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GRT

“ THE STUDY OF RELATIONSHIP BETWEEN ACHIEVEMENT MOTIVATION AND ADJUSTMENT OF TRIBAL STUDENTS OF HIGHER PRIMARY SCHOOLS OF MYSORE DISTRICT.”

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Abstract:- Investigation was carried out with objective of finding out the relationship between Achievement motivation and Adjustment of tribal students of higher primary school. The survey was carried out among 100 tribal students which included 55 boys and 45 girls. The tool used for the data collection used were Achievement Motive Test and Bell's Adjustment Inventory. The survey revealed that there is significant influence of Adjustment between boys and girls with respect to Achievement Motivation and Adjustment. However there is influence of Achievement Motivation in Adjustment among Government, aided and Private unaided schools.

Keywords: Achievement Motivation , Tribal Students , Higher Primary , marginalized.

INTRODUCTION:

Tribal communities are marginalized in many ways. The Government has been making sustained efforts with the formulation and implementations of various special provisions to further improve the social, educational and economic conditions of these communities. Education development of this group of people is a major concern. Development of education is a multidimensional process (Yadav and Sing, 2006). Education is a dynamic and powerful tool for economic and social development and every individual should be given the right for education. Article 26(1) of the universal declaration of Human Rights states. “every has the right to education”. Article 15 of our Indian Constitution obliges education for all. Article 46; education for socially and educationally backward classes (SC and ST). In our country for raising the States of education, the efforts were guided by concerns of equity. The right to education is recognized as universal human right.

In fact tribal's form a large group of individuals in Indian society. For several historical, economic and social reasons the tribal's group have remained economically back-ward and society retarded even to this day. This is true with respect to their educational level also.

The tribal education has been a problem in the country since it was taken up as one of development programmes, no where in the country programme is an absolute success in the view of the socio-economic conditions prevailing among the tribal's. Government has launched special programmes for the allround development of tribal's. To achieve this objective government has laid a special emphasis on development of education among tribes by the way of incorporating necessary provisions in the Indian Constitution.

Need and Significance of the study

In the various articles of the Constitution of Indian special provisions were made to protect and safeguard the interests of weaker sections including tribe's. The article 46 gives power to the states for special care of the population. Article 29 (2) safeguards the tribe's to get admission into any educational institution maintained by the states funds. Article 15 prohibits discrimination on grounds of religion, race, caste, sex, or place of birth on measure to ensure equity. Article 16 provides employment safeguards by reservation for the backward classes.

In our country, known for the extreme poverty of the masses, the tribal's constitute the core of the poor. Poverty, poor health and sanitation, illiteracy and other social problems among the tribal's are exerting a dragging effect on the Indian economy. The Five Year Plans formulated the implementation of a series of investment-backed schemes and projects for the

betterment of the conditions of the tribal's living in the rural and urban areas. Many of the tribes with their forest-dwelling culture do not have the motivation or the skill of settled cultivation. As a result, their land has been alienated to their better endowed tribal neighbours or non-tribal's. There have been many tribal studies in India based on tribal economy, land alienation, socio-economic development, tribal Culture, Study habits, etc. It is highly imperative to have a look at these tribal studies by various Anthropologists, Research scholars, etc. Hence, it was intended to study the Adjustment and Achievement Motivation of tribal's Students of Mysore district of Karnataka. A new trend in ethno methodology which came during the British period was a theory propounded by Vemer Elwin (1943) who suggested that tribal's should be kept isolated in their hills and forests. Elwin's theory is known in social anthropology as 'public park theory'. He suggested that ordinarily the non-tribal people should not be allowed to enter into tribal pockets without permission of the State Government. This system would guarantee the isolation of the tribal's.

Lack of Motivation:

Lack of motivation among tribe people is one of the greatest hurdles in tribe education. Education of the tribal people has given greater importance after independence and huge amounts have since then been spent by providing all possible assistance in the form of awarding stipends, scholarships and supplying reading and writing materials, beds and utensils free of cost. But the ultimate result is not commensurate with the expenditure incurred by the Government. Dinabandhu Misra (1975), conducted a study to find out the relative importance of the various factors motivating tribal boy towards education. It also sought to find out the hindrance to reaching the desired goal set by the Government. The study shows that there were four main factors of motivation, ie.1) Government assistance, 2) Desire to improve the socio-economic status, 3) Desire for education, 4) Prevental goaling, of these the first one was found to be the most forceful in motivating a tribals towards education should be with special care revise and reconsider the question of granting stipends to tribal students.

Factors Affecting Adjustment:

Several factors could be attributed to maladjustment. It cannot be both personal as well as environment.

Personal Factors and Environmental Factors:

- | | |
|--|-------------------|
| 1. Heridity. | 5. Health factors |
| 2. Psychological or physical factors. | 6. Social factors |
| 3. Factors inherent in the nature of individual. | 7. Emotional |
| 4. Home factors. | |

Looked into the adjustment problem of tribal children. They compared the adjustment level of boys with superior scholastic ability and boys with average scholastic ability. They found that even though the superior group had fewer problems than the average group, there was not much difference in the adjustment problems between the two groups.

OPERATION TERMS USED:

Tribal:

The term tribe refers to a cultural and historical concept. It is used in terms of Folk Urban continuum along which different groups are classified, given a certain order of material culture and stage of technological growth and classified as tribes. According to Oxford Dictionary “tribe is a group of people in primitive or barbarous stage of development acknowledging the authority of a chief and usually regarding themselves as having a common ancestor”.

Achievement Motivation:

Achievement Motivation is defined as the need to perform well or the striving for success, and evidenced by persistence and effort in the face of difficulties. Achievement Motivation is regarded as a Central Human Motivation.

Adjustment:

The term adjustment refers to the process by which a pers in changes his behaviour to achieve a harmonious relationship between himself and his environment. Throughout her/ his life, an individual has to make constant adjustment with his environment.

Objectives:

The following objectives were formulated for the present study.

- 1) To study the difference between Achievement motivation and Adjustment among Higher Primary School boys and Higher Primary School girls of tribal groups.
- 2) To analyse the level of Achievement Motivation and Adjustment among Government, aided and Private unaided Higher Primary school tribal students.

Hypothesis : The following null hypothesis were formulated to realize the objectives of the study.

- 1) There is no significant difference between boys and girls of Higher Primary school of tribal areas in their Achievement motivation and Adjustment.
- 2) There is no significant difference between Government, aided and Private unaided Higher Primary School students of tribal areas in their Achievement motivation and Adjustment.

Methodology :

Looking at the nature of the study and variables, Descriptive survey method was adopted in the study.

Area of the Study:

The present study was under taken in the Mysore District comprising four taluks H.D.Kote, Hunasur, Piriapatna and Nanjangud. This place was rightly opted because though many of the Government Organization and Non-Government organization such as Swami Vivekananda Movement, Myrada Project , H.D.Kote and DEED Organization, Hunasur, after working extensively for the upliftment education of tribal children could not achieve the satisfactory result. Hence, the present study was undertaken in these areas of Mysore District.

Sample:

The sample consisting of 55 boys of Higher Primary School and 45 girls of Higher Primary School of tribal areas of Mysore district is considered for the present study.

Tools of the study :

The Achievement Motive Test (1994) constructed and Standardized by Dr.V.P. Bhargava and Bell's Adjustment Inventory tool developed by R.K. Ojha (1968) was used.

Statistical Techniques used:

't' test and Anova were used.

Analysis of Interpretation of Data:

Table 1: Showing the Achievement Motivation of tribal boys and girls of higher primary school of Mysore district of Karnataka.

S.No	Variable	Sex	N	Mean	S.D	't'	Level of significance
1	Achievement Motivation	Boys Girls	55 45	17.4000 16.5111	4.03962 3.99216	1.100	NS

The above table shows that there is no significant difference in Achievement Motivation between boys and girls of tribal students of higher primary school of Mysore district, Karnataka.

Table 2: Showing the Adjustment of tribal boys and girls of higher primary school of Mysore district of Karnataka.

S.No	Adjustment (sections)	Sex	N	Mean	S.D	't'	Level of significance
1	Home	Boys	55	25.42	3.494	0.103	NS
		Girls	45	25.49	3.300		
2	Health	Boys	55	23.47	4.316	0.589	NS
		Girls	45	24.00	4.617		
3	Social	Boys	55	24.27	4.053	0.077	NS
		Girls	45	24.33	3.760		
4	Emotional	Boys	55	25.36	3.613	1.525	NS
		Girls	45	24.11	4.599		

The above table shows that there is no significant difference in Adjustment between boys and girls of tribal students of higher primary school of Mysore district, Karnataka.

Table 3: Showing the Achievement Motivation of Government, Private aided and unaided higher primary school of Mysore district of Karnataka.

S.No	Variable	Types of School	N	Mean	S.D	'f'	Level of significance
1	Achievement Motivation	Govt.	87	17.0345	4.08186	0.037	NS
		Aided	04	16.5000	1.00000		
		Unaided	09	16.8889	4.53995		

The results of the above table shows that that there is no significant difference in Achievement motivation of government, aided and unaided higher primary school of Mysore district of Karnataka.

Table 4: Showing the Adjustment of Government, Private aided and unaided higher primary school of Mysore district of Karnataka.

S.No	Adjustment (sections)	Types of School	N	Mean	S.D	'f'	Level of significance
1	Home	Govt.	87	25.61	3.335	0.738	NS
		Aided	04	24.25	3.775		
		unaided	09	24.44	3.909		
2	Health	Govt.	87	23.76	4.456	1.250	NS
		Aided	04	26.25	2.217		
		unaided	09	22.11	4.729		
3	Social	Govt.	87	24.41	3.993	0.454	NS
		Aided	04	24.41	1.732		
		unaided	09	23.11	3.790		
4	Emotional	Govt.	87	24.87	4.108	0.591	NS
		Aided	04	26.00	4.082		
		unaided	09	23.56	4.362		

The results of the above table shows that there is no significant difference in of government, aided and unaided higher primary school tribal students of Mysore district of Karnataka.

The findings of the present study indicates that tribal boys and girls of higher primary school has similar Achievement motivation and indicates that government, aided and private unaided of higher primary school students does not vary in their Adjustment. In this study it is concluded that there is no potential influence of Achievement motivation between the government and private unaided higher primary School. Hence formulated hypothesis 2 is accepted.

CONCLUSION :

Teacher's should identifying the children with different problems . Understanding causes wherever possible. Understanding the impact of the problems on the achievement of children in scholastic and non scholastic areas as well as social and emotional adjustment. Management of the classroom , And providing instruction whenever possible and feasible

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