A COMPARATIVE STUDY OF ACHIEVEMENT IN KANNADA SUBJECT OF MINORITY STUDENTS AND OTHER STUDENTS AT SECONDARY LEVEL

Dr. Saheb Ali H. Niragudi
Dean and Chairman,
Department of Studies in Education
Vijayanagar Sri Krishnadevaraya University
Ballari (Karnataka)

Abstract:

The present study is among those conducted in the area of student's attitude and achievement an attempt is made for a comparative study of attitude towards Kannada subject and achievement in Kannada subject of students belonging to two different caste and socio-economic status groups i.e. Minority students and other Students. The result revels that there is Minority and Other Caste students did differ significantly and having relationship significantly on two variables, namely attitude towards Kannada subject and the achievement in Kannada subject.

Key word: *Kannada subject, attitude, achievement*

1. Introduction:

Academic achievement has always been given much importance since the origin of formal system of education. In today's competitive world, it is given more importance than ever before. Academic achievement not only facilitates the process of role allocation for the social system but opens out avenues for advancement. Perhaps it is a ladder through which a child of today can reach his destination. It is a root for future development. Success in school, therefore, has often been shown to be predictive of success in further education, career, and personal fulfillment. Obviously in the school, great emphasis is placed on academic achievement right from the beginning of formal education. In spite of considerable efforts, achievement of students is not satisfactory. A great difference of

performance is found among students. Few students in a group are found to be high achievers on one hand, and a few are low achievers, while a sizable number of students always appear as moderate achievers. The question which arises now is, why such a difference in academic achievement. The one of the important answer for this is due to certain inherent qualities and psychological factors or to social factors. In this we were discussed the Achievement in Kannada subject of Minority students and other Students at Secondary level in Relation to Certain Personal Factors like attitude about Kannada subject and Social status like caste.

Attitude towards Kannada subject and achievement in Kannada subject:

Attitude plays a very dominant part in determining human behavior. There is good evidence that one consists of good and bad acceptable and unacceptable, what is to be agreed or disagreed with attitude or correlated with behavior. It is found that a person with favorable attitude towards the subject knows or at least tries to know more about it. He will assert himself more which will help him in achieving knowledge and proficiency in that field. On the other hand a person who has got unfavorable attitude towards a particular subject will shun it.

2. **Objectives of the study:**

   1. To compare mean, Standard Deviation, t-value and r-vale of Minority & Other Caste students on all the two variables.

   2. To compare mean, Standard Deviation, t-value and r-vale of male Minority & Other Caste students on all the two variables.

   3. To compare mean, Standard Deviation, t-value and r-vale of Minority & Other Caste female students on all the two variables.

   4. To compare mean, Standard Deviation, t-value and r-vale of Kannada Medium Minority & Other Caste female students on all the two variables.

   5. To compare mean, Standard Deviation, t-value and r-vale of English Medium Minority & Other Caste female students on all the two variables.

   6. To compare mean, Standard Deviation, t-value and r-vale of Minority & Other Caste Government School students on all the two variables.

   7. To compare mean, Standard Deviation, t-value and r-vale of Minority & Other Caste Private School students on all the two variables.

3. Design of the study:

Sample:

The simple random method was used to sample selection. To 500 students of Bellary District of Karnataka from different schools (Govt. and Private), different medium students (Kannada and English) were selected. Sample was consists of 500 students in total.

Tools used to collect data:

1. A Kannada subject Attitude Scale (KAS) by Researcher himself.
2. Achievement in Kannada subject – The marks obtained by the students in Kannada subject in class VIII examination were taken as a measure and achievement Scores in Kannada subject. The marks were collected from students results records kept in the respective schools.

Data collection procedure:

The researcher personally visited schools and met head masters for requesting to collect data in stipulated data and time. After giving detail instruction for filling attitude scale to the students, he collected data. Along with this Marks list of selected VIII standard students from each Head master.

Statistical techniques used for data analysis:

The mean, Standard deviation, t- test and r-test Statistical techniques were used to analyse the data and also taken the help of Statistical software SPSS- 26 in this regard.

4. Analysis of the Data:

Analysis related to personal factors:

Objective-1: To Compare mean, Standard Deviation, t-value and r-vale of Minority & Other Caste students on all the two variables.

Null Hypothesis H_01: There is significant difference between mean academic achievement score of Minority and Other Caste students.

Null Hypothesis H_02: There is significant relationship between mean academic achievement score of Minority and Other Caste students.

Null Hypothesis H_03: There is significant difference between mean Attitude score of Minority and Other Caste students.

Null Hypothesis H_04: There is significant relationship between mean Attitude score of Minority and Other Caste students.

Table 4.1

Comparison of all Minority & Other Caste students on all the two variables (total)

Variable	Other Caste students (250)		Minority students (250)		t-value	Co-efficient of co-relation
	Mean	Standard Deviation	Mean	Standard Deviation		
Achievement in Kannada subject	88.3	11.44	61.2	4.10	58.40*	0.521*
Attitude about Kannada subject	233.4	16.32	183.24	18.14	231*	0.633*

*Significant at 0.05 level

　　　　Table 4.1 presents the result of statistical comparison between all Minority (N=250) and all Other Caste students (N=250) on achievement in science, attitude towards Kannada subject, Analysis and Interpretation of Data status. The means, standard deviations for both the groups along with corresponding t-ratios and r-ratios are given in the relevant columns of the table.

　　　　On achievement in Kannada subject, the mean scores of Minority & Other Caste students were compared by using t-test, which was found to be significant at 0.05 level. Therefore the null hypothesis, H_01 is rejected and alternative hypothesis was accepted it means there is significant relationship between mean achievement score of Minority and Other Caste students. This shows that Minority & Other Caste students differed on academic achievement in Kannada subject with Other Caste students are doing better than Minority students. On achievement in Kannada subject, the mean scores of Minority & Other Caste students were compared by using r-ratio, 0.521 which was found to be significant at 0.05 level. Therefore the null hypothesis, H_02 is rejected and alternative hypothesis was accepted it means there is significant relationship between mean achievement score of Minority and Other Caste students.

　　　　Similarly, the t-value for comparing mean scores on attitude towards Kannada subject among Minority & Other Caste students gave a t-value of 231 which was more than the critical value given in the t-table and hence was significant. Therefore the null hypothesis, H_03 is rejected and alternative hypothesis was accepted it means there is significant difference between mean Attitude score of Minority and Other Caste students. Similarly, the t-value for comparing mean scores on attitude towards Kannada subject among Minority & Other Caste students gave a r-value of 0.633 which was more than the critical value given in the t-table and hence was significant. Therefore the null hypothesis, H_04 is rejected and alternative hypothesis was accepted it means there is significant relationship between mean Attitude score of Minority and Other Caste students.

　　　　The overall conclusion reached is that Minority and Other Caste students included in the sample did differ significantly and having relationship significantly on two variables, namely attitude towards Kannada subject, and the achievement in Kannada subject Other Caste students was found to be higher than the Minority students.

Objective-2: To Compare mean, Standard Deviation, t-value and r-vale of male Minority & Other Caste students on all the two variables.

Null Hypothesis H_05: There is significant difference between mean academic achievement score of male Minority and Other Caste students.

Null Hypothesis H_06: There is significant relationship between mean academic achievement score of male Minority and Other Caste students.

Null Hypothesis H_07: There is significant difference between mean Attitude score of male Minority and Other Caste students.

Null Hypothesis H_08: There is significant relationship between mean Attitude score of male Minority and Other Caste students.

Table 4.2

Comparison of male Minority & Other Caste students on all the two variables

Variable	Minority students (125)		Minority students (125)		t-value	Co-efficient of co-relation
	Mean	Standard Deviation	Mean	Standard Deviation		
Achievement in Kannada subject	82.3	13.69	62.51	10.28	30.25*	0.671*
Attitude about Kannada subject	228.5	29.4	188.3	28.23	107.8*	0.457*

*Significant at 0.05 level

Table 4.2 presents the result of statistical comparison between male Minority (N=125) and male Other Caste students (N=125) on achievement in Kannada subject, attitude towards Kannada subject, Analysis and Interpretation of Data status. The means, standard deviations for both the groups along with corresponding t-ratios and r-ratios are given in the relevant columns of the table.

On achievement in Kannada subject, the mean scores of male Minority & Other Caste students were compared by using t-value of 30.25, which was found to be significant at 0.05 level. Therefore the null hypothesis, H_05 is rejected and alternative hypothesis was accepted it means there is significant difference between mean achievement score of male Minority and Other Caste students. This shows that male Minority & Other Caste students differed on academic achievement in Kannada subject with Other Caste students are doing better than Minority students. On achievement in Kannada subject, the mean scores of male Minority & Other Caste students were compared by using r-ratio, 0.671 which was found to be significant at 0.05 level. Therefore the null hypothesis, H_06 is rejected and alternative hypothesis was accepted it means there is significant relationship between mean achievement score of male Minority and Other Caste students.

Similarly, the t-value for comparing mean scores on attitude towards Kannada subject among male Minority & Other Caste students gave a t-value of 107.8 which was more than the critical value given in the t-table and hence was significant. Therefore the null hypothesis, H_07 is rejected and alternative hypothesis was accepted it means there is significant difference between mean Attitude score of male Minority and Other Caste students. The r-value for comparing mean scores on attitude towards Kannada subject among male Minority & Other Caste students gave a r-value of 0.457 which was more than the critical value given in the t-table and hence was significant. Therefore the null hypothesis, H_08 is rejected and alternative hypothesis was accepted it means there is significant relationship between mean Attitude score of male Minority and Other Caste students.

The overall conclusion reached is that Minority and Other Caste male students included in the sample did differ significantly and having relationship significantly on two variables, namely attitude towards Kannada subject, and the achievement in Kannada subject Other Caste male students was found to be higher than the Minority male students.

Objective-3: To Compare mean, Standard Deviation, t-value and r-vale of Minority & Other Caste female students on all the two variables.

Null Hypothesis H_09: There is significant difference between mean academic achievement score of Minority and Other Caste female students.

Null Hypothesis H_010: There is significant relationship between mean academic achievement score of Minority and Other Caste female students.

Null Hypothesis H_011: There is significant difference between mean Attitude score of male Minority and Other Caste female students.

Null Hypothesis H_012: There is significant relationship between mean Attitude score of male Minority and Other Caste female students.

Table 4.3

Comparison of all Minority & Other Caste female students on all the two variables

Variable	Other Caste students (125)		Minority students (125)		t-value	Co-efficient of co-relation
	Mean	Standard Deviation	Mean	Standard Deviation		
Achievement in Kannada subject	89.2	19.51	69.7	16.27	36.27*	0.751*
Attitude about Kannada subject	234.8	35.24	204.8	34.72	113.2*	0.632*

*Significant at 0.05 level

Table 4.3 presents the result of statistical comparison between male Minority (N=125) and female Other Caste students (N=125) on achievement in Kannada subject, attitude towards Kannada subject, Analysis and Interpretation of Data status. The means, standard deviations for both the groups along with corresponding t-ratios and r-ratios are given in the relevant columns of the table.

On achievement in Kannada subject, the mean scores of Minority & Other Caste female students were compared by using t-value, 30.25, which was found to be significant at 0.05 level. Therefore the null hypothesis, $H_0 5$ is rejected and alternative hypothesis was accepted it means there is significant difference between mean achievement score of female Minority and Other Caste students. This shows that Minority & Other Caste female students differed on academic achievement in Kannada subject with Other Caste female students are doing better than Minority female students.

On achievement in Kannada subject, the mean scores of Minority & Other Caste female students were compared by using r-ratio, 0.671 which was found to be significant at 0.05 level. Therefore the null hypothesis, $H_0 6$ is rejected and alternative hypothesis was accepted it means there is significant relationship between mean achievement score of Minority and Other Caste female students.

Similarly, the t-value for comparing mean scores on attitude towards Kannada subject among Minority & Other Caste female students gave a t-value of 107.8 which was more than the critical value given in the t-table and hence was significant. Therefore the null hypothesis, $H_0 7$ is rejected and alternative hypothesis was accepted it means there is significant difference between mean Attitude score of Minority and Other Caste female students.

Similarly, the r-value for comparing mean scores on attitude towards Kannada subject among Minority & Other Caste female students gave a r-value of 0.457 which was more than the critical value given in the t-table and hence was significant. Therefore the null hypothesis, $H_0 8$ is rejected and alternative hypothesis was accepted it means there is significant relationship between mean Attitude score of Minority and Other Caste female students.

The overall conclusion reached is that Minority and Other Caste female students included in the sample did differ significantly and having relationship significantly on two variables, namely attitude towards Kannada subject, and the achievement in Kannada subject Other Caste male students was found to be higher than the Minority male students.

Objective-4: To Compare mean, Standard Deviation, t-value and r-vale of Kannada Medium Minority & Other Caste female students on all the two variables.

Null Hypothesis $H_0 13$: There is significant difference between mean academic achievement score of Minority and Other Caste Kannada Medium students.

Null Hypothesis $H_0 14$: There is significant relationship between mean academic achievement score of Minority and Other Caste Kannada Medium students.

Null Hypothesis $H_0 15$: There is significant difference between mean Attitude score of male Minority and Other Caste Kannada Medium students.

Null Hypothesis $H_0 16$: There is significant relationship between mean Attitude score of male Minority and Other Caste Kannada Medium students.

Table 4.4

Comparison of all Minority & Other Caste Kannada Medium students on all the two variables

Variable	Other Caste students (125)		Minority students (125)		t-value	Co-efficient of co-relation
	Mean	Standard Deviation	Mean	Standard Deviation		
Achievement in Kannada subject	74.21	10.89	59.6	10.01	22.7	0.714
Attitude about Kannada subject	240.6	28.06	190.6	28.62	98.5	0.641

*Significant at 0.05 level

Table 4.4 presents the result of statistical comparison between male Minority (N=125) and Other Caste Kannada Medium students (N=125) on achievement in Kannada subject, attitude towards Kannada subject, Analysis and Interpretation of Data status. The means, standard deviations for both the groups along with corresponding t-ratios and r-ratios are given in the relevant columns of the table.

On achievement in Kannada subject, the mean scores of Minority & Other Caste Kannada Medium students were compared by using t-value of 22.7, which was found to be significant at 0.05 level. Therefore the null hypothesis, $H_0 9$ is rejected and alternative hypothesis was accepted it means there is significant difference between mean achievement score of Minority and Other Caste Kannada Medium students. This shows that Minority & Other Caste Kannada Medium students differed on academic achievement in Kannada subject with Other Caste Kannada Medium students are doing better than Minority Kannada Medium students.

On achievement in Kannada subject, the mean scores of Minority & Other Caste Kannada Medium students were compared by using r-ratio, 0.714 which was found to be significant at 0.05 level. Therefore the null hypothesis, $H_0 6$ is rejected and alternative hypothesis was accepted it means there is significant relationship between mean achievement score of Minority and Other Caste Kannada Medium students.

Similarly, the t-value for comparing mean scores on attitude towards Kannada subject among Minority & Other Caste Kannada Medium students gave a t-value of 98.5 which was more than the critical value given in the t-table and hence was significant. Therefore the null hypothesis, $H_0 7$ is rejected and alternative hypothesis was accepted it means there is significant difference between mean Attitude score of Minority and Other Caste Kannada Medium students.

Similarly, the r-value for comparing mean scores on attitude towards Kannada subject among Minority & Other Caste Kannada Medium students gave a r-value of 0.641 which was more than the critical value given in the t-table and hence was significant. Therefore the null hypothesis, $H_0 8$ is rejected and alternative hypothesis was accepted it means there is significant relationship between mean Attitude score of Minority and Other Caste Kannada Medium students.

The overall conclusion reached is that Minority and Other Caste female students included in the sample did differ significantly and having relationship significantly on two variables, namely attitude towards Kannada subject, and the achievement in Kannada subject Other Caste Kannada Medium students was found to be higher than the Minority male students.

Objective-5: To Compare mean, Standard Deviation, t-value and r-vale of English Medium Minority & Other Caste female students on all the two variables.

Null Hypothesis $H_0 17$: There is significant difference between mean academic achievement score of Minority and Other Caste English Medium students.

Null Hypothesis $H_0 18$: There is significant relationship between mean academic achievement score of Minority and Other Caste English Medium students.

Null Hypothesis $H_0 19$: There is significant difference between mean Attitude score of male Minority and Other Caste English Medium students.

Null Hypothesis $H_0 20$: There is significant relationship between mean Attitude score of male Minority and Other Caste English Medium students.

Table 4.5
Comparison of all Minority & Other Caste English Medium students on all the two variables

Variable	Other Caste students (125)		Minority students (125)		t-value	Co-efficient of co-relation
	Mean	Standard Deviation	Mean	Standard Deviation		
Achievement in Kannada subject	81.6	12.56	61.4	13.42	39.12	0.564
Attitude about Kannada subject	210.5	38.25	198.1	38.5	56.45	0.781

*Significant at 0.05 level

Table 4.5 presents the result of statistical comparison between male Minority (N=125) and Other Caste Kannada Medium students (N=125) on achievement in Kannada subject, attitude towards Kannada subject, Analysis and Interpretation of Data status. The means, standard deviations for both the groups along with corresponding t-ratios and r-ratios are given in the relevant columns of the table.

On achievement in Kannada subject, the mean scores of Minority & Other Caste English Medium students were compared by using t-value of 39.12, which was found to be significant at 0.05 level. Therefore the null hypothesis, $H_0 13$ is rejected and alternative hypothesis was accepted it means there is significant difference between mean achievement score of Minority and Other Caste English Medium students. This shows that Minority & Other Caste English Medium students differed on academic achievement in Kannada subject with Other Caste English Medium students are doing better than Minority English Medium students. On achievement in Kannada subject, the mean scores of Minority & Other Caste English Medium students were compared by using r-ratio, 0.714 which was found to be significant at 0.05 level. Therefore the null hypothesis, $H_0 14$ is rejected and alternative hypothesis was accepted it means there is significant relationship between mean achievement score of Minority and Other Caste English Medium students.

Similarly, the t-value for comparing mean scores on attitude towards Kannada subject among Minority & Other Caste English Medium students gave a t-value of 98.5 which was more than the critical value given in the t-table and hence was significant. Therefore the null hypothesis, H_015 is rejected and alternative hypothesis was accepted it means there is significant difference between mean Attitude score of Minority and Other Caste English Medium students. The r-value for comparing mean scores on attitude towards Kannada subject among Minority & Other Caste English Medium students gave a r-value of 0.641 which was more than the critical value given in the t-table and hence was significant. Therefore the null hypothesis, H_016 is rejected and alternative hypothesis was accepted it means there is significant relationship between mean Attitude score of Minority and Other Caste English Medium students.

The overall conclusion reached is that Minority and Other Caste female students included in the sample did differ significantly and having relationship significantly on two variables, namely attitude towards Kannada subject, and the achievement in Kannada subject Other Caste English Medium students was found to be higher than the Minority male students.

Objective-6: To Compare mean, Standard Deviation, t-value and r-vale of Minority & Other Caste Government School students on all the two variables.

Null Hypothesis H_021: There is significant difference between mean academic achievement score of Minority and Other Caste Government School students.

Null Hypothesis H_022: There is significant relationship between mean academic achievement score of Minority and Other Caste Government School students.

Null Hypothesis H_023: There is significant difference between mean Attitude score of male Minority and Other Caste Government School students.

Null Hypothesis H_024: There is significant relationship between mean Attitude score of male Minority and Other Caste Government School students.

Table 4.6
Comparison of all Government School Minority & Other Caste students on all the two variables

Variable	Other Caste students (125)		Minority students (125)		t-value	Co-efficient of co-relation
	Mean	Standard Deviation	Mean	Standard Deviation		
Achievement in Kannada subject	79.23	14.16	59.32	13.72	30.11	0.651
Attitude about Kannada subject	240.6	33.45	198.7	29.54	38.41	0.522

*Significant at 0.05 level

Table 4.6 presents the result of statistical comparison between male Minority (N=125) and Other Caste Government School students (N=125) on achievement in Kannada subject, attitude towards Kannada subject, Analysis and Interpretation of Data status. The means, standard deviations for both the groups along with corresponding t-ratios and r-ratios are given in the relevant columns of the table.

On achievement in Kannada subject, the mean scores of Minority & Other Caste Government School students were compared by using t-value of 30.11, which was found to be significant at 0.05 level. Therefore the null hypothesis, H_021 is rejected and alternative hypothesis was accepted it means there is significant difference between mean achievement score of Minority and Other Caste Government School students. This shows that Minority & Other Caste Government School students differed on academic achievement in Kannada subject with Other Caste Government School students are doing better than Minority Government School students. On achievement in Kannada subject, the mean scores of Minority & Other Caste Government School students were compared by using r-ratio, 0.651 which was found to be significant at 0.05 level. Therefore the null hypothesis, H_022 is rejected and alternative hypothesis was accepted it means there is significant relationship between mean achievement score of Minority and Other Caste Government School students.

Similarly, the t-value for comparing mean scores on attitude towards Kannada subject among Minority & Other Caste Government School students gave a t-value of 38.41 which was more than the critical value given in the t-table and hence was significant. Therefore the null hypothesis, H_023 is rejected and alternative hypothesis was accepted it means there is significant difference between mean Attitude score of Minority and Other Caste Government School students. The r-value for comparing mean scores on attitude towards Kannada subject among Minority & Other Caste Government School students gave a r-value of 0.522 which was more than the critical value given in the t-table and hence was significant. Therefore the null hypothesis, H_024 is rejected and alternative hypothesis was accepted it means there is significant relationship between mean Attitude score of Minority and Other Caste Government School students.

The overall conclusion reached is that Minority and Other Caste female students included in the sample did differ significantly and having relationship significantly on two variables, namely attitude towards Kannada subject, and the achievement in Kannada subject Other Caste Government School students was found to be higher than the Minority male students.

Objective-7: To Compare mean, Standard Deviation, t-value and r-vale of Minority & Other Caste Private School students on all the two variables.

Null Hypothesis H_025: There is significant difference between mean academic achievement score of Minority and Other Caste Private School students.

Null Hypothesis H_026: There is significant relationship between mean academic achievement score of Minority and Other Caste Private School students.

Null Hypothesis H_027: There is significant difference between mean Attitude score of male Minority and Other Caste Private School students.

Null Hypothesis H_028: There is significant relationship between mean Attitude score of male Minority and Other Caste Private School students.

Table 4.7

Comparison of all Private School Minority & Other Caste students on all the two variables

Variable	Other Caste students (125)		Minority students (125)		t-value	Co-efficient of co-relation
	Mean	Standard Deviation	Mean	Standard Deviation		
Achievement in Kannada subject	89.6	14.72	68.72	13.21	31.21*	0.458*
Attitude about Kannada subject	244.1	38.12	198.42	25.4	98.14*	0.561*

*Significant at 0.05 level

Table 4.7 presents the result of statistical comparison between male Minority (N=125) and Other Caste Government School students (N=125) on achievement in Kannada subject, attitude towards Kannada subject, Analysis and Interpretation of Data status. The means, standard deviations for both the groups along with corresponding t-ratios and r-ratios are given in the relevant columns of the table.

On achievement in Kannada subject, the mean scores of Minority & Other Caste Government School students were compared by using t-value of 31.21, which was found to be significant at 0.05 level. Therefore the null hypothesis, $H_0 25$ is rejected and alternative hypothesis was accepted it means there is significant difference between mean achievement score of Minority and Other Caste Government School students. This shows that Minority & Other Caste Government School students differed on academic achievement in Kannada subject with Other Caste Government School students are doing better than Minority Government School students. On achievement in Kannada subject, the mean scores of Minority & Other Caste Government School students were compared by using r-ratio, 0.458 which was found to be significant at 0.05 level. Therefore the null hypothesis, $H_0 26$ is rejected and alternative hypothesis was accepted it means there is significant relationship between mean achievement score of Minority and Other Caste Government School students.

Similarly, the t-value for comparing mean scores on attitude towards Kannada subject among Minority & Other Caste Government School students gave a t-value of 98.14 which was more than the critical value given in the t-table and hence was significant. Therefore the null hypothesis, $H_0 27$ is rejected and alternative hypothesis was accepted it means there is significant difference between mean Attitude score of Minority and Other Caste Government School students. The r-value for comparing mean scores on attitude towards Kannada subject among Minority & Other Caste Government School students gave a r-value of 0.561 which was more than the critical value given in the t-table and hence was significant. Therefore the null hypothesis, $H_0 28$ is rejected and alternative hypothesis was accepted it means there is significant relationship between mean Attitude score of Minority and Other Caste Government School students.

The overall conclusion reached is that Minority and Other Caste Private school students included in the sample did differ significantly and having relationship significantly on two variables, namely attitude towards Kannada subject, and the achievement in Kannada subject Other Caste Government School students was found to be higher than the Minority male students.

Summary:

From above discussion we come to know that, Minority and Other Caste students included in the sample did differ significantly and having relationship significantly on two variables, namely attitude towards Kannada subject, and the achievement in Kannada subject. Other Caste students were found to be higher than the Minority in category students. It also shows that caste also effecting on Academic achievement and attitudes about particular subject.

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