



A STUDY OF ADJUSTMENT STYLE AND ATTITUDE OF TRIBAL STUDENTS TOWARDS HIGHER EDUCATION

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Abstract

Education is the main source for progress and development of society in which any community resides. People are prepared to cross boundaries to get sound education wherever it may be. However moving from home to get primary, elementary, and secondary education at Jawahar Navodaya Vidhyalyas in Himachal Pradesh is a better option due to facilities available to the students. Proper adjustment is required for all round development of the students in a new environment. Those students may grow in a harmonious environment which can develop strong attitude towards higher education among them. Role of teacher and environment both are highly required and inevitable for achieving this target. Staying away from home at adolescent period is much crucial for students which require better adjustment styles and proper guidance. It is widely recognized that if pupils want to maximize their potential from schooling, they require the full support of their parents and family. The parents should play an important role not only in the promotion of their own child's achievement but more broadly in school environment and democracy of the school authority. The purpose of this paper is to examine adjustment styles and attitude of Tribal students studying in Jawahar Navodaya Vidyalayas (JNV) and to find out the adjustment styles of tribal students in residential Jawahar Navodaya Vidyalaya schools. Purposive random sampling technique was adopted to collect the data for present study. The participants of the study were those who enrolled in JNV which is located away from the tribal area. For this empirical study, data were collected from Tribal students studying in Jawahar Navodaya Vidyalaya which is located about 60 kms away from tribal area, and the data were analyzed with the help of percentile and t-test. This paper highlights the findings on adjustment and attitude of tribal students of Chamba district of Himachal Pradesh. An attempt has also been made to provide suggestions to develop positive attitude towards higher education among tribal students.

Key Words: Education, Adjustment styles, Attitude, Tribal Student, Jawahar Navodaya Vidyalaya (JNV), Residential School, Adolescent Stage



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Introduction:

India is a place to a huge variety of local people. India has the largest concentration of tribal population in the world. The word tribal refer to a group of people living in primitive conditions (Singh & Negi, 2016).With a population of more than 10.2crores, the Scheduled Tribe population represents one of the most economically and socially backward and marginalized groups in India. India has the single largest tribal population 8.6 percent in the world (Census of India, 2011).India is native land to a number of tribal communities with varied eco-cultural, socio-economic and geographical backgrounds (Haseena & Mohammad,2014).Education is one of the primary sources of transformation towards all round development. Education is an input for financial growth of tribes and also for internal force of the tribal communities. It is a motion, or a chain of tricks by which anyone can either improve the survival situation or raise the opportunities for upcoming life. It is the only way by which society and human being can improve personal capabilities, constructability levels, remove barriers, and increase opportunities for a continuous progress in their life. So, education is an important path for advancement of the economic and social environment of the Scheduled Tribes. Education is powerful instrument for all round development among the socially and economically backward groups in India. Currently, the tribes lag behind by all castes and communities in literacy and education. This disparity is even more marked among Scheduled Tribe women, who have the poor literacy rates in the country (Maharatna, 2005). Education is considered as most important tool to the tribal communities because it is essential for all round development of communities and is helpful to build confidence among the tribal people to deal with persons of other modern societies. The tribal communities are still lagging behind in terms of education and their economic development. The people in the tribal areas are still following their ancient traditions and are far away from modernization. In some of the remote areas of Himachal still polyandry and polygamy is in practice but as the education level is increasing in these areas, people are becoming aware and migrating towards the cities. But in cities the students are facing problems like adjustment with new situations.

Education among Tribes

Education among tribes is given priority for the simple reason that it is the key to social and economic development of the tribes. Education enables them to perform their role to be useful citizen in democracy. Development of the state associated with the development of the educationally and socially backward people who are economically disadvantaged. The Constitution of India has assigned special status to the Scheduled Tribes. Scheduled Tribes

represent about 8% of the total Indian population. In India there are about 573 Scheduled Tribes categories living in different areas of the country, and they have their own languages, customs and traditions vary from area to area. There are more than 270 such languages in India. According to census 2011, the population of tribal people in India is about 10,42,81,034 and in Himachal Pradesh the tribal population is about 3,92,126. Scheduled Tribes are the most deprived and marginalized groups especially with respect to education, a lot of programs and measures were initiated during the Independence. Elementary education is a priority area of Tribal sub-plans from the 5th Five Year Plan. Education of ST children is considered important, not only because of the Constitutional duty but also as a vital input for the total development of tribal communities. In the present paper an attempt has been made to analyze the adjustment styles and attitude towards higher education and suggest measures for the proper adjustment in residential schools among the students studying in residential schools.

SSA I (2001-2006) addressed the issues of opening new 1,33,000 primary schools and 1,06,000 upper primary schools from the date of reference of Seventh All India Survey (30 September 2002). Most of these schools have been provided to unserved habitations and tribal habitations are clearly benefited from it, thus, achieving almost universal access at primary level. The two main challenges in education of tribal children physical access to schooling at upper primary level and diverse socio-cultural context. In 2001, there were 14 million tribal children enrolled in elementary schools as against 20.24 million in the 6-14 years age group. Thus 6.24 million were still out of school in 2001.

Literacy rate in Himachal Pradesh (District wise)

District	2001 Census (in %)			2011 Census (in %)		
	Male	Female	Total	Male	Female	Total
Bilaspur	78.1	55.8	67.3	84.6	66.0	75.5
Chamba	71.6	42.7	57.1	80.3	58.0	69.0
Hamirpur	69.2	46.9	60.6	92.6	78.2	85.4
Kangra	69.3	57.7	64.0	82.8	67.7	74.1
Kinnaur	85.0	64.7	74.6	89.2	71.5	80.0
(Total Tribes)						
Kullu	87.8	70.6	79.2	90.2	76.0	83.2
LahaulSpiti	85.6	61.7	73.5	86.9	67.2	76.9
(Total tribes)						
Mandi	78.5	57.6	68.0	83.8	68.2	75.9
Shimla	91.2	81.7	87.0	79.8	70.8	75.5
Sirmaur	63.7	40.7	53.0	69.7	48.7	59.7
Solan	79.9	58.2	70.2	82.5	63.0	73.1

Una	45.9	50.0	46.7	87.8	71.8	80.0
HP	77.7	53.3	65.5	83.2	64.2	73.6

(Source: Department of economics and statistical H.P,2011)

In Himachal Pradesh there are twelve districts out of which Kinnaur, Lahual Spiti are the districts having 100percent tribal population and in Chamba Bharmour and Pangi region is Tribal area. And Chamba district is on 11th number in terms of literacy.

Adjustment styles:

Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of the needs. There are many areas of adjustment such as home adjustment, educational adjustment, health adjustment, emotional adjustment and social adjustment. Educational adjustment is one of the important for all round development of the child. Educational adjustment is the process of adapting to meet academic demands in the school environment. Every individual from the time he or she steps out of the family to the world makes a long series of adjustments in his/her environment. Adjustment is totally based on the pattern established by earlier adjustment (Devi, 2015). Educational adjustment is a continual process by which a student varies his behavior to produce a more harmonious relationship between himself and his school environment. The quality of following the rules of school and having the interest in reading are in educational adjustment.

Attitude towards higher education:

Thurstone (1946) defined attitude as the degree of positive or negative feelings associated with some psychological object such as any person, institution, idea or symbol, phrase or slogan; towards which people can differ with respect to positive or negative feelings. Tribals attitude towards education and self concept is very much important for their educational development. It has affected the enrolment, achievements, socio-familial climate in secondary school tribal students (Kumar & Padmanabhan, 2013).

Objectives of the study:

1. To find out the adjustment styles of Arts and Science Students of Tribal areas studying in JawaharNavodyaVidhyalya.
2. To find out the attitude towards higher education of Arts and Science Students of Tribal areas studying in JawaharNavodyaVidhyalya.
3. To examine the effect of the adjustment of the attitude of students towards their future education.

4. To examine the relationship between adjustment styles and attitude of the students studying in JNV towards higher education.

Hypotheses of the study:

1. There is no significant difference in adjustment styles between Arts and Science students belonging to tribal community studying in JawaharNavodayaVidhyalaya.
2. There is no significant difference in attitude towards higher education between Arts and Science students belonging to tribal community studying in JawaharNavodayaVidhyalaya.
3. There is no significant relationship between adjustment styles and attitude towards higher education of Arts students belonging to tribal community studying in JawaharNavodayaVidhyalaya.
4. There is no significant relationship between adjustment styles and attitude towards higher education of science students belonging to tribal community studying in JawaharNavodayaVidhyalaya.

Research Method

In order to fulfill the mentioned objectives of the present study, the descriptive survey method was considered used for data collection related to the adjustment styles and attitude towards higher education among the students of tribal areas studying in residential schools of JawaharNavodayaVidhyalaya.

Sample

In order to achieve the objectives of the present study a sample of 50 students was selected by purposive random sampling. Out of which 23 were Arts students and 27 were science students respectively from a residential school of Jawahar Navodaya Vidhyalay Samiti.

Instrument used

In the present study the “**Educational Adjustment Inventory**”, constructed and standardized by Dr. Basant Bahadur Singh and Seema Rani. And for measuring Attitude towards Higher Education “**Attitude Scale Towards Education**” constructed and standardized by Dr. S.L. Chopra was used.

Techniques of Analysis and Interpretation

For the purpose of analysis of the data the investigator has taken the help of both the descriptive as well as inferential statistics. The mean and standard deviation were calculated in case of descriptive statistics and ‘t’ test was calculated in case of inferential statistics. And

to measure relationships among attitude and adjustment the correlation value(r) was calculated with the help of Pearson correlation method.

Delimitations of the study

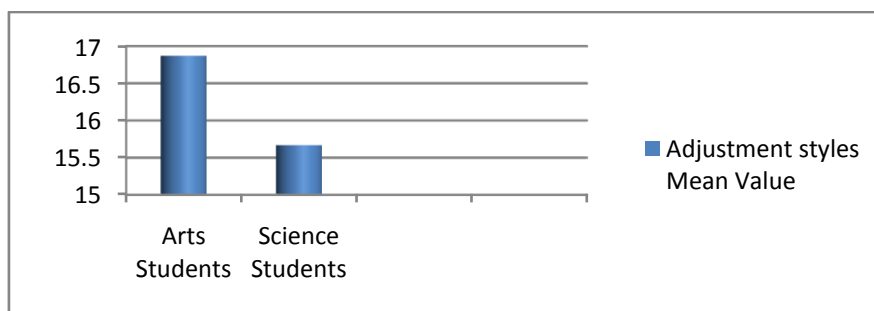
This study is limited to the tribal students studying in JawaharNavodayaVidhyalyaresidentialschool of Chamba District of Himachal Pradesh. Only 10+1 and 10+2 Arts and Science students belonging to tribal community were taken as a sample for the study.

Findings and discussion

Table-1 Mean&S.D. Scores of Arts and Science Students on Educational Adjustment Inventory

Values	Stream	N	Mean	S.D.	t-value	Level of Significance
Educational Adjustment Inventory	Arts	23	16.87	2.49	1.63	Not Significant
	Science	27	15.67	2.70		

G-1 Graphical Representation of the Mean Scores

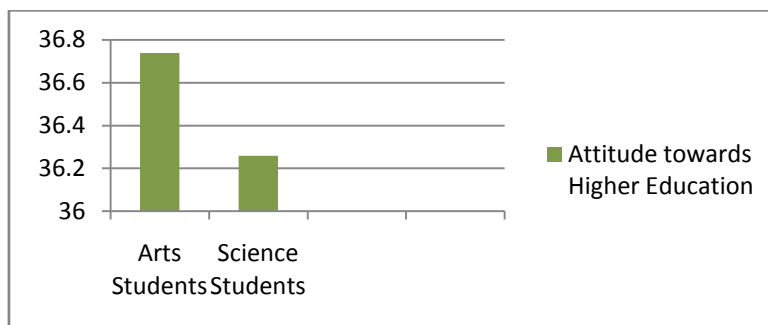


As perusal of table-1 clearly shows that the students of art group scored high mean value (16.87) than their counterparts students of science group (15.67). However it is framed that this mean difference is not significant. While comparing the mean value on Educational Adjustment Inventory, it was observed that the students of arts group had shown more educational adjustment than the students of science group.

Table-2 Mean &S.D. Scores of Arts and Science Students on Attitude Scale towards Education

Values	Stream	N	Mean	S.D.	t-value	Level of Significance
Attitude Towards Higher Education	Arts	23	36.73	6.77	t-0.2471	Not Significant
	Science	27	36.25	6.92		

G-2 Graphical Representation of Mean Scores



As perusal of table-2 clearly shows that the students of art group scored high mean value (36.73) than their counterparts students of science group (36.25). However it is framed that this mean difference is not significant. While comparing the mean value on Attitude Scale towards Education, it was observed that the students of arts group had shown more attitude towards higher education than the students of science group.

Table-3 Relationship between Adjustment Styles and Attitude towards Higher Education between Arts and Science students

	Attitude towards Higher Education among Arts Students	Correlation	Attitude towards Higher Education among Science Students
Adjustment styles among Arts Students	Pearson .036 Sig. .872	(2 tailed)	
Adjustment styles among Science Students			Pearson Correlation - .061 Sig. (2 tailed) .763

From the above analysis it was found that the co-relation was significant at 0.05 level. Therefore the null hypothesis “There will be no significant relationship among adjustment styles and attitude towards higher education of Arts students belonging to tribal community studying in JawaharNavodayaVidhyalaya” was rejected hence It can be concludes that the students studying in JawaharNavodyaVidhyalaya’s were adjusting with the facilities and situations provided to them have no effect on their attitude for higher education. And among science students the above analysis it was found that the co-relation value was significant at 0.05 level. As if the attitude will increase in the same way adjustment style will also be improve. Therefore the null hypothesis “There will be no significant relationship among adjustment styles and attitude towards higher education of Science students belonging to tribal community studying in JawaharNavodayaVidhyalaya” was not accepted. It conclude that the science students studying in residential schools of JawaharNavodyaVidhyalayaSamiti were adjusting with the facilities and situations provided and have no effect on their attitude

for higher education. There may be other causes which are affecting their attitude towards higher education.

Recommendations/Suggestions

1. Residential schools like Navodaya Vidhyalaya's should be established in tribal areas and education must be imparted according to the needs of the society.
2. Admission advertisements should reach to the persons residing in remote areas and awareness about JNV's must be created among the masses.
3. Some of the teachers should be appointed from local community so that they may teach in their local language if needed for better understanding.
4. Within the schools health checkup programs and lectures of doctors should be organized time to time.
5. In schools and hostels friendly and homely environment should be created by providing some natural setting and facilities.
6. Jawahar Navodaya Vidyalaya's should be attached with higher educational institutions so that the students from these schools can take admission according to their interest and capability in higher education.
7. For the slow learners extra classes should be organized in hostels too.
8. Students must be provided the opportunities to work according to their need and pace.
9. Leadership quality and self confidence should be inculcated in tribal youth through classroom teaching and practical work (Saxena et.al. 2004).
10. Teachers and students should be made free from hostel management and other extra work, so that they may concentrate more on education.
11. There should be celebration of local cultural festivals at the schools belonging to the nearest tribal community so as to enrich and preserve their cultural heritage.
12. Separate guidance and counseling should be made available for the students of backward areas.

Conclusion:

Adjustment of students in Navodaya Vidhyalya's is the positively related to educational achievement. As it is well known that adjustment is a psychological process through which students learn to manage and deal with the demands and challenges of daily school life. Well-adjusted students are able to make a balance between school environment and ability of the student. Progress in any learning situation depends on the individual's adjustment to his/her environment. Students who failed to adjust him-self, suffer in his academic performance. So, joint efforts should be made by parents, teachers' counselors, and policy makers to provide

necessary service to adolescent students of Navodya Vidyalaya's to achieve better in academics as well as their adjustment. The quality of adjustment in the early years of life determines the quality of adjustment in later years (Devi, 2015).

Here in this study it was found that the adjustment styles do not have any effect on the attitude of school students studying in their respective streams in Jawahar Navodya Vidhyaly. There are some other causes to affect the attitude of students which are in need to be studied further. Students in Navodya Vidhyalaya are getting all the basic facilities, good infrastructure, good food, good faculty, and all other opportunities to enhance their capabilities. But it is required to open more Navodya Vidhyalaya in the Tribal Society to make them more enrich with their culture and to generate positive attitude towards future and to their higher education.

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