

EFFECT OF SOCIO-PSYCHOLOGICAL FACTORS ON ACADEMIC ACHIEVEMENT OF SCHEDULED TRIBE STUDENTS - A CASE STUDY

Abstract

Notwithstanding differing opinions regarding the purpose of education, academic accomplishment has always been a key component and focal point of educational research. The basic tenets of psychology—that there are variations within the individual from time to time, place to place, circumstance to scenario, and class to class—serve as the foundation for the rationale for gauging academic achievement. Unfavorable school climates cause psychiatric illnesses that influence teachers, making them unhappy and influencing how they behave at work. Based on data from the National Sample Survey, school-related causes account for a minimum of 22–25 percent of children's absence from primary school. The Gross Enrollment Ratio (GER) for secondary school in China is as high as 69%, compared to just 48% in India. Furthermore, not all tribes and subcastes have had equal access to schooling.

This paper examines the cause of low academic achievement in scheduled tribe children who are lagging behind others in spite of various special incentives and facilities provided by the Govt. Necessary data for the study has been collected from the secondary schools of Dhemaji district which has a dominant portion of scheduled tribe population. The problem under investigation focuses on the influence of personality traits, family factors, socio-economic status and school factors on the selected sample. In spite of all facilities, there are drawbacks and limitations at the developmental process, implementing and proper management of

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it. As such an in depth study in this regard is likely to highlight many factors related with educational backwardness of Scheduled Tribe students.

Keywords: Academic achievement, psychological sickness, scheduled tribe, socio-economic status.

I. INTRODUCTION

Academic achievement serves as a measurement of performance results that reflect the degree to which an individual has successfully attained particular objectives that formed the core of their activities within educational settings, particularly in primary and secondary schools, colleges, and universities. Typically, educational institutions establish cognitive objectives that are either applicable across diverse subject areas or encompass the acquisition of knowledge and comprehension within a specific intellectual field.

Academic achievement has consistently stood as a critical focal point within the realm of educational research, despite the varying perspectives on the objectives of education. While it's acknowledged that educational institutions aim to fulfill a range of educational objectives, the undeniable fact remains that fostering a comprehensive scholarly development in students is a fundamental responsibility of these institutions, as established by society. An individual's academic achievement is perceived to be influenced both by their capacity to adapt to their environment and by their specific abilities, intelligence, and aptitude, all of which constitute integral components of their personality. Furthermore, it is shaped by the intensity of their drives and motives, serving as the driving forces behind their actions. Academic achievement pertains to the level of success and proficiency attained within specific domains related to scholarly and academic pursuits. Notably, authors such as Goods (1953), Biswal, and Aggarwal (1971) share a consensus, emphasizing knowledge acquisition and skill development in academic subjects, often measured through test scores.

The rationale for assessing academic achievement is rooted in core psychological principles, which acknowledge that variations exist within individuals across time, location, situation, and even among different classes. Furthermore, individual differences persist, even among individuals of the same age group and with similar potential abilities, ultimately leading to variations in academic proficiency. This proficiency can be assessed through a variety of means, including Standardized Achievement Tests, teacher evaluations, or test and examination scores. Numerous studies have explored how performance in specific subjects, such as mathematics and reading, correlates with verbal behavior in the classroom, differentiating between high-achieving and low-achieving students. It's generally assumed that students who exhibit superior performance in their early academic years continue to excel in subsequent academic endeavors. Over the past two decades, there has been a significant surge in research literature and reviews addressing indicators of academic achievement, with a growing focus on the debate of whether traditional measures of academic performance are the most accurate predictors of future academic success at the university or higher education level, or if more innovative measures are necessary.

In the realm of academic achievement research, it's quite common to find that socio-economic status stands out as a key variable when attempting to predict academic performance. A study by Considine and Zappala (2002) revealed that children originating from families with lower income levels tend to exhibit more recurring challenges in terms of learning outcomes. These challenges include lower literacy levels, reduced retention rates, issues with school behavior, and often, a negative attitude toward their studies and school in general. Furthermore, it is widely accepted that the quality and type of educational institution where students receive their education significantly impact children's learning outcomes and academic performance. Several factors contribute to a child's academic setbacks,

encompassing physical, genetic, psychological, social, and economic domains. Children with academic difficulties typically require specialized educational approaches, and students can enhance their knowledge of these issues by exploring the problem from multiple perspectives. The research suggests that a harmonious home environment, the quality of maternal care, the dynamics between parents, and the prevalence of reading habits among family members all play crucial roles in a child's academic accomplishments.

II. REVIEWS OF LITERATURE

Srivasturah(1969) studied reading ability of four groups of 150 boys each representing four categories(under, over, low and high achievers) and found that in comparison with high achievers, under achievers and slow readers as their comprehension are related , lack the capacity to derive much meaning from what they read and found that under achievers had a poor stock of words and consequently lacked the power of expression.

Rao(1970) found out that factors of intelligence , socio-economic status, study habits etc. with the scholastic achievement relates more strongly to their intellectual level than to any other characteristics. There was a negative but low correlation between study habits and scholastic achievement , but a substantial positive correlation between socio-economic status and intelligence.

Nagpal's (1979) study revealed that academic adjustment was an important factor of over or under achievement. Under achievers reported a greater number of emotional problems typical to youth. Non-intellectual factors related to acquisition of knowledge resulted in over and under achievement.

John and Abraham (1981) in their study identified the non-intellective variables which discriminate between achievers and under achievers as optimism-pessimism, goal perception, delayed gratification, self-effort, attitude towards teachers and attitude towards academic work .

In his research on the educational experiences of scheduled castes and tribes, Kumar (1983) discovered that a dual administrative system involving the welfare officers of the SC and ST department, along with the school inspectorate, has had a detrimental impact on these schools. The issues of teacher absenteeism, the absence of mid-day meals, and the lack of essential facilities seem to be overlooked, leading to a decline in the quality of education provided.

Mohapatra(1983) In his examination of the school climate within secondary schools in specific tribal districts of Orissa, it was observed that the task force on education established by the Orissa government to develop its Vision-2020 document portrayed a grim scenario regarding the existing conditions in tribal-dominated regions of Orissa.

Jha(1988) Discrepancies were primarily detected in general perceptions and socio-psychological aspects among the four groups that participated. The study revealed that teachers and parents appeared to hold distinct views on underachievement in gifted children. They tended to underestimate the significance of peer relationships, psychological surroundings, and the social environment in children's academic performance.

Ambedkar Research Institute (1991) carried out a number of surveys and studies on the socioeconomic status of SC/ST, as well as research in both general and specific areas to conduct anthropological and ethnographic studies on castes and sub-castes in relation to reservation policy, conduct evaluation studies to support M.Phil. and Ph.D. research scholars, and look at the effects of government welfare schemes that are implemented by both the Central and State governments. Not only are these studies necessary for planning and developing, but they also cover the general growth of these communities throughout various time periods.

In a project funded by UNICEF, NCERT (2002) examined the educational challenges faced by tribal children and mapped out the basic education resources now available in the tribal areas, as well as how the recipient population uses them. Seven DPEP States have participated in it: Assam, Karnataka, Kerala, Maharastra,

Tamil Nadu; Orissa; Madhya Pradesh. The aspects that were examined included the availability of educational facilities and infrastructure, the condition of teachers in tribal communities, the curriculum and instructional materials, the usage of tribal language, the enrollment and dropout rates in schools, monitoring, assessment, and community involvement.

The Government of India's Annual Report for 2001–02 highlights the state of minority education and reports that while the proportion of SC/ST students enrolled in all classes is rising, there are still issues and constraints with policy creation, implementation, and appropriate management at the developmental stage. However, due to social discrimination and exploitation, poverty and backwardness, a lack of political will, a flawed educational system, a lack of realistic approaches, and the non-implementation of education policies for the advancement of tribal communities, the majority of tribal people remain far from being able to access education.

Diverse studies have been incorporated into research concerning scholastic backwardness in general. Even in the world research scenario, a thorough yet condensed research work addressing upon closely associated socio-psychological elements in low academic accomplishment could not be discovered. Therefore, as indicated by the theories and the empirical findings of the previous researchers, a great deal of effort needs to be done with regard to each variable and its interaction with each other. This study attempts to address the requirement to show the epidemiology of the disorder and the factors associated with it from a fresh angle. I hope that the study's conclusions will provide professionals with the knowledge they need to address the poor accomplishment situation. In summary, although this research is still in its early stages, it may prove valuable to other individuals who are connected to the issue of low academic accomplishment.

1. Objectives of the Study: Following are the major objectives of the present investigation.

- To compare each of the Psychological and Social variables of Under Achievers and Normal Achievers in various school subjects studied in secondary level.
- To obtain a reasonably dependable and generalizable perspective of the problem under investigation.

- To test mental ability and achievement level of Scheduled Tribe students of the study area.
 - To find out the discrepancy between intelligence test scores and achievement test scores.
2. **Hypothesis :** The study has been designed around the major hypothesis that each of the independent variables selected for the study will significantly discriminate between underachievers and normal achievers performance in various school subjects studied in the Secondary Level.

Selection of Variables (Independent and Dependent Variables)

Following Psychological and Social variables have been used as **Independent Variables**.

- **Personality Traits** which consists of 3 basic Gunas i.e. Enlightened(Sattawic), Dynamic(Rajasic), and Lethargic(Tamsic), each and every person is a combination of these three gunas.
- **Emotional intelligence** which consists of - Emotional stability, Self-motivation, Empathy, Self- awareness, Managing relations, Integrity, Self-development, Value orientation, Commitment, Altruistic behaviour.
- **Socio-Economic Status** which consists of – Socio-Cultural Component, Economic Component, Possession of Goods and Services, Health Component and Educational Component.
- **Dependent Variables** – The following variables are used for the purpose of classification of students into different categories namely –
 - Schedule Tribe Children and Children of General Categories.

III. METHODOLOGY

Methodology is the plan, structure, and strategy of investigation conceived as to obtain answers to research questions and to control variance. Here the investigator used descriptive analysis method and collected the data through primary sources. For collection of relevant data for the study the investigator used a variety of psychological tests, such as –

- **Socio-Economic Status Scale (Urban and Rural)** developed by Dr. Ashok K. Kalia, Professor of Education , Maharshi Dayanand University, ROHTAK (Haryana) and Dr. Sudhir Sahu, Assistant Professor, Vikramaditya College of Education, Morkheri, ROHTAK(Haryana).
- **Personality Assessment Profile (PAP-DPD)** developed by Dr. Upinder Dhar, Vice-Chancellor, JK Lakshmipat University, JAIPUR(Rajasthan) and Dr.Sapna Parshar, Assistant Professor, Institute of Management, Nirma University,

AHMEDABAD(Gujrat) and Dr. Santosh Dhar, Professor, JK LakshmiPat University, JAIPUR(Rajasthan).

- **Emotional Intelligence Scale (EIS-HPD)** developed by Dr. Anukool Hyde, Assistant Professor, Shri Vaishnav Institute of Management, INDORE (M.P.) and Sanjoy Pethe, Lecturer, Nirma Institute of Management, AHMEDABAD(Gujrat) and Dr. Upinder Dhar, Vice-Chancellor, JK LakshmiPat University.

All the above mentioned psychological tests were applied on the randomly selected sample of population covering five different secondary schools in Dhemaji district which has a large population of schedule tribe people. The investigator also used a **School Schedule Questionnaire** which contains detailed information about the particular secondary schools visited for collection of primary sources of data.

The secondary data are related to infrastructural bases of tribal schools from the official website of SSA and also from the Office of the District Inspector of Schools in Dhemaji district.

1. **Administration of the Tools:** On the selected sample, the investigator applied the four types of questionnaire one by one in a single sitting in the respective schools. Here, the Socio-Economic Status Scale (SESS) having 40 questions, Personality Assessment Profile having 95 questions divided into three parts, Emotional Intelligence Scale having 34 questions and Questionnaire on skills in Maths, Science and English containing 30 questions. It was observed that maximum number of students responded to all the questions without the effect of mental fatigue.
2. **Results and Findings:** From the collected responses of the sample population, following results and findings were available —
 - **Socio-Economic State Scale (SESS-UR):** The purpose of this scale is to measure socio-economic- states of the family. The scale is composed of 40 statements on different dimensions of socio-economic position.

Sl.No	Name of the School	Component scores				
		I	II	III	IV	V
1	Kerokoni Adarsha High School	5	5	4	4	3
2	Lalung Tinali High School	6	4	5	3	4
3	Surjyadoi Adarsha High School	7	3	4	3	4
4	Nilakh High School	6	3	3	4	3
5	Sissimukh High School	5	3	3	3	3

Here →I → related to family type, parents

II→ Income source,

III→Materials and land resource

IV→health status

V→type of schooling, occupation of parents

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- **Personality Assessment Profile (PAP):** Here questions are presented with a list of certain attributes in three sections, which are to be answered against five alternatives.

Sl.No	Name of the School	Attributes of Personality		
		Sattwa Guna total 32	Rojo Guna total 27	Tamo Guna Total 37
1	Kerokoni Adarsha High School	26	23	31
2	Lalung Tinali High School	22	21	30
3	Surjyadoi Adarsha High School	28	25	30
4	Nilakh High School	29	25	32
5	Sissimukh High School	25	23	30

- **Emotional Intelligence Scale (EIS):** Here some statements are given which are to be answered against five alternatives.
Question are related to the mental state and opinion.

Sl.No	Name of the School	Strongly Agree	Agree	Un certain	Disagree	Strongly Disagree
1	Kerokoni Adarsha High School	8	10	02	12	14
2	Lalung Tinali High School	10	8	04	14	11
3	Surjyadoi Adarsha High School	12	8	04	11	12
4	Nilakh High School	8	12	16	12	10
5	Sissimukh High School	11	10	02	11	14

- **School Questionnaires on skills in Maths, Science and English**

Scoring Table

Sl. No	Name of the School	Part A Maths 10 Questions	Part B English 10 Questions	Part – c Science 10 Questions
1	Kerokoni Adarsha High School	6	5	7
2	Lalung Tinali High School	7	6	6
3	Surjyadoi Adarsha High School	5	4	5
4	Nilakh High School	4	4	5
5	Sissimukh High School	5	6	5

Part A → It measures the performance of basic arithmetic operations and solve problems that involve fundamental concepts on arithmetic.

Part B → The questions of this tests are of two main type –

- (a) Sentence Correction
- (b) Construction skill in writing

Part C → Questions are related to life science, physical science, technology, and computer.

All the above mentioned result table shows that there is variation in response to all the questionnaires applied on the sample population. Again, among the different sample schools selected for the study, response in one questionnaire was very good but same sample of students performed not so well in another type of questionnaire and in some questions the student replied “uncertain”. Regarding performance in school subjects, the investigator found good response in Science and Maths but poor response in English.

IV. CONCLUSION

Academic low accomplishment is a problem that stems from a variety of elements, including the neurological system and neighborhood. Only a complete and comprehensive assessment can identify the harmful factors causing this achievement gap. To comfort the inner cries of those who are connected to this silent childhood ailment, every effort has been made to be respectful when gathering the necessary information. One of the main issues that parents and teachers in India bring up in their clinics and classrooms is the fact that 39% of the normal and 44% of the disturbed, aged 12 to 16, are said to have academic backwardness. This fact is further supported by the replies that were gathered for the sample population from the current inquiry. This study attempts to address the requirement to show the epidemiology of the disorder and the factors associated with it from a fresh angle. I hope that the study's conclusions will provide professionals with the knowledge they need to address the poor accomplishment situation.

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