

Academic Achievements Of Kashmiri, Dogri And Ladakhi Adolescent Girls

Gulshan Wani

Assistant Professor, Department of Education, University of Kashmir (India)

E-mail: showkat80ahmad@gmail.com

ABSTRACT: The present study was undertaken academic achievement of Kashmiri, Dogri and Ladakhi adolescents girls of 12th standard in Jammu and Kashmir State (India). Random sampling technique has been used to select the Kashmiri, Ladakhi and Dogri adolescent girls from different higher secondary institutions of J&K state. The sample taken for the purpose consists of 200 Kashmiri, 200 Dogri and 200 Ladakhi adolescent girl students. Academic achievement of the selected sample has been taken as the percentage of aggregation marks in 10th and 11th standard. Mean, S.D and t test has been used to analyse the data. It was found that the Ladakhi girls are much below in their Academic Achievement scores as compared to Kashmiri and Dogri adolescent girls.

[Gulshan Wani. **Academic Achievements Of Kashmiri, Dogri And Ladakhi Adolescent Girls.** *Researcher* 2013;5(10):46-49]. (ISSN: 1553-9865). <http://www.sciencepub.net/researcher>. 6

Keywords: Academic Achievement, Kashmiri, Dogri, Ladakhi, Adolescent Girls

INTRODUCTION

Adolescent is emotionally mature if he conforms to the stereotype of maturity prevailing in the culture in which he lives. In one of the pioneer efforts to define emotional maturity as related to adolescence, Hollingworth (1928) notes that many of the tests of fitness for manhood and womanhood in ancient public ceremonies were tests of capacity to suffer. The assumption underlying them seems to have been that one who has fortitude and who can endure pain silently and without protest is a mature person. In one cultural group a "mature" man has many wives and perhaps is looking for more, while in another cultural group it is a sign of immaturity when a man, once he has got a woman, keeps chasing after others. According to one set of standards, the person who is most rigorously competitive, and who is best able to sustain both the defeats and the triumphs of competition, is the most mature, while in another group it is not who is most competitive but the one who is most cooperative who is most mature. Then there is emotional maturity which is hard one. No wealth can buy it. One can go to the best schools and miss it. One cannot send a proxy into the struggle and gain it through him. It is hard only through direct personal involvement. There are elements of compassion one can possess only at the price of pain. There are also other elements that one can possess only through having known the meaning of joy. But the full tide of compassion comes from all the streams of feeling that flow through human existence.

The history of peopling of Jammu and Kashmir is a record of constant impulses of immigration from the North-West, West-South and East directions. The alien races, ethnic groups and various religions have influenced the cultural ethos and mode of life of people of this region. In the

process of peopling of the region the Dards in the North-West the Ladakhis in the East, the Gujars and Rajputs in the South and Paharis in the South-East have closely influenced the existing ethnicity of the people. The racial composition of the state was also influenced by the immigrants from the territories of Turkmania, Tajkistan. Uzbaikistan. Kazakistan. Georgia, Azerbaijan (C.I.S) Turkey, Iraq, Iran and Afghanistan.

As for as the state of Jammu and Kashmir is concerned, it is unique geographical entity. It is well endowed in renewable natural resources. It's mighty rivers, evergreen forests, snow-covered peaks, invigorating climate and humane population are unparalleled in the country. It stretches between 32° 17' to 37° 6" N latitudes and 73°26E to 80° 30' E longitudes. The state, of Jammu and Kashmir comprising the divisions of Ladakh, Kashmir and Jammu has an area of 2.22 Lac. Sq Kms. It is bounded by Tibet in the East, China and Afghanistan in the North and Pakistan in the West, while the Southern and South eastern boundaries are formed by the Punjab and Himachal Pradesh States of India. Geographically, the state is, divisible into three distinct regions, i.e., Jammu, Kashmir and Ladakh. Each of the three regions has distinct Physiographic boundaries. The population of J&K has great diversity in its terrain climatic conditions and resource base. These variations have resulted into uneven distribution of population. In fact, nearly 85% of the total population of the state is concentrated in the Jammu plains, Jehlum valley and along the national Highway, while the remaining 15% is sprinkled in the side valley and Kandi lands. Contrary to this, the Greater Himalyas, Zanskar and Ladakh have an insignificant distribution of population. The total population of the state as per the census of India, 2001 is 10,069,917.

The population is distributed in the state with maximum strength in Kashmir Valley as 54. 30 lac.

Balasubramanian (1992) while reviewing studies on correlates of achievement has observed, "Achievement is the end product of all educational endeavors. The main concern of all educational efforts is to see that the learner achieves. Quality control, quality assurance and, of late, total quality management of achievement have increasingly gained the attention of researchers in education. After exploring the concept of achievement in the cognitive, affective and psychomotor aspects of human behavior, researchers have probed further and have attempted to understand the black box" of achievement.

Balasubramanian (1992) while reviewing studies on correlates of achievement has observed achievement is the end product of all educational endeavors. The main concern of all educational efforts is to see that the learner achieves. Quality control, quality assurance and, of late, total quality management of achievement have increasingly gained the attention of researchers in education. After exploring the concept of achievement in the cognitive, affective and psychomotor aspects of human behavior, researchers have probed further and have attempted to understand the black box" of achievement." He has further observed, "Personality traits of students do not give a consistent pattern in their association with the achievement of students. Investigators (Haq, H.1988) Kolwadkar, V. 1980: Menon, G. S (1990) Namrata, (1992) draw different pictures from the data they have

collected. On the basis of his review, the author has recommended: "Achievement cannot be explained by one single model that will be applicable to all, at all stages of education, in all places, we may have to develop models that are subject-specific, locale-specific and even client-specific. Yet a general paradigm could be possible and our research endeavor should be to design that general paradigm and to develop models under this general paradigm to suit the varying conditions".

SAMPLE

The sample for present study was collected from different secondary schools of Jammu and Kashmir State (India). The investigator selected four hundred (400) adolescent girls studying in 12th Grade in Govt. Higher secondary schools were randomly selected to serve as the sample for the present study. The distribution of these sample subjects is consists of 200 Kashmiri, 200 Dogri and 200 Ladakhi adolescent girls.

Tool used

Academic Achievement of the adolescent girl students was collected by giving them self-constructed information blank in which they had to give the aggregate marks of in 10th and 11th standard

Statistical treatment

The data collected has been analyzes by applying mean, S.D, and t- test.

ANALYSIS AND DISCUSSION

Table 1: Showing comparison on performance standards of Kashmiri Dogri and Ladakhi Adolescent Girls.

Performance St.	Kashmiri	Dogri	Ladakhi
Distinction	25 (12.5%)	23 (11.5%)	6 (4%)
First Division	95 (47.5%)	77 (38.5%)	6 (4%)
Second Division	53 (26.5%)	76 (38%)	45 (30%)
3rd Division	27 (13.5%)	24 (12%)	93 (62%)
Total	200	200	150

The above table shows the comparison on performance standards of Kashmiri, Dogri and Ladakhi Adolescent girls. The table reveals out of 200 Kashmiri Adolescent Girls 12.5% are Distinction Holders, 47.5% are First Division holders 26.5% are second Division holders and 13.5% of the girls are 3rd Div. holders. While as out of 200 Dogri Girls 11.5% girls are distinction holders, 38.5% are 1st Division holders, 38% of the Girls are second division holders

and 12% of the girls are 3rd division holders. As for as Ladakhi Adolescent Girls are concerned out of 150 Girls only 4% are distinction holders, 4% girls are first Division holders, 30% are second division holders and the rest 62% of the girls are 3rd division holders. This reveals that the Ladakhi Girls are very low from the Kashmiri and Dogri adolescent Girls on their performance standards.

Table 2: Showing mean & S.D. of the three groups on Academic Achievement

Group	N	Mean/S.D
Kashmiri	200	60.99/9.40
Dogri	200	60.00/10.62
Ladakhi	150	48.76/8.30

The above table shows the mean & S. D. of the three groups on academic achievement. It is clear from the table, that within the three groups of the

Kashmiri students are highest on academic achievement and Ladakhi are the lowest.

Table 3: Showing 't' values between Kashmiri and Dogri Adolescent girls on Academic Achievement

Group	Mean	S.D	't' value	Levels of Significance
Kashmiri	60.99	9.40	0.99	Not Significance
Dogri	60.00	10.62		

The above table shows the significance of difference between Kashmiri and Dogri Adolescent Girls on Academic Achievement. The perusal of the table shows that Kashmir and Dogri Adolescent Girls

are almost same in their Academic Achievement. They show no significant difference on their mean scores on their Academic Achievement.

Table 4: Showing 't' value between Dogri and Ladakhi Adolescent girls on Academic Achievement

Group	Mean	S.D	't' value	Level of Significance
Dogri	60.0	10.62	11.17	Significant at 0.01 level
Ladakhi	48.76	8.30		

The above table shows significance of difference between mean achievement score of Dogri and Ladakhi Adolescent Girls. A quick look on the table shows that Dogri and Ladakhi Girls diff. significantly in their mean scores on Academic

Achievement, the difference being significant at point 0.01 level Dogri Adolescent Girls are on higher side on their academic achievement than the Ladakhi Adolescent girls.

Table 5: Showing 't' value of Kashmiri and Ladakhi Adolescent Girls on Academic Achievement

Group	Mean	S.D	't' value	Level of Significance
Kashmiri	60.99	9.40	13.01	Significant at 0.01 level
Ladakhi	48.76	8.30		

The above table shows the significance of difference between Kashmiri and Ladakhi Adolescent Girls on their Academic Achievement. The table reveals that Kashmiri and Ladakhi Adolescent Girls differ significantly on their Academic Achievement and the difference being significant at 0.01 level this implies that Kashmiri Girls are higher on their mean scores than Ladakhi girls. The comparison of three groups of girls i.e. Kashmiri Dogri and Ladakhi on their academic achievement has shown that there exist no significant difference between Kashmiri and Dogri Girls on academic achievement, However a significant difference has been found between Kashmiri and Ladakhi girls and between Dogri and Ladakhi Adolescent Girls in their Academic Achievement.

i.e. 12% and 11.5% respectively. However, in case of Ladakhi girls it is only 4% which is very insignificant. The proposition of first division holder in Kashmir Dogri and Ladakhi groups has found to be 47.5%, 38.5% 4% respectively. The second division holder are 26.5% (Kashmir), 38% (Dogri), and 30% (Ladakhi). It is interesting to note that incase of Ladakhi groups of girls, around 92% of the total girls have secured marks in the range of 33-50% where as incase of Kashmir and Dogri the number is very low i.e. 40% each.

2. It has been found that the Kashmiri and Dogri adolescent girls do not differ significantly in their mean scores on Academic Achievement Where as Ladakhi girls differ significantly in their mean scores on Academic Achievement with both Dogri and Kashmiri girls, the mean differences being significant at 0.01 level. The Ladakhi girls are much below in their Academic Achievement

CONCLUSION

1. On the basis of performance standards it has been revealed that in Kashmiri and Dogri groups the extent of distinction holders is somewhat same

scores as compared to Kashmiri and Dogri adolescent girls.

REFERENCES

- 1 Achievement in Anglo American and Mexican American Students. *British Journal of Educational Psychology: Vol. 67*
- 2 Agrawal, Archana. (2002) Some Correlates of Academic Achievement. *Indian Journal of Edu.Research Vol 21 (P. 75-76)*
- 3 Deb, Madhu and Grewal, Hirdai Pal. (1990). Relationship between Study Habits and Academic achievement of undergraduate home science final year students. *Indian Educational Review, Vol 25 (3) 71-74.*
- 4 Dwivedi, Kamal (1998) personality correlates and values perspective Psychological Researches, Vol.21-(P.8082)
- 5 Francois, C. Stuart, B. Phillippe, S. Jean, P. Famose, (1997) Achievement goals and perceived ability predict investment in learning a sport task *British Journal of Educational Psychology Vol. 25.*
- 6 Grewal Paul (1990) Relationship between study habits and Academic Achievement Indian Education review. In M. B. Buch (Ed) *Fifth survey of education Research New Delhi: NCERT.*
- 7 Gulatia, A (1984). A comparative study of Academic achievement In Relation to personality self-perception, adjustment and values Un published. Ph. D. Thesis, Punjab University, Chandigarh.
- 8 Joseph C. Kush (1996) Field-dependence, Cognitive Ability, and Academic
- 9 Khare. Suniti And Grewal, Avinash. (1997) Relationship among speed of information processing ability creativity and academic achievement. In M. B. Buch (Edu) *Fifth Survey of Educational Research New Delhi: .NCERT*
- 10 Kulshetra Pardeep (1992) School Environment on adjustment, study Habits and achievement of higher Secondary school students In M.B. Buch (Edu) *Fifth survey of educational Research Neuj Delhi: NCERT*
- 11 Kurman, J. (2001) Self-regulations strategies in Achievement settings. *Journal of Cross-cultural Psychology Vol. 2 (P. 491-503)*
- 12 Kush, J.C. (1996) Field dependence, cognitive ability and academic achievement in Anglo American and Maxican American students. *Journal of cross-cultural Psychlogy vol. 27 (P-561-575)*
- 13 Linnehan, F. (2001) A relation of a work based program to the Academic performance and Behaviour of African, American students. *Journal of vocational behaviour Vol.59 (P.310-325)*
- 14 Mohan, V. & Randhawa, A. (1977). A study of Academic Achievement aptitude and Vocational preferences of high school children from different types of schools. Abstract from Unpublished M. A. Dissertation. Punjab University, Chandigarh.
- 15 Moneroe, W. (1982). *Encyclopedia of Educational Research New York: Macmillan Company.*
- 16 Pamela M. Warton (1997) Learning about responsibility: lessons from homework. *British Journal of Educational Psychology.*
- 17 Peter Blatchford (1997) Field dependence-independence and academic achievement: a re-examination of their Relationship. *British Journal of Educational Psychology: Vol. 67*
- 18 Sharma Usha (1996) *Heritage of Jammu and Kashmir and Ladakh.* New Delhi: Radha Publication
- 19 Sharma, S. Nidhi, (2002) Study of the Effect of Parental Involvement and Aspirations on Aspirations and Academic Achievement of +2 Students. *Indian Edu. Review Vol. 23 (P.85-90)*
- 20 SiAramaniam, N. 2001: Occupational aspirations of XII standard students. *Indian Psychological abstracts and review.*

7/25/2013