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Chapter – 1
Statement of the Problem and Definitions of Words

1.1 Introduction :-

The tribles are original habitants of India. They live at distance and deserted places from the beginning. So there is less impact of urban tradition and development on the tribals. Because of this, they are unaware with the tools of progress. So the tribals live hundreds of years old traditional life. Today the man can be seen wandering nakedly on the islands of Andaman and Nicobar. That is the vision able proof of their development. Because of living in remote areas and unavailability of travelling tools, they are untouched with city. They are neglected and exploited by the rulers because of living differently.

After the independence, when the government came to know about their condition and uniqueness, the state government and other institutes have started to try their socialization and development. So that the tribals can join our country’s mainstream and save our ancient cultural heritage.

In History, It is said that the scheduled Tribe is remained from education system. In the Mahabharata, the story of ‘EKLAVYA’ shows that the tribals had no right to get education.

The constitutional name for the Indian tribals is scheduled Tribe. The Tribals live in the mountain regions and naturally different regions. They are known with different names like. Girijans, Vanvasi, Mulnivasi, and other popular names are Vanyajati, Pahadi Adimjati, Adivasi and Adimjati.

The illiterate of scheduled Tribe is the reason of their ignorance, exploitation, poverty, and backwardness. The education is the only tool by which their progress is possible. Their self respect, self confidence and self knowledge can be awaken by the education. They can be transformed and made them perfect by the education. So that they can take the advantages of various occasions.

The colleges have been set up in the tribals area, for the scheduled Tribe to equal them with other cast. They are given houses and other monetary facilities. The shelter schools and the tribal schools are set up for them. In spite of this the literacy percentage is less in Gujarat. There are many steps taken to increase it, Because of the
students who achieve high academic achievement and who does not achieve, this research is done to give them solutions and guidance.

Study Habits of the tribal students have been different. So effect of Study Habits are considered as a variable of the research. Achievement Motivation is also included to me as the effect on Academic Achievement of Secondary School tribal Students.

1.2 Statement of the problem :-

A study of Academic Achievement of Tribal students of secondary school in relation to Intelligence, Study habits and Achievement Motivation.

1.3 Definitions of Key Words :-

1.3.1 Academic Achievement :-

The students studying in the same class have different academic achievement. They can get high, medium, and low achievement through their study. So the academic achievement means the achievement achieved in his education field.

1.3.2 Tribal Students :-

Tribal students are accommodated as reserved class in schools or colleges. The Students who came in different school from remote areas are put in category of scheduled Tribe.

1.3.3 Secondary School :

The school where the students of IX and X are studying

1.3.4 Intelligence :

Intelligence means skill of understanding daily situations and solving them – Geert.

1.3.5 Study Habits :

The habits by which strength and celerity is survived and by which the questions of study can be understood easily and successfully.

1.3.6 Achievement Motivation :

Achievement Motivation is a desire to experience the success or to be successful. The activities on which the support of success depends on individual trial and strength and to participate in those activities is a desire.
1.4 Practical definitions of words:

1.4.1 Intelligence:
Intelligence is such an action of brain as has decision of solving the problems. Gradually this action increases step by step and becomes an ability to study. Then it accept old abilities in it.

1.4.2 Study Habits:
Habits means the natural and self activated activity that is created by again and again repetition. In which students change according to their nature and ability. And by which they get success, they make them their habits.

1.4.3 Achievement Motivation:
The difference in the category of necessity for achievement can be understood by avoiding opposite necessity of failure. Some people looks toward success, while others are worried for failure. Success looking people decide medium strengthed goals. While people who worried for failure decide very high, very low goals. The inclination to get success is awes trucked by possibility of success and achievement’s attraction of success.

1.5 Importance of the study:
Before Independence, British rulers were gloomy for Indian people’s education. But after Independence, the change is found in Indian Education History. Because of some reasons, after 66 years of Independence, a huge class of society who talks about the unification of primary education means the tribals are not only backward but also remained. The tribals are not connected with main stream of society till now.

The Indian government has taken educational steps for the progress of the tribal class and to connect them with the main stream of society. But the progress has not been achieved as needed as for the tribals. Then the Indian government has set up the shelter school for the tribals and there they have given the children not only living and food facilities but also free book. But why did the student not achieve the achievement as needed as in this school? what is the result of decisions taken for them? why is their literacy scale is down nowadays? why is not done the institutional educational development for the tribals like other caste? The answers of other questions can be got through the research. Presently the researcher has tried to solve these questions in his study.
Intelligence, study habits and achievement Motivation are important to complete the objectives of education. This research will be helpful to find the effect and relation of above three on the academic achievement of the tribal students. Besides, this research will be useful to know below details.

1. The research will be useful for other primary and higher secondary schools besides secondary school.
2. The authorized and faithful instrument is created to know the achievements of the students. So the future researchers will get this useful research tool.
3. How is the effect of Intelligence, study habits and achievement motivation on the academic achievement with reference of caste and areas? This information is useful for researching other variables.
4. The information will be got to support or not support the past salvations of research.

1.6 Objectives of the study:

The objectives decided for this study are below:

1. To study the Academic Achievement of the tribal students who studying in Secondary Schools.
2. To study the Academic Achievement of the tribal students who studying in rural and urban Secondary Schools.
3. To study the Academic Achievement of the tribal boys and girls students who studying in rural and urban Secondary Schools with reference of Intelligence, Study Habits, and Achievement Motivation.
4. To study the Academic Achievement of high and low Intelligence tribal students (boys and girls) who studying in rural and urban Secondary Schools.
5. To study the Academic Achievement of high and low Study Habits tribal students (boys and girls) who studying in rural and urban Secondary Schools.
6. To study the Academic Achievement of high and low Achievement Motivation tribal students (boys and girls) who studying in rural and urban Secondary Schools.
1.7 Hypotheses of the study :-

The Hypothesis made for the present study are below:

**Ho1.** There is no significant difference in mean scores of Academic Achievement of High Intelligence and Low Intelligence Secondary School tribal students.

**Ho2.** There is no significant difference in mean scores of Academic Achievement of High Intelligence and Low Intelligence Secondary School tribal Boys.

**Ho3.** There is no significant difference in mean scores of Academic Achievement of High Intelligence and Low Intelligence Secondary School tribal Girls.

**Ho4.** There is no significant difference in mean scores of Academic Achievement of High Intelligence and Low Intelligence Secondary School Urban area tribal students.

**Ho5.** There is no significant difference in mean scores of Academic Achievement of High Intelligence and Low Intelligence Secondary School Urban area tribal Girls.

**Ho6.** There is no significant difference in mean scores of Academic Achievement of High Intelligence and Low Intelligence Secondary School Rural area tribal Boys.

**Ho7.** There is no significant difference in mean scores of Academic Achievement of High Intelligence and Low Intelligence Secondary School Rural area tribal Girls.

**Ho8.** There is no significant difference in mean scores of Academic Achievement of High Intelligence and Low Intelligence Secondary School Urban area tribal Boys.

**Ho9.** There is no significant difference in mean scores of Academic Achievement of High Intelligence and Low Intelligence Secondary School Urban area tribal Girls.

**Ho10.** There is no significant difference in mean scores of Academic Achievement of High Study Habits and Low Study Habits Secondary School tribal students.
Ho11. There is no significant difference in mean scores of Academic Achievement of High Study Habits and Low Study Habits Secondary School tribal Boys.

Ho12. There is no significant difference in mean scores of Academic Achievement of High Study Habits and Low Study Habits Secondary School tribal Girls.

Ho13. There is no significant difference in mean scores of Academic Achievement of High Study Habits and Low Study Habits Secondary School Rural area tribal students.

Ho14. There is no significant difference in mean scores of Academic Achievement of High Study Habits and Low Study Habits Secondary School Urban area tribal students.

Ho15. There is no significant difference in mean scores of Academic Achievement of High Study Habits and Low Study Habits Secondary School Rural area tribal Boys.

Ho16. There is no significant difference in mean scores of Academic Achievement of High Study Habits and Low Study Habits Secondary School Rural area tribal Girls.

Ho17. There is no significant difference in mean scores of Academic Achievement of High Study Habits and Low Study Habits Secondary School Urban area tribal Boys.

Ho18. There is no significant difference in mean scores of Academic Achievement of High Study Habits and Low Study Habits Secondary School Urban area tribal Girls.

Ho19. There is no significant difference in mean scores of Academic Achievement of High Achievement Motivation and Low Achievement Motivation Secondary School tribal students.

Ho20. There is no significant difference in mean scores of Academic Achievement of High Achievement Motivation and Low Achievement Motivation Secondary School tribal Boys.

Ho21. There is no significant difference in mean scores of Academic Achievement of High Achievement Motivation and Low Achievement Motivation Secondary School tribal Girls.
Ho22. There is no significant difference in mean scores of Academic Achievement of High Achievement Motivation and Low Achievement Motivation Secondary School Rural area tribal students.

Ho23. There is no significant difference in mean scores of Academic Achievement of High Achievement Motivation and Low Achievement Motivation Secondary School Urban area tribal students.

Ho24. There is no significant difference in mean scores of Academic Achievement of High Achievement Motivation and Low Achievement Motivation Secondary School Rural area tribal Boys.

Ho25. There is no significant difference in mean scores of Academic Achievement of High Achievement Motivation and Low Achievement Motivation Secondary School Rural area tribal Girls.

Ho26. There is no significant difference in mean scores of Academic Achievement of High Achievement Motivation and Low Achievement Motivation Secondary School Urban area tribal Boys.

Ho27. There is no significant difference in mean scores of Academic Achievement of High Achievement Motivation and Low Achievement Motivation Secondary School Urban area tribal Girls.

1.8 Limitation of study :-

(1) The tribal boys and girls were taken from the urban and ruler secondary school of Gujarat.

(2) The research was done of the tribal boys and girls studying in the urban and rural high school of Gujarat with reference of Intelligence, Study Habits and Achievement Motivation.

(3) The effect of Intelligence, Study Habits and Achievement Motivation was seen on the academic achievement of the tribal boys and girls studying in urban and rural high school of Gujarat.

1.9 The Scheme of Chapterization:-

Chapter : 2 Theoretical background of the study:

Analysis of Literature is very important to understand the problem and to know the research plan. So in this chapter, meaning,
types, principles and other important things are noted with reference of title of study, Intelligence, Study Habits and Achievement Motivation.

**Chapter-3 Review of the related studies**

The researcher gets guidance from past research in their problem. So in this chapter the summery is presented which the researcher did in country or abroad. Title of Study, guideline, sponsor, research method, information tools, objectives and salvations are presented in this study.

**Chapter : 4 Research Plan and Procedure**

This chapter is important to show the direction of research. So that we can know how the research process will go ahead. In this research creation of subject, population, world’s definitions, review definition, research method, cast of model, area, information classification of variables are presented.

**Chapter : 5 Analysis and Interpretation of the data.**

The statistical calculations are shown to check hypotheses by finding medium measures and variable measures. In which the classification of score and measures of statistics are shown in this chapter, the details is given that the zero hypotheses of standard deviation, T-Test and its successfulness on both sides has been checked on the basis of types of information, numbers and parts of models.

**Chapter : 6 Summary, Findings and Recommendations.**

In this research, the summary of important sides of whole study is presented. So that the reader can understand the framework of whole research in short by this chapter. In it the research has presented. The summary of important parts of the chapters, solutions or research, suggestions for research and references for research.