

A study on the self-concept and academic achievement of tribal students in Udumalpet Taluk

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Abstract

In the present study an attempt has been made to investigate the self-concept and academic achievement of tribal students with respect to gender and parental education. The investigator finds that the tribal students with better self-concept to achieve high in school i.e. the academic achievement of tribal students is certainly influenced by psychological factor of self-concept. Though the tribal are the sons of the same soil and the citizens of the same country, they born and grow as the children of the nature. The study was carried out on a sample of 315 tribal students in udumalpet taluk, Tamil Nadu

Keywords: Academic achievement, Tribal, Udumalpet

Introduction

The tribal are the children of nature and their lifestyle is conditioned by the eco-system. India due to its diverse ecosystems has a wide variety of tribal population. A tribe may be seen as a sub-group of the society. There are approximately two hundred million tribal people in the entire globe, which means, about 4% of the global population. They are found in many regions of the world and majority of them are the poorest amongst poor. The greatest challenge that the Government of India has been facing since independence is the proper provision of social justice to the scheduled tribe people, by ameliorating their socio-economic conditions.

The Constitution of India, Article 366 (25) defines Scheduled Tribes as "such tribes or tribal communities or part of or groups within such tribes or tribal communities as are deemed under Article 342 to be the scheduled Tribes (STs) for the purposes of this Constitution". Article 342, the procedure to be followed for specification of a scheduled tribe is prescribed. However, it does not contain the criterion for the specification of any community as scheduled tribe. An often used criterion is based on attributes such as,

- Geographical isolation - they live in cloistered, exclusive, remote and inhospitable areas such as hills and forests.
- Backwardness - their livelihood is based on primitive agriculture, a low-value closed economy with a low level of technology which leads to their poverty. They have low levels of literacy and health.
- Distinctive culture, language and religion - communities have developed their own distinctive culture, language and religion.
- Shyness of contact- they have a marginal degree of contact with other cultures and people.

Need for the study

Self-concept is one the most dominating factor influencing the individual's behavior. Self-concept refers to composite ideas, feelings and attitudes people have about themselves. It is an individual's attempts to explain him to build a scheme that organizes his impressions, feelings and attitude about himself.

(Wollfolk, 1987) In the present study, the term self-concept refers to the way the individual perceives his own qualities and characteristics.

Achievement is a progress that a learner makes in learning, often measured by either standardized test or teacher made test. Wolman Benjuemin B (1973) defined academic achievement as the degree or proficiency attained in scholastic or academic work. In the present study, the term academic achievement is knowledge acquired and skills developed in a school subject generally indicated by marks obtained in tests or examinations.

'Prepare the child for life', must be the slogan or aim of the twenty first century. In realizing such an aim, all the facilitators must think about the skills to be developed among the learners along with the subject knowledge and understanding. No doubt, developing life skills will definitely have an impact on the academic achievement of the learners. Seldom studies have been conducted to know the interrelationship between the academic achievement and other psychological factors. If at all a student wants to show high academic achievement, first of all he/she should know his/her own self that is the self-concept. Knowing one's own strengths and weaknesses definitely yields best results. Self-concept has direct influence on the achievement in academics.

Therefore, it is decided to study the influence of Self-concept on academic achievement. Hence, the present study was undertaken to get a clear picture of the correlative effect of self-concept of tribal students on their academic achievement.

Objectives of the study

- To find out the nature of relationship that exists between academic achievements with self-concept of tribal students.
- To find out whether any significant difference exists in self-concept of tribal students with respect to gender and parental education.
- To find out whether any significant difference exists in academic achievement of tribal students with respect to gender and parental education.

Hypotheses of the study

Keeping in view the objectives of the study the following hypotheses have been framed in null form for statistical verification.

- There is no significant relationship between academic achievements with self-concept of tribal students.
- There is no significant difference in self-concept of tribal students with respect to gender and parental education.
- There is no significant difference in academic achievement of tribal students with respect to gender and parental education.

Methodology

In the present study, the investigator employed the “survey method”. Survey method is a method for collecting and analyzing data, obtained from large number of respondents representing specific population collected through highly structured and detailed questionnaire.

Sample

The investigator used the simple random sampling technique. It is the basic sampling technique where one selects a group of subjects (a sample) for study from a large group (a population). A sample is a small proportion of a population for observation and analysis. The investigator selected the sample of 315 tribal students in Udumalpet Taluk at Tirupur District.

Table 2: ‘t’ test for the mean scores of the Self-concept of tribal students with respect to gender.

Variable	Gender	N	Mean	S.D	t-value	Result at 5% level
Self-concept	Boys	172	111.7326	10.26426	0.080	N.S
	Girls	143	111.8252	10.29174		

It is inferred from the above table (2) that the calculated ‘t’ value 0.080 is less than the table value 1.96 at 0.05 level of significance in their Self-concept of tribal students based on

Tools used

The selection of the tool is very important for research. For the purpose of collecting data related to different variables covered in the study, the following tools had been employed.

- The self-concept scale (Scs) developed by Dr. (Miss) Mukta Rani Rastogi (1974) which is more suitable for the purpose of the present study. This scale consists of 51 items, divided into 10 (ten) areas. Out of these 51 items, 23 are positive and 28 are negative. It is a five-point attitude scale with alternatives, Strongly Agree (SA), Agree (A), Doubtful (D), Disagree (DA), and Strongly Disagree (SDA).
- Academic achievement was measured by the marks achieved by tribal students in their previous exams.

Analysis of data

The data was computerized and analyzed for four statistical techniques viz. Mean, Standard deviation, ‘t’ test and Product moment correlation. The data is presented in the following tables.

Table 1: Mean and Standard deviation of dependent and independent variable.

Variables	N	Mean	SD
Self-concept	315	111.7746	10.26046
Academic achievement	315	50.8571	23.72793

Table 3: ‘t’ test for the mean scores of the Self-concept of tribal students with respect to parental Education

Variable	Parental Education	N	Mean	S.D	t-value	Result at 5% level
Self-concept	Literate	155	112.7032	9.65521	1.585	N.S
	Illiterate	160	110.8750	10.76843		

From the above table (3) it is understood that the calculated ‘t’ value 1.585 is less than the table value 1.96 at 0.05 level of significance in their Self-concept of tribal students based on

gender. Hence the null hypothesis is accepted. Thus, there is no significant difference in self-concept of tribal students with respect to gender.

parental education. Hence the null hypothesis is accepted. Thus, there is no significant difference in self-concept of tribal students with respect to parental education.

Table 4: ‘t’ test for the mean scores of the Academic achievement of tribal students with respect to gender

Variable	Gender	N	Mean	S.D	t-value	Result at 5% level
Academic achievement	Boys	172	45.8256	21.54212	4.238	Sig
	Girls	143	56.9091	24.87148		

From the table (4) it is evident that the calculated ‘t’ value 4.238 is greater than the table value 1.96 at 0.05 level of significance in their Academic achievement of tribal students

based on gender. Hence the null hypothesis, “There is no significant difference in Academic achievement of tribal students with respect to gender” is rejected.

Table 5: ‘t’ test for the mean scores of the Academic achievement of tribal students with respect to parental Education

Variable	Parental Education	N	Mean	S.D	t-value	Result at 5% level
Academic achievement	Literate	155	44.9613	24.30939	4.470	Sig
	Illiterate	160	56.5688	21.74368		

From the table (5) it is clear that the calculated ‘t’ value 4.470 is greater than the table value 1.96 at 0.05 level of significance in their Academic achievement of tribal students based on

parental education. Hence the null hypothesis, “There is no significant difference in Academic achievement of tribal students with respect to parental education” is rejected.

Table 6: Pearson's Product moment correlation.

Variables compared	Number of Tribal students	Co-efficient of correlation(r) value	Level of significance
Self-concept and Academic achievement	315	0.333	0.01

The above table (6) reveals that there is significant positive level of correlation exists between the Self-concept of tribal students and their Academic achievement.

Major Findings

The following are the major findings of the study:

- There is significant correlation between academic achievements with self-concept of tribal students.
- There is no significant difference in self-concept of tribal students with respect to gender and parental education.
- There exists significant difference in academic achievement of tribal students with respect to gender and parental education.

Conclusion

From the present study it is concluded that the highly self-concept of tribal students in the school academic achievement is high. The students with better self-concept will definitely achieve high. Gender and Parental Education do not contribute for the Self-concept of the tribal students. Because, the self-concept refers to the way the individual perceives his own qualities and characteristics. Gender and Parental Education are more contribute for the Academic achievement of the tribal students. The product of learning that is academic achievement of tribal students is certainly influenced by psychological factor of self-concept.

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