CHAPTER VI

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

6.1. INTRODUCTION

The continued and growing need for new learning opportunities, linked with Psycho-sociological and Educational Technology. There is a need to establish a framework for generating meaningful and engaging learning experience for tribal students with diverse cultural sociological and educational background. The psychological and sociological variables are not a specific quality of a student but a quality of his or her behavior. How he or she behave, depends upon how he or she feels about himself/herself, about other students and about his or her relationship with others. This one is the fundamental core of his psycho-social behavior and determines the quality of behavior. In this chapter we discussed about the Summary, Conclusion, Recommendation and Suggestions.

6.2. STATEMENT OF THE PROBLEM

The statement of the problem is “A STUDY OF SOME SELECTED PSYCHO-SOCIAL VARIABLES RELATED TO EDUCATIONAL ACHIEVEMENTS OF SCHEDULED TRIBE STUDENTS IN SHERVARAYAN HILL RANGE, TAMIL NADU”.

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6.3. PROCEDURE OF THE STUDY

The Shervarayan Hill range are located in the Northern part of the Salem district. It consists of 11 high and higher secondary schools. Among them six higher secondary schools were selected by the investigator for his study. 150 boys and 150 girls were selected with the six schools as a sample. A student (samples) and Tenth Standard Public Examination of Tamil Nadu State board of Secondary Education is considered as Educational Achievement of this study. Two psychological variables, two sociological variables and one cognitive variable (education) were selected to analyze the problem of the study. These three kinds of variables how they are related with educational achievement have been analyzed by using five kinds of standard tools constructed by various authors. Psychological Sex Role Orientation constructed by Sudha Bhogle et al., Occupational Aspiration by Miller (1963), Cooperation Competition Disposition constructed by Chauhan, N.S., et al., and Student Learning Orientation constructed by Jayalakshmi Indiresan.

The original tool was in English. Though the samples of students for the present study are all Tamil medium students the investigator have given Tamil version of the tool for his study. The terms, phrases and sentence structures as in the original tool were exactly or more closely to the original were translated into Tamil and duly distributed to the samples.
6.3.1. DATA COLLECTION

The investigator approached the Heads of schools and developed rapport. He met the class teachers of XI standard and approached the students. He briefly explained the purpose of his research and instructed them to cooperate and fill the forms. A congenial situation was created, students were seated comfortably but not to consult one another. If they had any doubt, the researcher clarified them personally. The booklet consisted of five tools with relevant instructions to respond. After completing one tool, the students were given a short break. Then they proceeded to respond the next tool. Since no time limit was indicated for these original tools the researcher allowed the students reasonable time to fill each tool. In this way all the five tools were administered and responses were collected from the sample.

The responses to each tool were scored as per the procedures stated by the authors. The scores were tabulated and submitted to the statistical data analyst. The scores obtained from processing data are classified according to the variables of the study and basic statistics are calculated. The description of the analysis are combined with descriptive analysis and inferential analysis presented in this section. Normative survey method have been adapted to conduct this research study. Basic statistical values were calculated. Two – tailed test of significances between means was employed.
Wherever two groups were analyzed where two or more than two variables occurred, ‘F’ Test was used. To calculate relationship between variables, Pearson’s Product Moment Co-efficient of Correlation was used.

The findings were discussed in the light of earlier researchers and the living conditions of Scheduled Tribe students in Shervarayan Hill Range.

6.4. MAIN FINDINGS

1. Scheduled tribe boys have higher Masculinity than Femininity.
2. Scheduled tribe girls have higher Femininity than Masculinity.
3. Scheduled Tribe boys differ from Scheduled Tribe girls in their idealistic occupational aspiration. Schedule Tribe girls have higher idealistic occupational aspiration than Scheduled Tribe boys.
4. Scheduled Tribe boys differ from Scheduled Tribe girls in their realistic occupational aspiration. Scheduled Tribe girls have higher realistic Occupational Aspiration than Scheduled Tribe boys.
5. Scheduled tribe boys and scheduled girls do not differ in their cooperation variable.
6. Scheduled tribe boys and scheduled girls do not differ in their competition variable.
7. Scheduled tribe boys do not differ from scheduled tribe girls in their cultural conformity of cultural determination.

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8. Scheduled tribe boys do not differ from scheduled tribe girls in their cultural rebellion of cultural determination.

9. Scheduled tribe boys and scheduled tribe girls differ in their personal development orientation. Scheduled Tribe boys are higher than Scheduled Tribe girls in their personal development Orientation.

10. ST boys and girls are at equal level in their Assessment domination in learning.

11. Scheduled tribe boys and scheduled tribe girls differ in their intrinsic orientation in job getting and Learning. Scheduled Tribe boys are higher in their intrinsic orientation in Job getting and learning.

12. Scheduled tribe boys and scheduled tribe girls do not differ in their Apathy in learning.

13. Scheduled tribe boys and scheduled tribe girls do not differ in their Involvement in Learning.

14. Scheduled tribe boys and scheduled tribe girls do not differ in their Extrinsic orientation in Learning.

15. Scheduled tribe boys and scheduled tribe girls do not differ in their Significant other orientation in Learning.

16. Scheduled tribe boys and girls do not differ in their educational achievement.
17. There exists no significant correlation between masculinity and Educational achievement of Scheduled tribe boys.

18. There exists no significant correlation between femininity and Educational achievement of Scheduled tribe girls.

19. There exists no significant correlation between idealistic aspiration disposition and Educational achievement of Scheduled Tribe boys.

20. There exists significant correlation between idealistic aspiration disposition and Educational achievement of Scheduled Tribe girls.

21. There exists no significant correlation between realistic aspiration disposition and Educational achievement of Scheduled Tribe boys.

22. There exists no significant correlation between realistic aspiration disposition and Educational achievement of Scheduled Tribe girls.

23. There exists no significant correlation between co-operative disposition and Educational achievement of Scheduled Tribe boys.

24. There exists no significant correlation between co-operative disposition and Educational achievement of Scheduled Tribe girls.

25. There exists no significant correlation between competition disposition and Educational achievement of Scheduled Tribe boys.
26. There exists significant correlation between competition disposition and Educational achievement of Scheduled Tribe girls.

27. There exists significant correlation between cultural conformity and Educational achievement of Scheduled Tribe boys.

28. There exists significant correlation between cultural conformity and Educational achievement of Scheduled Tribe girls.

29. There exists no significant correlation between cultural rebellion and Educational achievement of Scheduled Tribe boys.

30. There exists significant correlation between cultural rebellion and Educational achievement of Scheduled Tribe girls.

31. There exists no significant correlation between personal development orientation and academic achievement of scheduled tribe students.

32. There exists no significant correlation between Assessment domination in Learning and academic achievement of scheduled tribe students.

33. There exists no significant correlation between intrinsic orientation in job getting and Learning and educational achievement of scheduled tribe students

34. There exists no significant correlation between Apathy in learning and educational achievement of scheduled tribe students.
35. There exists no significant correlation between Involvement in Learning and educational achievement of scheduled tribe students.

36. There exists no significant correlation between Extrinsic orientation in Learning and educational achievement of scheduled tribe students.

37. There exists no significant correlation between Significant other orientation in Learning and educational achievement of scheduled tribe students.

6.4.1. REGRESSION ANALYSIS

38. Idealistic aspiration and Educational achievement of girls is statistically correlated. Idealistic aspiration contributes 6% for Educational achievement of girls.

39. Competition disposition and Educational achievement of girls is statistically correlated. Competition disposition contributes 3% for Educational achievement of girls.

40. Cultural conformity and Educational achievement of girls is statistically correlated. Cultural conformity contributes 6% for Educational achievement of girls.
41. Cultural rebellion and Educational achievement of girls is statistically correlated. Cultural rebellion contributes 4% for Educational achievement of girls.

42. Cultural conformity and Educational achievement of boys is statistically correlated. Cultural conformity contributes 3% for Educational achievement of boys.

6.5. SUMMARY

In this chapter the descriptive inferential and co relational analyses of variables of the study was presented with statistical values and interpretation discussion of the Findings was presented. In the next chapter summary of the study main findings, implications, recommendations and suggestions for further study will be presented.

6.6. Educational Implications

The Present study has focused on the educational achievement of schedule tribe boys and girls studying in XI and the psycho-social and learning oriented variables as related to their achievements, fees concession, scholarships, provision of free uniforms, books granted by the governments at national and tamilnadu state in the shervarayan Hill Range of tamilnadu the scattered settlements and poor economic status could be rectified to some extent in drawing boys and girls of malayali and Irula tribe to schools. Having passed the school final (standard X) examination, the adolescent tribal students have joined class XI in popular subject groups MPCB, MPCCS, HELA. There are no vocational groups offered though
the educational achievement scores in X std public exam are above average, the ST students sex role orientation is more traditional and culture-oriented. Their occupational aspirations are similar in idealistic and realistic orientation because they have no awareness or information about what occupations are available, how to get qualified by choosing subject groups in XI standard. Generally, the students are neither high in cooperation nor competition which help them to progress in academics and related fields. The ST boys and girls are more culturally conformed than rebellion disposed which means, they follow passively the religious and ritualistic traditions and practices often the superstitions but not question or revolt to protest. The cognitive aspect of learning orientation is also average. All these variables are to a large extent not significantly correlated with their educational achievement. It can be seen from the comparison with non-tirbal students, the ST students are neither backward not exceed in their educational achievement or habitual disposition.

6.7. RECOMMENDATIONS

- Learning oriented training for better involvement in learning and mastering the content should be provided to enhance their achievement in academic subjects. The various coaching programmes disposition and capabilities of ST students.

- ST girls can be encouraged through empowerment programmes, special assistance and orientation to cultivate a bit of masculinity role to complete and develop independence and develop androgynous personality to deal effectively with problems at home and in learning or working environment.
At the higher secondary school level itself career and occupation guidance programmers should be started. Information on applying, qualifying and facing interviews with needed soft skill training should be made wide spread. This would divert the tribal boys and girls from a mass exodus to degree course than accessing meaningful earning orientation courses.

The curricular and co-curricular programs should focus on relevant cooperative situations enhancing team work and contributory to group success. At the same time healthy completion with oneself and among groups should be emphasized. This would pave way for improvement of the living conditions of the tribal people themselves in geographically scattered settlement.

Culture is important invasion by urbanization nd mad imitation of non-tribal life styles would take the spirit of unique identity and rich characteristics of the Malayali and Irula communities. Hence, the educated among the same communities should be encouraged to respect, appreciate and preserve the most typical aspects of the tribal culture.

6.8. **SUGGESTIONS FOR FURTHER STUDY**

- Comparative study of educational achievement and related variables among different tribes of Tamil Nadu.
- Impact of intelligence, personality, aspiration, sex role orientation on self concept and educational achievements of tribal and non-tribal students.
- Effectiveness of curriculum related, school related achievement of tribal students.
- Problems related to academic backwardness and their remediation through instructional intervention for inclusive education.