



**ORIGINAL RESEARCH PAPER**

**Education**

**GENDER DIFFERENCES IN ACADEMIC ACHIEVEMENT AND FAMILY CLIMATE AMONG KANDHA, GOND AND SHABAR TRIBES AT SECONDARY LEVEL**

**KEY WORDS:** words- gender, academic achievement, family climate, tribes and secondary level

**Dr. Iswar Patel**

Government Teachers' Training College Phulbani, Kandhmal, Odisha.

**Dr. Priyaranjan Das**

Lecturer in Education, CTE, Bhawanipatna, Kalahandi, Odisha.

**ABSTRACT**

The main objective of the study was to find out the gender differences in boys and girls in academic achievement and family climate of secondary school children belonging to class X of three different category tribes i.e. Kandha, Gond and Shabar. Academic achievement scores of tribal students of class X secured in half-yearly Examination 2019 and family climate scores of tribal students secured on Family climate scale by DR. Beena Shah(1990) are used as a tools to collect relevant data for the present research work. Sample comprised of 300 tribal secondary school students consisting of 100 students from each category i.e. Kandha 100, Gond 100 and Shabar 100 belonging to Kalahandi District of Odisha by using purposive random sampling method. Data obtained were analysed by using Descriptive statistics i.e. Mean, SD, and 't' test to find out the significant differences in mean scores of family climate and academic achievement between boys and girls of three different categories tribes namely Kandha, Gond and Shabar. The results showed that there is no significant difference in the means of family climate between boys and girls of Kandha Gond and Shabar tribal students. Similarly, there is no significant differences in the means of academic achievement between boys and girls of Kandha and Shabar tribal students. But there is significant difference in the means of academic achievement between boys and girls of Gond tribes of class X students.

**INTRODUCTION**

Education is a blessing on humanity. Its importance and magnanimity have been keenly realized from the dawn of human civilization. All progress and prosperity of human culture and civilization is due to the influence of education and quality of performance in education has a key factor for personal progress. In fact, the whole system of education revolves round the academic achievement. In our society academic achievement is considered as a key criterion to judge one's total potentialities and capacities. Good (1959) defined academic achievement as "the knowledge attained or skills developed in the subjects, usually designated by test scores or works assigned by the teacher". It means the student's performance in school subjects and the behavioural changes which take place on individual as a results of learning experiences is designated as academic achievement.

Academic achievement is of paramount importance to pupils themselves of any stage i.e. elementary, secondary, higher secondary, college and university. It is also equally important to teachers, parents, educational administrators and policy makers as it is the major criteria for admission, promotion, administration and employment. Academic achievement at the secondary stage works as foundation education for further education of the child. Setting the stage for the achievement of the youth is thus a fundamental obligation of the educational system at the school stage. Academic achievement is a dependent variable and its success depends upon so many independent variables like intelligence, interest, creativity, adjustment, achievement motivation, study habits, family climate, socio-economic status, social attitude, role of parents and mental health etc.

Tribal students being socially disadvantaged have significantly lower academic achievement as compared to the non-tribal students. Theirs' levels of performance is very much low due to psycho-social factors rooted in it. Shukla (1997) has shown in his study that the level of achievement of scheduled tribe children have been much lower as compared to those of other children attending the same school. The rate of literacy among the scheduled tribes is 52.24% against the overall literacy rate of 72.9% of the state of Odisha as per the 2011 census. Out of 52.24% of tribal literacy rate, male literacy rate is 63.70% whereas female literacy rate is 41.20%. So male literacy rate is higher in comparison to female literacy rate as

per the census data 2011 in Odisha. Kalahandi is a backward district of Odisha. As per 2011 census 28.5% of ST people live in Kalahandi district and the literacy rate of tribal people is 49.29%.

Secondly, family climate means an interpersonal relationship between the parents and the child. Parent-child interaction and parents' way to deal with their children develop certain attitude among the children towards their home environment. It embraces the social, physical and emotional activities of the family and influenced by different dimension like freedom vs restrictiveness, attention vs negligence, dominance vs submission, acceptance vs rejection, trust vs distrust, indulgence vs avoidance, warmth vs coldness, expectation vs hopelessness, partiality vs fairness, and open communication vs controlled communication etc.

Thus, academic achievement and family climate are two important variables and have an important bearing on the education of children. Tribal children are handicapped socially as well as educationally. Taking to the problems of tribal people, both the central and state government have extended facilities, by providing school buildings, appointment of teachers, free studentship, free text books and uniforms, free boarding and lodging, mid-day meals, opening of Ashram schools, EMRS, establishing hostels, post-matric scholarship, remedial coaching, and guidance and counselling service etc. to better the situations in India in general and status in particular. Now, it is the need of an hour to examine the status of boys and girls tribal students of class X of three different category tribes i.e. Kandha, Gond and Shabar, particularly in tribal dominated district like Kalahandi, Odisha in terms of academic achievement and family climate.

On the basis of the above background of the problem the following research question is raised by the researcher in his mind through the present piece of research work.

Is there any difference between boys and girls students of class X of three different category tribes namely Kandha, Gond and Shabar in terms of family climate and academic achievement?

**Objective Of The Study-** The objective of the present study is stated as follows: To compare the mean scores of boys and

girls tribal students of class X of three different category tribes i.e. Kandha, Gond and Shabar in terms of academic achievement and family climate.

**Hypotheses Of The Study-** The hypothesis of the present study is stated as follows: There exists no significant differences in mean scores of academic achievement and family climate of boys and girls students of three different tribes i.e. Kandha, Gond and Shabar at secondary level.

**Methodology**

The present study has adopted descriptive survey design to find out the status of academic achievement and family climate of boys and girls students of Kandha, Gond and Shabar tribes of secondary schools.

**Sample:** In order to collect the data for the present study 17 secondary schools having number of tribal students were selected purposively out of 342 secondary schools of Kalahandi district. Again, the investigator has selected three major tribes i.e. Kandha, Gond and Shabar purposively out of 48 tribes of Kalahandi district. The 10<sup>th</sup> grade tribal students belonging to the age group of 15+ have been taken as the subjects of present investigation. After selecting the schools and tribes purposively the investigator has collected the data of 300 students of three different tribes i.e. Kandha, Gond and Shabar randomly. Out of 300 tribal students 1<sup>st</sup> 100 students are belong to Kandha tribe, 2<sup>nd</sup> 100 students are belong to Gond tribe and 3<sup>rd</sup> 100 students are belong to Shabar tribe. Again from each 100 tribal students of one category 50 are boys and another 50 are girls.

**Tools Used:** The following tools are used in the present investigation. The total achievement scores (that is the aggregate of all the subjects) of class 10<sup>th</sup> half-yearly examination 2019 have collected from the mark register of the schools. The percentage of the total achievement score was calculated as the index of the academic achievement, which is used for analysis and interpretation of data. Secondly, to know the family climate of the secondary school tribal students (class X), the investigator has used the Family Climate Scale constructed and standardized by Dr. Beena Shah (1990)

**Statistical Techniques Used:-**The investigator has used Descriptive statistics i.e. Mean, S.D. and 't' test for analysis and interpretation of data of the present research work.

**Analysis And Interpretation:-**The objective of the present research work was to find out the difference between the mean scores of boys and girls tribal students of class X of three different category tribes i.e. Kandha, Gond and Shabar in terms of academic achievement and family climate. Hence 't' test was computed for the purpose. The values of 't' test ,Mean, S.D. for given variables are provided in Table No- 1 and 2.

**Table No-1 Significance Of Difference Between Mean Scores Of Tribal Boys And Girls (class X) Of Kandha, Gond And Shabar In Terms Of Academic Achievement.**

Sr. No.	Variable	Tribe	Group	N	Mean	SD	't' value	Level of Significance
1	Academic Achievement	Kandha	Boys	50	40.79	5.94	1.243	NS
			Girls	50	38.68	10.38		
2		Gond	Boys	50	43.02	9.44	3.857	Significance At 0.01 level
			Girls	50	35.77	9.34		
3		Shabar	Boys	50	46.51	10.22	0.774	NS
			Girls	50	48.08	10.09		

\* Significant at 0.01 level

Table No 1 shows that the Mean Scores of boys and girls of

Kandha tribe of class X are 40.79 and 38.68 respectively. The 't' value between the two groups was found to be 1.234, which is not significant at 0.05 level of significance. This reveals that boys and girls students of class X of Kandha tribe do not differ significantly in relation to their academic achievement.

Similarly, the mean scores of boys and girls students of class X of Gond tribe came out to be 53.02 and 35.77 respectively. The 't' value was found to be 3.857, which is significant at 0.01 level of significance. This indicates that boys and girls students of Gond tribe differ significantly in relation to their academic achievement. The mean scores show that the boys of Gond tribe are better in academic achievement than the girls of Gond tribe.

Further, the mean values of boys and girls students of class X of Shabar tribe are 46.51 and 48.08 respectively. The 't' value was found to be 0.774, which is not significant at 0.05 level of significance. This reveals that there is no significant difference between boys and girls students of Shabar tribe of class X in relation to their academic achievement.

Thus, the hypotheses of no significant sex differences in mean scores of Kandha and Shabar tribal students at secondary level is accepted. Whereas the hypothesis of no significant difference in mean scores of Gond boys and girls on academic achievement is rejected and the alternative hypothesis is accepted.

Therefore, it may be said that there is no significant differences in mean scores of boys and girls belonging from Kandha and Shabar tribes in terms of academic achievement. But there is significant difference between mean scores of boys and girls belonging from Gond tribe in terms of academic achievement.

**Table No-2 Significance Of Difference Between Mean Scores Of Tribal Boys And Girls (class X) Of Kandha, Gond And Shabar In Terms Of Family Climate.**

Sr. No.	Variable	Tribe	Group	N	Mean	SD	't' value	Level of Significance
1	Family Climate	Kandha	Boys	50	117.04	12.92	1.432	NS
			Girls	50	120.76	13.07		
2		Gond	Boys	50	119.82	13.65	1.168	NS
			Girls	50	122.56	9.43		
3		Shabar	Boys	50	121.60	20.93	0.338	NS
			Girls	50	120.42	13.10		

Table No 2 shows that the Mean Scores of boys and girls of Kandha tribe of X class are 117.04 and 120.76 respectively. The 't' value between the two groups was found to be 1.43, which is not significant at .05 level of significance. This indicates that boys and girls students of class X of Kandha tribe do not differ significantly in relation to their family climate.

In family climate, the Mean Values of boys and girls students of class X of Gond tribe came out to be 119.82 and 122.56 respectively. The 't' value was found to be 1.17, which is not significant at .05 level of significance. Thus, it can be inferred that boys and girls students of Gond tribe do not differ significantly in relation to their family climate.

Similarly, the Mean values of boys and girls students of class X of Shabar tribe are 121.60 and 120.42 respectively. The 't' value was found to be 0.34, which is not significant at .05 level of significance. This reveals that there is no significant difference between boys and girls students of class X Shabar tribe in relation their family climate.

Thus, the hypothesis of no significant sex differences in Mean Scores of family climate of different category tribes at secondary level is accepted. Therefore it may be said that

there is no significant difference between mean scores of boys and girls of Kandha, Gond and Shabar tribes in terms of family climate.

### FINDINGS AND CONCLUSIONS

From the above analysis and interpretation, the researcher found that there is no significant differences in mean scores of boys and girls belonging from Kandha and Shabar tribes of academic achievement. But there is significant difference between mean scores of boys and girls belonging from Gond tribe in terms of academic achievement. Further, it is also found that there is no significant difference between mean scores of boys and girls of Kandha, Gond and Shabar tribes in terms of family climate.

Thus, the results of above research work imply that there is significant difference between mean scores of boys and girls of Gond tribe in relation to academic achievement. So, the teachers, teacher educators, and educational administrators should try to find out the reasons of differences between boys and girls of Gond tribe of class X in relation to their academic achievement and take remedial measures like introduction of multilingual education, appointment of tribal teachers and adoption of effective teaching techniques i.e. remedial teaching, individualized instruction, child-centred education, and guidance and counselling services etc. to enhance the academic performance of boys and girls of Gond tribe in equal footing.

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