



Research Paper

A Comparative Study on Self-Concept among Tribal and Non Tribal Secondary School Students of Wayanad District

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ABSTRACT

Self-concept is defined as the combination of the picture of self-perception, that perception is a belief, feelings, and attitudes about the values that are recognized by the individual as his traits. The aim of this study was to compare the self-concept among tribal and non-tribal students in Wayanad District. The students of class VIII were taken as the sample of the study. The size of the sample was 100 which include 50 from tribal students and 50 from non-tribal students by using purposive sampling. A self-concept Scale (Sibi & Meera, 2019) was used to assess the Self-Concept of students. Data was scored and analyzed manually. Independent 't' test was used to compare the self-concept of tribal and nontribal students. The study found that tribal students have a low self-concept. There was a statistically significant difference ($p < 0.001$) in self-concept between tribal and non-tribal students.

KEY WORDS: Self Concept, Tribal, Non-Tribal

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I. INTRODUCTION

According to Oxford Dictionary A tribe is a group of people in a primitive or barbarous stage of development acknowledging the authority of a chief and usually regarding themselves as having a common ancestor. In Kerala, most of the Adivasi are lived in a forest. So they are deprived of common people. They are called blacks by common people but they have no difference from common people in terms of intelligence, structure, and so on. According to the 2011 Census total population of tribal people in Kerala is 4,84,839. This constitutes 1.5 percent of the total population of the state. Majority of them are living in Wayanad, Idukki, Palakkad, and Kasargod Districts. In our state, tribal people are facing innumerable problems. Poverty and crisis are rampant among them. Government of India has been implementing special programs like Tribal Development Projects (ITDP) under Tribal Sub-Plan (TSP) is being implemented since the Fifth Five Year Plan with specific objectives of reducing poverty, improving educational status and eliminating exploitation of the tribal families. Education of the scheduled tribe children is considered important not only because of the constitutional obligation but also as a crucial input for the total development of tribal communities.

Education is an investment in people for empowering them to cope with the changing economic and technological conditions (Srivastava, 1981). Imparting education in the tribal habitations is a challenge for the administration as teachers most often tend to avoid working in tribal locations. Article 46 of the Indian constitution expresses a clear intent to promote the educational and economic interests of Scheduled tribes and to protect them from social injustice and all forms of exploitation. Since the problems and needs of scheduled tribes are different from those in respect of other communities in the society, particularly due to isolation of tribal areas from rest of the parts in the country, a separate and focused approach was considered necessary in terms of solutions to those problems.

Self-concept is defined as the combination of the picture of self-perception, that perception is a belief, feelings, and attitudes about the values that are recognized by the individual as his traits (Hurlock E.B, 1979). According to Frued the Self concept (or ego) arises from the interplay between the biological or instinctual urges of the Id and modifying influences of the culture and parental structures forming the super ego. The ability

to understand is an unfolding process that continues throughout life and is influenced greatly by social interaction. Consciousness of oneself in some cases emerges suddenly almost without warning. The greatest single determinant of one's self concept is his family. Though interaction with the family references groups, the individual develops early experiences of adequacy, acceptance, identification and expectations of the society into which he is increasingly moving. Adler seems to imply a high level of self-awareness, the child asking "who am I" and "How can I achieve my goals?"

Self-Concepts are images people have themselves. They are composites of the beliefs they have about themselves- their physical, psychological, social and emotional characteristics, their aspirations and their achievements (Hurlock, E.B 1997). The Self-concept is dynamic in its efforts to maintain its individuality. The dynamic aspect of the Self Concept is also evident in adolescents desire to understand themselves and to realize their most acceptable selves. The individual's concept of himself is at the core of his thinking motivation and behavior.

Education is the key to tribal development. Tribal children have very low level of participation though the development of the tribes is taking place in easy access and more opportunities should be provided to the tribal children in order to bring them to the main stream of economic development (Vineetha,2019).

Though Government is launching special programs like, Gothra Sarathi, Tutorial Scheme for students, Samuhya Patanamuri (Community Study Centre in tribal hamlets-New Initiative), Pre- matric and post- matric Hostels for Tribal students, Supply of Laptop to Students, etc the condition of tribal students is not encouraging regarding their academic achievement. (Gafoor and Madhu, 2008). It is also found that they are less motivated group (Shelly, 2017) Studies proved that the attitudinal change of tribal students is the only way towards their progress in Educational Development. In this context the investigators felt that it is moot required to study whether there is any difference in Self-Concept between tribal and non-tribal students. The aim of this study was to compare the Self Concept among tribal and non-tribal students in Wayanad District.

II. REVIEW OF RELETED LITERATURE

Review of related literature is an important aspect of an investigation. A proper study of the related literature would enable the investigator to locate and go deep into the problem. Familiar with what is already known and what is still unknown and untested helps the investigator to eliminate the duplication of what has been done. It provides useful hypothesis and helpful suggestion for the investigation. (Best and Khan, 2006)

Barman, (2018) conducted a study entitled as Impact of Self-concept on Academic achievement of secondary students with relation to their gender of Coochbehar District. Sample used for the study is 300 adolescents between 14 to 18 years on ten state government aided schools of Coochbehar District. Tool used for the study Dr.R.K Saraswat's self-concept questionnaire. The Statistical method employed for the study is t test and Pearson's correlation. The study found that there was a significant difference between self-concept of boy and girl secondary school students of Coochbehar District. The researcher also found that there was a weak relationship between self-concept of girl and boy students with academic achievement.

Rani, (2017) studied the self-concept of Elementary school students in relation to their social competence. Objective of the study is to explore the relationship between self-concept and social competence of elementary school students. The sample consists of 120 students (60 boys and 60 girls) studying in class VII of government and private schools of Paniput District. To collect data, the investigator administered Self Rating Scale by Deo (1998). And Social Competence Scale by Shukla and Shukla (1992). The study found that there is no significant relationship between Self Concept and Social Competence.

III. METHODOLOGY

Research methodology is a way to systematically solve the research problems. It may understand as a science of studying how research is done systematically (Kothari,2004). Methodology adopted for the study is survey. The outline of the sample selected for the study is distributed on the basis of tribal and non-tribal Secondary school students. A sample of hundred (50 tribal & 50 non-tribal) were chosen using purposive sampling method. The sample will be collected from Wayanad District of Kerala. The distribution is given in Table 1.

Table 1. Distribution of the Sample

Sl. No.	Sample	Number of Students
1	Tribal	50
2	Non-tribal	50
	Total	100

Objectives

1. To study the self-concept of tribal and non- tribal students.
2. To compare the self-concept of tribal and non- tribal students.

Hypothesis

The following hypotheses were formulated for the present study.

1. There is significant difference in self-concept between tribal and non- tribal students.

Tools used for the study

Self-Concept Scale (Sibi & Meera,2019)

The tool consists of 81 statements. In these statements 55 items are positive and 26 items are negative. There are five possible responses (A) Very Much (B) Much (C) Undecided (D) Often (E) Never. Reliability of the Scale was ensured by finding coefficient of correlation between the test re-test administered to selected number of students (N=30) after one month. The obtained value of correlation coefficient was 0.83, which claims high reliability.

Statistical method used for the study

The following statistical method will be used to verify the formulated hypothesis.

1. The independent 't' test will be used to verify hypothesis 1
There is significant difference between in self-concept of tribal and non-tribal students. In order to verify the hypothesis one, the independent t test was done. The result is presented in Table 2

Sample	N	M	Standard Deviation	t' value	Level of Significance
Non-Tribal students	50	79.3	11	2.981	0.01
Tribal students	50	74.1	9.33		

Table 2. Number (N), Mean (M), Standard Deviation (SD) and t value of the distribution of scores on Stress between the tribal and non-tribal students

IV. RESULTS

From Table 1, the critical ratio is found to be 2.98 which is higher than 2.58 Which means the value is significant at 0.01 level. Thus it is clear that there exists a significant difference between the mean scores of Self Concept between tribal and non-tribal students. From the table it is also clear that the mean score of Self Concept is greater for non-tribal students of than tribal students. Here the hypothesis is accepted.

V. DISCUSSIONS

The mean scores of self-concept obtained for tribal and non-tribal students reveals that non-tribal students having high self-concept than tribal students. Non-tribal students have high mean scores of 79.3 with standard deviation of 11 this indicates that the non-tribal students having high self-concept. While the tribal students having low self-concept have lowest mean scores of 74.1 with standard deviation 9.33 this indicates that tribal students having low self-concept. A healthy self-concept is the foundation for the positive development and the overall well- being of a child.

VI. IMPLICATIONS

- Teachers should provide free and motivational environment in the classroom.
- Teachers should provide enough opportunities to the students according to their abilities.
- Teachers should provide platform where the tribal students get a chance express their ideas freely.
- Organize seminars and other counselling programs to develop their self-concept.
- Parents should show your children that you have faith in their goodness and in their abilities.
- Parents should spend time with the children and feeling of being loved and valued should be felt.
- Parents should help their children to develop positive self-concept.

VII. CONCLUSIONS

The Self Concept or the understanding and thought about your own are positive if so you can intervene without cussing the others and your circumstances. But you are not right, not attractive, like to be someone, others are so lucky than me, these types of reactionary secretive thoughts and advertising statements persuade to withdrawn from the society. Self-Concept has a crucial role in determining the attitude towards education of tribal school students (Padmanabhan and Kumar, 2013) The Self Concept of tribal students is very low when

compared to the self-concept of non-tribal students. This is because of the circumstances which they live, negative attitude about their appearance. To develop positive Self Concept and improve self-confidence school should encourage interactive learning environment. And also arrange counseling sessions for the students those who have low self-Concept to support and motivate them. Parents are the backbone of every child so parents should love, care, support and consider them. So positive Self-Concept is necessary for the healthy development for tribal school students.

VII. FUTURE RESEARCH

- The same study can be conducted on the higher secondary school students.
- A comparative study of tribal students self-concept and coastal area students.
- A comparative study of self-concept of tribal students with respect to gender.

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