

A Study on the Academic Achievement Motivation among the Tribal children with special reference to Kannur district Kerala

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Abstract: Tribals are the primitive people who live away from the so called civilized society. Thakur and Thakur, (1994) defines that "the tribal people being the original inhabitants of India constitute a significant part of the vast nation. Even though years passed after independence their condition is still very pathetic in every corner of the country. They are forced to leave their natural habitat and their unique culture. It resulted in an anarchy among their life. They are found incompetent in the civilized society and shows poor academic performance. This study take an attempt to understand the academic performance and the academic achievement motivation among the tribal children with special reference to Kannur district of Kerala.

Keywords: Academic Achievement Motivation, Tribal Children.

I. Introduction

Indian Tribal people or "Adivasi" is an umbrella stint for a heterogeneous group of ethnic people living in various states in India. They are counted as a minor category but they occupy the larger part of the country. They are primitive people who live away from the so called civilized society. Thakur and Thakur, (1994) defines that "the tribal people being the original inhabitants of India constitute a significant part of the vast nation. They have been dwelling in the forests surrounded by hills for a long period. Article 366 (25) of the Constitution of India refers Scheduled Tribes as these communities, who are scheduled in accordance with Article 342 of the Constitution. Tribal societies have undergone an array of remarkable and long lasting changes particularly during the last fifty years. Their poverty, social and economic backwardness are highly observable in the literature. The Human Development Indices (HDIs) of the ST population are much lower than the rest of the population in terms of all parameters such as education, health, income, etc. (Annual Report 2006, Ministry of Tribal Affairs, Government of India).

Their situation of life is not different in Kerala. Even though there is a considerable amount of growth, the sector of the society that depend on traditional resources for livelihood and the disadvantaged sections like Scheduled castes and tribes were left out from Kerala's development experience. When comparing the status of these communities to the general population it can be observed that the factors that exposes in the chariot of Kerala's development experience- like high literacy, favorable sex ratio, better health indicators etc. have played only a restricted role in the holistic development of these communities. . The huge allocation of money is either not spent or reaching to undeserving hand because of poor planning or poor monitoring.

Education of Tribal Children

The state stands out from the rest of India with highest literacy rate and it has the lowest dropout rate of school students (0.53%). But among tribes, lack of education is a major problem to be tackled to attain the holistic development. The literacy rate among tribes is very low when compared to the literacy level of Kerala; that is 21.16% less than that of total literacy 93.93 in Kerala. . In this situation the Government has introduced special educational schemes with flexible development projects. But still 17% of them are school drop-outs (Nair 2012). Poverty, lack of access to educational system, Negative attitude towards schooling, peer influence, alcoholism of parents, poor transport facility, unemployment, mother tongue inhibition, family burden, less parental support in schoolwork, low level of motivation, poor self-esteem of children etc. pull them back from the school. School environment is another important cause of their educational deprivation. In many areas they lack the positive school climate, leads to the psycho- social complications and poor achievement. Sujatha (2002) had stated that psychological problems of ST students leads to low levels of education, inherent fear of tribal children towards teacher and their inability to establish a communication link with the teacher results in low attendance and high dropout rates. In tribal societies the parents are strongly adverse to education of their children; they give emphasize to teach their children about income generating works.

Empirical evidences reveal that tribal children possess the basic cognitive abilities and psychological dispositions for successful participation in schools but there is no sufficient intrinsic and extrinsic motivation to achieve the academic goals. Sachidananda (1967) explained that lack of ambition and unfavorable attitude

towards education were the main reasons for the failure of tribal children. It can be gratified that there is a slight increase in the field of tribal education as a result of implementing different new strategies by the government.

Academic Achievement Motivation

Now our adolescents are living in achievement focused era. The word Education is becoming more and more competitive. Quality of education started to be considered as the key factor for individual progress. Parents want their child to climb the highest level. They are being evaluated on the basis of their academic achievement. Now academic achievement happened to be the key criterion to evaluate ones capability and potential. Therefore there is always a pushing on students from family and school to score the maximum from schools.

Academic achievement can be defined as excellence in all academic areas, in class as well as co-curricular activities. It includes excellence in sporting, behavior, confidence, communication, punctuality, skill, Arts, culture and etc. School Academic Achievement is dependent on various factors like study habits, intelligence, school environment, individual aspects of student's personality, their socio economic status, etc.

Even though there are number of factors which contributes to academic achievement, motivation is the key factor which affect directly on the academic performance, other elements affect only through motivation (Francis et.al, 2004). Those who are less motivated are likely to be less hard working. The word motivation was originated from the Latin word "movere", which means to move. Motivation is defined as an internal drive that activates behavior and gives it direction. The term motivation is concerned with why and how human behavior is activated and directed (Singh Kulwinder, 2011). In other words motivation is the stimulation of goal oriented behavior. Various theories support that, motivation may be rooted in the basic need of minimizing pain and maximizing pleasure, or it may comprise specific needs such as eating and resting, or a desired object, hobby, goal etc.

Academic achievement motivation is possibly an intrinsic motive to achieve more and reach the highest in academic field. Now academic achievement motivation is considered as a key factor to contribute towards academic success. It conquers a very important 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 quoted by Muola, J. M. 2010.

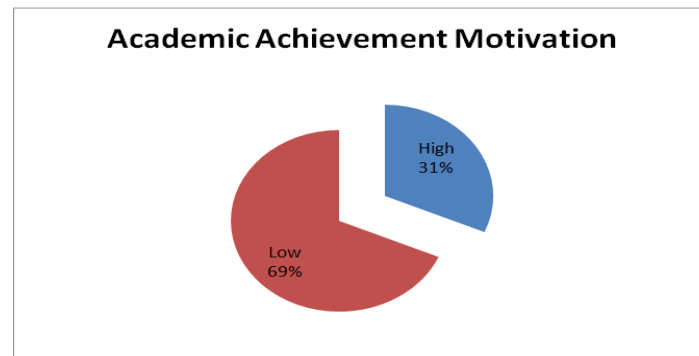
In this paper the researcher made an attempt to analyse the academic achievement motivation among the tribal adolescents of Kerala with special reference to Kannur District. A total of 100 samples were taken from the IX and X standard of a tribal school of Kannur District. **Academic achievement motivation test** developed by T.R Sharmain 1984 and a self- prepared questionnaire for collecting socio-demographic details were administered for datacollection.

II. Analysis & Findings

Findings regarding the socio-demographic details

A vast majority(98.9%) of the respondents were living in rural area and the rest of, 1.1% lived in urban area. While analyzing the ordinal position, it is clear from the table that 41.2% were first borne, 31% were second borne and the remaining 27.8% were last borne children. . It is observed that (34.5%) majority of the respondents belonged to Karimbala community, 29% belonged to Mavila community and 36.5% of respondents belonged to Kurichia community. Majority(78.1%) of the respondents lived in nuclear family. The remaining 21.9% were coming from joint family. It is found satisfactory that vast majority of the respondent's fathers were literate. More than one fourth of them (38.22%) had completed secondary schools and 53.54% had completed primary schools. Only a few (6.28%) had got secondary education and a less percentage of respondent's fathers had not acquired any formal education. vast majority of the respondent's mothers were literate; only a small population (3.75%) was not received formal school education. 37.13% had undergone primary school and 48.45% had acquired secondary education. 10.67% of the respondents revealed that their mothers had studied more than higher secondary. It has been found that 38.6% of the respondents scored below 40% in their last exam, 44.5% scored 40 to 60% marks, 16.1% got 61 to 80% and the remaining 2.8% of the respondents only scored more than 80%.

Finding Regarding the Academic Achievement Motivation



The above diagram shows majority of the respondents(69%)posses low academic achievement motivation. The rest of 31% only posses high academic achievement motivation. The ststistical analysis also shows that girls shows high academic achievement motivation than boys($t=9.170, P<0.05$). Among the community children from Karimpala community shows comparatively more academic achievement motivation than other community($f=2.912, P<0.05$). The type of family also influences the academic achievement motivation. Students from nuclear family shows good result than the other($t=1.978, P<0.05$). The result also shows .01level significant relationship between the academic achievement motivation and the percentage of marks scored in the exams($r=.159, P<.01$).

III. Conclusion

The study shows that the poor socio-economic condition of tribal people reflects in their academic performance and their academic achievement motivation. Majority of the tribal children posses low academic achievement motivation. Their gender, community, family system ect are some of the factors influencing the academic achievement motivation. It can be summarized that these people need special care and attention in academic part of life otherwise their holistic development is impossible.

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