

EFFECT OF INTERVENTION PROGRAMME ON ACADEMIC ACHIEVEMENT AND SELF-EFFICACY OF ADOLESCENT DALIT GIRLS

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Abstract: The present research was undertaken with an objective to study whether a well designed intervention programme would bring about improvement in academic achievement and self-efficacy of adolescent Dalit girls. Dalits who are known as untouchables are one of the most marginalized groups in Indian society. Dalit women are the worst affected and suffer three forms of oppression—caste, class, and gender. The study adopts non-equivalent control group design. Purposive sampling was used for the selection of the sample from government pre-matric hostels of Belthangady taluk, Karnataka. In the first stage all the participants were administered Self-efficacy Scale (Sherer et al., 1082), and marks obtained in the previous year final examination was taken as indicator of academic achievement. Independent ‘t’ test was calculated between the experimental group and control group to establish the equivalence of the groups. In the second phase, the experimental group was given different interventions for about one academic year. In the third phase, post-intervention assessment was done for the experimental group and second assessment was done for the control group on the dependent variables. Their mark in the final examination of that academic year was taken as the indicator of academic achievement. The data was analyzed using correlated ‘t’ test. The findings of the study revealed that an effective long-term intervention has shown significant improvement in the level of academic achievement and self-efficacy of experimental group and no such improvement was noticed in the control group.

Key Words: Dalits, Adolescents, Girls, Academic Achievement, Self-efficacy

Introduction: Achievement is a task-oriented behaviour which allows the individual's performance to be evaluated according to some internally or externally imposed criterion that involves the individual in competing with others, or that involves some standard of excellence (Maheswari and Aruna, 2016). Academic Achievement, in general, is measured as a key criterion to judge one's total potentialities and capabilities. Therefore it is more important for the individuals or pupils to accomplish high academic achievement. Here achievement refers to the degree or the level of success attained in some specific school tasks, which can be general or specific to a given subject matter. Academic achievement can be defined as self- perception and self-evaluation of one's objective academic accomplishment. Good (1973) defines academic achievement as “knowledge, attitude or skill developed in the school subject usually designed by test scores or by marks assigned by the teacher or by both”. Adolescents with high academic achievement are thought to be accepted by peers, teachers, and parents, they are identified in the society, get good career opportunities, develop qualities of leadership, and enhance their self-esteem and self- efficacy. “Self-efficacy can be defined as one's perceived capabilities for learning or performing actions at designated levels. It also affects other facets of development like social, emotional and behavioural. It is influenced by various personal, social, and contextual variables” (Bandura, 1997). Self-efficacy is grounded in the framework of Social Cognitive Theory. The theory postulates that human

functioning is the outcome of interactions between personal factors like cognition, emotions, behaviours, and environmental conditions (Bandura, 1986). Self-efficacy does not occur automatically; rather information must be processed cognitively. (Schunk, 1995). It is a key cognitive process contributing to healthy human functioning. Factors like schooling, peers, and families affect self-efficacy development in adolescents. Some strategies by teachers and parents can be used to help promote self-efficacy among learners. Individuals who are marginalized from the society have to develop self-efficacy, because those who develop a resilient sense of self-efficacy during adolescence are in a better position to withstand the challenges of life and are well positioned for learning into adulthood. Adolescent Dalit girls from the rural area and low socio-economic status families are disadvantaged on four counts i.e. they are Dalits, Girls, are from rural area and they are from low socio-economic status families. Current research focuses on understanding and enhancing the academic achievement, and self-efficacy, of this marginalized group, as these are forerunners to empowerment. Manjula (2010), aimed at assessing the effect of yoga, academic skill training, life skills training and human resource training on study habits, academic performance, cognitive abilities, personality and self-efficacy of disadvantaged school children. A sample of 30 SC/ ST girl students hailing from rural household and low SES families studying in high school were selected as sample. The intervention consisted of training in yoga, academic skills and H.R. skills,

participants were assessed pre-intervention and post-intervention. Obtained results showed that there was a significant improvement in study habits, self-efficacy, a few cognitive abilities and some dimensions of personality.

Research Question:

1. How to enhance Academic achievement, and Self-efficacy of Adolescent Dalit girls?
2. **Objective of the study:**
3. To understand the level of academic achievement and self-efficacy of adolescent Dalit girls.
4. To assess the effect of intervention programme on academic achievement.
5. To assess the effect of intervention programme on self-efficacy.
6. **Hypothesis:** Based on the objectives the following hypotheses were framed for the purpose of the study.
7. H₁-Intervention will bring about improvement in the academic achievement and self-efficacy of experimental group.
8. H₀- No improvement will be noticed in the control group.

The study adopts Non-equivalent control group design. Purposive sampling was adopted for the selection of the sample. 79 Adolescent girls aged between 12 to 16 years studying in 8th, 9th, and 10th standard from low socio-economic status families belonging to Scheduled Caste and Scheduled Tribe families were selected. Participants were residing in three different Government Pre-metric Hostels, namely Aladangadi pre-matric hostel, Venoor pre-matric hostel, and Belthangady pre-matric hostel situated in Belthangady taluk of Karnataka, India. The researcher used Self-efficacy scale (Sherer et al., 1982) to measure the self-efficacy and academic achievement was measured by considering the marks obtained by the participants in the final examination. The entire procedure consisted of 3 phases: Pre-

intervention, Intervention, and Post-intervention. In the first phase, the researcher assessed the level of Academic achievement, and Self-efficacy of all the participants from the three hostels. After the assessment, the data was tabulated and independent 't' test was calculated to establish the equivalence of the experimental and control groups. Since Belthangady Pre-matric hostel was the only hostel which had forty-four students, participants of the study from this hostel were selected as the experimental group and out of three other hostels, participants from two hostels i.e. pre-matric hostel, Venoor and Pre-matric hostel, Aladangadi were selected as the control group. In the second phase, the researcher planned and executed thirty different interventions for one academic year for the experimental group and the participants from the control group went ahead with their usual routine. The interventions can broadly be put under the domains of life skills, academic skills, awareness programmes, and training in Asthanga Yoga. After all the intervention programmes the researcher once again assessed the participants of the experimental group on the dependent variables, a second assessment was carried out for the control group.

Results and Discussion: To find out the equivalence of the experimental and control groups, independent 't' test was calculated for pre-intervention scores on academic achievement and self-efficacy. Correlated 't' was calculated to test the significance of the difference between pre-intervention and post-intervention means. Obtained 't' for the control group is not significant and 't' for the experimental group is significant in Academic achievement and Self-efficacy. Hence the hypotheses which states that there will be improvement in the experimental group and no improvement in the control group in their Academic Achievement and level of self-efficacy are accepted

Table 1: 't' value of experimental and control group on Academic Achievement and Self-efficacy

Area	Group	Pre-intervention	df	't' value	'p' value
Academic Achievement	Experimental	M 268.39 SD 66.33	77	2.59	0.505
	Control	M 309.20 SD 75.11			
Self-efficacy	Experimental	M 89.95 SD 24.57	77	0.89	0.376
	Control	M 85.46 SD 19.03			

On Academic Achievement and Self-efficacy the obtained 't' value between experimental and control group is not significant, thereby showing that the equivalence of the two groups is established

Table 2: Correlated 't' for pre and post-intervention scores of control and experimental group on Academic Achievement and Self-efficacy.

Area	Group	Pre-intervention	Post-intervention	df	't' value	'p' value
Academic Achievement	Experimental	M 268.39 SD 66.33	M 322.75 SD 72.09	43	5.84	0.001
	Control	M 309.20 SD 75.11	M 299.54 SD 61.77	34	0.81	0.390
Self-efficacy	Experimental	M 89.95 SD 24.57	M 100.14 SD 17.63	43	2.39	0.021
	Control	M 85.46 SD 19.03	M 97.17 SD 21.56	34	2.11	0.042

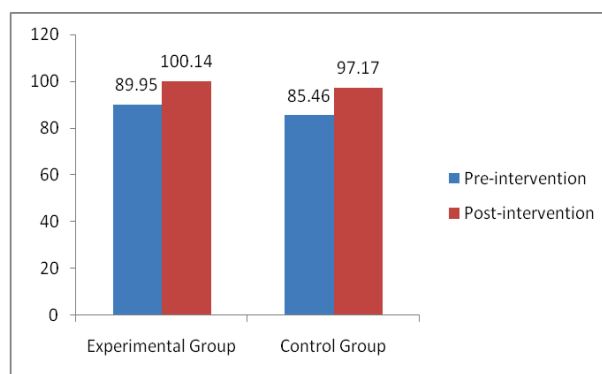
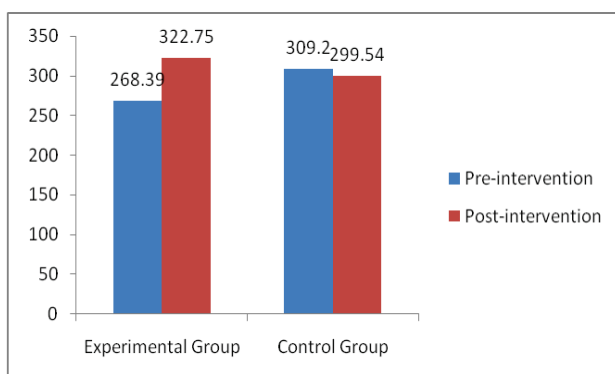


Figure 2: Mean value of experimental and control group on Academic Achievement and Self-efficacy in pre and post-intervention condition

Implication of the findings: Findings of the study show that intervention focusing on improving life skills, academic skills, training in yogasanas, and awareness programmes have brought about a,

self-efficacy of adolescent Dalit girls. significant improvement in Academic Achievement

Limitations: Not including other stakeholders like teachers, and parents to get holistic understanding of the improvement among the participants

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