled castes. Academic achievement and study habits were investigated by Bhan & Gupta (2010) examined study habits and academic achievement among the students belonging to scheduled caste and non-scheduled caste group. The results revealed that Non-scheduled caste students have significantly better study habits and academic achievement than their counterparts.

The current research is an attempt taken by the researcher to understand attitude towards education of scheduled caste and scheduled tribes' students of west Bengal and academic achievement of these two-caste category.

There are numerous studies have been conducted on attitude towards academic achievement of the students but in respect of SC and ST is it quite less. From the studies there are few important aspects come out and these are awareness towards education of SC and ST students are less. There are so many discussions going on current research like the promotional strategy of the government towards education of SC and ST students and promote them based on their academic achievement.

There are various schemes offered by the government so that effectiveness towards education of SC and ST students increases. The other aspects which is strongly highlighted that the educational level of their parents as their parents do not have proper educations therefore, they do not understand the importance of the education towards their children.

The third aspect as the socio-economic status of SC and ST students in India still poor and that is the reason they do not get convinced to send their children for the education. Looking into these above contexts the present researcher has selected three district Howrah, Hoogly and Paschim Midnapore as their district are a greater number of SC and ST students in south Bengal part of West Bengal.

Gross enrollment ratio in schedule caste (SC) 120.5 Lakh Secondary 61.0 lakh and higher secondary 64.1 lakh. In terms of scheduled tribe (ST) elementary education 111.7 lakh, secondary 87.8 lakh and higher secondary 44.4 lakh whereas general category students 109.5 Lakh, secondary 91.2 lakh and higher secondary 58.5 lakh this is because there are 30 % enroll of general category students did their enrollment in private aided and private management school. In this regard the current study is important to understand the academic achievement of SC and ST students and their attitude towards education.

So, the researcher has decided to investigate the academic achievement of SC and ST students in relation to Socio-Economic Status. There are three groups of factors of educational aspiration, background factors, personal factors and environmental factors.

Background factors comprised of social and demographic attributes such as age, gender, socio-economic status and family structure. The personal factor is psychological in nature and is composed of an individual's personal attitude towards education, school and work. The environmental factors include aspects of social support as parental involvement and teachers' role affecting the individual.

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There are good numbers of research studies have been carried out in various aspects such as intelligence, socio-economic status, academic achievement, educational aspiration etc. But hardly any study has been made on educational aspiration in relation to the intelligence, socio-economic status and parental encouragement amongst Scheduled Caste and Scheduled Tribe Students.

The present research was trying to investigate various research questions:

The first one is to measure the level of their attitude towards education and their academic achievement of the SC& ST students is interrelated.

And the second question was to measure the prudential support attitude from parents and teachers and its relation with students' academic capability.

The study analyzes this question with the help of factor analysis and based on proposed hypothesis. To address this issue the researcher, develop a proposed model which is consisted of Financial orientation, Educational orientation, Policy awareness, Logistics feasibility, parental support attitude and these are the components develop student's intellectual capability and students' academic attitude, if it happens then it transforms into student's academic capability which is achievement.

The research stated financial orientation, education orientation, policy awareness and logistics feasibility are important dimension from the students' side and its helps to develop the academic attitude and in our current research it is a unique finding that for the students of scheduled caste and scheduled tribes this is an important trend.

In literature review, we have noticed that there are so many researches due to lack of parental support students are not showing interest towards education. In this context we were trying to judge the relationship between the linkage of parental support attitude and students' academic attitude and intellectual capability but both the case we find that parental attitude has positive impact on attitude and intellectual capability.

Therefore, home environment, parental education and mind set play a huge role for academic attitude development of SC and ST students. The study also established the fact from the hypothesis that student's intellectual capability and students' academic attitude positively linked with student's intellectual capability. This implies if a school or home environment can develop academic attitude within the mind of students than it will definitely help to do better performance in academic which is applicable for scheduled caste and scheduled tribe students. The research also highlights parental attitude play an important role in shaping academic attitude of students.

The academic motivation of Scheduled Caste (SC) and Scheduled Tribe (ST) students toward education can be influenced by various socio-economic, cultural, and historical factors. While both SC and ST students may face challenges related to social and economic disadvantages, the nature and extent of these challenges can differ. Below are some key factors that distinguish their academic motivation:

**PROCEDURE OF DATA COLLECTION:**

1. Permission of University (Adamas University)

2. Permission of Head Masters' (Selected School)

3. Focus group discussion of the Students, Teachers & Parents Separately.

4. Establishment of Standardised Questionnaire.

5. Collection of Data from Students, Teachers & Parents.

**METHODS OF THE STUDIES:**

**POPULATION:**

Population of the studies was taken as all govt aided Secondary school's SC & ST students of West Bengal. But it is quite impossible to collect such a large data from all govt aided secondary schools of West Bengal due to time constrain and lack of sufficient fund.

Therefore, to get a representative sample researcher have taken three adjacent districts of West Bengal where a great number of SC and ST population live. For this reason, and with a special reference, all govt aided Secondary SC & ST students of Howrah, Hooghly and Paschim Medinipur districts constitute the representative sample of the study.

A pilot survey method of the study was adopted to verify the objectives and hypotheses of the study and for data analysis the researcher has used **quasi –mixed method** for the study,

**SAMPLE SIZE & SAMPLING TECHNIQUE OF THE STUDY:**

**Sample Size:**

* 146 SC & ST students of Howrah, Hooghly & Paschim Medinipur district in West Bengal.

* 75 SC & ST parents of Howrah, Hooghly & Paschim Medinipur district in West Bengal.

*78 SC and ST male& female Teachers of Howrah, Hooghly & Paschim Medinipur district in West Bengal.

**Sampling Technique:**

* Researcher has randomly collected data using non –probability sampling procedure purposively from the personal respondent who were available during the survey.

**STANDARDIZATION OF THE TOOLS:**

**1. Tool-I for the SC and ST students**

- Out of 30 Questionnaire items 20 Questionnaire items were finally selected for the students by the expert committee, supervisor, Co-supervisor after verification for the maintaining    validity, reliability and objectivity of the questionnaire of the research study.

**2.Tool-II for the parents of SC and ST students**

- Out of 15 Questionnaire items 10 Questionnaire items were accepted for the parents by the expert committee, supervisor, Co- supervisor after verification for the maintaining of validity, reliability and objectivity of the questionnaire of the research study.

**3. Tool-III for the Teachers of SC and ST students**

- Out of 15 Questionnaire items 10 Questionnaire items were accepted for the Teachers by the expert committee, supervisor, Co-supervisor after verification for the maintaining of validity, reliability and objectivity of the questionnaire of the research study.

**4. Administer of the tools:**

- Detailing of the application of the tools to collect the data in West Bengal the researcher shows the map of West Bengal and give the particular indication of these districts like Howrah, Hooghly & Paschim Medinipur.

**DESCRIPTION OF HOOGHLY, HOWRAH & PASCHIM MEDINIPUR:**

**RESULT & DISCUSSION:**

**INTERPRETATIONS OF HYPOTHESES WITH FINDINGS**

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**H1A- Financial Orientation (FON) is positively associated with Students academic attitude (SAA)**

A student's academic attitude can be greatly influenced by their family's financial situation. Research indicates that students who are under financial stress as a result of their family's circumstances are more likely to have negative attitudes toward learning, which may have an impact on their motivation, concentration, and general academic performance. This is especially true when financial concerns take precedence in their lives (Admas, 2021). According to a number of studies, financial orientation—such as socioeconomic status and related development resources like parents' backgrounds and occupations—helps students develop attitudes that affect their academic performance, reading motivation, school grades, and reading competence (Mudrak et al., 2020).

**H1B- Financial Orientation (FON) is positively associated with Students Intellectual Capability (SIC)**

The goal of financial orientation for students is to provide them with the information and abilities necessary to make wise financial decisions. Children must comprehend key financial ideas and concepts in order to handle their money wisely for the rest of their lives (Lusardi et al, 2017). As a result, policies and initiatives to improve financial literacy and skills—ideally at a young age—are gaining traction (Dare et al. 2020). Early education for children is a potential way to enhance their capacity to make wise financial decisions as adults. It aids students in comprehending the fundamentals of the financial and economic fields and helps them weigh the advantages and disadvantages of each financial transaction. Therefore, it is important to have an awareness on financial orientation of school children (Batty, Collins, & Odders-White,2015; Kobliner, 2017).

**H2A- Educational Orientation (EON) is positively associated with Student Academic Attitude (SAA)**

It is a known fact that people with better socioeconomic backgrounds or a higher economic orientation typically have better access to educational resources, such as good schools, tutoring, books, and technology, all of which can improve academic performance (Reardon, 2011; Sirin, 2005; Duncan & Magnuson, 2012) i.e. Educational Orientation. In terms of test scores, grades, and education, friends from higher socioeconomic origins typically perform better than those from lower socioeconomic backgrounds (OECD, 2019). Students' educational orientation has been demonstrated to have an impact on their academic achievement, school attainment and completion rate, language acquisition and proficiency, and cognitive development and performance (Strenze, 2007). Compared to children from higher education and socioeconomic level groups, children from families and communities with lower socioeconomic status develop academic skills more slowly (Darko-Asumadu, 2021).

Educational orientation in schools, often encompassing student academic attitude via orientation weeks or programs, aims to welcome and acclimate new students, familiarizing them with the school environment, policies, and resources, fostering a positive start to their academic journey. It also helps students to understand the basic guideline in academic procedure which include assessment, evaluation, teaching-learning process and other activities which confident student to

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achieve their educational goal (Naite, 2021). School Education Scheme has been shown to affect cognitive development and performance (Bradley et al. 1996; Strenze 2007), language acquisition and proficiency (Hoff-Ginsberg 1991), academic attainment (Sirin 2005), and school attendance and completion rates (Battin-Pearson et al. 2000).

## H2B- Educational Orientation (EON) is positively associated with Student Intellectual Capability (SIC)

The family of a child significantly influences his social, emotional, psychological, cognitive, and economic well-being. The home environment plays a crucial role in shaping children, as parents serve as their initial socializing agents. Consequently, this environment affects a child's responses to various life situations. The first four years of a child's life are particularly vital for intellectual growth. While schools contribute substantially to overall development, the impact of parents and the home environment is even more pronounced during these formative years. Parents hold responsibility for various aspects, including medical care, health practices, household responsibilities, leisure activities, religious education, community interactions, and vocational training (Ali et al, 2005). Students' emotional health and self-esteem may also be enhanced by parental involvement. Increased parental involvement in a child's education has been associated with better communication and a stronger bond between parents and children, all of which benefit the child's development (Riazi et al., 2021). Parental involvement is also crucial because it helps children acquire the social and emotional competencies necessary for success in school and other facets of life. For example, children are better equipped to master problem-solving skills and persevere through difficult assignments when their parents help them with schooling and provide guidance and support (Ezpeleta et al., 2020). Children whose parents participate actively in their education and attend school functions are better prepared to handle. Children who have parents who are actively involved in their education and who attend school events are more equipped to take on leadership roles and improve their interactions with others (Smirni et al., 2020). Hence Educational Orientation is positively associated with Student Intellectual capability.

## H3A- Policy Awareness (PAW) is positively associated with Student Academic Attitude (SAA)

In the realm of education, the implementation of policies significantly influences the academic engagement and success of high school students. Well-defined and transparent policies can aid students in comprehending expectations, which in turn fosters greater compliance and involvement in academic pursuits (Dewi, 2023). It is beneficial for school administrators, educators, and stakeholders to allocate time to promote student involvement in the formulation of school policies. By engaging students in the policy-making process, administrators can enhance their sense of ownership and dedication to the execution of these policies, thereby improving their academic engagement (Broja et al., 2024). Furthermore, administrators should consider establishing a system to monitor the enforcement of school policies and assess their effects on student academic achievement. Moyo and Chinamasa (2022) emphasized that clarity in policy is essential for the effective implementation of cooperative learning. Schools should execute policies with intention, authenticity, and fidelity (Allen et al., 2018).

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**H3B- Policy Awareness (PAW) is positively associated with Student Intellectual Capability (SIC)**

According to Tauginienė et al. (2018), [18] academic integrity is defined as adherence to ethical and professional principles, standards, practices, and a consistent value system that guides decision-making and actions within the educational context. An academic integrity policy typically outlines the ethical principles and values upheld by the university, delineates acceptable academic conduct, specifies penalties for misconduct, and establishes procedures for addressing academic violations. Prenshaw et al. (2001: 204) highlight that such a policy can transform "the culture and social dynamics of the institutions." McCabe et al. (2001) assert the importance of fostering an "ethical community" on educational campuses, where the code of conduct is deeply integrated into the student culture. To sustain an ecosystem of academic integrity, schools should incorporate several key elements from policy understanding, which involves providing consistent information, regulations, and ethical awareness to all members of the academic community including students. Environment which focuses on creating a professional and social atmosphere, conducive study conditions, and role models to deter dishonesty; consequences, which entail establishing rules and enforcing actions against academic misconduct and develop Students intellectual capacity. and finally, policy awareness on technologies, which include implementing tools that facilitate academic writing, text matching, and systematic documentation of academic integrity violations helps much in development of student's intellectual capability, (Anohina-Naumeca et al. 2020).

**H4A- Logistics Feasibility (LFS) is positively associated with Student Academic Attitude (SAA)**

Hutton (2014) articulated that fundamental furniture items such as desks and chairs are crucial for facilitating learning; however, establishing an effective learning environment extends beyond these essentials. A classroom designed with ergonomic principles maximizes space to enhance learning opportunities while fostering a healthy atmosphere conducive to children's development. Adequate lighting and proper ventilation are vital for creating an environment that supports concentrated learning and student academic attitude.

Furthermore, the incorporation of technology, such as projectors and smart boards, can significantly enhance lessons by making them more interactive. A well-resourced library allows students to engage in independent reading and explore their interests, among other benefits. Some school libraries also offer access to online databases containing reputable research papers for students.

Moreover, the importance of modern digital learning infrastructure in educational institutions should not be underestimated. McGowen (2007) noted that school facilities are fundamental components that must be established and considered to achieve the goals of the educational system, with the availability of these facilities directly influencing the quality of teaching and student academic attitude and academic success.

**H4B- Logistics Feasibility (LFS)is positively associated with Student Intellectual Capability (SIC)**

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Infrastructure facilities are acknowledged as a fundamental element that significantly impacts educational outcomes within the education sector. Although factors such as curriculum design, teacher effectiveness, institutional reputation, and public relations are essential for achieving educational objectives, the influence of school infrastructure and facilities on both student learning and teacher retention must not be underestimated. Establishing a safe and healthy school environment i.e. logistic feasibility is imperative for the physical and emotional growth of students which is very much related student intellectual capability. Educational infrastructure is crucial in ensuring that the learning process operates efficiently, ultimately leading to positive educational results.

Inadequate infrastructure can diminish students' enthusiasm and engagement, thereby hindering their active involvement in the learning experience (Yangambi, 2023). It is evident that educational infrastructure serves as a key driver of effective teaching practices and is arguably essential for attaining high academic performance. Consequently, a thorough understanding of academic performance distribution necessitates an evaluation of the evolution of educational infrastructure over time (Agyei et al. 2024). Adequate school infrastructure is essential to facilitate student learning, both within and outside the classroom, thereby supporting teachers and students in their educational endeavors. A critical aspect of learning that requires development is the active engagement and intellectual capabilities of students (Anaman et al. 2022).

**H5A- Parental Support Attitude (PSA) is positively associated with Student Academic Attitude(SAA)**

Parental attitudes and the support they provide to students significantly enhance academic achievement and the development of social and personal skills, irrespective of the students' age (Ben-Tov &Romi, 2019). The perspectives that parents hold regarding education and the learning process are comprehensive factors that inherently influence the support they extend to their children, the relationships they cultivate with school authorities, and the nature of their interactions with educators.

These Student academic attitudes are crucial not only for students' academic progress but also for their social and emotional growth (Dahl, 2015). Factors related to family that impact academic success and the cultivation of social-emotional competencies encompass parental education levels, family dynamics, parental involvement, support and attitudes. The quality of the parent-child relationship is typically reflected in parental attitudes (Rivers, Mullis, Fortner, & Mullis, 2012). Parents who assist their children in identifying their strengths and weaknesses play a vital role in fostering their social-emotional development and academic success (Roy &Giraldo-Garcia, 2018). A democratic approach from parents tends to enhance adolescents' motivation to succeed in order to make their parents proud, whereas negative attitudes can lead to resistance against parental guidance (Chen, 2015).

**H5B- Parental Support Attitude (PSA) is positively associated with Student Intellectual Capability (SIC)**

Parental involvement plays a vital role in enhancing a student's intellectual development by cultivating a supportive learning atmosphere at home. This includes stimulating curiosity, assisting with homework, engaging in meaningful discussions about academic subjects, and demonstrating a commitment to education. Such involvement ultimately inspires students to pursue independent learning and hone their critical thinking abilities (Hill and Tyson, 2009). It has been proposed that parents who maintain a positive outlook towards their child's education, school, and teachers can effectively enhance their child's academic success through two primary avenues: (a) by actively engaging with the child to bolster their self-perception of cognitive abilities, and (b) by collaborating with teachers and the school to strengthen the student-teacher relationship (Topor et al., 2010).

Parental support is essential for fostering a student's intellectual growth by establishing a nurturing home environment that promotes learning, providing direct academic assistance, encouraging a positive educational outlook, and setting ambitious expectations. This support ultimately contributes to enhanced academic achievement and cognitive development (Patall et al., 2008). Additionally, Ho (2006) discovered that family involvement is influenced by socioeconomic status, with parents from higher Socio-Economic Status backgrounds being more engaged with their children. Conversely, parents from lower Socio-Economic Status backgrounds often have less robust networks, which reinforces challenges related to cultural and social communication and activities. Consequently, a parent's socioeconomic status significantly impacts the cognitive development and intellectual capability of their children.

**H6- Students Intellectual Capability (SIC) is positively associated with Students Academic Attitude (SAA)**

Student Intellectual capability is a crucial determinant of success across various academic subjects, especially in areas that require advanced cognitive skills, such as mathematics, science, and language arts with their academic attitude (SAA) (Sattler, 2018; Rindermann & Ceci, 2018). It forms the foundation of academic performance, involving a range of cognitive processes vital for the acquisition, processing, and application of knowledge. This construct is multidimensional, encompassing reasoning, memory, problem-solving, verbal comprehension, and executive functioning. These cognitive skills with academic attitude are essential not only for academic achievement but also for essential life skills, including critical thinking, decision-making, and adaptability (Deary, 2012).

**H7- Student Academic Attitude (SAA) is positively associated with Students Academic Capability (SAC)**

Marcela and Mala (2016) found that students' attitudes towards school and education significantly influence their academic capability and success. The study suggests that student positive academic attitude correlates with favorable outcomes, whereas a negative attitude is linked to poor results. Similarly, research by Momani et al. (2016) and Karma and Tshering (2020) indicated that an active learning approach not only improved students' academic achievements but also enhanced their motivation, leading to better performance.

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Hacieminoglu et al. (2015) examined students' attitudes towards science and discovered that those with a more favorable view of the subject achieved higher scores. Furthermore, Zheng et al. (2019) reported a positive relationship between students' interest in science and their academic performance in that subject. Chi et al. (2017) emphasized that students' interest, enjoyment, and perceived value of a subject are positively linked to their competencies in that area. Hence, it may be mentioned that student academic attitude is positively associated with Student academic capability.

**H8: Student Intellectual Capability (SIC) is positively associated with Students Academic Capability (SAC)**

A student's intellectual capability is positively correlated with their academic performance, as a higher level of intellectual ability enables students to process information more effectively, grasp new concepts more rapidly, solve problems with greater efficiency, and generally excel in academic endeavors. This correlation often results in improved grades and enhanced overall academic success, highlighting the importance of critical thinking and analytical skills. Research supports the notion that student intellectual ability and achievement motivation are positively linked to academic success (Busato et al. 2000). Intellectual capability is widely acknowledged as a vital factor influencing students' academic outcomes, encompassing various cognitive areas such as reasoning, memory, verbal comprehension, and executive functioning (Carroll, 1993; Deary, 2012).

It serves as a significant predictor of achievement across different subjects, particularly in fields that require advanced thinking skills, such as mathematics, science, and language arts (Sattler, 2018; Rindermann & Ceci, 2018). The role of processing speed in academic performance is well-established, as it influences how effectively students acquire and utilize new information (Kail, 2007; Fry & Hale, 1996). Enhanced processing speed is associated with better performance in time-sensitive situations, allowing students to manage cognitive demands more adeptly (Deary et al., 2007; Lervåg & Hulme, 2009). Additionally, verbal comprehension, a crucial aspect of intellectual capability, aids in reading and writing tasks by enhancing the understanding of complex texts and the expression of ideas and hence develop student academic capability (Nation, 2017; Snow, 2010).

Furthermore, self-monitoring plays a significant moderating role in academic success. Research indicates that self-monitoring has a notable positive moderating effect on academic performance (Zhu et al., 2017), with higher levels of self-regulation enabling students to concentrate more effectively on their tasks, thereby enhancing their academic outcomes (Nesayan et al., 2019). Additionally, self-regulation significantly amplifies the positive impact of cognitive ability on academic achievement (Shi and Qu, 2021).

A student's intellectual capability facilitates improved academic performance by enabling more effective information processing, easier comprehension of complex concepts, enhanced problem-solving skills, better retention of knowledge, and greater adaptability to new learning environments, ultimately resulting in higher grades and superior overall academic performance. Thus, the stronger a student's cognitive abilities, the more prepared they are to excel in academic

endeavors (Zhu et al., 2020). Hence, Student intellectual capability is associated with student academic attitude

**RESULTS AND FINDINGS:**

The academic motivation of SC and ST students is shaped by their unique social, economic, and cultural contexts. SC students may be motivated by the desire to escape the caste-based discrimination and poverty they face, while ST students may be less motivated due to isolation, limited access to education, and the value placed on traditional lifestyles. However, both groups benefit from affirmative action policies, which aim to level the playing field and offer opportunities for educational and social mobility. Ultimately, the motivation of these students varies depending on individual circumstances, community influences, and external factors such as government support and societal attitudes towards education.

The current research measure academic achievement motivation based on nine different dimension and these are interest towards study, good relations with teachers, interest towards school, leisure time activities, need of success, prefer the good achieve, preference for difficult task, persistence and self-awareness and calculated their t- value and all the case we found the result is not-significant.

Therefore, the current study proves that academic achievement motivation towards SC and ST students are similar and it does not differ even if they belong from different community. The criteria mentioned above all are related to the motivation and it is a unique finding of ST and SC students of West Bengal.

The current study also finds out the academic achievement motivation and academic achievement of schedule class and scheduled tribe students. The result found that there is a strong relationship between academic motivation and achievement of SC community students whereas we found low positive association within the group of ST community students. The Mean-Attitude Score of SC children being greater than that of ST children residing in three districts of West Bengal.

Hence, it can be said that the attitude of SC children towards education is more favorable than that of ST children. It may be due to the fact that the SC children are very much aware about their future and also realize the importance of education to their better future. ST children disvalue formal education because of lack of aspiration, awareness and cultural orientation. The study shows significant difference between SC and ST students which reveal that still ST students are on the position of strive to come into the mainland and are trying hard to s cope up with the new challenges. The current research also found significant difference between opinion of male and female students of scheduled class on their academic attitude. The study also found similar kind of results for male and female of ST students. Therefore, it is question of research why this opinion differs, it may be various reason like lack of awareness, family orientation, educational orientation and parental attitude.

School-based parental involvement is a factor of parental involvement in education that has received more attention. Students' academic achievement is enhanced by parents through parent–

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school interaction, which generally includes parent– school communication, involvement in volunteer activities in schools, and participation in school management (Hill and Tyson, 2009). School-based parental involvement can transmit the importance of education to children and can help children to understand the importance of academic achievements (Lareau, 2000).

Frequent parent–teacher communications will help children internalize both parents' and teachers' academic expectations, thus strengthening the relationship between academic achievement and well-being. Furthermore, through school-based parental involvement in education, parents can acquire extensive information about children in school, providing a better understanding of children's academic environment, which will cause parents to adjust behaviors based on academic achievement (Hill and Taylor, 2004).

The current research judges the academic achievement of the students based on their academic performance. Exploratory factor analysis was conducted based on 9 parameters. These are average marks in the last examination, worst mark in the last examination, average marks throughout the study and best mark in the last semester. All these components carry high positive factor loading and which indicates study performance level of a student. The other three components with are linked to handling of study demand are organizing time for study, preparing time for examination, handling of study demand. The third components which are associated with social adaptation getting on with classmates and adaptation of study life. Therefore, the analysis of the current research signifies that academic achievement of SC and ST students of three districts of west Bengal depends of academic performance and most important that social adaptation enhances the academic achievement. This is a unique finding of our current research.

The academic attitude and overall educational performance of Scheduled Caste (SC) and Scheduled Tribe (ST) students are shaped by a complex interplay of familial, social, and institutional factors. Among these, the attitudes of parents toward education and the general atmosphere surrounding educational opportunities play a critical role.

Parental attitude is often one of the most direct influences on a child's approach to learning. In many SC and ST communities, historical social exclusion, economic hardship, and generational illiteracy have led to lower awareness of the long-term benefits of education. When parents are uneducated or have had negative experiences with the education system, they may unintentionally project these attitudes onto their children, resulting in low expectations and limited support for academic pursuits. Conversely, when parents—regardless of their own educational background—demonstrate a positive attitude towards schooling, encourage regular attendance, and support their children's learning at home, students are more likely to develop a stronger academic orientation.

In addition to the family environment, the broader educational atmosphere—including the school setting, community values, and societal attitudes—also significantly affects SC and ST students. Schools in marginalized areas often suffer from inadequate infrastructure, lack of trained teachers, and high student-teacher ratios. These factors can lead to disengagement and lower academic performance. Furthermore, social discrimination, both subtle and overt, may lead to a

sense of alienation among SC and ST students, negatively affecting their self-esteem and motivation.

It is also important to consider the socio-economic background of these communities. Many SC and ST families live below the poverty line and may depend on child labour to sustain household income, which can further hinder educational attainment. For girls in particular, traditional gender roles may restrict access to education beyond the primary level.

Therefore, any effort to improve the academic attitude of SC and ST students must address both micro-level factors (such as parental involvement and home support) and macro-level issues (like inclusive policies, teacher sensitivity training, and improved school infrastructure). Promoting awareness, offering incentives, and ensuring that education is accessible, inclusive, and empowering are essential steps toward bridging the educational gap.

The current research made an analysis which address the question is to measure the level academic attitude of the of SC & ST Students depends on the attitude of their parents and overall atmosphere towards education. The student identified six important dimension which have a strong impact on development of students' academic attitude. The first factor which have been identified parenting style and interaction which is related to family member interest and involvement towards child education.

As SC and ST basically, a low background category community their parents are not so interested towards education of their children. But the current study shows that parents of SC and ST students have interest towards their children education. The second important factor was teaching factors which was asked to judge student's intention about their interest towards science study. The result shows students are ready to cope with science education which reveals that students have strong academic attitude towards education. But when we judge most preferred subject it came instead of English, math, science they have most preferred subject which is Bengali. It is very common as our study population cover from government school.

The fourth factors identify self-efficacy level of the students and the result found it is moderate. They face bit difficult to learn subject, they are less confident about their own learning process and that is why there is a need of lot of counseling which can boost the motivation of the students who are belong from such communities.  A supportive and positive school atmosphere can significantly boost students' motivation and learning attitudes. When students feel safe, valued, and respected, they are more likely to take risks, engage in learning, and develop a growth mindset, believing their abilities can improve with effort.

Therefore, a proper school atmosphere is very much important for students to develop their interest towards education. It not only develops interest at the same time create a positive mental set up which help to develop positive learning attitude. Last but not the list teacher's instruction is an important aspect for students which directly related to their motivation towards study and in our current study, we noticed student's perception towards teachers were very high and they agreed that teacher put their effort to give their best learning process to the students and students enjoy their school.

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The academic attitude of Scheduled Caste (SC) and Scheduled Tribe (ST) students is significantly shaped by their parents' attitudes and the overall educational environment. A positive parental attitude towards education, including encouragement, support, and active involvement, can foster a student's belief in the value of learning and improve their engagement in school. Conversely, a negative or indifferent attitude from parents can lead to disinterest in studies and decreased academic performance. The broader school atmosphere, including teaching quality, supportive peer relationships, and a sense of belonging, also plays a crucial role in shaping a student's academic outlook.

The academic attitude of SC & ST students is significantly influenced by their teachers' attitudes towards education and their teaching practices. A positive teacher attitude, characterized by empathy, understanding, and a belief in students' potential, can foster a more positive learning environment and motivate students, particularly those from marginalized backgrounds. Conversely, negative attitudes or discriminatory practices can lead to a decline in student engagement and academic performance

## CONCLUSIONS:

Therefore, the present research gives us a new insight that attitude towards education of scheduled caste (SC) and scheduled tribes (ST) students are not very discouraging they are trying to come with parallel level of competition with general class of students. But it observed that there are significant difference of educational approach of male and female SC and ST students. The students explain the proper parental support, school atmosphere and teacher's involvement help students to develop a strong academic attitude. The current research also proves if school and government take some initiatives to promote their scheme within SC and ST students then it will develop students' academic attitude and intellectual capability which turns to the academic achievement.

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# ATTITUDE AND ACADEMIC ACHIEVEMENT OF SCHEDULED CASTE(SC) AND SCHEDULED TRIBE(ST) STUDENTS TOWARDS EDUCATION AT SECONDARY LEVEL IN WEST BENGAL- AN EXPLORATORY STUDY

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