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A Study on Tribal Students of Surguja District in Chhattisgarh to Find out the Effect of Life Skills on Academic Aspiration

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Abstract:

Present study is conducted to find out the effect of Life Skills on Academic Aspiration with respect to Gender of tribal students. The study was done on the Adolescent students of Surguja district of Chhattisgarh state. The tribes chosen by the investigator are Oraon, Kanwar and Gond. The tools used for this study is a self-made Life Skill inventory, that is, "An inventory of conventional adaptation to life skills in tribal students", which consists of 10 dimensions of Life Skills viz: (1) Seeking Social Support, (2) Problem Solving, (3) Self Blame, (4) Keep to Self, (5) Tension Reduction, (6) Conflict, (7) Social Action, (8) Spiritual Support, (9) Physical Recreation, and (10) Professional Help. To measure Academic Aspiration of tribal students, the tool used is EAI-KP, Educational Aspiration Inventory which is prepared and standardized by Dr. T. Pradeep Kumar. The result indicated that none of the dimensions of Life Skills are effecting the Academic Aspiration of Tribal students.

1. Introduction

India is a country located in Southern Asia with over 1.2 billion people, and have 29 states and 7 union territories. One of the Indian state is Chhattisgarh which is the 10th largest state of India, with an area of 135,190 square Km. It contains 25.5 million population and is 16th most populated state of the nation. The state was formed on 1st November 2000 by partitioning 16 Chhattisgarhi speaking south eastern districts of Madhya Pradesh. This state borders the states of Madhya Pradesh, Maharashtra, Telangana, Andhra Pradesh, Orissa, Jharkhand and Uttar Pradesh.

For the present research work the researcher chosen the district Surguja of Chhattisgarh. Surguja district is located in the northern part of the state and its headquarters is at Ambikapur.

It covers a land of 244.62 Km long east to west and 167.37 Km broad north to south and has an area of about 16,359 square Km. According to census 2011 Surguja district has a total population of 2,361,329 in which 11,95,145 are males and 11,66,184 are females. Tribal population that is near about 13,00,628 according to census 2011.

1.1. The Scheduled Tribes

The term Scheduled Tribes first appeared in the Constitution of India. Article 366 (25) defined scheduled tribes as, "such tribes or tribal communities or parts of or groups within such tribes or tribal communities as are deemed under Article 342 to be Scheduled Tribes for the purposes of this constitution.". For the present study investigator chose the following three tribes i.e. Oraon, Kanwar and Gond.

The Oraon tribe also spelled as 'Oran' or 'Uraon' they are tribal aboriginals inhabiting in various parts of India and in Chhattisgarh state.

Kanwar tribes are believed to be the descendants of the Kaurava's in Mahabharata. They are the scheduled tribes inhabiting in many parts of Chhattisgarh mostly in Jashpur, Raigarh, Surguja and Korba districts, the researcher has collected information of this tribe from Surguja district. They are also called Kavar, Kanwar, Kaur, Cherwa, Rathia, Tanwar, Chattri etc.

Gond tribe are aboriginal tribe of Gondwana area and are given official status under an administrative scheme called Scheduled Tribes of India after independence. Gond tribe is the largest tribe of India basically found in the states of Andhra Pradesh, Uttar Pradesh, Bihar, Chhattisgarh, Gujarat, Jharkhand, Madhya Pradesh, Maharashtra, Telangana, Orissa and West Bengal.

Tribals are usually very secluded and shy people. They do not easily prone to modernization and needs of modernization of the society. They are still practicing their own culture and occupations concerned with forests and agriculture. The study is an effect to understand how the tribal children cope with modernization/urban culture when they come to school and how their own life skills help them to survive in an entirely different urban culture.

1.2. Life Skills

Life skills have been defined as, “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life” (World Health Organization, 1997a, p. 1). Life Skills are the set of skills embedded in humans which are either taught or learned/acquired from the direct experiences that are encountered by an individual in the course of his life. When the tool of Life Skill is adopted by an individual he/she can live a better quality of life. Life Skills increases a person’s potential so much that it can help him/her accomplish their ambitions in a more refined and accurate way. There is particularly no definite list of life skills, it depends upon the circumstances of one’s life, culture, beliefs, geographic location, age, sex etc. Life Skills are the ability of a person to learn those formulas which will help them to succeed in their life, one who has learned the life skills is able to understand the world in more magnified way. It pushes the boundary of thinking power of an individual and makes it broad that helps the person live a productive and healthy life. The life skills are not always taught directly but it is learned indirectly through the circumstances of different life situations and experiences. Life skills are not just a mere living a life in an easy way but it is also a technique with the help of which a more controlled life can be lead. A person is able to develop himself in a more controlled, ordered and a systematic order, where he is the master of himself and learns by his own experiences. Life skills influence an individual to learn and adopt the better things in life without any outer force.

The investigator chosen to work on 10 dimensions of Life Skills and studied the response of tribes on these dimensions they are: (1) Seeking social support, (2) Problem solving, (3) Self-blame, (4) Keep to self, (5) Tension reduction, (6) Conflict, (7) Social action (8) Spiritual support, (9) Physical recreation, (10) Professional help

1.3. Objective of the Study

The objective taken for the present study is:

- To study the effect of Life Skills and Academic Aspiration with respect to Gender of Tribal students.

1.4. Hypotheses of the Study

The null hypothesis formulated for the present study is:

H01 There would be no significant effect of Life Skills on Academic Aspiration with respect to Gender of tribal students.

1.5. Delimitation of the Study

- The study is limited to Oraon, Kanwar and Gond tribes of Surguja District of Chhattisgarh.

2. Methodology

2.1. Selection of Sample

In the present research investigator has chosen a sample of total 518 students including both boys and girls. All the available population of three tribes (Oraon, Kanwar and Gond) were selected from different schools of Surguja District of Chhattisgarh State by stratified sampling technique.

2.2. Tools

(a) Life skill Inventory:

The tool used for the study is a self-made Life Skill inventory, that is, “An inventory of conventional adaptation to life skills in tribal students”, is developed for which, 10 dimensions of Life Skills were taken they are; (1) Seeking Social Support, (2) Problem Solving, (3) Self Blame, (4) Keep to Self, (5) Tension Reduction, (6) Conflict, (7) Social Action, (8) Spiritual Support, (9) Physical Recreation, and (10) Professional Help. The self-made inventory comprises of 60 items based on each 10 dimensions mentioned above with any three possible responses that is ‘yes’, ‘no’, and ‘don’t know’. Cronbach’s alpha reliability quotient is 0.75.

(b) Academic Aspiration scale:

For the measurement of Academic Aspiration of tribal students, the tool used is EAI-KP, Educational Aspiration Inventory which is prepared and standardized by Dr. T. Pradeep Kumar (2012) published in Manasvi, National Psychological Corporation, Agra. The reliability was established by test – retest, coefficient of correlation was calculated for the scores obtained on the test and the re – test. The coefficient of stability was found to be 0.96 which is significant at 0.01 level of significance

3. Result and Interpretation

Following result is obtained for the proposed hypotheses –

H01 There would be no significant effect of Life Skills on Academic Aspiration with respect to Gender of tribal students.

To study the effect of Life Skills on Academic Aspiration with respect to Gender ANOVA is calculated and is shown below:

Source	Dependent Variable	SS	df	MS	F	Sig
Academic Aspiration* Gender	<i>Seeking social support</i>	4.350	1	4.350	0.890	0.346
	<i>Problem solving</i>	7.921	1	7.921	3.089	0.079
	<i>Self-blame</i>	0.827	1	0.827	0.240	0.624
	<i>Keep to self</i>	4.883	1	4.883	0.944	0.332
	<i>Tension reduction</i>	0.653	1	0.653	0.157	0.692
	<i>Conflict</i>	3.124	1	3.124	0.471	0.493
	<i>Social action</i>	4.171	1	4.171	0.648	0.421
	<i>Spiritual support</i>	0.722	1	0.722	0.072	0.789
	<i>Physical recreation</i>	0.209	1	0.209	0.026	0.871
	<i>Professional help</i>	4.544	1	4.544	0.544	0.461
	<i>Life Skills Total</i>	38.521	1	38.521	0.154	0.695

Table 1

Analysis of above table says that none of the dimension of Life Skills are having significant effect on Academic Aspiration of Tribal students. This may be that the Tribal students are shy and secretive in nature they are unable to share their problems with others which is having influence over their studies and effecting their Academic Aspiration.

4. Conclusion

From the result it is understood that the dimension of Life Skills is not effecting the 'Academic Aspiration' of Tribal Adolescents. This means that the life skills of tribal students are not supporting their Academic Aspiration. It may be due to lack of awareness of benefits of education they are not giving much importance to studies and are lagging to use Life Skills for increasing their Aspiration for Education for their own upliftment. The elusive nature of tribal may be the reason for lack of awareness. They are still practicing the age old cultural heritage and resisting modernization.

5. References

- i. District Census 2011". Census2011.co.in. 2011. Retrieved 2011-09-30.
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- iii. World Health Organization (WHO). (1997a). Life skills education for children and adolescents in schools: Introduction and guidelines to facilitate the development and implementation of life skills programmes. Geneva, Switzerland: WHO Programme on Mental Health.