



## Academic Achievement of Tribal and Non-Tribal Students at Secondary Level

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### ABSTRACT

The present paper tried to understand and compare tribal students' achievement with non-tribal students at the secondary level in government schools in the Gumla District of Jharkhand. There is an immense need to understand the context, and background of education system in Jharkhand to address the question of providing equal access of education to tribals. The recognition of the fact that education can bring social justice and foster economic growth, social well-being, and social stability. The State is trying to achieve universal school education and improve the literacy rate. In order to measure the achievement of students, the researcher used standardized achievement tests on the subjects of Mathematics and Science. Mathematics Achievement Test developed by L.N. Dubey was used in the study. It consisted of 30 items divided into three areas—I. Arithmetic, II. Algebra, III. Geometry. It was administered to 13 to 15-year students. Science Achievement Test developed by R.D. Singh was also used in the study. This test consisted of 42 items in Physics and 44 items in Chemistry. These tests were administered and a composite score was calculated to assess the Academic achievement of students. The findings of the study revealed that there were significant differences in the academic achievement of tribal and non-tribal students at the secondary level. Even comparisons between girls of tribal and non-tribal students were found to be significant. Similarly, significant differences were found in the academic achievement of boys of tribal and non-tribal students.

**Keywords:** Academic Achievement, Tribal Students, Non-Tribal Students, and Secondary Schools.

### Introduction

There is a difficult task to understand the context, and background of the education system in Jharkhand to address the question of providing equal access to education to tribals. Tribal communities in the state have been historically denied access to resources and opportunities. The efforts of the government to bring children into formal schools are now working. But it is not able to enroll all tribal children and provide good quality functional schools. Secondly, even when tribal children are enrolled in schools, the education system besides doling out some incentives does not do much to improve the school environment to motivate them. For such historically deprived communities, providing access to education is simply not enough, the government has to take a proactive role in creating overall conditions and opportunities that will facilitate their transition and breaking of the intergenerational cycle of poverty and illiteracy. Education is a critical input in human resource development and is essential for the country's economic growth. Though the major indicators of socio-economic development such as the growth rate of the economy, birth rate, death rate, infant mortality rate (IMR), and literacy rate, are all interconnected, the literacy rate has been the major determinant of the rise or fall in the other indicators. There is enough evidence, which shows that a high literacy rate, especially in the case of women, correlates with a low birth rate, low infant mortality rate (IMR), and increase in the rate of life expectancy. The recognition of this fact has created awareness of the need to focus on literacy and elementary education programs, not simply as a matter of social justice but more to foster economic growth, social well-being, and social stability. The State Jharkhand had set many educational goals of achieving universal primary education and improving literacy rate which requires far-reaching changes in policies and rules, tremendous efforts in community mobilization, and continued innovations in teaching methodologies. The state promises, initiative and commitment need to be translated on the ground, especially in the case of marginalized and tribal populations. The paper tried to understand and compare tribal students' achievement with non-tribal students at the secondary level in government schools.

### Review of Related Literature

**Rajasekar (2002)** conducted a study titled- Cognitive and affective attitude of teachers towards the computer and revealed that most of the students were having a positive attitude toward computers. The study further reported that the locale of students had no impact on their computer attitude.

**Kumar (2008)** conducted a situational analysis of the education of tribal children in Jharkhand and attempted to examine and understand the low literacy level and education among tribal children. The paper discussed the role of government, institutions, programs, and linkages between education and development. Various programs and schemes have been initiated but very few of them have reached the tribal children and benefited them. Many of the

programs did not benefit the tribal community because the programs were not contextualized and localized considering regional, geographical, and physical differences and barriers. Other reasons for not reaching the benefits of the programs to the tribals are lack of political will, corruption, and lesser attention on development in tribal areas. The paper highlights the need for a special focus on tribal education, which is inclusive of context-specific traditional and innovative interventions.

**Yolila (2014)** conducted a study on academic achievement, study involvement, and emotional maturity of secondary school tribal students of Nagaland and concluded that there is a need to have a separate educational policy exclusively for the Nagaland tribes which takes into consideration the unique socio-cultural features of the region and frame such a policy of education which is conducive to the socio-economic development of the Nagaland state.

**Andrabi (2016)** explored the academic achievement of tribal and non-tribal adolescent students in secondary schools of the Kashmir division. The sample was comprised of 564 students randomly selected from three secondary schools. Academic achievement was obtained from the school records of the sample students. Gender-wise and category-wise comparisons were done using mean, S.D., and independent samples t-tests. Results showed that tribal and non-tribal adolescents differ significantly on the measure of academic achievement at 0.001 level. Non-tribal adolescents were found to have a higher level of academic achievement than tribal students. The study also revealed that there is no significant difference between male and female adolescents on the measure of academic achievement.

**Kumari (2019)**. A study of academic achievement among tribal and non-tribal adolescents of secondary schools in the Kashmir division, and reported a significant difference in the academic achievement of tribal and non-tribal students. Non-tribal adolescents were found to have a higher level of academic achievement than tribal students. Significant differences were also found between male and female adolescents in their academic achievements.

### ***Objectives of the Study***

1. To compare the academic achievement of tribal and non-tribal students at the secondary level.
2. To compare the academic achievement of tribal and non-tribal female students at the secondary level.
3. To compare the academic achievement of tribal and non-tribal male students at the secondary level.

### ***Hypotheses of the Study***

1. There exists no significant difference in the academic achievement of tribal and non-tribal students at the secondary level.
2. There exists no significant difference in the academic achievement of tribal and non-tribal female students at the secondary level.
3. There exists no significant difference in the academic achievement of tribal and non-tribal male students at the secondary level.

### ***Delimitation of the Study***

1. The research was delimited to twenty government schools of District Gumla Jharkhand.
2. The study was delimited to 500 secondary school students in grade tenth.
3. The study was delimited to Composite Achievement Scores in standardized Mathematics and Science Achievement Tests.

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## **Methodology of the Study**

The descriptive Survey Method was used in the present study.

### ***Sample of the Study***

In the present study, 20 Government Secondary Schools were chosen randomly from District Gumla of Jharkhand. From these schools, 250 tribal and 250 non-tribal students were selected randomly from grade ten. Out of 250 tribal students, 125 were girls, and 125 were boys. Similarly, out of 250 non-tribal students, 125 were girls and 125 were boys. The total sample consisted of five hundred secondary school students.

### ***Research Tools Used***

Mathematics Achievement Test developed by L.N. Dubey was used in the study. It consisted of 30 items divided into three areas—I. Arithmetic, II. Algebra, III. Geometry. It was administered to 13 to 15-year students.

Science Achievement Test developed by R.D. Singh was also used in the study. This test consisted of 42 items in Physics and 44 items in Chemistry. These tests were administered and a composite score was calculated to assess the Academic achievement of students.

### Scoring Procedure

Scoring has been done as per the key provided in the manual of the achievement tests.

### Collection of Data

The data for the research was collected by administering the 'Achievement test on Mathematics and Science' to grade-tenth students.

The scores in both tests were added to get composite scores.

### Statistical Techniques Used

Descriptive statistics such as Mean and Standard Deviations were used along with inferential statistics (t-test) were used.

## Results and Discussions of the Study

The findings of the study are reported and discussed below with the help of three tables.

**Table -1**

**The difference in the mean scores of Academic Achievement between Tribal and Non-Tribal Secondary Students.**

Groups	No	Mean	S.D.	t-ratio	Result
Tribal Students	250	68.50	10.50	2.17	<b>Significant</b>
Non-Tribal Students	250	70.50	10.10		

An independent samples t-test was used to test the first hypothesis. Table 1 shows that the mean score of the Tribal students is 68.50 with S.D. 10.50 whereas the mean score of Non-Tribal students is 70.50 with S.D. 10.10. The t-ratio is calculated as 2.17 which is significant at 0.05 level. The first null hypothesis therefore cannot be accepted. This shows that there exists a significant difference in the academic achievement of Tribal and Non-Tribal students. The achievement of Non-Tribal students is better than that of Tribal students.

**Table-2**

**The difference in the mean scores of the Academic Achievement between Tribal and Non-Tribal Female Secondary Students.**

Groups	No	Mean	S.D.	t-ratio	Result
Tribal Female Students	125	68.20	8.30	2.10	<b>Significant</b>
Non-Tribal Female Students	125	70.30	8.90		

An independent samples t-test was used to test the second hypothesis. Table 2 shows that the mean score of achievement of Tribal Female students is 68.20 with S.D. 8.30 whereas the mean score of male students is 70.30 with S.D. 8.90. The t-ratio is calculated as 2.10 which is significant at 0.05 level. The second null hypothesis therefore cannot be accepted. This shows that there exists a significant difference in academic achievement between Tribal and Non-Tribal Female students. The achievement of Non-Tribal Female students is better than that of Female Tribal students.

**Table-3**

**The difference in the mean scores of the Academic Achievement between Tribal and Non-Tribal Male Secondary Students.**

Groups	No	Mean	S.D.	t-ratio	Result
Tribal Male Students	125	67.7	8.70	2.07	<b>Significant</b>
Non-Tribal Male Students	125	69.9	8.10		

An independent samples t-test was used to test the third hypothesis. Table 3 shows that the mean score of Academic achievement of Tribal Male Students is 67.70 with S.D. 8.70 whereas the mean score of Non-Tribal Male Students is 69.90 with S.D. 8.10. The t-ratio is calculated as 2.07 which is significant at 0.05 level. The third null hypothesis therefore cannot be accepted. This indicates that there exists a significant difference in Academic Achievement between Tribal and Non-Tribal Male Students. Since the mean score of Non-Tribal Male Students is more than that of Tribal Male Students, therefore, Academic Achievement of Non-Tribal Male Students is better as compared to their counterparts.

## Educational Implications

The findings of the study revealed that there were significant differences in the academic achievement of tribal and non-tribal students at the secondary level. Even comparisons between girls of tribal and non-tribal students were found to be significant. Similarly, significant differences were found in the

academic achievement of boys of tribal and non-tribal students. Taking a cue from the study it is the need of the hour to implement such policies which can improve the academic achievement of the students. It is necessary to create a conducive and motivating environment for the tribal students.

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