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RESEARCH ARTICLE

ACADEMIC ACHIEVEMENT MOTIVATION AMONG TRIBAL CHILDREN WITH SPECIAL REFERENCE TO KERALA

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ABSTRACT

Tribal people are the most unprivileged and marginalized group of people living in the hilly forest areas of the country. Their socio-economic and educational status is found very low and they are in very trouble to cope up with the current needs and challenges of the society. In this article the researcher intended to conduct a study on the academic achievement motivation of tribal children Kerala with respect to their socio-demography and academic performance. The data was collected by using Academic Achievement Motivation Test scale developed by Dr. T.R Sharma. The result was found that majority of the tribal children possess low academic achievement motivation and it is influenced by the gender, parents education, community etc.

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INTRODUCTION

Tribes are aboriginal people. They are considered as the natural inhabitants of the country and living 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. Their social structure, their culture and their language are quite different from the general people of India. in the present scenario the indicators of social development is very high in Kerala; but it doesn't reflect in the life of tribal people. As days passes their life is becoming more unprivileged in forest. Considering their pathetic living condition the government provides special provisions and reservation to those marginalized people. Despite of different constitutional remedies and provisions the living condition of tribal people is still very backward.

Education is an important parameter which indicates the development of a nation. While analyzing the educational status of tribal people in Kerala, which is 21% less than the total literacy rate of the state. 17% of them are school drop outs (Nair, 2012). Menon. V. Indu (2013) sketched that mother tongue inhibition, gender bias, geographical isolation, teacher's

absenteeism, negative attitude of teachers and migration pull back the tribal children from better academic performance.

In this situation it is very necessary to assess the academic achievement motivation of tribal children in relation to their academic performance and socio-demographic characteristics. 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 the academic success. It conquers a very important place in education as well as growing process.

Objectives of the Study

- To assess the socio- demographic characteristics of the tribal children
- To study the academic performance of the tribal children
- To study the academic achievement motivation of the tribal children

METHODOLOGY

The researcher adopted descriptive methodology with randomly selected 80 samples from a tribal residential school Kannur. Academic Achievement Motivation Test scale

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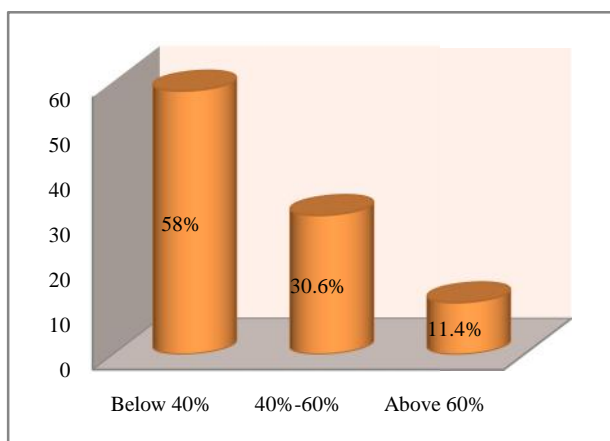
developed by Dr. T.R Sharma and a self-prepared questionnaire were used as tool for data collection. The collected data was analysed by using SPSS.

Findings

Findings regarding the socio-demographic characteristics

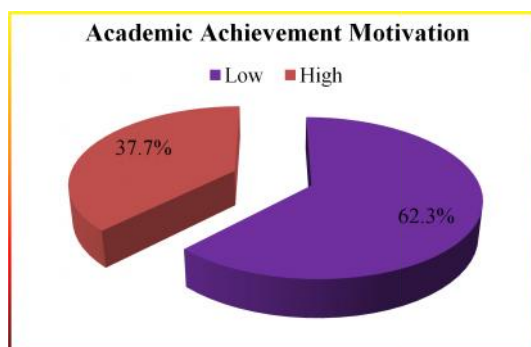
The result reveals that more than half(52%) of the respondents were females and the rest of 48% were males. Majority of them(76%) of the respondents were coming from nuclear family and 24% only from joint family. More than half (58%) of the respondents belonged to Karimpala community, 10.5% were Mavilas, 14.7% were Paniyas and 16.5% were Kurichias. Regarding the educational status of the parents, more than one fourth (39.22%) of respondent’s fathers had completed secondary schools and 52.54% 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 (3.65%) had not received any formal school education.

Findings on the Percentage of marks scored by the respondents



It is clear from the above diagram that the academic performance of tribal children is very poor. Majority of the tribal students scored below 40% of marks, 30.6% scored 40-60% of marks and a less percentage (11.4%) scored more than 60% of marks.

Findings regarding the Academic Achievement Motivation (AAM) among the Tribal children



The above diagram reveals that majority of the respondents (62.3%) possessed low academic achievement motivation and the rest of 37.7% only scored high academic achievement motivation. There is a significant difference ($t=2.826$, $P<.05$) found between boys and girls regarding the AAM; girls are found more motivated than the boys. Regarding their community the students from Karimpala community showed more AAM than other communities ($f=1.032$, $P<.05$). There is a significant association was found between mothers educational status and AAM of the respondents. The children of those mothers with educational qualification more than secondary level showed more AAM than other students. The most significant result of the study is that there is a .01 level significant positive correlation($r=.823$, $P<.01$) exist between percentage of marks and the academic achievement motivation of the respondents.

CONCLUSION

The study brings out a result that, not only the socio-economic condition but also the intrinsic motivation to academic achievement is low among tribal children. Their AAM has a significant influence on their academic performance. It is very pertinent to know that girls are highly motivated than boys, but the higher education level of girls in our country is very low. The significant association between mother’s education and the academic achievement motivation of students again stress out the importance of girls education. It can be summarized here that this is the peak time to make the tribal children self-motivated to reach at the highest by intervening with necessary skills and ensure equal participation and opportunities for both boys and girls.

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