



A Study of Academic Achievement of Students of Tribal Welfare Residential Schools (Urban & Tribal) of Andhra Pradesh, India

Sumitha.P & Siva Prasadh. R

- Sumitha P- First and Corresponding Author: Research Scholar, Department of Education, Andhra University, Visakhapatnam, Andhra Pradesh –530003, India.
- R. Siva Prasadh – Second author: Honorary Professor, IASE, Andhra University, Visakhapatnam, Andhra Pradesh, India.

Abstract

This study compares the mean scores of academic achievement with respect to students of Tribal Welfare Residential Schools located at tribal area and urban area randomly selected districts of Andhra Pradesh. The researcher framed the null hypothesis for the study as - There is no significant difference in the mean scores of academic achievement of students of Andhra Pradesh Tribal Welfare Residential Schools located at tribal area and urban area. The population of the study was students of ninth and tenth standard and the sample was selected by stratified random sampling. A total of hundred and sixty three students among which 88 from tribal area and 77 from urban area were selected for the study. Academic achievement test including the subjects English, Social Science, Science and Mathematics of forty Multiple Choice Questions were prepared by the researcher from the respective syllabus. Descriptive Statistical Methods like Mean, Standard Deviation and Inferential Statistical Methods like t- test were used for analyzing the data. The major finding of the study was that the students of Andhra Pradesh Tribal Welfare Residential School located at tribal area has comparatively higher academic achievement than students of Andhra Pradesh Tribal Welfare Residential School located at urban area.

Keywords: Academic Achievement, Tribal Welfare, Locality, Residential School.

INTRODUCTION

The term academic achievement refers to the degree of success or level of attainment by learner in the curricular subjects prescribed within the syllabus. Academic achievement is the amount of knowledge derived from learning in the classroom.

To cater the needs of tribal students and to uplift them, different governments devised different plans/programs. Government of Andhra Pradesh has established Andhra Pradesh Tribal Welfare Residential Educational Institution Schools (APTWREIS) in 1999 which aims at providing focused education to the tribal children. These institutions create pleasant environment in which children can perform to their maximum potentialities and become skilful. They impart quality and excellence in education which aims at overall development of the students.

Sujata (2002) suggests that tribal children do possess the basic cognitive abilities and psychological dispositions for successful participation in schools. Kulkarni (2013) revealed that the tribal students have potential to excel in academics but their academic achievement was low. Andrabi (2015) and Saha and Kalita (2013) found that the tribal and non-tribal adolescents differ significantly on the measure of academic achievement. Lolitha (2014) stated that there is a significant difference in the academic achievement of secondary school tribal students studying in government and private schools. These studies shows that tribal students lag behind non -tribal students in academic achievement.

Shukla (2016) observed that academic achievement of high Intelligence and low intelligence secondary school rural area tribal students are same but it is higher in higher intelligence students of urban area. Sarangi (2015) found out that urban students have much higher academic achievement motivation than their rural counterparts. In contrary, Sivaraman and Jayaraman (2021) stated that the rural and urban tribal students do not differ significantly in their academic achievement. In this context, the researcher tried to explore the level of academic achievement of tribal students located at tribal area and urban area.

The researcher has selected two schools under Andhra Pradesh tribal welfare Residential schools namely APTWRS, Araku and APTWRS, Marikavalsa located at tribal area and urban area respectively. Both the schools are located in the district of Visakhapatnam, Andhra Pradesh.

Objective

The objective of the study was to compare the mean scores of academic achievement of students of Andhra Pradesh Tribal Welfare Residential Schools located at tribal and urban area.

Hypothesis

There is no significant difference in the mean scores of academic achievement of students of Andhra Pradesh Tribal Welfare Residential Schools located at tribal and urban area.

METHOD AND PROCEDURE

The population of the study was students of ninth and tenth standard of Andhra Pradesh Tribal Welfare Residential Schools located at tribal and urban area of randomly selected districts- Visakhapatnam (urban) and Alluri Sita Ramaraju district (tribal) among which a sample of one hundred and sixty three was selected through stratified random sampling. Eighty eight students each from tribal area and seventy seven students each from urban area were selected from APTWRS.

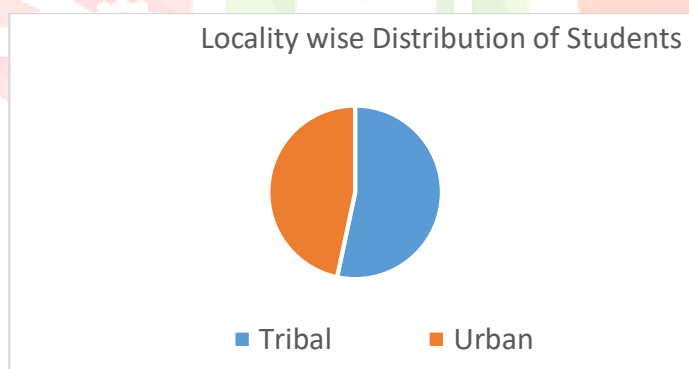


Figure 1: Locality wise distribution of students

Academic achievement Test consists of forty Multiple Choice Questions (MCQ) for class ninth and tenth were prepared separately and administrated by the researcher. The test covered the subjects like English (Five Questions) , Social Science (Ten Questions), Science (Fifteen Questions) and Mathematics (Ten Questions) from ninth and tenth syllabus. The tool was standardized with consulting respective subject experts. The researcher approached the aforesaid institutions and taken permission from the Head/ Principal for conducting the test. The process was explained to the students and necessary instructions were given. Thirty minutes was the time kept for completion of the test but some of the students completed the test in twenty minutes.

RESULTS AND DISCUSSION

The objective of the study was to compare the scores of academic achievement of students of Andhra Pradesh Tribal Welfare Residential Schools located at Urban and Tribal areas. The data was analyzed by Mean, Standard Deviation and t-test through MS Excel. The results are given in Table 1.

Table 1: School wise Mean, Standard Deviation, Sample size and t-value of academic achievement of students of Andhra Pradesh Tribal Welfare Residential School (Tribal area) and Andhra Pradesh Tribal Welfare Residential School (Urban area).

School	Mean	Standard Deviation	Sample Size	t- value
Andhra Pradesh Tribal Welfare Residential School (Tribal)	18.80	5.73	88	6.649**
Andhra Pradesh Tribal Welfare Residential School (Urban)	13.56	4.09	77	

**significant at 0.01 level.

From Table 1, it can be seen that t -value is 6.649 which is significant at 0.01 level with $df = 161$. It reflects that there is a significant difference in the mean scores of academic achievement of students of Andhra Pradesh Tribal Welfare Residential Schools at tribal and urban area. Thus, the null hypothesis that there is no significant difference in the mean scores of academic achievement of Andhra Pradesh Tribal Welfare Residential Schools in tribal and urban area is rejected. Further, the mean scores of academic achievement of students of Andhra Pradesh Tribal Welfare Residential School of urban area is 13.56 which is significantly lower than the mean scores of academic achievement of students of Andhra Pradesh Tribal Welfare Residential School tribal area whose mean score is 18.80. It may be said that academic achievement of Students of Andhra Pradesh Tribal Welfare Residential School at tribal area is significantly higher than that of academic achievement of students of Andhra Pradesh Tribal Welfare Residential School at Urban area.

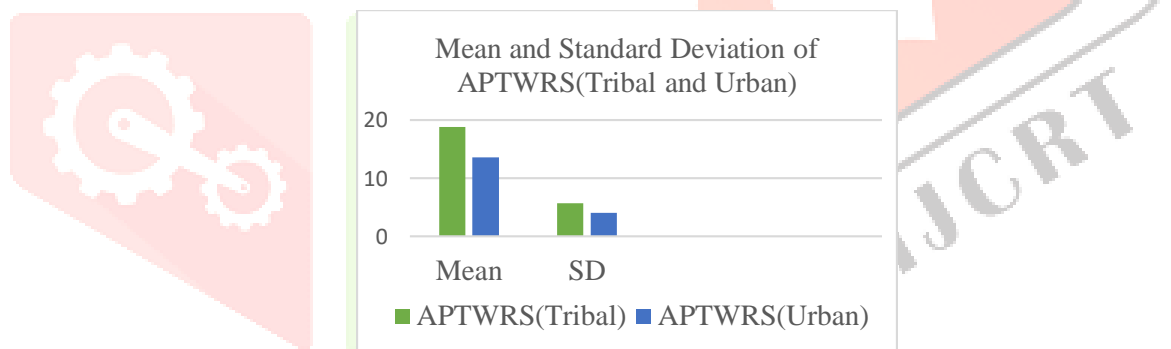


Figure 2: Comparison of Mean, Standard Deviation and No. of Students of APTWRS (Tribal and Urban)

CONCLUSION

The results shows that academic achievement of students of APTWRS located at tribal area is higher than that of urban area. This finding is in contradiction with Sivaraman and Jayaraman (2021) who stated that the rural and urban tribal students do not differ significantly in their academic achievement. The result go along with the findings of Shukla (2016) and Sarangi (2015) as both found that the academic achievement of tribal students located at urban area is higher than that of rural area. But the present study shows that academic achievement of tribal students located at tribal area is higher than that of students located at urban area. The high academic achievement of tribal students located at tribal area may be because of their natural habitat at tribal area and they may not be comfortable at urban area.

IMPLICATIONS

The present study has compared the academic achievement of tribal students in the institutions located at tribal and urban parts of state of Andhra Pradesh, India. The reasons behind the low academic performance of tribal school at Urban area when compared to that of Tribal locality may be adaptability/adjustment issues, dialects, cultural diversity, pedagogical factors, transactional standards, strategies of teaching, adaptability to technology etc... Moreover, The tribal district considered under the study (Alluri Sita Ramaraju district) is newborn in April, 2022 and this study would help the educational administration of the district to act accordingly. Hence there is a scope for researchers to find out the reasons for low academic performance of students located at urban area which in turn would help the administration of Tribal Welfare Society in Andhra Pradesh, India towards framing suitable education policy for tribal students.

REFERENCES

- Andrabi, A. (2015). A Study of Academic Achievement among Tribal and Non-Tribal Adolescents of Kashmir, available at <http://dx.doi.org/10.13140/RG.2.2.19957.88801>.
- Kulkarni, V.V. (2013). Academic Achievement among Tribal Students. Indian Journal of Applied Research, Vol.3, No 3, available at www.ijar.com
- Saha, K. & Kalita, A. (2013). A Study on the Performance Level of Scheduled Tribe Students in Academic and Non-Academic Activities in English in Rural Kamrup District of Assam. Indian Journal of Applied Research, Vol.3, No.12. In Lolila, S, T. (2014). (Doctoral Thesis, Bangalore University), available at www.researchgate.com
- Sarangi, C. (2015). Achievement motivation of the high school students: a case study among different communities of Goalpara district of Assam. Journal of Education and Practice, Vol.6, No.19, available at <https://files.eric.ed.gov/fulltext/EJ1079528.pdf>
- Siva, R.K and Jayaraman, K. (2021). Academic achievement of tribal students in the Nilgiris district in relation to their stress. Universe International Journal of Interdisciplinary Research, Vol 1, No.10, available at <https://uijir.com/wp-content/uploads/2021/03/7-UIJIR-21112.pdf>
- Sujatha, K. (2002). Education among Scheduled Tribes. In Govinda, R. (ed.), India Education Report: A Profile of Basic Education. New Delhi: Oxford University Press, available at www.researchgate.com
- Shukla, T.M. (2016). A study of academic achievement of tribal students of secondary school in relation to intelligence study habits and achievement motivation. (Ph.D thesis, Sardar Patel University), available at <http://hdl.handle.net/10603/193907>.