

# A STUDY OF ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL TRIBAL STUDENTS OF PRAKASAM DISTRICT

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## ABSTRACT

*The Present Study was conducted to find out Academic Achievement of Secondary School Tribal Students of Prakasam District. The investigators have adopted Normative Survey Method for the present study. A sample 440 students from secondary schools was selected by Systematic Random Sampling Technique. Academic achievement is the basis of School Marks. For the analysis of data, the descriptive statistics like Mean, Standard Deviation and the 't' test was employed. The findings revealed that no significant difference was found in Academic Achievement of Secondary School Tribal Students.*

**Key Words: Academic Achievement, Tribal Students**

## INTRODUCTION

An academic achievement is something you do or achieve at school, college, or university... in class, laboratory, library or field work. It does not include sport or music.

According to Webster's Micro International Dictionary (1961), "achievement means the capacity to achieve the desired results".

Academic achievement is the performance or the student's accomplishment in a subject.

## TRIBE

According to Oxford Dictionary, a tribe is a group of people in a primitive or barbarious stage of development acknowledging the authority of a chief and usually regarding them as having a common ancestor.

According to Ralph Linton, tribe is a group of bands occupying a contiguous territory or territories and having a feeling of unity deriving from numerous similarities in a culture, frequent contacts and a certain community of interests.

## NEED OF THE STUDY

The study of the present problem paves way for the solution of the problems already identified. The observations, findings of the present topic is useful both government and non-governmental organizations to proceed further in this regard.

The problems identified earlier are studied in detail and exhaustively, so that the socio-economic conditions of the tribal people may be improved in future. Not only that their participation in establishing a new pattern of society is possible by adhering to the solutions obtained in the study of this problem. One more point to be mentioned at this juncture is that the cultural aspects are also being taken into consideration in this study of the problem. Thus the study of this problem will help for the betterment of their life and living conditions and doing social justice to that community.

## STATEMENT OF THE PROBLEM

"A Study of Academic Achievement of Secondary School Tribal Students" in relation to certain variables, namely, gender, locality, management, residence and medium of instruction.

## OBJECTIVES OF THE STUDY

The objectives of the present study entitled "A study of academic achievement secondary school tribal students" are

- 1) To find out the academic achievement of secondary school tribal students.
- 2) To find out the difference in the academic achievement of boys and girls secondary school tribal students.
- 3) To find out the difference in the academic achievement of rural and urban secondary school tribal students.

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- 4) To find out the difference in the academic achievement of government and private secondary school students.
- 5) To find out the difference in the academic achievement of residential and non-residential secondary school tribal students.
- 6) To find out the difference in the academic achievement of English and Telugu medium secondary school tribal students.

### METHOD OF STUDY

In the present study, normative survey method has been used. The normative survey of research is usually designed to obtain permanent and precise information concerning the current status of phenomena and, when ever possible, to draw valid general conclusions from the facts discovered. It does not restrict that result in the formulation of important principles of knowledge and solutions of significant problems concerning local, state, national and international issues.

The stratified sampling technique after making was found to be the most appropriate technique for the present study. This technique is found to be the most suitable one because the present study involved splitting of the sample into a good number of groups according to different variables. Through stratified sampling only, it is possible to devide the sample into different groups and choose students from each of these groups. Random sampling technique is also used to select tribal students from each group.

Regarding the size of the sample, 440 were found to be appropriate. This was found suitable because the study involves due intensity and detail, out of the total sample, 220 secondary school tribal students were boys and 220 secondary school tribal students were girls. Based on the location of the schools, 220 Rural secondary school tribal students and 220 Urban secondary school tribal students Regarding the management of the schools, 240 secondary school tribal students from the government schools and 200 secondary school tribal students were from private schools were selected. Regarding residence of, 240 residential secondary school tribal students and 200 non-residential school tribal students. Regarding 180 English medium secondary school tribal students and 260 telugu medium secondary school tribal students.

The tools occupy a major role in any research study because they are useful in the collection and analysis of data to draw meaningful conclusions. The half-yearly examination marks of 9th class were collected to assess the academic achievement of secondary school tribal students. The marks were collected from the headmasters concerned in person.

### STATISTICAL TECHNIQUES APPLIED

The mean, standard deviation, critical ratio and chi-square test were used to analyze the raw scores and to extract the findings. Based on the findings, suitable conclusions were drawn for necessary discussion and implementation.

### DATA ANALYSIS AND INTERPRETATION

#### HYPOTHESIS 1

The secondary school tribal students are not possessing high academic achievement.

To test the validity of hypothesis-3, the mean and S.D. of the academic achievement scores were calculated and results are presented in Table 1.1.

**TABLE-1.1: Academic Achievement of Secondary School Tribal Students**

<i>Sample</i>	<i>Sample size</i>	<i>Mean</i>	<i>S. D.</i>
Whole	440	66.86	8.18

As per the mean value in table-1.1 and the norms of academic achievement, all the secondary school tribal students fall under the category of high academic achievement.

The academic achievement was dispersed widely in secondary school tribal students as per the Standard Deviation value cited in table-1.1.

Further, the chi-square test was applied to test the divergence of observed results from those expected on the hypothesis of normal probability distribution of trait in the sample.

**TABLE-1.2: Distribution of Academic Achievement in Secondary School Tribal Students**

Sample size	Low	Average	High	Chi-square value
440	fo 2	fo 41	fo 295	86.97*
	fe 70	fe 100	fe 70	

Further, the chi-square test was applied to test the divergence of observed results of secondary school tribal boy and girl students from those expected on the hypothesis of normal probability.

**TABLE- 1.4: Distribution of Academic Achievement of Boy and Girl Secondary School Tribal Students**

Variable	Sample size	Low	Average	High	Chi-Square value
Boy Secondary School Tribal Students	220	fo 3	fo 65	fo 152	451.55*
		fe 35	fe 150	fe 35	
Girl Secondary School Tribal Students	220	fo 1	fo 96	fo 123	373.72*
		fe 34	fe 150	fe 34	

**\* Significant at 0.05 Level**

It is clear from table 1.2 that the distribution of academic achievement in the whole sample was not normal.

The hypothesis that “the secondary school tribal students are not possessing high academic achievement” can be rejected as the secondary school tribal students were having high academic achievement.

**HYPOTHESIS 1**

There is no significant difference in the academic achievement of boy and girl secondary school tribal students.

A comparison of the academic achievement of boy and girl secondary school tribal students was made to test the significant difference in their academic achievement.

**TABLE-1.3: Comparison of Academic Achievement of Boy and Girl Secondary School Tribal Students**

Variable	Sample Size	Mean	S.D	Difference between Means	S.E.D	C.R
Boy Secondary School Tribal Students	220	67.12	8.19	0.51	0.78	0.65 #
Girl Secondary School Tribal Students	220	66.61	8.76			

Table value of C.R at df=218; p=0.05 is 1.96

# Not significant at 0.05 level

As per the values in table-1.3, both boy and girl secondary school tribal students were having high academic achievement without any significant difference between them. The academic achievement was dispersed widely in both boys and girls.

Chi-square value at df=2; p=0.05 level is 5.99

**\* Significant at 0.05 level**

The chi-square values shown in table 1.4 revealed that the distribution of academic achievement of secondary school boy and girl tribal students was not normal.

The hypothesis that “there is no significant difference in the academic achievement of secondary school boy and girl tribal students” can be accepted as there was no significant difference in the academic achievement of boy and girl tribal students.

**HYPOTHESIS 1b**

There is no significant difference in the academic achievement of rural and urban secondary school tribal students.

A comparison of the academic achievement of rural and urban secondary school tribal students was made to test the significant difference in their academic achievement.

**TABLE-1.5: Comparison of Academic Achievement of Rural and Urban Secondary School Tribal Students**

Variable	Sample size	Mean	S.D	Difference between Means	S.E.D	C.R
Rural Secondary School Tribal Students	220	63.97	7.34	9.71	0.78	12.44*
Urban Secondary School Tribal Students	220	73.78	8.52			

**\* Significant at 0.05 level**

As per the values of table 1.5, both rural and urban secondary school tribal students were with high academic achievement. The academic achievement was dispersed widely in rural and urban secondary school tribal students.

As per the critical-ratio value in table 1.5, it is clear that there was a significant difference in the academic achievement of rural and urban secondary school tribal students. The urban secondary school tribal students were significantly superior to their rural counter parts.

The chi-square test was applied to test the divergence of observed results of urban and rural secondary school tribal students from those expected on the hypothesis of normal probability.

**TABLE-1.6: Distribution of Academic Achievement in Rural and Urban Secondary School Tribal Students**

Variable	Sample size	Low	Average	High	Chi-Square value
Rural Secondary School Tribal Students	220	fo 2	fo 96	fo 122	265.81*
		fc 35	fc 150	fc 35	
Urban Secondary School Tribal Students	220	fo 1	fo 30	fo 189	805.52*
		fc 35	fc 150	fc 35	

**\* Significant at 0.05 level**

The values shown in table-1.6 revealed that the academic achievement of rural and urban secondary school tribal students was not normally distributed.

The hypothesis that “there is no significant difference in the academic achievement of rural and urban secondary school tribal students” can be rejected as there is a significant difference in the academic achievement of rural and urban secondary school tribal students.

**HYPOTHESIS 1c**

There is no significant difference in the academic achievement of government and private secondary school tribal students.

A comparison of the academic achievement of government and private secondary school tribal students was made to test the significant difference in their academic achievement.

**Table-1.7: Comparison of Academic Achievement of Government and Private Secondary School Tribal Students**

Variable	Sample size	Mean	S.D	Difference between Means	S.E.D	C.R
Government Secondary School Tribal Students	240	64.25	8.01	4.76	0.77	6.18*
Private Secondary School Tribal Students	200	69.01	8.30			

**\* Significant at 0.05 level**

As per the values of table-1.7, both government and private secondary school tribal students were with high academic achievement. S.D.values in table-1.7 indicate that the academic achievement was dispersed widely in government and private secondary school tribal students.

As per the critical-ratio value in table-1.7, it is evident that there was a significant difference in the academic achievement of government and private secondary school tribal students. The academic achievement of private school tribal students was higher than government school tribal students.

Further, the chi-square test was applied to test the divergence of observed results of

government and private secondary school tribal students from those expected on the hypothesis of normal probability.

**Table-1.8: Distribution of Academic Achievement in Government and Private Secondary School Tribal Students**

Variable	Sample size	Low	Average	High	Chi Square value
Government Secondary School Tribal Students	240	to 2	to 146	to 92	112.82*
		to 38	to 164	to 18	
Private Secondary School Tribal Students	200	to 1	to 50	to 149	458.12*
		to 32	to 136	to 32	

**\*Significant at 0.05 level**

As seen from the table 1.8, it can be concluded that the academic achievement of government and private secondary school tribal students was not normally distributed as the chi-square values were significant.

The hypothesis that “there is no significant difference in the academic achievement of government and private secondary school tribal students” can be rejected as both the sub-samples differ significantly in their academic achievement.

**HYPOTHESIS 1d**

There is no significant difference in the academic achievement of residential and non-residential secondary school tribal students.

A comparison of the academic achievement of residential and non-residential secondary school tribal students was made to test the significant difference in their academic achievement.

**TABLE - 1.9: Comparison of Academic Achievement of Residential and Non-residential Secondary School Tribal Students**

Variables	Sample size	Mean	S.D	Difference between Means	C.R
Residential Secondary School Tribal Students	240	73.57	8.58	8.74	11.20*
Non- Residential Secondary School Tribal Students	200	64.83	8.05		

**\* Significant at 0.05 level**

As per table 1.9, both residential and non-residential secondary school tribal students were with high academic achievement. The academic achievement was dispersed widely in residential and non-residential secondary school tribal students in their academic achievement.

As per the critical-ratio value in table 1.9, there was a significant difference in the academic achievement of residential and non-residential secondary school tribal students. Residential secondary school tribal students were significantly superior to non-residential secondary school tribal students in their academic achievement.

Further, the chi-square test was applied to test the divergence of observed results of residential and non-residential secondary school tribal students from those expected on the hypothesis of normal probability.

**CONCLUSIONS AND DISCUSSIONS**

**1. The secondary school tribal students are having high academic achievement.**

It is very happy to know that the tribal students have high academic achievement. This may be due to the special provisions available to tribal students such as free education, free clothing, free books, free boarding and lodging in residential schools and hostels, scholarships, etc., provided, by the government. As there is no worry to the tribal students about their day-to-day living, they may be concentrating only on education leading to better academic achievement. The consistent efforts of Tribal Welfare Department of government, Tribal Welfare Residential schools, Reservation and



Scholarship Policies are encouraging the tribal populations pursue education and achieve well academically.

**2. The secondary school tribal boys and girls have high academic achievement without any significant difference between them.**

Kumar and Awadesh (1986), Radha (1998), Suneetha (2005), Gurubasappa (2009) and Naderi (2009) found no significant difference between the tribal boys and girls in their academic achievement.

The secondary school tribal boys and girls should go further in academic achievement and achieve all their aspirations in their personal lives and professional careers. They can further improve their academic achievement by participating in co-curricular activities along with curricular activities.

**3. The rural and urban secondary school tribal students have high academic achievement with a significant difference between them. The urban tribal students have more academic achievement than rural tribal students.**

Pandy (1981), Mishra (1997), Joshi (2000) and Nuthamma (2007) found a significant difference between rural and urban secondary school tribal students in their academic achievement.

The urban secondary school tribal students might have been achieved academically well than their rural counter parts due to the availability of better academic facilities in schools and homes, exposure to ICT and media, attitude of parents towards education and employment, etc. The rural parents also try to provide better facilities to their student children. The schools located in rural areas should upgrade to the latest technologies to provide quality education to students.

**4. The government and private secondary school tribal students have high academic achievement with a significant difference between them. The academic achievement of private secondary school tribal students is higher than that of government school counter parts.**

Sigh (2010) and Panda (2011) found a significant difference between the government and private

secondary school tribal students in their academic achievement.

Though the curriculum, syllabus, working hours, course structure, etc., are the same for both government and private schools, yet we find some significant difference between them. The constant supervision and the rapport between the staff and management are more in private schools when compared with government schools. Though the government teachers are more qualified, lack of commitment on their part may be keeping the government school students with low standards. The management of private schools will try to provide better facilities in their schools. The facilities provided in government schools are in accordance to the availability of the government funds. These may be some of the reasons for better academic achievement in private schools and these may be implemented in government schools also as far as possible.

**5. The residential and non-residential secondary schools tribal students have high academic achievement with a significant difference between them. Residential secondary school tribal students achieved well than non-residential secondary school tribal students.**

Balasubramanyan (1997), Manjulatha (1997) and B.N. Panda (2011) found a significant difference between the residential and non-residential secondary school tribal students in their academic achievement.

The residential schools students will devote their full time to their education. Residential school students have got hostel facilities. The staff of residential schools spend much time in schools than the non-residential schools. The co-curricular and extra-curricular activities are more in residential schools rather than in non-residential schools. The admission to the residential schools is based on merit. The students of residential schools will have less impact of their family influence. The academic planning of the residential schools will be mostly individual based when compared with non-residential schools. The services of the teachers are fully available to the residential school students. The residential school students need

not attend the work of their families and because of this they have enough time to spend on their education. As these are some of the major causes for academic achievement in residential schools, these may be implemented in non-residential schools also to the possible extent for the betterment of their standards.

**6. The English and Telugu medium secondary school tribal students possess high academic achievement with a significant difference between them. The Telugu medium tribal students are better achieved academically than the English medium tribal students.**

The higher achievement in Telugu medium school tribal students is due to the better understanding of the subjects in their regional language than in other foreign language. The teachers of Telugu medium schools are also able to communicate better with their students than of English medium. As the mother tongue of all the tribal students is Telugu or a native language, these students are unable understand the subjects to the expected level in a foreign English language and hence the result is low when compared with the students who pursue education in their mother tongue/regional language. The teachers of English medium schools should try to enhance the learning of their students by following the methods like bilingual to make them achieve well academically.

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