A Study on Socio-Psychological Behavior of the Scheduled Tribe Children and its impact on Academic Achievement at Secondary Level in Dhemaji District of Assam

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Introduction :

Academic achievement has always been a crucial point and main centre of educational research despite varied statement about the aim of education. Not that other aspect of educational objectives are to be gained but the fact remains that academic achievement is the unique responsibility of all educational institutions established by the society to promote a wholesome scholastic development of pupil.

The justification of measuring academic achievement is based on the fundamental assumptions of psychology that there are differences within individual from time to time, place to place, situation to situation, one class to other class. Besides there are individual differences and also individual of same age group, and of same potential ability, usually differ in their academic proficiency whether measured by Standardized Achievement Tests or by teachers' grading or by marks obtained in tests or examinations.. Moreover, the results of a survey conducted by the National Sample Survey Organization in 1992 revealed that school-related factors are responsible for at least 22-25 percent of non-participation of children in primary schooling. The problem has deeper roots in the socio-cultural and economic conditions of the people. In India, the Gross Enrolment Ratio (GER) for the secondary stage is only 48 % , while the figure for China is as high as 69 % . It is a well known fact that millions of children in the country are forced to enter the labour market instead of pursuing education in the schools.

On the issue of education of the Scheduled Tribes who live largely on the hills and in the dales of India are cut away from the mainstream of life. They live hand to mouth with scarce facilities and most of these people don't have literature and scripts to their language. Therefore, Government of India has made some constitutional provisions relating to the educational development of these communities. But, when formal education is unevenly distributed and information is not properly communicated to the needed people in time, it may perpetuate and legitimize social and wealth divisions in society.

Review of literature :

NCERT(2002) in its project sponsored by UNICEF studied the educational problems of tribal children,aims at mapping the existing provisions for primary education in the tribal areas as well as their utilization by the recipient population . It has been carried out in seven DPEP States viz. Assam, Karnataka , Kerala, Maharastra, Madhya Pradesh, Orissa and Tamil Nadu. The aspect studied include educational infrastructure and facilities available ,status of teachers in tribal areas, status of curriculum and teaching learning materials, use of tribal language, status of school enrolment school drop-out, monitoring, evaluation and community participation.

Govt.of India Annual Report(2011-12) focuses on plight of education of minority community and states that the percentage of SC/ST student enrollment in all classes are increasing but, there are drawbacks/limitations at the developmental process- in the level of policy making, implementing and proper management of it. However, majority of tribal population are still far away from educational accessibility due to poverty and backwardness, social discrimination and exploitation , lack of awareness, lack of political will, faulty education system, absence of realistic approach and non-implementation of education of education policies for the progress of tribal communities.

Statement of the Problem:

The problem under investigation focuses on the influence of personality traits, family factors, academic achievement, motivation, study skills, and school factors on academic low achievement of tribal students . Hence, the study is entitled,

" A Study on the Socio-Psychological Behavior of the Scheduled Tribe children and its impact on Academic Achievement at Secondary Level in Dhemaji District of Assam ."

Objectives of the study :

1) To find out the academic achievement, personality dimensions, intelligence and socio- economic background of scheduled tribe students.

2) To find out the relationship between various personality dimensions and academic achievement of scheduled tribe students.

3) To find out the relationship between various components of socio- economic background and academic achievements of scheduled tribe students.

4) To find out the difference among high, average, and low achievers with respect to various personality dimensions.

5) To find out the difference between rural and urban within high, average, and low achievers.

6) To find out the difference between tribal and non- tribal within high, average, and low achievers.

Formulation of hypothesis :

The study has been designed around the major hypothesis that each of the independent variables selected for the study will significantly discriminate between underachievers and normal achievers performance in various school subjects studied in the Secondary Level.

Population for the study

As per the objectives of the study, a list of all secondary schools(Provincialized and Non-Provincialized) in the Dhemaji district of Assam was obtained from the Office of District Inspector of Schools. Out of all Provincialized and Non-Provincialized schools only 15 number of provincialised schools and 10 number of non-provincialized schools were selected   as a   population for the purpose of present investigation. . The district of   Dhemaji is comprised of   5   Developmental Blocks   i.e. M.S.T.D , Sissiborgaon, Bordoloni, Muchkhowa and Dhemaji   block. From each block   5 nos. of   schools were selected (Government school 3 nos. and private school 2 nos.). The selected 5   schools were taken as the representative of that particular block. In this way a total   of 25   schools were selected as a population for the present study

Methodology :

Here   descriptive analysis method is used to collect the data. The researcher   has used primary source of data which she has collected from all the selected schools for the present investigation purpose.

Tools :

The data for the present study is   obtained by using a group of standardized psychometric instruments like tests of Emotional Intelligence, Personality measures like PAP- DPD, and tests of Socio-Economic Status, and Achievement Test in various secondary school subjects.

The following statistical technique is used for analysis of data collected -

    i) Two- tailed tests of significance for calculating difference between means of large

        independent samples for   comparison of groups.

    ii) Mean and SD for calculation of the selected sample in the study area .

<div align="center"><u>Chapterization of the Research Work</u></div>

Chapter I   Introduction , Background of the study, Statement of the

        Problem, Operational Definitions, Research

        Hypothesis, Objectives of the study, Need and

        significance Of the study,

Chapter II   Review of Related   Literature .

Chapter III   Research Design (Population of the study, Sample used,

Tools and Techniques used).

Chapter IV   Analysis and Interpretation of Data .

Chapter V   Summery and conclusions (Major findings of the study, Suggestions for

improvement, Scope for further research)

<u>Findings   of the Study</u>

In order to achieve the objective of the present study, the data was collected by administering the various tests/questionnaire for the variables under questions including the data with regards to achievement scores of the school children.

Status of Academic   Achievement

Criteria for Categorization		N	M	SD
High Achievers	Above 60%	124	66.60	6.05
Average Achievers	45% or more but less than 60%	384	52.65	4.95
Low Achievers	Below 45%	492	39.70	4.00

It can be seen that majority of 492 students were placed under the category of low achiever with the mean of 39.70 and SD of 3.00, 384 students were placed under the category of average achiever with the mean of 52.75 and SD of 3.95 and only   124 students were placed under the category of high achiever with the mean of 66.60 and SD of 5.05.

School Schedule Questionnaire Response (N= 1000)

Out   of   25 secondary   schools comprising both Govt. and Private institutions, 15 schools are in rural area and 10 schools are in urban area. Regarding location and other infrastructural facilities it was found that maximum number of schools are located in the village and near the main road. Regarding school building   4 no. of schools are having Pucca structure, 7 no. Assam Type, 9 no. mixture of Assam Type and R.C.C., and only 5 no. of   schools are having their school building in dilapaded condition which is causing difficulty to the teachers and students particularly during the rainy season. Regarding teachers qualification, it was found that out of 25 schools only 17 secondary schools are having teachers with B. Ed/ D. El. Ed / P.G. degree and 8 schools are running without qualified trained teachers and somewhere no maths and science subject teacher in Class IX and X causing a great problem to the rural students specially in rural govt. schools.

Regarding incentive schemes provided by the Govt. of Assam implemented in the school, 8 no. of schools are having the facility of mid- day meals, free text books, uniforms and pre- metric scholarship, 6 no. of schools are having the facility of free text books, uniforms and scholarship for backward children, 6 no. of schools are having the scholarship for Scheduled Tribe children, 3 no. of schools are having the scholarship for physically handicapped children and only 2 no. of schools received merit scholarship from the Govt. of Assam.

Regarding the type of problem in running of the school, maximum schools have reported about lack of infrastructure against the no. of students, lack of proper library facility, lack of computer facility, insufficient water and sanitary facility, insufficient classrooms and staff rooms, lack of playground facility, lack of cultural practices, problem of language difficulty, problem of getting trained teacher are together making the whole educational atmosphere unattractive both for the students and the teachers resulting in large scale school drop- out and school failure specially among the scheduled tribe students who are already socially and economically very backward. With this apathy of the parents towards girls education adding more incentive to this problem. Here the nature of public participation was found to be fairly interested in most no. schools.

Relationship between High, Average and Low Achievers with Respect to various Personality Characteristics (Gunas): (N= 1000)

Following are the important findings of the study

It has been observed that out of three personality characteristics maximum number responded in low level category followed by high level category and average level category. If we see dimension wise category of response and their relation to academic achievement then it is found that in SattawicGuna dimension qualities like Reverant, Knowledgeable, Dependable, Magnanimous and Devotion are found to have a positive relation with high achievers and their academic achievement. Here maximum low category of response was found in qualities like Reverant, Knowledgeable and Dependable which shows a negative relation between these qualities and the students' academic achievement.

In RajasicGuna dimension qualities like Enthusiastic, Covetus, Energetic and Ardent are having a positive relationship with high achievers who are very few in number out of the selected population and nearly 50% of the respondents are falling in low category which shows the negative relationship between these qualities and their academic achievement. Here the Average and Low category have not responded to qualities like Energetic and Ardent which also shows their negative attitude towards these qualities.

In TamosicGuna dimension qualities like Unforgiving, Paradoxical, Lethargic and Disorganised are found to have a positive relationship with high category respondents. In Malcious quality no response was found from high and average category respondents.

The low category respondents shows their negative attitude towards qualities like Unforgiving, Paradoxical, Lethargic and Disorganised and nearly 50% of the total respondents showed average attitude towards qualities like Unforgiving, Paradoxical, Lethargic and Disorganised dimension. The findings of this study shows the close relationship between different personality characteristics and their relation to academic achievement of the students.

Relationship between Emotional Intelligence and Academic Achievement (N= 1000) :

On the basis of the findings of the present study we can conclude that emotional intelligence and academic achievement are positively correlated. In other words the correlation between emotional intelligence and academic achievement is highly significant. This shows that those who are highly intelligent are likely to have good academic achievement. Therefore, there is reason to believe that more emotionally intelligent pupils could learn more quickly, retain for longer period of time, perform better in all academic affairs and so could obtain high positions in their classes compared to the less emotionally intelligent pupils.

Relationship between Various Components of Socio- Economic Background and Academic Achievement (N= 1000) :

The findings led us to conclude that there exists a significant relationship between parental occupation and academic achievement. Parental occupation is important in achievement, because the higher the parental occupation the better the educational facilities available, together with more intellectual stimulation, which is not present with the socio-economically deprived children.

From the above information it was observed that the aspirational inputs and the socio-economic status of the family were related with educational achievements. Poor intelligence, lack of interest in studies, absence of facilities, teachers absenteeism, lack of mid-day meals, negative attitude towards education were found to be major factor causing backwardness among scheduled tribe children.

From the above findings of all the socio- economic components of the parents we can conclude that there is a great influence of socio-economic background on academic achievement. The parents have to take due care about their socio- economic background, by improving their educational qualifications.

Difference among High, Average and Low Achievers with Respect to Emotional Intelligence (N= 1000) :

The present study indicates that there are significant differences between high and average achievers, high and low achievers and average and low achievers with respect to emotional intelligence. Result shows that students who score high on emotional intelligence tend to grasp ideas, are fast learners and intelligent, have high scholastic mental capacity than those who have less emotional intelligence. When the average and low achievers are compared the average achievers tend to balance themselves which will differentiate themselves from both high and low achievers.

But low achievers are slow to grasp ideas, slow to learn, they are dull and low in scholastic mental capacity. So, we can conclude that high, average and low achievers student do differ significantly in their level of emotional intelligence.

The overall picture emerging from the study appears very encouraging. The high achievers seem to stand quite apart from the low achievers in respect of emotional intelligence. The schools/ colleges may benefit from an awareness of this difference between the two in so far as they consider it necessary to plan their curricular and co- curricular activities in such a manner that will be conducive to the growth of the pupil's intelligence and which will consequently promise higher academic achievement.

Difference between Rural and Urban Students within High, Average and Low Achievers (N= 1000) :

The present study reveals that there is no significant difference between rural and urban students within high and average achievers. But there is a significant difference between rural and urban students within low achievers. This shows that being rural and urban within high and average achievers does not play any role in influencing the pupil's achievement, while being rural and urban does make an influence in the achievement of low achievers.

Hence, we can conclude that being rural and urban within high and average achievers does not affect their academic pursuit. But being rural and urban students within low achievers do have an influence on academic achievement.

Difference between Tribal and Non- Tribal Students within High, Average and Low Achievers (N= 1000):

The findings in the present study revealed that there is no significant difference between tribal and non- tribal belonging to high achievers, while there is a significant difference between tribal and non- tribal within average and low achievers. This reveals that being tribal or non- tribal within high achievers does not play any role in contributing to the pupil's achievement. But being tribal or non- tribal does make an impact on academic achievement in case of average and low achievers. Teachers in the tribal belts did not have social training for educating the tribal pupils. There were tribal parents with negative attitudes towards education. The study also revealed that the backwardness was the result of social disability, economic weakness and educational inadequacy. The nature of this research has highlighted the need for society in general and its system of education in particular to take the role played by socio- psychological variables viz. personality traits, emotional intelligence and socio- economic background in contributing to the academic achievement of the students. The findings and conclusions, educational implications and recommendations may go a long way to guide parents, teachers, school planners and school administration in designing the academic programmes of the school in order to enhance the academic achievement of the school children.