ABSTRACT
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In the National Policy on Education 1986, one whole section of the document was devoted to the strategies for making education accessible to women, scheduled castes, scheduled tribes, minorities and handicapped. The policy spelled out important issues relating to the set up, pedagogical constraints such as absence of good educational facilities in the schools serving the needs of scheduled castes and scheduled tribes, irrelevance of curriculum, unsympathetic teachers and alien dialects. All these issues were to be carefully looked into with a view to making the schools attractive and useful to the children. Therefore, the education of tribal children, who were under the shadow of ignorance and illiteracy and far below the poverty line, needed to be seriously taken into account. Inspite of the financial measures for the education of the scheduled tribes by the Government, the tribal students lagged behind in their educational, social and professional achievements, in
comparison to the general students. Serious psychological and academic problems were experienced by them which need to be properly studied. The school atmosphere was not conducive to their emotional and cognitive growth. In Orissa, the major thrust was given to two types of schooling for tribal children. There were integrated U.P. Schools where tribals and non-tribals read together. Besides these schools, some Ashram and Sevashram schools were located in the tribal populated districts. The tribal pupils going to purely tribal schools, developed an inferiority complex that they withdrew or failed when they entered into the general education system with other pupils. It was felt that both kinds of school experiences played a critical role towards the education of tribal children. So, the present research was conducted. The research problem was stated as:

Tribal children attending special Ashram schools and Integrated U.P. Schools
differ significantly from each other in their cognitive functioning, affective adjustment and academic achievement, and also from non-tribal children in integrated U.P. Schools.

The study was conducted with the help of modified version of Piagetian Conservation Tasks, Sinha's Story-Pictorial Embedded Figure Test, Rosenzweig Picture-Frustration Study (Children's form by U.N. Pareek) and Sharma's Sociometric Test (Oriya version) administered on 360, 7-11 years old children belonging to tribal (Santal) and non-tribal background residing in a tribal populated district of Orissa. A 2x2x2 (three group biopsy, three educational classes and two levels of sex) ANOVA performed on differentiation scores revealed the following findings:

- Mean differences were significant between the two groups of tribal children. The tribal children in integrated schools showed more field-independent cognitive style than the tribal children in tribal schools. Also the non-tribal children in integrated schools performed better on cognitive style test (M=27.99) as compared to tribal children in tribal schools.
The two groups, namely, tribal children in integrated schools and non-tribal children in integrated schools did not show any significant differences on cognitive style test.

Mean differences were significant among different classes. The higher the class of children they adopted more independent cognitive styles. There was no sex difference in cognitive style.

There was no significant difference between the two groups of tribal children, e.g., tribal children in tribal schools and tribal children in integrated schools on conservation of number, quantity, area, volume and composite cognitive development. The non-tribal children performed better in all conservation tasks than the tribal children in tribal schools and tribal children in integrated schools.

In all conservation tasks, higher class children did better than the lower class children.
The sex contributed significantly towards the variance in performance on conservation tasks. The mean values confirmed that male children tended to have better performance on conservation tasks than the female children.

The two groups of tribal children, e.g., tribal children in tribal schools and tribal children in integrated schools, did not differ significantly on extrapunitiveness (E), intropunitiveness (I), impunitiveness (M), obstacle-dominance (O-D), ego-defense (E-D) and need-persistence (N-P) reactions to frustration. So the levels of frustration of tribal children were more or less similar in special tribal schools and integrated schools.

Tribal children in integrated schools showed more conformity to the group (GCR) behaviour than their non-tribal counterparts and tribal children in tribal schools.

The two groups, e.g., non-tribal children in integrated schools and tribal children in integrated schools did not differ significantly in different levels of reactions to frustration.
# The mean values of the different classes were significant on the measures of reaction to frustration. Higher class children showed more intropunitiveness, impunitiveness, obstacle-dominance, ego-defense, need-persistence, and group conformity ratings than the lower class children. It indicated that the higher classes children developed a self-critical tendency to a desired degree to avoid frustrating situations.

# Sex differences were not significant in all the dimensions of frustration, except group conformity ratings (GCR). The mean values for males and females on GCR were 59.07 and 47.04 respectively. The males showed more conformity to the group behaviour than females.

# Tribal children in tribal schools feel their social status better than tribal children in integrated schools. Also the non-tribal children in integrated schools felt their social status better than their tribal counterparts.

# The higher class children showed better sociometric status than the lower class children.
Sex differences were significant on sociometric scores. The mean sociometric values for males and females were 7.15 and 4.56 respectively. The males felt their social status better than the females.

Three groups, e.g., tribal children in tribal schools, tribal children in integrated schools and non-tribal children in integrated schools did not differ significantly on academic achievement scores.

The lower class children showed higher academic achievement than the higher class children. It may be due to the increasingly difficult nature of the subjects in higher classes.

Sex differences on academic achievement were significant. The mean values for males and females were 35.23 and 21.51 respectively. The males showed higher academic achievement than the females.
The academic achievement was positively associated with measures of cognitive functioning such as cognitive style, conservation of volume and composite cognitive development in all the groups.

The sociometric status was positively related to academic achievement of children in all the groups.

Family setting variables such as occupation of the father, income of the family, education of the parents, reading time, housing facilities, reading materials and parental involvement in the study were positively related to conservation and cognitive style.

The academic achievement of children was positively related to family setting variables such as education of the family, reading time and parental involvement in the study.

The academic achievement of children can be well predicted by cognitive style, sociometric status, conservation of volume and composite cognitive development.