Research Paper Social Work

A Study on the Impact of Life Skills on the Academic Achievement Motivation of Tribal Adolescents

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ABSTRACT

Tribal people are the indigenous group of people lives in the hilly forest areas of the country. They are still found marginalized from the main stream of society. As days passes these people move away from their traditional culture. Even though the government provides provisions and privileges their living condition is still pathetic. In this article the researcher intends to study the impact of life skill on the academic achievement motivation of tribal adolescents. WHO(1997) has defined life skills as "the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of every-day life. Academic achievement motivation can be considered as an intrinsic motive to attain more and reach the maximum in academic field. The result reveals that there is a positive correlation exists between life skills and academic achievement motivation.

KEYWORDS

INTRODUCTION

Today's world is found more achievement oriented. Especially adolescents are evaluated on the basis of their scholastic and co-scholastic achievements. It made the education more competitive and eminence of education started to be deliberated as the significant factor for individual progress. Parents want their child to scramble the highest level. They are being appraised on the basis of their academic achievement. Now academic achievement happened to be the key criterion to assess one's capability and potential. Therefore there is always a pushing on students from family and school to score the extreme from schools.

Even though there are number of elements which contributes to academic achievement, motivation is the vital factor which affect directly on the academic performance, other elements affect only through motivation (Anand et.al, 2004). Those who are less motivated expected to be less hard working. Academic achievement motivation can be considered as an intrinsic motive to attain more and reach the maximum in academic field which masters a very significant place in education as well as growing process. Academic achievement motivation is used to mean the pupil's need or drive towards the achievement of success in academic work ((Amalaha, 1975; Moen and Doyle, 1977) as coated by J. M. Muola 2010)

Motivation and skills can be considered as the two sides of a coin, both are interrelated, motivation results in skill achievement and acquired skills make people self- motivated. Skill attainment is an important phase of competency development among students. Psychosocial competence has the essential role in the life of an individual with broadest sense; in terms of mental physical and social wellbeing. It involves the ability to meet complex demands, by drawing on and mobilizing psychosocial resources which enables individuals to keep a state of comp lete mental wellbeing and to interact with others in a positive and adaptive way. Life skills are those psycho-social competencies which enables individuals to cope effectively with the challenges and demands of daily life. **WHO(1997)** has defined life skills as "the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of every-day life" Ten core life skills have been recommended by WHO; they are self-awareness, empathy, critical thinking, creative thinking, decision making, problem Solving, effective communication, interpersonal relationship, coping with stress and coping with emotions. These skills are inter- related each other and works together for the holistic development of individuals.

In this study the researcher intended to find out the impact of life skills on the academic achievement motivation of tribal students with special reference to Kannur district of Kerala. Tribal people are considered to be indigenous people who live away from the so called civilized society. The 2001 census discloses that there are 364189 tribes in Kerala which constitute 1.14% of total population. In spite of several constitutional remedies the living conditions of tribe are still backward in Kerala as that of other states. A major problem to be tackled to attain the tribal development is lack of education. The literacy rate of Tribe is 21.16% less than that of total literacy 93.93 in Kerala. 17% of them are school drop-outs (Nair 2012). Poverty, lack of access to educational system, poor transport facility, unemployment, mother tongue inhibition, family burden etc. pull them back from the school.

OBJECTIVES FRAMED FOR THE STUDY

- To study the socio-economic status of the respondents
- To assess the life skills found among the respondents.
- To assess the relationship between life skills and academic achievement motivation of the respondents.

METHODOLOGY

The researcher adopted descriptive methodology and collected 80 tribal students from a government school of Kannur district Kerala. Samples were collected by proportionate random sampling techniquue from the VIII th, IXth and Xth standard that is 50% of the sample from each standard. The tools administered are Life Skills Assessment tool- constructed by the Rajive Gandhi National Institute of Youth Development and which has hundred questions with ten dimensions, **Academic achievement motivation test** developed by T.R Sharma in 1984 and a self- prepared questionnaire for collecting socio-demographic details.

FINDINGS AND DISCUSSION

Findings regarding socio-demographic details The study comprised equal no of respondents from both the gender(50% male and 50% female). With respect to their class 22.5% of

the respondents were studying in 8th standard, 40 % of the respondents were from 9th standard and the rest of 37.5% of the respondents were studying in 10th standard. It is also revealed that a vast majority(97.5%) of the students lived in rural area and a few (2.5%) respondents were stayed in urban area. It is observed that (32.5%) majority of the respondents belonged to Karimbala community, 30% belonged to Mavila community and 37.5%of respondents belonged to Kurichia community. It is understood from the study that the tribal people are also coming out of their traditional joint family system; 92.5% of the respondents were living in nuclear families and the rest of 7.7% only found in joint families.

The following result explains the poor economic condition of tribal people; vast majority(93.8%) of the respondents belonged to BPL(Below Poverty Line) and a few 6.3% of the respondents only belonged to APL(Above Poverty Line). Majority of the respondent's parents were coolie workers(78.8% of the fathers and 72.5% of mothers). 3.8% of the fathers and 6.35% of the ,mothers were employed in private sectors, 10% of the respondents mothers were home makers and the rest of respondent's parents were self-employed.

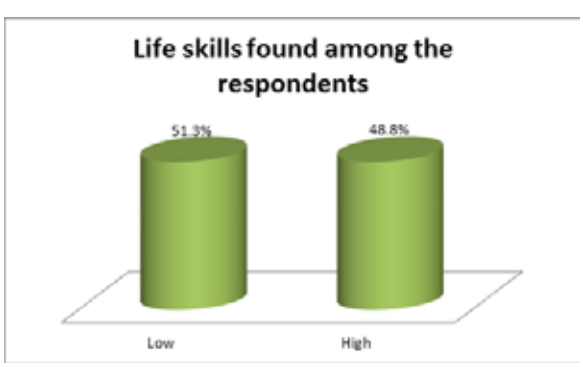
The researcher also investigated their birth order, it discloses that 33.8% of the respondents were first borne, 30% were second borne and the remaining 36.3% were last borne children.

With regard to parents education mothers were more educated than fathers. 13.8% of the respondent's mothers had studied above secondary school where as only 5% of the fathers had education more than secondary school. 42.5% of the mothers and 28.8% of the fathers had undergone secondary schools.

The study evidences that the alcohol dependency among tribal culture is lessening; more than half(58.5%) of the respondent's parents were not dependent on alcohol and the rest of the people were used to consume alcohol. But it is to be recognized that 1.3% of the mothers were alcohol dependent.

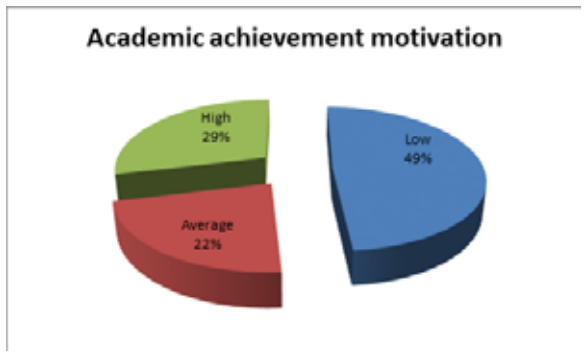
With regard to the academic performance 42.8% of the respondents scored mark 40%-60% in their last exam. 25% of them scored 60%-80%, 23.8% of the respondents scored below 40% and only a few (2.5%) scored more than 80% of the marks. Some of the students(33.3%) had participated in different kind of soft skill trainings and the rest of 62.2% hadn't get any such kind of trainings.

Findings regarding the life skills of the respondents
Diagram I



The above diagram shows that more than half (51.3%) of the respondents possess low life skills and the rest of (48.8%) possess high life skills. It reveals that not only in socio-economic standard of living but also the necessary life skills among majority of the tribal students are poor. It is also understood from the study that there is no difference in life skills with respect to the gender, class of studying, type of family, education and occupation of parents, alcohol consuming behavior of the parents and the academic performance. But there is a significant difference found in the life skills with regard to the caste of the respondents (**f=3. 264, p<0.05)**

Finding regarding the Academic Achievement Motivation
Diagram II



It is clear from the above diagram that near to half (49%) of the respondents shows low academic achievement motivation, less than one fourth (22%)of the respondents shows average academic achievement motivation and 29% of the respondents shows high academic achievement motivation.

The statistical tests prove that there is no significant change in the academic achievement motivation with respect to type of family, birth order of the respondents, education and occupation of the respondent's parents.

It is inferred from the analysis that there is a 0.01 level significant difference (t**=8.168, p<0.01**) in the academic achievement motivation between male and female. Girls are found more motivated than the boys. The class in which the respondents studied also made an impact on their academic achievement motivation **(f=4.434, p<0.05)**. The respondents who had attended different personality development classes shows high academic achievement motivation **(t=2.745, p<0.01)**

Table 1
Correlation between life skills and academic achievement motivation

Variables	Correlation Coefficient	Significance level
Life skills & Academic Achievement Motivation	.290	P<0.01

The study points out that there is a highly significant positive correlation between academic achievement motivation and life skills. That is when the students attain more life skills their academic achievement motivation also increases.

CONCLUSION

The current study supports the previous findings in such a way that not only the socio-economic condition but also psychological parameters of tribal people are pitiable. The tribal people are in their transitional state. Now they are unable to be completely dependent on the forest life as a result of new forest policies and laws. It made them mingle more closely with the outside society. It has adverse and diverse effect in their life. The traditional joint family system got weakened and started to replace with nuclear family system. The alcohol dependent culture also brought in to transformation. The study exposes that the life skills and academic achievement motivation are found very less among tribal adolescence and these two variables are positively correlated each other. Hence it is very important to make necessary interventions to enrich the life skills among tribal adolescents so that their academic achievement can be improved. The goal of millennium development cannot be achieved unless and until the marginalized tribal people are empowered.

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