CHAPTER – V
FINDINGS AND DISCUSSION

Introduction: The present study was designed to study the contribution of socio-economic background with respect to the academic achievement of tribal and non-tribal adolescent students. For the conduct of the study some objectives were formulated and hypotheses were framed under chapter one. In order to achieve the objective of the present study, the data was collected by administering the questionnaire for the variables under questions including the data with regards to achievement scores of the school children. The previous chapter, in this connection, discussed the analysis and interpretation of data. It now becomes necessary to summarize the findings and conclusions resulting from the present investigation.

Thus the present chapter is devoted to this purpose under the following heads:
1. To study the difference in Academic Achievement among the Tribal and non-Tribal adolescent students.
2. To study the difference in Academic Achievement between Urban Tribal and non-Tribal students.
3. To study the difference in Academic Achievement between Rural Tribal and non-Tribal students.
4. To study the difference in Academic Achievement between the Rural and Urban Tribal students.
5. To study the difference in Academic Achievement between the Rural and Urban non-Tribal students.
6. To find out the relationship between the Academic Achievement and Socio Economic Status among Tribal and non-Tribal students.
7. To find out the relationship between the Academic Achievement and Socio Economic Status of Tribal students.
8. To find out the relationship between the Academic Achievement and Socio Economic Status of non-Tribal students.
9. To study the Academic Achievement of the Tribal and non-Tribal adolescent students having a) High Socio- Economic Status, b) Middle Socio- Economic Status and c) Low Socio- Economic Status.
In this chapter the major findings are reported on the basis of the objectives and hypotheses. However, the major findings that are obtained from the analysis and interpretation of the study are as follows:

5.1 Major findings of the study

1. The mean AA score of Tribal adolescent students is 215.5 and that of non-Tribal adolescent students is 248.93. The difference between the two means is significant. The AA score of the non-Tribal adolescent students is better than Tribal adolescent students.

2. The t- value of the Academic Achievement of Urban Tribal and non-Tribal adolescents is 5.915, which is significant at .01 level. From the result it is observed that there is a significant difference between the Urban Tribal and non-Tribal adolescent students in Academic Achievement. It is evident from the mean Academic Achievement score of the Academic Achievement of Urban non-Tribal is better than the Urban Tribal adolescent students.

3. The t- value of the Academic Achievement of Rural Tribal and non-Tribal adolescent students is 1.65, which is not significant. From the result it is observed that there exists no significant difference between the Rural Tribal and non-Tribal adolescent students in Academic Achievement. The Academic Achievement of Rural Tribal and non-Tribal adolescent students has no difference.

4. The t- value of the Academic Achievement of Urban Tribal and Rural Tribal adolescent students is 1.211, which is not significant. From the result it is observed that there exists no significant difference between the Urban Tribal and Rural Tribal adolescent students on Academic Achievement.

5. Mean value for Urban non-Tribal students (270.68) is higher than the Rural non-Tribal students (224.07). This led to the conclusion that Urban non-Tribal students are significantly differ in Academic Achievement than Rural non-
Tribal. It is evident from the mean Academic Achievement score that the Urban non-Tribal is better than the Rural non-Tribal students.

6. The correlation between SES and Academic Achievement of Tribal and non-Tribal adolescent students is .383, which is significant at .01 level. From the result it is observed that there is a highly significant correlation between SES and Academic Achievement among Tribal and non-Tribal adolescent students.

7. The correlation between SES and Academic Achievement of Tribal students is .240, which is significant at .01 level. From the result it is observed that there is a highly significant correlation between SES and Academic Achievement of Tribal students.

8. The correlation between SES and Academic Achievement of non-Tribal students is .397, which is significant at .01 level. From the result it is observed that there is a highly significant correlation between SES and Academic Achievement of non-Tribal students.

9. The F-ratio of the Academic Achievement among the High, Middle and Low SES groups is 44.365, which is highly significant. From the result it is observed that there is a significant difference in Academic Achievement among the High, Middle and Low SES groups.

5.2 Discussion of the Findings

A research study has its nascence in the background of the area in which it is located and the research findings of the earlier studies which justifies its conception as well as its implication. Therefore, it is quite natural that after completion of the research study, its findings should be observed against the perspective of the cumulative research substantiation in the concerned area. It is because of this that the investigator thought it proper to juxtapose the findings of the present research with the findings of the research already conducted in this area. Since, others already conducted research studies in this area in which the present study is rooted, deal only portly and tangentially with the variables of this study, the possibility of empirical evidence wholly in support of or opposed to it, does not exist. Consequently, an
attempt has been here to cite such finding which support or refute the findings of the present study. The findings of the study have already been summed up in the proceeding section.

*Academic Achievement among the Tribal and non-Tribal adolescent students of both Urban and Rural areas*

**Academic Achievement**

The mean AA score of Tribal adolescent students is 215.5 and that of non-Tribal adolescent students is 248.93 and the calculated t-value is 5.827, which is higher than table value (2.56) at .01 level. The mean AA score of the non-Tribal adolescent students is found to be higher than the mean AA score of Tribal adolescent students which indicate that community (Tribal/Non-Tribal) does have an influence in making a person average achievers. This study also supported by Singh (1977), Pandey (1981), Mehta, C. P. (1987), Ekka, E. M. (1990), Indra (1991), Kalita, P. C. (2000), John, V. S., et. al (2011), Acharya, S. (2012), V. V. Kulkarni, V.V. & Shivagunde, S. (2012), Muthukumar, U; Tamilenthi. S. (2013). This study established that community does have an influence in making a person high achiever.

*To compare the Academic Achievement between Urban Tribal and Urban non-Tribal adolescent students*

The t-value of the Academic Achievement of Urban Tribal and non-Tribal adolescents is 5.915, which is significant at .01 level. The mean AA score of the Urban non-Tribal adolescent students is found to be higher than the mean AA score of Urban Tribal adolescent students which indicate that community (Tribal/Non-Tribal) does have an influence in making a person high achiever in Urban areas that have been supported by Clemens and Oleke (1967), Emekel (1984), Koteswara, N. M. (1991), Garg, Chitra (1992), Mishra, B. B. (1997), Nathanap, G. (2007), Gurubasappa (2009), Devi, B. (2013), Raju, S. S. (2013), and Siddi, R. S. (2013). *To compare the Academic Achievement between Urban Tribal and Urban non-Tribal adolescent students it is found that urban non-Tribal are better than urban Tribal.*
To compare the Academic Achievement between Rural and Urban adolescent students


To compare the Relationship between Socio-Economic Background and Academic achievement


To compare the Tribal and Non–Tribal Students in academic achievement within High, Middle and Low SES Levels

The findings in the present study revealed that there is a significant difference between tribal and non-tribal in academic achievement belonging to high, middle and low SES levels. The pass percentage of non-Tribal adolescent students of Low SES is 27.7 and Tribal adolescent students is 46.0. The pass percentage of non-Tribal adolescent students of Middle SES is 30.3 and Tribal is 36.3. On the other hand, in High SES level, the pass percentage of non-Tribal is 42.0 and Tribal is 17.7. From these results it can be said that in middle and low SES level the academic achievement of Tribal adolescent students is better than non-Tribal adolescent students. On the other hand in high SES level non-Tribal adolescent students is better than Tribal adolescent students in academic achievement.

Being tribal or non-tribal does make an impact on academic achievement in case of high, middle and low SES level.
The present study is not in agreement with Gokulanathan (1972), Lalitha (1982), Verma (1985), and Tripathy (1986) who found that there was no significant difference between tribal and non-tribal in school achievement. The findings is also not in agreement with Mubayi (1976), Aruna (1981), Deshpande (1984), and Verma (1985), who found that non-tribal students were significantly high achievers than tribal students in academic achievement. Thus, from the findings of the present study we could see that tribal students are significantly better in their achievement than the non-tribal students both in case of middle and low SES levels. But in case of high SES level the non-tribal students is better than tribal in academic achievement. This may be because being the tribal people they feel secure to get a job even with minimum achievement and abilities, whereas non-tribal have to be more conscious about their future career and as such they struggle more to have a bright future.

5.3 Implication of the study

The present study is related to Socio-Economic Status and academic achievement of Tribal and non-Tribal students at secondary level. This study mainly focused the Socio-Economic Status of the students which create problems that related to education of the Tribal adolescent students of the district, face in course of their completion of secondary education i.e. H.S.L.C Examination. The secondary education is the crucial means to make a student efficient for the future and empowered society, which can only be achieved through successive completion of H.S.L.C Examination, irrespective of caste, community, sex, religion, locality (Urban/Rural) and socio-economic background.

The Tribal people of our state backward in education and they are lagging behind other aspects of the society. So, recognising the special needs of STs, the Constitution of India made certain special safeguards to protect these communities from all the possible exploitation and thus ensure social justice. While Article 14 confers equal rights and opportunities to all, Article 15 prohibits discrimination against any citizen on the grounds of sex, religion, race, caste etc. Article 15(4) enjoins upon the State to make special provisions for the advancement of any socially and educationally backward classes; Article 16(4) empowers the State to make provisions for reservation in appointments or posts in favour of any backward class of
citizens, which in the opinion of the State, is not adequately represented in the services under the State; Article 46 enjoins upon the State to promote with special care the educational and economic interests of the weaker sections of the people and, in particular, the STs and promises to protect them from social injustice and all forms of exploitation. Further, while Article 275(1) promises grant-in-aid for promoting the welfare of STs and for raising the level of administration of the Scheduled Areas, Articles 330, 332 and 335 stipulate reservation of seats for STs in the Lok Sabha and in the State Legislative Assemblies and in services. Finally, the Constitution also empowers the State to appoint a Commission to investigate the conditions of the socially and educationally backward classes (Article 340) and to specify those Tribes or Tribal Communities deemed to be as STs (Article 342). The Fifth Schedule to the Constitution lays down certain prescriptions about the Scheduled Areas as well as the Scheduled Tribes in states other than Assam, Meghalaya, Tripura and Mizoram by ensuring submission of Annual Reports by the Governors to the President of India regarding the Administration of the Scheduled Areas and setting up of Tribal Advisory Councils to advise on matters pertaining to the welfare and advancement of the STs (Article 244(1)). Likewise, the Sixth Schedule to the Constitution also refers to the administration of Tribal Areas in the states of Assam, Meghalaya, Tripura and Mizoram by designating certain tribal areas as Autonomous Districts and Autonomous Regions and also by constituting District Councils and Regional Councils (Article 244(2)). To ensure effective participation of the tribal in the process of planning and decision-making, the 73rd and 74th Amendments of the Constitution are being extended to the Scheduled Areas through the Panchayats (Extension to the Scheduled Areas) Act, 1996. But still the Tribal people are lag behind due to poor socio-economic background of the family.

However, the study has some implications for the persons/ agencies who are involved in the process of development of education, the long cherished goal of the constitution. The findings of the study have some significant messages for the policy makers/ government, educational planners, school administrators, teachers, parents’, community and also for the NGOs who have a significant role and responsibility in improving education of tribal as well as non-tribal people.
The present studies have special messages for the government and policy makers who prepare the policies for education.

i) The Govt. should establish residential schools for poor and tribal students in order to bring them in educationally enriched environment. They can interact with the peer groups and teacher constantly and can develop right kind of attitude and aspiration when they live in home-like residential school.

Further, the children who are under economic pressure of the family can be relieved when they are in the residential schools with free and accommodation education.

ii) The Govt. should make certain policies/ programme for the training of the community leaders to develop capacities for school management and community mobilization and also involving them in school management.

iii) The Govt. should give emphasis on the flexibility in school timings and vacations especially in tribal areas.

iv) Pre-service training and in-service teachers training should be made compulsory in order to develop teachers’ efficiency in teaching in a joyful way with an understanding of the child psychology.

v) Proper inspection and supervision should be made compulsory with very short time gap to check the functioning of policies and programmes in school.

vi) Resources require to be better targeted and utilized, to ensure greater investment in the more deprived areas and population groups.

vii) The Govt. should be more vigilant and conscious about the proper use of the grant allocated for the development of secondary education. The inspection should be made regularly with proper morality and responsibility by the govt. officials.

viii) The Govt. should be more efficient and effective in implementation of various poverty elevation programmes in rural and tribal areas of the district with proper infrastructure.

ix) A policy for the involvement of NGOs and resource institutions is being developed by making community as a partner in the developmental process.
x) Educationally backward pockets in a district will be identified through micro planning exercise and appropriate multipronged strategy will be adopted to improve educational status of that area.

xi) Some vocational courses to be introduced for the students to remove the economic backwardness.

xii) For improving the economic condition of parents’ govt. should establish some agro-based and small industries to engage the people.

xiii) The Govt. should be provided scholarship for the poor tribal students.

xiv) For social consciousness of the tribal parents’ some initiative measures should be taken by the intellectuals and NGOs.

The implications of the findings are also significant for the educational planners in terms of planning of curricular programmes for the children of secondary schools. As the most important causes of backwardness in academic achievement among the tribal and non-tribal students is illiteracy of parents, lack of interest in education of parents, low income of the family and lack of proper occupation of parents, poor livelihood, low social status and unattractive condition of schools. So, the curricular framework should be more practical, psychologies and vocational-based with child friendly and joyful activities. The learning-experiences should be more participative and innovative so that they are motivated to learn with ease and pleasure.

- The educational programme for the disadvantaged students should be cater to the ecological, cultural, social, vocational life and psychological characteristics and should be reflected in the curriculum and co-curricular activities of the school. Attempt should also be made to bring flexibility in curriculum and to provide space for incorporating locally relevant materials and activities as the lifestyles and culture of the tribal people are very different from the mainstream.
- Attempt should be made to introduce more need-based diversified vocational courses or training for the tribal students since upper primary level with an entrepreneurial dimension according to the structure and resource exist in the society.
- Pedagogical changes are being incorporated in new programmes.
• Local specific approach like using mother tongue in the classroom, using stories from local folklore, material which student can relate to being encouraged to make learning more relevant.

• Attention should be given on the development of specific modules for training of the teacher in tribal and rural areas.

• Planning should also be made for education of total development of the children. In addition to the curricular programme provision for physical education (games, sports, exercise tips for health and hygiene, yoga etc.), social activities (celebrating national days and festivals, cleaning the locality, arranging picnic etc.), various literary, arts, fine arts and crafts, carpentry works are to be incorporated in the school programmes.

The present study has an implication for the school administrators who have to regulate all the plans and policies for an effective functioning of the school. The administrator of a school should follow a democratic attitude towards the school and its management. He should be sincere, active, creative and responsible person other than his good management and administrative capacity. He should have leadership quality to manage the teacher’s activities in terms of their efficiency in academic and non-academic matters in dealing with students.

1. The school authority should arrange for inviting the eminent personalities and interaction with them so as to make the children aspire for high achievement in life.

2. The school administrator should organize the parent-teacher meetings regularly and various problems of their children should be discussed openly so as to resolve them collectively.

3. Schools require developing professional management system based on rewards and praises, characterized by encouragement to those who try to improve individual and collective standards.

4. Administrators should assume a practical stand by collaborating with parents’ in developing and implementing family education programmes particularly in tribal areas to guide and help their children in education.
5. The teacher should give emphasis on the co-operative learning where positive inter-dependence among students in goal attainment behavior can be increased.

6. Teachers should guide the children, who are weak in learning, fearful or weak in nature.

7. The present study has its bearing for the teachers also. The teacher-pupil relation has its roots in a genuine, deep, psychological acceptance of each child. Teachers should possess welcoming attitude towards their students and should give ample opportunities to share their emotions and desires freely.

8. Teachers should emphasis on teaching, headmasters should create academic environment and the authorities should ensure that all teachers teach and every student learns.

9. Teachers should create congenial and pleasure atmosphere in school so that the student can develop attitudes, skills and knowledge of self-confidence, responsibilities of their own actions, sharing abilities, independence in learning etc. and can adjust in school situation.

10. The teacher should develop a sense of morality and devotion in performing their responsibilities to shape the child’s future particularly in rural and tribal areas where the people have no other way to educate their children other than the school education.

The present study has its implications for the society also. Community participation through Parent-Teacher Association, Village Education Committee, Local Management Committee and Mother Association should be more active and strong in supporting the school activities and providing arrangements by helping the school authority and teachers in planning and implementing and monitoring.

The present study bears special messages for the families or the parents. The parent should encourage their children to acquire knowledge. The family environment is pervasive and highly influential components for children’s education. Good parenting has been documented to predict a child’s all round development. With respect to children’s high achievement, parental involvement and behavioural control are associated with greater emotion and social competence and positive attitude towards school-work as well as less depressive and withdrawal behaviour. The parental education and occupation have positive impact on academic achievement of
the students and also on their learning achievement. Therefore, simultaneous attention should be given to adult education and vocational programmes to enable the parents to encourage their children for effective participation.

The non-Government Voluntary Organisations of the state as well as the district should also be aware of the fact and should try to work for the deprived community through some programmes. Voluntary Organisations have been playing a very important role in sharing the responsibility of the Government in ‘Reaching the Services to the Un-reached’ in far-flung inaccessible areas and in developing and experimenting alternative project models to match the needs of the local people. Voluntary Organisations are effective agents in bringing forth the most desired social change and development by virtue of their direct contact and linkages with the tribal. Voluntary Organisations will, therefore, be encouraged to play an effective role in improving the status of tribal in the areas of education, health, nutrition, employment and income-generation, besides sensitizing the administrative machinery and conscientizing the tribal to realize their rights and potential besides safeguarding them from social and economic exploitation.

However, the findings of the present study have its implications not only for the above persons/agencies but also for the each and every conscious and responsible citizens of the country. Development of tribal people and tribal education is not an individual work rather it requires the co-operative and sincere efforts of all.

5.4 Action Plan for Remedial Measures for improving Tribal Education

Conventional schooling has not been successful in overcoming the problems of tribal students as they need more care and attention. So, in addition to the above provisions implicating various persons or agencies there should be an action-plan for quick implementation as the remedial measures to improve education of tribal students.

These are as follows:
- Involving tribal, especially those engaged in shifting cultivation, closely and gainfully in joint forest management, social forestry, agro-forestry etc. and
facilitate rightful collection and gainful disposal of minor forest produce (MFP) and other produce.

- Providing the Government special concern and commitment for the well-being of the Scheduled Tribes who suffer as a Group due to their social and economic backwardness and relative isolation.

- Effective enforcement of existing legal/protective measures along with the provisions made under the Fifth Schedule to prevent tribal indebtedness, bonded labour and other exploitation.

- Providing basic minimum services viz. food, nutrition, safe drinking water, primary health care, education, safe environment, productive assets at least at the level of survival and sustenance with a special focus on women, children and PTGs.

- Making education relevant and suitable to their milieu, local situations and functional needs besides vocationalisation of education to equip the tribal youth with the most wanted technical knowledge and upgradation of skills.

- Developing Forest Villages, on priority basis, by ensuring basic infrastructure and with basic minimum services for those tribal living therein.

- Ensuring food and nutrition security so as to prevent deficiency diseases due to hunger, under nutrition, starvation and malnutrition through expansion of the on-going programmes of Supplementary Nutrition Programme, Integrated Child Development Services, Mid-Day Meal, Targeted Public Distribution Scheme and Village Grain Banks.

- Review and reform of the working of the financial and other support mechanisms (NSTFDC, TDCCs, TRIFED etc.) not only to function as self-reliant institutions but also to maximize their efforts in accomplishing economic development amongst tribal in real terms.

- Effective implementation of the Indian Penal Code, the PCR Act 1955 and the SC/ST (Prevention of Atrocities) Act, 1989 in order to protect the rights and interests of the tribal and ensure their safety and security.

- Effective and meaningful implementation of the special strategies of SCP and TSP both at central and state levels and ensuring operational optimization/maximization of ITDPs.
• Involving community leaders to school management committee to ensure the sense of ownership.

• The parents have to take due care about their socio-economic background, by improving their educational qualifications. They can even change their occupation depending on their educational qualifications and also with the available financial resources.

• Organizing special camps for the tribal students who are not benefited by the common school system, by recognizing the diversified needs of the tribal.

• Setting up of special financial institutions viz. Tribal Co-operative Marketing Development Federation (1987) and National Scheduled Castes and Scheduled Tribes Finance and Development Corporation (1989).

• Development of tribal coordinators/officers the state as well as in district level to monitor the different activities of the government in coordination with the Tribal Welfare Department.

• Remedial measures for slow learners or socially disadvantaged students.

• Maintaining the teachers’ accountability in terms of their responsibilities towards the school and tribal students.

• Establishing guidance corner in the secondary schools in order to guide and direct the needs and problems of the adolescent students in proper way.

• Provision of more government grants to each district for special innovative activities to promote education in tribal areas with proper inspection.