IMPACT OF GENDER, LOCALITY AND SELF CONCEPT ON MOTIVATION OF SECONDARY SCHOOL TRIBAL STUDENTS FOR STUDIES - A CRITICAL ANALYSIS

Dr. Rasmi Ranjan Puhan¹
Lecturer in Education,
Rajdhani College, Bhubaneswar, Odisha, India
Email: rasmi.lakshmi@gmail.com

Amrita Nibedita²
Lecturer in Education,
Rajdhani College, Bhubaneswar, Odisha, India
Email: amrita.nivedita@gmail.com

ABSTRACT

This present research paper tries to deal with the determinants which influence the achievement of secondary school tribal students in particular and their studies in general like gender, locality and self-concept which were also potential responsible factors for creating motivation within them during studies. To justify the above title the researcher was framed four objectives along with four research questions. The research sample was drawn from different government/public secondary schools in Hatadihi block of Keonjhar District. To collect data from respondents researcher adopted two standardised test i.e. RCEB scale of Motivation and R.K Saraswat Self Concept Inventory. In the process of data analysis mean, standard deviation and ‘t’ test were used in answering the research questions. The present study revealed that there is significant difference between boys and Girls in their studies and in the level of motivation which also influence on their academic achievement. There is significant difference between rural and urban adolescent learner in their motivation level during studies. Also study reveals that there is no significant difference in motivation of higher self concept and below average or lower self concept students in their studies.

Keywords: Gender, Locality Self-Concept, Motivation, secondary School tribal, RCEB Scale and R.K Saraswat SCI Etc.

INTRODUCTION

In this current era of globalization and technological advancement, education is considered as a vital and first step for every human activity irrespective of cast and creed. Only education ensures the acquisition of knowledge and skills in this present advancement which enable individuals to increase not only their productivity but also improve their quality of life in this techno-advanced society, as well as increase in productivity in the same time also leads towards new sources of earning which enhances the economic growth of a country.

But now a days the quality of students’ performance in particular reference to tribal society remains at top priority for not only educators but also state as well as central govt. also. Many times govt. research organisations, Educators, trainers, and researchers have long been interested in exploring variables contributing effectively for quality of performance and motivation for learning of tribal learners. These variables are inside and outside school that affect students’ quality of academic
achievement and motivation. These factors may be termed as locality, gender, self concept and factors associated with student, family, school and peer.

Besides above factors, the other factors like gender, locality, self-concept and socioeconomic status are also most researched and debated factors among educational researchers that contribute towards the motivation of tribal students in secondary schools. The most prevalent argument is that above factors associated with learners affects the quality of their academic performance and de-motivate for learning which leads to poor achievement and wastage and stagnation. Most of the experts argue that these factors have negative effect on the creation of motivation towards learning of tribal students because it is creating some psycho-social barrier hence they do not perform better academically. More specifically, this study aims to identify and analyze factors that affect the motivation for studies which leads to quality of students’ academic performance.

REVIEW OF RELATED STUDIES

We can better understand the importance of above factors and its role in the school education for creation of motivation within the tribal students in particular, following literature which is already proved by many researchers like: Aswan et al. (2011) examined the academic relationship with achievement motivation and self-concept of 336 students of Sargodha district. The results revealed the achievement motivation and self-concept were significantly related to academic achievement. Self-concept is seen as the way individuals regularly describe themselves in relation to their physical, social, emotional, and psychological feelings. For G. N. Martin et al. (2007), self-concept has to do with the individual’s feelings, knowledge of self, and ideas about self. This means that self-concept is the totality of an individual and all that is peculiar with the person. At the center of self-concept is one’s self-schema, which is a mental framework, a cognitive structure that organizes individuals’ emotions, knowledge, and ideas. Social psychologists such as Markus and Nurius (1986), and Higgins (1987) believe that self-concept has to do with individuals’ possible selves. Therefore, one’s self-concept plays a lot of roles in the development of the person academically, socially, and psychologically. Gurian and Stevens (2007) on the minds of boys, the findings, among others, indicated that boys receive both lower grades and the majority of failing grades, and they drop out of school 4 times more than girls. Boys are identified for disciplinary infractions as much as 10 times more than girls. This could be attributed to the orientation that children acquired from their parents in the process of development. Joshi and Srivastava (2009) found out there were significant differences with regard to academic achievement of rural and urban adolescents. Urban adolescents scored higher in academic achievement as compared to rural adolescents. Boys would score significant higher on self-esteem as compared to girls. Significant gender differences were found in academic achievement. Girls were significantly higher on academic achievement as compared to boys. Sharma’s (2009) study found that (i) there is no significant interaction effect of creativity, Achievement motivation, self-concept, index of Brightness and adjustment on mean performance of academic Achievement of adolescents. (ii) There was significant contribution of creativity, achievement motivation and index of brightness in predicting academic achievement of adolescents. (iii)Index of Brightness and adjustment were negatively correlated to creativity, achievement motivation, self-concept and academic achievement among adolescents. However, both these variables were positively correlated to each other. Green et.al. (2006) causal relationship between academic self-concept, academic motivation and its effect on academic achievement. This paper aimed to elucidate the relationships among self-concept, motivation and academic achievement by proposing a longitudinal design by which self-concept and motivation were measured from a multi dimensional perspective. Burwami, (1991) found that girls performed better than the boys and also found urban student to be higher in academic achievement than the rural counterpart. So many other studies had similar findings that echoes the common factors such as socio-economic status, gender, geographical area of school etc. but rarely was a study that attempted to find a joint impact of value and self-concept on academic achievement.

Hence the present researcher wants to undertake a study of this kind.
RATIONALE OF STUDY

Educated manpower is the emerging need of any nation as educated and capable human resource is asset for any country. It becomes indispensable to develop human resource from the early stages of human life; Children are to be set to develop realistic aspiration encompassing their lives, education and prospects of the future. Some particular section of people like people of tribal community lies behind in academic and other field not only to general people but also to Other Backward Classes and even to Scheduled Caste People. It has also been observed that, the females lie behind to males and rural people to urban people in particular reference to education. Present researchers assumed different factors are responsible for such backwardness. The psychological factors like negative self concept, poor level of educational aspiration, adjustment and other psychological phenomena are more important like locality and gender contributing factors of one’s success or failure not only in academic field but also in whole life activities. Keeping these in view, the researchers considered self concept, gender and locality as important variable to study why tribal students are not at par with non-tribal as well analyzing this variable responsible for poor motivation during learning. The present researcher tries to find out if any relation exists between adherence of motivation and self-concept, gender and locality.

OBJECTIVES

The present study addressed with the following objectives:

1. To compare the motivation of tribal boys and girls students of secondary schools towards studies.
2. To study the impact of locality on tribal secondary students for improving their study habits.
3. To find out the relationship between motivation and self concept of tribal students.

RESEARCH QUESTIONS

Following are the issues or research questions upon which the analysis will be based on:

1. Whether there is any relationship between motivation and studies of tribal students in relation to gender?
2. How locality influence the motivation of tribal students for improving their study habits?
3. What relationship is existed between motivation and self concept of tribal students?

METHODOLOGY OF THE STUDY

Methodology

Descriptive survey method used in the study as the investigators tried to get information about more than one variable also with better understanding of perceptions of stakeholders (Hittleman and Simon, 1997). Through this method information about conditions, situations and events that occur in the present can be obtained (UNESCO, 2005). Therefore, in the present study the investigator used this method to explore all possibilities to highlight, measure the impact and effectiveness of motivation on studies, in the same time researcher tried to highlight different potential factors like gender, locality and self concept for the tribal up-liftment and better education, Also the problems and its eradication from the root to achieve Millennium Development Goals.

Sample of the study

The present study involved 100 secondary tribal students from different secondary schools of Hatadihi Block of Keonjhar district, Odisha were sample selected in the study.
Description of sample

Demographic representation of sample

<table>
<thead>
<tr>
<th>Gender</th>
<th>Sample Size</th>
<th>% of sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>50</td>
<td>50%</td>
</tr>
<tr>
<td>Male</td>
<td>50</td>
<td>50%</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100%</td>
</tr>
</tbody>
</table>

SAMPLING STRATEGY

Multistage stratified random sampling technique was employed for selection of various subjects of the study namely; blocks, clusters, schools. Holton & Burnett (1997) states that: “ultimate function of stratification is to organise the population into homogeneous subsets and then select appropriate number of elements from each. It permits the use of different sample designs for different portions of the population”

Tool for the present study

Two instruments were used in carrying out the study: the investigator used the following tools for collecting data:

1. RCEB Scale of Motivation

The investigator used the RCEB scale of motivation where 45 statements were included. From these statements, ‘f’ value of 44 statements were significant at .01 level and 01 statement ‘t’ vale was significant at .01 level. In this scale 22 statements are positive and 23 statements are negative. Each statement has five choices like SA,A,UD,D,SD and the student has to encircle one of it.

2. Dr. R.K. Saraswat Self Concept Inventory

Also the investigator used the self concept inventory prepared by Dr. R. K. Saraswat to assess the self concept. This self concept inventory provides six separate dimensions i.e. are physical, social intellectual, moral, educational and temperamental self concept. It is also provides a total self concept score. This inventory contains 48 items where each dimensions contains 8 items. Each items followed by 5 alternatives and the student has to put (√) mark against any of this alternatives.

STATISTICAL TECHNIQUES USED

Keeping in view of objectives of the study the data so collected was statistically analyzed by using Mean, Standard Deviation and ‘t’ - test.

ANALYSIS AND INTERPRETATION

Analysis of Data means studying the organised materials in order to discover the inherent facts. The data collected through different sources are to be studied according to objectives from many angels as possible to explore the new facts. So the data were tabulated and organised and Mean, SD and ‘t’ were calculated and summary table were given in the following manner according to objective.

Table 1: Motivation of tribal boys and girls students of secondary schools Vs. Impact on their Studies

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>50</td>
<td>145</td>
<td>26.07</td>
<td>3.32*</td>
</tr>
<tr>
<td>Female</td>
<td>50</td>
<td>118.6</td>
<td>26.09</td>
<td></td>
</tr>
</tbody>
</table>
On the basis of above table and following graphical representation it is revealed that the computed ‘t’ value is 3.32* for motivation of boys and girls. Here the table value of ‘t’ for df 98 is 1.98 at 0.05 level and 2.63 at 0.01 level of significance. The obtained ‘t’ value is 3.32* hence it is significant at both 0.05 and 0.01 level . So it is clear that there is strong and significant difference in motivation of secondary school tribal students with respect to their gender means male and female. With this above statistical analysis it is clear that the motivation of tribal students belongs to secondary school vary according to their gender which has the strong impact on their studies. It is because still now in our society gender discrimination prevails and in the tribal society it is most of the cases. They may think the boy child may take the responsibilities of home after educated most than girls, so much importance provided to the study of boy child which creates one type of de-motivation in between girls for their studies. At last it is clear that the tribal girls child were more depressed and de-motivated towards education not only above problem but also many other psychological and social superstitions than boys.

![Figure 1 showing Mean, SD and ‘t’ Value](image)

**Table 2: Motivation of tribal secondary students in relation to their Locality Vs. Impact on their Studies**

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>56</td>
<td>137.3</td>
<td>27.11</td>
<td>3.55*</td>
</tr>
<tr>
<td>Rural</td>
<td>44</td>
<td>118.6</td>
<td>25.11</td>
<td></td>
</tr>
</tbody>
</table>

On the basis of above table and following graphical representation it is revealed that the computed ‘t’ value is 3.55* for motivation of tribal students in relation to their locality. Here the table value of ‘t’ for df 98 is 1.98 at 0.05 level and 2.63 at 0.01 level of significance. The obtained ‘t’ value is 3.55* hence it is significant at both 0.05 and 0.01 level . So it is clear that there is strong and significant difference in motivation of secondary school tribal students with respect to their locality that may be urban and rural means according to the remote and town area. With this above statistical analysis it is clear that the motivation of tribal students belongs to secondary school vary according to their locality they resides which has the strong impact on their studies, here it should be clear that this is valid in percentage means much percentage of students doing better in their studies in town areas. It is because still now in our society much number of school are in the remotest areas where proper connection of road is still now dream. In these schools not only problems of teacher, physical infrastructure but also other problems like un hygienic class room, absences of toilet etc. which creates one type of de-motivation in between tribal’s for their studies. At last it is clear that the tribal girls and boy child were more depressed and de-motivated towards education not only above problem but also many other
psychological and social superstitions like modern facilities in schools, teachers less willingness in these areas for discharge their service, lack of language and science teachers etc. which is in the town areas of our country.

![Graph](image_url)

**Figure 1 showing Mean, SD and ‘t’ Value of above table**

**Table 3: Motivation of tribal secondary students in relation to their Self-Concept Vs. Impact on their Studies**

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Self-Concept</td>
<td>43</td>
<td>128.2</td>
<td>26.2</td>
<td>1.70</td>
</tr>
<tr>
<td>Average or Below Average Self-Concept</td>
<td>57</td>
<td>119.07</td>
<td>27.1</td>
<td></td>
</tr>
</tbody>
</table>

On the basis of above table and following graphical representation it is revealed that the computed ‘t’ value is 1.70 for motivation of tribal students in relation to their self concept. Here the table value of ‘t’ for df 98 is 1.98 at 0.05 level and 2.63 at 0.01 level of significance. The obtained ‘t’ value is 1.70 hence it is not significant at both 0.05 and 0.01 level . So it is clear that there is no strong and significant difference in motivation of secondary school tribal students with respect to their self concept t. With this above statistical analysis it is clear that the motivation of tribal students belongs to secondary school not significantly changing according to their self-concept which has not impact on their studies. Basically Self concept refers to the individual’s perception or view of himself. It refers to those perceptions, belief, feelings, attitudes, and values, which the individual perceives about his own abilities and his status in the outer world. This self concept is influenced by one’s physical self, personal appearance, dress and grooming by abilities and disposition, values, beliefs and aspirations. In special reference to the tribal students there is no significant difference between higher self concept or average/ below self concept students in their studies.
MAJOR FINDINGS OF THE STUDY

Major findings of the study and result of interpretations of the data were:

1. There is a significant difference between Male and female students in respect to their motivation. The descriptive data showed that Male tribal Secondary School Students showed higher and better motivation in their studies than Female tribal Secondary School Students.

2. There exists strong significant difference between Rural Secondary School tribal Students and Urban Secondary School tribal Students in their motivation towards their studies. The descriptive statistics i.e. Mean values of two groups are not same urban group mean was bigger as 137.3 which implied rural and urban students were not stand at equal level in their motivation which has an serious impact on their study and achievement. The analysis of both descriptive and inferential statistics proved that Localities was major way which contributing in studies of tribal’s.

3. There is no significant difference in self concept of tribal secondary school students with respect to their sex whether they belongs to male or female on their motivational level and study.

4. There is also no significant difference in self concept of tribal secondary school students with respect to their locality whether the student belongs to urban or rural areas.

5. There is no significant difference in motivation of secondary tribal students with respect to their self concept. Whether the students belongs to higher or low or below average self concept means their motivation do not very and accordingly their study.

EDUCATIONAL IMPLICATIONS

The present research can have the following educational implications.

1. The researchers, govt, and different NGO sector taking research in the field of psychology, education and other allied fields would benefit from this paper of research. They can use the findings of this study as their beginning point or to corroborate their findings.

2. The teacher, teacher educator can have idea through this study the impact of variables like,Self-concept, gender, geographical area upon the motivation and academic achievement of tribal learners. This will help him better understand the tribal learner and his/her perspectives of learning better.

3. This may help the educational planners at regional, state and national level to plan proper way when they planning for tribal students.
4. Family members and class teachers in these tribal areas should respect the personality of the tribal students and provide an atmosphere which would develop the students into more balanced and mature personality having positive self-concept. Teachers can do this by encouragement, personal examples and by creating a congenial atmosphere for this type of shy nature students in the class-rooms.

5. For developing self-concept and motivation of de-motivated and low achieving students on their intellectual status, creative work, problem-solving games, easy competitions, debates, quizzes and group should be introduced on a large scale in schools for creating motivation and interest.

CONCLUSION
At last it may be concluded that it is hard enough to develop motivation of disadvantaged groups like women and tribal people as well as in bringing them into main stream education without proper psychological treatments of the core of personality i.e. self-concept and irrespective of their locality and gender. Hence, the war and full hearted efforts in true sense by the all stake holders of education urge to be made continuous effort at all levels, micro as well as macro, so that the goal of universal achievements would be reached as per the scheduled. Generally, the results revealed that gender stereotype has significant influence on academic study habits of tribal students. The conclusion from the findings indicated that both location and gender have significant influence on the students.

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