

ASSESSMENT OF PSYCHO-SOCIAL AND EDUCATIONAL ACHIEVEMENT PROBLEMS AMONG HIGHER SECONDARY SCHOOL TRIBAL STUDENTS IN TIRUCHIRAPPALLI DISTRICT OF TAMILNADU

***Dr. K. JAYARAMAN **R. RAJESH**

*Professor **Research Scholar in Education, Department of Educational Technology,
Bharathidasan University, Khajamalai Campus, Tamilnadu, India. Mobile No: +918870147588, Email:
mph15rajesh@gmail.com.

Abstract

Scheduled tribes form one of the most backward sections of the country. Though there has been a gradual increase in their literacy rates. The present position is far from satisfactory. To find the psycho-social and educational achievement problems of tribal students in Tiruchirappalli district of Tamilnadu at the higher secondary school level with reference to gender, age, class of study, subject of group. The Investigator has used survey method in the present study. This involves conducting interviews and administering tests questionnaires schedule. Based on the analysis suitable findings and suggestions were drawn.

Keywords: Assessment, Psycho-Social, Education Achieving Problems, Tribal Students, Tiruchirappalli, Tamilnadu.

Introduction

Education is a fundamental human right and it is necessary, irrespective of gender, to achieve the goal of basic education for all (kumar et al., 2021). Access to education is a telling indicator of Children's status in a given society (Ghara, 2016). One of the primary goals of the schooling system must be to ensure that children are enrolled in and are attending school. Through initiatives such as the Sarva Shiksha Abhiyan (now the Samagra Shiksha) and the Right to Education Act, India has made remarkable strides in recent years in attaining near-universal enrolment in elementary education.

Education is required to unlock the doors to modernization so that an effective transition is possible from traditional to modern sectors. Academic stress, anxiety and depression among students are great concern for the future society. Every nation invests lot of money on education. However research survey on student's reports at any given time there will 10 to 20% of student population is suffering from psychological problems stress, anxiety, depression etc. School students frequently have more complex problems today than the past. The problems faced by the tribes educating their children are poor living standards, drug addiction, alcoholism, poor health, explosive population growth rate, the denuding of forests. For all these reasons, the majority of tribal people avoid sending their children to school. And if some tribal parents send their children to school, the dropout rate is very high.

The tribal students are living in socially impoverished and lead a helpless life. Their Educational development is entirely different from the non- tribal students. Since they are adopting their traditions, they are not able to mingle with ordinary people living in plains. The constant social disadvantage has probably adversely affected their cognitive abilities as a result of which they fail to make achievements in educational, social and others fields. The study is an attempt to investigate whether the level of psycho-social and educational achievement problems of tribal students in Tiruchirappalli district of Tamilnadu at the higher secondary school adversely get affected on their scholastic achievements.

Review of Related Literature

Coble Jennifer (2006) Curricular Constraints, High-stakes Testing and the Reality of reform in High School Science Classrooms, The teachers argue that the lack of connection between their curricula and students lives as a significant obstacle to them utilizing more inquiry-based and student-centered strategies. In their science classes that are not subject to a high stakes exam. This study provides an in depth analysis of how the presence of high stakes tests discourages teachers from utilizing reform based teaching strategies within high school science classrooms.

According to Kingdon (2007), the system of government grant-in-aid to privately managed schools at the secondary and higher levels accounts for a very substantial proportion of the education budget public –Private Partnership in school Education is projected as a strategy to distribute the ownership of institutions. Rather than tasks within institutions, between private entrepreneurs and NGOS on the one hand and the government or state on the other while the rationale for PPP is inefficiency of the government the means offered to overcome it actually promise no relief or improvement PPP is not an idea. But rather an ideology which promotes privatization as a means of reducing the government's responsibility to increase the number of schools, (kumar Krishna 2008) Further, it shows that community

participation in improving education is negligible and that members of SEMCs have limited awareness of the SSA (Rao, V. S, 2009).

Objectives of the study

1. To find the psycho-social and educational achievement problems of tribal students in Tiruchirappalli district of Tamilnadu at the higher secondary school level with reference to gender, age, class of study, subject of group.

Hypothesis of the study

1. There are no significant differences in the psycho-social and educational achievement problems of tribal students in Tiruchirappalli district of Tamilnadu at the higher secondary school level with reference to gender.
2. There are no significant differences in the psycho-social and educational achievement problems of tribal students in Tiruchirappalli district of Tamilnadu at the higher secondary school level with reference to age.
3. There are no significant differences in the psycho-social and educational achievement problems of tribal students in Tiruchirappalli district of Tamilnadu at the higher secondary school level with reference to standard.
4. There are no significant differences in the psycho-social and educational achievement problems of tribal students in Tiruchirappalli district of Tamilnadu at the higher secondary school level with reference to group.

Research Methodology

The present study is concerned with the existing psycho-social and educational achievement conditions (problems) as perceived by the tribal students, survey method will be employed for collection of data. Population of the present study comprises the tribal students studying standard XI and XII in the higher secondary schools located in Tiruchirappalli district of Tamilnadu. The investigator has selected 158 tribal students through simple random sampling technique.

The investigator has used survey method in the present study. The research tool (interview schedule or questionnaire) is constructed by the researcher for the purpose of the study. The items for the questionnaire and interview schedule are carefully selected. A pilot study is made to arrange the items. This involves conducting interviews and administering tests questionnaires or observation schedule.

Analysis of Data

To find the psycho-social and educational achievement problems of tribal students at the higher secondary school level.

Table (1) Level of Psycho-Social and Educational Achievement Problems of Tribal Students at the Higher Secondary School Level

Psycho-Social and Educational Achievement Problems	Low		Average		High	
	N	%	N	%	N	%
Anxiety	38	25.83	54	36.57	60	40.60
Stress	28	19.12	69	46.64	55	37.24
Teaching	44	29.86	42	28.52	66	44.62
School resources	15	10.40	53	35.90	84	56.70
Home Condition	40	27.17	42	28.52	70	47.31

Majority of the tribal students have high psycho-social and educational achievement problems in anxiety, stress, teaching, school resources and home condition whereas majority of them have average psycho-social problems in stress.

Table (2) Level of Psycho-Social and Educational Achievement Problems of Tribal Students at the Higher Secondary School Level with regard to Gender

Psycho-Social and Educational Achievement Problems	Gender	Low		Average		High	
		N	%	N	%	N	%
Anxiety	Male	12	16.28	28	38.50	35	48.22
	Female	26	32.47	28	36.06	26	33.47
Stress	Male	13	17.67	25	34.33	37	51.00

	Female	16	20.48	45	58.14	19	24.38
Teaching	Male	20	27.39	15	20.44	40	55.17
	Female	24	30.87	29	37.36	27	34.77
School resources	Male	6	7.94	22	30.17	47	63.89
	Female	10	12.69	32	41.26	38	49.05
Home Condition	Male	17	23.22	19	26.00	39	53.78
	Female	24	30.87	24	30.87	32	41.26

Majority of the male tribal students have high psycho-social and educational achievement problems in anxiety, stress, teaching, school resources, and home condition. Majority of the female tribal students have high educational achievement problems in school resources, and home condition, whereas they have average psycho-social and educational achievement problems in anxiety, stress, teaching.

Table (3) Level of Psycho-Social and Educational Achievement Problems of Tribal Students at the Higher Secondary School Level with regard to Age

Psycho-Social and Educational Achievement Problems	Age	Low		Average		High	
		N	%	N	%	N	%
Anxiety	Sixteen	30	28.88	39	37.54	38	36.58
	Above 16	9	18.78	16	34.33	23	49.89
Stress	Sixteen	22	21.19	53	51.00	32	30.81
	Above 16	6	12.11	18	38.78	24	52.11
Teaching	Sixteen	31	29.85	34	32.73	42	40.42
	Above 16	14	29.89	10	21.00	24	52.11
School resources	Sixteen	8	7.73	40	38.50	59	56.77
	Above 16	8	15.56	15	32.11	25	54.33
Home Condition	Sixteen	29	27.92	30	28.88	48	46.19
	Above 16	12	25.44	13	27.67	23	49.89

In the case of age group-sixteen, majority of the tribal students have high educational problems in school resources and home condition. Whereas they have average educational problems in anxiety and teaching with regard to the age group of above16, Majority of the tribal students have high educational problems in anxiety, stress, teaching, school resources and home condition.

Table (4) Level of Psycho-Social and Educational Achievement Problems of Tribal Students at the Higher Secondary School Level with regard to Standard

Psycho-Social and Educational Achievement Problems	Standard	Low		Average		High	
		N	%	N	%	N	%
Anxiety	11 th	32	31.10	39	37.89	23	34.01
	+2	6	11.87	17	35.78	38	55.35
Stress	11 th	25	24.30	47	45.66	34	33.04
	+2	3	5.35	24	51.00	22	46.65
Teaching	11 th	34	33.04	32	31.10	40	38.86
	+2	11	22.74	11	22.74	27	57.52
School resources	11 th	13	12.65	41	39.83	52	50.51
	+2	3	5.35	13	27.09	33	70.57
Home Condition	11 th	29	28.18	30	29.16	47	45.66
	+2	11	22.74	14	29.26	24	51.00

Majority of the XI standard students have high psycho- social problems in teaching, school resources and home condition. Whereas majority of them have average educational problems in anxiety and stress, Majority of the XII

standard students have high educational problems in anxiety, teaching, school resources and home condition, whereas majority of them average educational problems stress.

Table (5) Level of Psycho-Social and Educational Achievement Problems of Tribal Students at the Higher Secondary School Level with regard to Group

Psycho-Social and Educational Achievement Problems	Group	Low		Average		High	
		N	%	N	%	N	%
Anxiety	Science	26	34.78	30	40.19	21	28.03
	Arts	11	18.24	21	35.48	29	49.28
	Vocational	3	12.76	5	24.53	12	65.71
Stress	Science	18	23.97	41	55.05	18	23.97
	Arts	7	11.34	22	37.21	32	54.45
	Vocational	5	24.53	8	42.18	7	36.29
Teaching	Science	28	37.49	23	30.73	26	34.78
	Arts	12	19.97	15	25.41	34	57.90
	Vocational	6	30.41	6	30.41	8	42.18
School resources	Science	10	13.16	33	44.24	34	45.59
	Arts	3	4.45	18	30.31	40	68.24
	Vocational	4	18.65	4	18.65	12	65.71
Home Condition	Science	30	40.19	20	26.68	27	36.14
	Arts	9	14.79	19	32.03	33	56.17
	Vocational	3	12.76	5	24.53	12	65.71

Majority of the science group students have high educational problems in school resources, average psycho-social problems in anxiety, stress and low educational problems in teaching and home condition. Majority of the arts group students have high educational problems in anxiety, stress, teaching, school resources, and home condition. Majority of the vocational group students have high educational problems in anxiety, teaching, school resources and home condition, whereas they average educational problems in teaching.

Conclusion

The investigator has ventured to understand the problems of adolescents though experienced teacher may know how to deal with problems appropriately, the scientific methods of investigation would provide stable results. This study aims at investigating the assessment of psycho-social and educational achievement problems among higher secondary school tribal students in Tiruchirappalli district of Tamilnadu.

Psycho-social and educational problems of the tribal higher secondary students with regard to anxiety, stress, teaching, school resources and home conditions are found to be high. For tribal higher secondary students factors stated problems above problems are to be minimized as all these problems altogether cannot be overcome.

References

- Kingdon, GG (2007) "The progress of school Education in India", Oxford Review of Economic Policy, 23(2), 168-195.
- Kumar Krishna (2008) Partners in Education, EPW January 19, 2008.
- Rao, V.S (2009), Lack of Community Participation in the Sarva Shiksha Abhiyan: A Case Study', EPW, February 21, 2009.
- Sujatha K, (2000). Education of India Scheduled Tribes: A Study of Community Schools in th e District of Vishakhapatnam, Andhra Pradesh. Paris: UNESCO.
- Mukherjee, A. and Goe, W., 2011. Cultural Imposition and Inequality: A Case Study of Tribal Education in India, Paper presented at the annual meeting of the American Sociological Association Annual Meeting, Caesar's Palace, Las Vegas.
- Muthukumar U. & Tamilenth S., (2013). A study of academic problems of tribal students of higher secondary schools in kolli hills in Namakkal district. Journal of Multidisciplinary Scientific Research, 1(3): pp, 31-38.
- Government Of India.(2013). Annual Report 2012-2013, Ministry of Tribal Affairs, New Delhi: Government of India.
- Suri, K. (2014). Teaching the nomads in the wild: An analysis of seasonal educational schools for nomadic

- populations in Jammu and Kashmir. *Asian Journal of Multidisciplinary Studies*, 2(3).
- Mishra, R. C., & Joshi, S. (2015). Acculturation and Children's Education in a Rural Adivasi Community. *Indian Educational review*, 53(1) pp., 7-24.