

Determinants the Academic Achievements of Education under the Tribal and Non-Tribal Students of Jhargram District in West Bengal

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ABSTRACT

This paper investigated the educational success of tribal and non-tribal adolescent college students in secondary faculties of Jhargram District in West Bengal. The pattern consisted of 564 college students randomly decided on from 3 secondary faculties. Academic success changed into received from college facts of sampled college students. Comparisons have been made through gender and through class the usage of mean, SD. and unbiased pattern t-test. The consequences display that tribal and non-tribal kids vary drastically on measures of educational success on the 0.001 level. Non-tribal kids have been observed to have better stages of educational success than tribal college students. The examiner additionally found out that there has been no full-size distinction among male and woman kids in measures of educational success.

Keyword:- Education, Academic, Achievement, Adolescents, Tribal, School.

INTRODUCTION

Indian society is particularly stratified on the idea of caste hierarchy, spiritual affiliation, linguistic variety and local allegiance. The Scheduled Tribe populace represents one of the maximum economically bad and marginalized organizations in India. Although Scheduled Tribes are a minority, they represent 8.6% of India's overall populace (Census of India, 2011). The tribal populace within side the kingdom of Jammu and Jhargram District in West Bengal includes 12 precise Scheduled Tribes (STs) whose livelihoods also are diverse. The Scheduled Tribes aren't discriminated in opposition to via way of means of the mainstream Hindu populace just like the Scheduled Caste populace in India. Although the latter institution belongs to the bottom stage of the social order and it's far frequently taken into consideration impure or impure. For the maximum part, the Scheduled Tribes are socially far off and stay out of doors mainstream Hindu society. The regions inhabited via way of means of the tribal populace represent a large part of the underdeveloped regions of the country. The Scheduled Tribe populace represents one of the maximum economically bad and marginalized organizations in India. Although the Government of India has been making concerted efforts on the grounds that independence to bridge the socio-monetary hole among privileged and deprived organizations, STs were socially, economically, culturally and educationally backward because of their unique occupational and geographical status students for aggressive exams. The facts acquired imply that even after 60 years of affirmative action, the participation of STs in better training nevertheless does now no longer suit their proportion with inside the overall populace. The kind of provisions made for tribes with inside the Indian Constitution indicates that amongst different matters unique provisions for Scheduled Tribes consist of statutory recognition. Proportional illustration with inside the Legislature, the proper to apply their personal language for training and different purposes, the proper to call for the perception in their choice, freedom of perception, and improvement of monetary and social, in keeping with their personal capacity. The charter additionally contained clauses that enabled the country to offer for reservation of jobs and appointments in choose of tribal communities. In addition to such provisions, the Directive Principles of the Constitution required unique promoting of the academic and monetary pursuits of the weaker sections of the society, such as the tribal's. Also, the charter contained provisions that empowered tribal regions to be delivered below the Fifth or Sixth Schedule for the reason of unique remedy with inside the management of tribal people (Xaxa, 2005).

There are styles of troubles with inside the enlargement of indigenous schooling. Internal problems inclusive of college system, content, curriculum, medium, pedagogy, educational supervision etc. and outside problems inclusive of instructional policy, planning, implementation and management etc. are affecting the schooling of indigenous people. Academic fulfillment is the potential to analyze and contain behaviors at respective ranges of standards. It additionally

refers back to the information and abilities received with inside the college curriculum. A dependable indicator of fulfillment and mastering results is whether or not a toddler is mastering effectively, obtaining information and abilities, and developing socially and morally (Agarwal, 2000, Govind, 2002). According to Lee (2007) in maximum nations adult males had notably better suggest rankings than ladies in each mathematical literacy and superior arithmetic withinside the very last years of secondary college. Analysis of development with inside the International Reading Literacy Study (PRLS) confirms findings of skill-associated gender variations for younger learners (Mullis, 2007).

Moreover, current research display that gender inequality in schooling is converting in prefer of ladies, each in phrases of participation and performance (Jha and Kelleher, 2006). Vijayalakshmi and Natesan (1992) studied elements influencing educational fulfillment and their consequences confirmed that ladies had better suggest educational fulfillment than boys. Among the diverse empirical research performed on the educational fulfillment of tribal's, studies via way of means of Sujata (1987) and Govinda (2002) shows that tribal kids own primary cognitive competencies and mental tendencies for a hit participation in college. A observe performed via way of means of Jobbi and Rajalakshmi (2001) located that maximum tribal kids have the cognitive competencies required for educational improvement regardless of age and gender. Nevertheless, research at the mastering fulfillment of tribal kids have proven decrease ranges of fulfillment as compared to non-tribal's in each ladies and boys with inside the number one grades (Singh 1996). The goal of the observe turned into to observe the educational fulfillment of tribal and non-tribal adolescent college students of Jhargram District in west Bengal, to observe educational fulfillment via way of means of gender and class and to signify suitable techniques for enhancing educational fulfillment.

Objectives of Study

1. To compare the academic achievement of tribal and non tribal adolescents of Jhargram District in West Bengal.
2. To compare the academic achievement of male and female adolescents of Jhargram District in West Bengal.
3. 3 To compare the academic achievement of tribal male and tribal female adolescents of Jhargram District in West Bengal.
4. 4 To compare the academic achievement of non-tribal male and non-tribal female adolescents of Jhargram District in West Bengal.

Hypotheses

1. There is no significant mean difference between tribal and non-tribal adolescents of Jhargram District in West Bengal on academic achievement.
2. There is no significant mean difference between male and female adolescents of Jhargram District in West Bengal on academic achievement
3. There is no significant mean difference between tribal male and tribal female adolescents of Jhargram District in West Bengal on academic achievement.
4. There is no significant mean difference between non-tribal male and non-tribal female adolescents of Jhargram District in West Bengal on academic achievement.

Method of Research

The pattern of the studies observe protected tribal and non-tribal adolescent (male/female) college students of ninth elegance in Government colleges of Jhargram District in West Bengal India, all through the instructional yr of 2013-14. The investigator visited the academic establishments of Jhargram District and accrued the facts via stratified random sampling technique. The overall quantity of 564 college students became decided on out of which 286 teens belonged to tribal and 278 belonged to non-tribal communities. The pattern became accrued with the aid of using the usage of stratified random sampling technique. The instructional success on these studies observes became percent of very last annual marks. In order to research the facts with inside the mild of the targets and hypotheses framed for this observe the mean, SD and impartial samples t-tests, have been applied.

Table: 1 Comparison of Academic achievement of tribal and non-tribal adolescents of Jhargram District in West Bengal

Variable	Category	Mean	SD	t	df
Academic	Non-Tribal	48.28	13.64	3.569	541
Achievement	Tribal	44.48	11.54		

*** Significant at 0.001 level; $p < 0.001$

Table 1: Comparison of mean academic achievement scores of tribal and non-tribal adolescents of Jhargram District in West Bengal.

It is clear from table I that Non-tribal adolescents had higher (48.28) mean score in academic achievement scale compared to (44.48) tribal adolescents, which was found to be statistically significant using independent samples t-test (t 3.569, 541 df, p <0.001). It indicates that non-tribal students possessed high academic achievement as compared to tribal students. Therefore, the null hypothesis 1 stands rejected.

Table: 2 Comparison of Academic achievement of male and female adolescents of Jhargram District in West Bengal

Variable	Category	Mean	SD	t	df
Academic	Male	47.10	13.94	1.501	556
Achievement	Female	45.51	11.24		

Table 2: Comparison of mean academic achievement scores of male and female adolescents of Jhargram District in West Bengal

It is clear from table 2 that male adolescents had almost same (47.10) mean score in academic achievement scale compared to (45.51) female adolescents, which was found to be statistically insignificant using independent samples t-test (t 1.501, 556 df, p < 0.05). It can be said that there exists no significant difference between the male and female adolescents under study on academic achievement measure. Here the null hypothesis 2 is accepted.

Table: 3 Comparison of Academic achievement of tribal male and tribal female adolescents of Jhargram District in West Bengal

Variable	Category	Mean	SD	t	df
Academic	Tribal Male	40.04	3.32	1.52	242
Achievement	Tribal Female	39.35	4.16		

Table 3: Comparison of mean academic achievement scores of tribal male and tribal female adolescents of Jhargram District in West Bengal

It is clear from table 3 that tribal male adolescents had almost same (40.04) mean score in academic achievement scale compared to (39.35) tribal female adolescents, which was found to be statistically insignificant using independent samples t-test (t= 1.52, 242 df, p < 0.05). It can be said that there exists no significant difference between the tribal male and tribal female under study on academic achievement measure. Here the null hypothesis 3 is accepted.

Table: 4 Comparison of Academic achievement of non-tribal male and non-tribal female adolescents of Jhargram District in West Bengal

Variable	Category	Mean	SD	t	df
Academic	Non-Tribal Male	50.61	15.16	2.933	260
Achievement	Non-Tribal Female	45.88	11.46		

Table 4: Comparison of mean academic achievement scores of non-tribal male and non-tribal female adolescents of Jhargram District in West Bengal

It is clear from table 4 that non-tribal male adolescents had almost same (50.61) mean score in academic achievement scale compared to (45.87) non-tribal female adolescents, which was found to be statistically insignificant using independent samples t-test (1 2.933. 260 df, p <0.05). It can be said that there exists no significant difference between the non-tribal male students and non-tribal female students under study on academic achievement measure. Here we fail to reject null hypothesis 4.

CONCLUSION

The Government of India has time and again mentioned the deprived fame of the tribal groups in training and diagnosed the want to deal with it. Several tasks like Madhyamik Siksha Kendra, Siksha Bondhu, School Inspectors,

Village Education Communities, etc., were carried out to make Universal Elementary Education a success. This take a look at has tested the instructional success of tribal and non-tribal young people of Jhargram District in West Bengal. It has been determined that the tribal and non-tribal young people fluctuate considerably at the degree of educational success. Non-tribal young people confirmed a better stage of educational success than tribal students. There become no sizable imply distinction among male and girl students. Further the take a look at discovered that there existed no sizable distinction among the tribal male/girl and non-tribal male/girl adolescent students. In order to beautify educational success of tribal there's pressing want of production greater number one schools. Involving tribal mother and father withinside the tracking processes. In the method of mainstreaming the tribal youngsters in society, tribal dialect can be used as a medium for tribal youngsters for the primary few years and regularly introducing the nation language. Community cognizance and network mobilization, that are its middle elements, need to get hold of ok attention.

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