

## Attitude Towards Education Of Tribal Students As Affected By Their Self Concept



### Education

KEYWORDS :

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### ABSTRACT

*This paper is an attempt to study the Attitude towards education of tribal students as affected by their self concept. Using convenient sampling technique 515 secondary school tribal students were selected for study. Two newly constructed tool entitled attitude towards education and self concept were administered on the sample for the collection data. statistical Techniques used for the study include descriptive statistics, Karl person's product moment co-efficient of correlation and test of significance of difference between two correlations was also calculated finding of the study show significant relationship between the variables under the study for the total samples and sub samples the study also explored the significance of difference in correlation for subsample based on high, average and low.*

### INTRODUCTION

Attitude is an important contributor for success. This is a special relevant for one of the most deprived sections of our society, tribals. Tribals attitude towards education and self concept is very much important for their educational development. It has affected the enrolment, achievements, socio-familial climate in secondary school tribal students. Attitude is likely to change with the tremendous changes that have been taken place in the country, it will be worthwhile to investigate the present study. Attitude towards education of tribal students are affected by their self concept. But there are numbers of studies to prove the influence of the role of self concept on attitude. There is lack of studies about the attitude towards education and self concept of tribal students.

Tribals are generally called Adivasi's or Vanabasis'. India constitution gives privileged status to the disadvantaged groups namely, scheduled Tribes and Scheduled Castes. This status has been assigned because of some historical reasons. The content and orientation of tribal education has to be geared up according to the social conditioning in which the tribals live. The democratic process assumes equal educational opportunities for all sections of the society. Unequal life chances are both cause and effect of unequal educational opportunities. Schools in tribal areas can directly become instruments for promoting educational development. In this connection the role of the teacher is significant. In the development programme for the tribes, education is the most important as it is both the means and the end of real progress. Like all other sector of socio economic life, educationally the tribal people are at different levels of development but on the whole, formal education has made very little impact on tribal groups.

Wayanad District in Kerala is thickly populated by tribals. There are several factors pulling them back from educating their children. Economic social, are some among them. The more important is the attitude of students towards education. The researcher, from his experiences feel that the tribal students treat education as an activity which may not be beneficial for them in their future. As they have an unfavorable attitude towards education, this has been as a major menace for the education of tribals. Added to this is the value they give to there on self. As the tribal Identity of students rarely coincide with main stream identity this has been a major problem in determining the success of students. Thus the investigators through this paper are trying to find the influence self concept on attitude toward education of tribal students.

### REVIEW OF LITERATURE

Gokhale (1991) reported that favourable attitude towards women education was not developed among the migrant industrial workers families. Questionnaires were used to collect data.

Ethiraj (1993) Studied rural parents opinion on girls education to find out whether there exist any significant difference between subsamples of rural parents in respect of their opinion towards girls education. He studied 133 rural parents a questionnaire prepared by the investigator was used for data collection. The study revealed the following There was significant difference between men and women parents. Men had more favourable attitude. There was significant difference between literate and illiterate parents.

Sharma studied on educational attitude of tribal students main objectives of the study was find out the attitude of tribal students towards education in comparison to non tribals. The sample comprised of 380 tribal and non tribal students. The tools used for data collection were attitude scale questionnaire and interview schedule. The data were analysed using ANOVA the major findings were the following. There exist significant difference in the attitude of tribal and non tribal groups on educational attitude, the groups different significant in on cast and religious factors. Shukha (1995) conducted on investigation in to attitude towards the role and status of women in india. The study was aimed to explore the effect of gender religion family type and age on peoples attitude towards role and status of women in india. The sample comprised of 370 male and female respondents of 3 age groups. Sex role egalitarianism scale, and attitude towards women scale were used for collecting data. The study revealed the following. Hindu respondent demonstrated greater sex role egalitarianism than muslim respondents. The effect of age was also found significant. Gender difference also found to be existed. Respondence from nuclear families exhibited greater egalitarianism regarding educational roles.

Jahangir (1996) studied on muslim women's education and their parents attitude. It was a case of Srinagar. The study found out that income had greater influence on education of respondents and there were greater variations in the attitude among parents hailing from different economic backgrounds.

Van. D.J & Mertens, W (2000) Academic self concept and academic achievement : cause and effect. Paper presented at the annual meeting of the American educational research association. New Orleans L.A. 2000

Dennis M & Valentina (2000) A longitudinal qualitative study of school motivation and achievement paper presented at the annual meeting of the American educational research association (New Orleans, LA April 24 – 23, 2000) Reports – Research (143).

### OBJECTIVE OF THE STUDY

- To Identify the role of self concept in differentiating attitude towards education of tribal students as high and low.
- To Identify the role of self concept in differentiating atti-

tude towards education of tribal students as high and average

- To Identify the role of self concept in differentiating attitude towards education of tribal students as average and low.

**HYPOTHESIS**

The following hypothesis guided the of study. The self concept of secondary school tribal students can categorize this attitude as High, average and low.

Test of significance of difference in means of 'Attitude towards education' among three groups of tribal students with different levels of self concept.

As a first step the investigator classified the sample in to high, average and low based on the scores offered on self concept scale. For classifying the total sample in to three groups (high, average, and low) the investigator used the formula,

Mean + 1

Where = standard deviation

Mean +1 was considered to be high group and mean -1 the low group. The individual scores which will not lay these two groups were considered as the average group.

In the present study the investigator classified the whole sample on the basis of self concept into three groups viz., high, average and low Means of 'Attitude towards education' of these three groups was computed for testing the difference between means, using the two tailed test of significance. The statistical data used and the result are presented in the table 1

**TABLE 1 Summary of the test of Significance of Difference in Attitude towards education among the three groups of tribal students with mean different of self concept.**

variables	Groups compared						Critical ratio
Self concept	High average						27.43
			N <sub>1</sub>	2		N <sub>2</sub>	
	221.8505	17.38568	166	181.4389	9.214061	182	
	High low						39.71
			N <sub>1</sub>	3		N <sub>3</sub>	
	221.8505	17.38568	166	128.6857	24.77528	167	
Average low						26.77	
2		N <sub>1</sub>	3		N <sub>2</sub>		
181.4389	9.214061	182	128.6857	24.77528	167		

**Discussion**

The mean scores of attitude towards education is obtained for different groups of self concept reveals that the groups having high self concept has high mean scores of 221.8505 with slandered deviation of 17.38568 this indicates that students having high self concept have high attitude towards education while the group having low self concept have lowest mean scores of 'attitude towards education'-mean scores128.685 with standard deviation24.775. Average group has the mean scores with181.4389 a standard deviation9.2140 belonging to group having high self concept may be due to high and favourable response of the recipients and positive attitude towards their study. The reason for low attitude towards education of students belonging to lower group may be due to their poor involvement in studies and negative 'attitude towards the education'.

The comparison of means scores of attitude towards education for the groups having high and low self concept has the highest critical ratio 39.71. From this it can be conclude that difference in the mean scores of 'attitude towards education' for these two groups is highly significant. This leads the investigator to conclusion that grater disparity is there in these two groups in their 'attitude towards education'.

The comparison of mean scores of attitude towards education for the groups having average and low self concept has a critical ratio of 26.77 which is also significant at 0.01 levels. That means this value for the difference in the means is also significant.

All these components lead the investigator to conclude that 'self concept' has a potential role in determining the attitude towards education of tribal students. The way of perception that a tribal student made towards his\her environment, is having a positive influence on attitude towards education. This must be reason that groups having different 'self concept' differ significantly in the mean scores of 'attitude towards education'.

**CONCLUSION**

The present study revealed that self concept has crucial role in determining the attitude towards education of tribal school students. This throws light on the need for healthy for development of self concept for school tribal students.

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