

THE ACADEMIC SELF CONCEPT OF SCHOOL GOING BHIL TRIBAL AND OTHER NON TRIBAL STUDENTS IN AHMEDNAGAR DISTRICT-A COMPARITIVE STUDY

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Abstract:

India is the seventh biggest country in the world geographically and second largest populated country in the world and it represent all races which found in the whole world. Followed by the Africa India holds second rank in respect of verity of tribal groups. The tribal are the integrated part of India but after seventy five years of independence they are lagging behind the rest groups in comparison. The many study has been conducted by their anthropological, cultural and social aspect but psychological viewpoint were neglected by the researcher. The self-concepts consists all ideas about oneself which direct person to achieve his or her life goal .The academic self-concept tis also an important part of educational achievement. The title of research paper is “The academic self-concept of school going Bhil tribal and other non-tribal students in Ahmednagar district-A comparative study.” The main objective of this study is to study the difference and comparative gap in tribal and non-tribal student about their academic self-concept. The present study has been conducted on both boys and girls, (N-120) 60 Bhils tribal and 60 non-tribal school going students of seventh class in the Ahmednagar district were taken as sample. For analysis purpose descriptive statistics and independent sample “t” test were used for conclusion and SPSS were used for analysis. It is found that both tribal Bhils boys and girls have low academic self-concept than other non-tribal boys and girls.

Keywords-tribal students, Bhils tribal students, Academic self-concept, Gender study, Ahmednagar district.

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Is there any difference between tribal and non-tribal students about their Academic self-concept?

India is the popular country in the world about its diversity as it has a geographical imparity it also has social complexity. The Indian society is complex mixture of different social, cultural and racial groups and its way to live life. Tribal groups in India also an important and vital part of Indian society. Many sociologists, anthropologist have given different definitions of tribe and tribal people. Tribal people have different policies and rites to protect their unique culture in an independent India and its constitution which provides special power to these indigenous groups. Traditionally these group of people called as Adivasi means original inhabitant of India. Tribal education is a challenging task since pre and post-independence. According to (2011 census) there is almost a fourteen percent gap between the literacy rates of the STs and the rest of the population. Nearly 50% of the children from this social group drop out while transitioning from primary to secondary grades (based on the educational status recorded in the same census). Nearly 80% of them stop education when they are in grade

X in other words, only 20% appear for the high-school examination. Addressing the educational gap between the STs and the mainstream society is important for improving human development indicators of the country. There are more than six hundred forty-five distinct tribes in all over parts of an India Present article basically focuses on tribal student in Ahmednagar district of Maharashtra state in India. In the state of Maharashtra nearby forty-seven tribes' lives.

List of tribes in Maharashtra state.

1. Andh
2. Baiga
3. Barda
4. Bavacha, Bamcha
5. Bhaina
6. Bharia Bhumia, Bhuinhar Bhumia, Pando
7. Bhattra
8. Bhil, Bhil Garasia, Dholi Bhil, Dungri Bhil, Dungri Garasia, Mewasi Bhil, Rawal Bhil, Tadvi Bhil, Bhagalia, Bhilala, Pawra, Vasava, Vasave
9. Bhunjia
10. Binjhwar
11. Birhul, Birhor
12. Omitted
13. Dhanka, Tadvi, Tetaria, Valvi
14. Dhanwar
15. Dhodia
16. Dubla, Talavia, Halpati
17. Gamit, Gamta, Gavit, Mavchi, Padvi
18. Gond, Rajgond, Arakh, Arrakh, Agaria, Asur, Badi Maria, Bada Maria, Bhatola, Bhimma, Bhuta, Koilabhuta, Koilabhuti, Bhar, Bisonhorn Maria, Chota Maria, Dandami Maria, Dhuru, Dhurwa, Dhoba, Dhulia, Dorla, Gaiki, Gatta, Gatti, Gaita, Gond Gowari, Hill Maria, Kandra, Kalanga, Khatola, Koitar, Koya, Khirwar, Khirwara, Kucha Maria, Kuchaki Maria, Mardia, Maria, Mana, Mannewar, Moghya, Mogia, Monghya, Mudia, Muria, Nagarchi, Naikpod, Nagwanshi, Ojha, Raj, Sonjhari Jhareka, Thatia, Thotya, Wade Maria, Vade Maria.
19. Halba, Halbi
20. Kamar
21. Kathodi, Katkari, Dhor Kathodi, Dhor Kathkari, Son Kathodi, Son Katkari
22. Kawar, Kanwar, Kaur, Cherwa, Rathia, Tanwar, Chattri
23. Khairwar
24. Kharia

25. Kokna, Kokni, Kukna
26. Kol
27. Kolam, Mannervarlu
28. Koli Dhor, Tokre Koli, Kolcha, Kolgha
29. Koli Mahadev, Dongar Koli
30. Koli Malhar
31. Kondh, Khond, Kandh
32. Korku, Bopchi, Mouasi, Nihal, Nahul, Bondhi, Bondeya
33. Koya, Bhine Koya, Rajkoya
34. Nagesia, Nagasia
35. Naikda, Nayaka, Cholivala Nayaka, Kapadia Nayaka, Mota Nayaka, Nana Nayaka
36. Oraon, Dhangad
37. Pardhan, Pathari, Saroti
38. Pardhi, Advichincher, Phans Pardhi, Phanse Pardhi, Langoli Pardhi, Bahelia, Bahellia, Chita Pardhi, Shikari, Takankar, Takia
39. Parja
40. Patelia
41. Pomla
42. Rathawa
43. Sawar, Sawara
44. Thakur, Thakar, Ka Thakur, Ka Thakar, Ma Thakur, Ma Thakar
45. Omitted
46. Varli
47. Vitolia, Kotwalia, Barodia

RELATED LINKS

A lot of research has been done on tribal people shows backwardness with comparison to main stream Indian in all aspect of life. The study suggests in this field very low achievement motivation and poor progress in primary, secondary and higher education and dropout rate is very high in comparison with rest students. According to Census 2011, tribes constitutes 8.6% of our total population and out of which only 58.96% are literate and gender wise dropout rate is also noteworthy. Students of tribal community are facing a lot of problems while studying. Some study like drishti institutes mentioned in its study notes that difficulty in education because of Medium of Instruction, Language has been the biggest constraints in tribal education. All the curriculum and teacher's module are designed in official/regional language which is alien for tribal student. Economic Condition, the economic condition of tribal people is so poor that they do not desire to spare their children or their labor power and allow them to attend schools. Teacher Absenteeism, in the remote tribal areas the teacher absenteeism is a regular phenomenon and this affects largely the quality of education. Attitude of the Parents, as education does not yield any immediate economic return, the tribal parents prefer to engage their children in remunerative

employment which supplements the family income. Infrastructural Challenges, most of the schools located in tribal areas have minimal infrastructural facilities. These schools are not equipped with teaching learning materials, study materials, even minimum sanitary provisions are not maintained. Some study indicates tribal students lagging behind about education due to various reason like poverty, socio economical condition, cultural disparity, prejudices, migrations of parents, distance of schools is far away from tribal residence, tribe specific traditions, health issues and mal nutrition etc. Very few studies have been conducted by psychological angel that's why in this article researcher tried to study problems of tribal Bhils students' academic self-concept of Ahmednagar district by psychological angels. The self-concept and academic self-concept direct the person toward his decided life goal attainment or achievement.

Basic concepts in research:

1. Tribe

Definitions of tribes:

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 conman ancestry (Oxford Dictionary 2013).

Tribe is a social group with territorial affiliation, endogamous, with no specialization of function, ruled by tribal officers hereditary or otherwise, united in language or dialect, recognizing social distance with other tribes or castes, without any social obloquy attracting to them, as it done in the caste structure following tribal traditions, beliefs and customs, illiberal of naturalization of ideas from alien sources above all conscious of homogeneity of ethnic and territorial integration. (Nadeem Hasnain and D. N. Majumdar 1967).

Article 366 (25) of the Constitution of India refers to Scheduled Tribes as those communities, who are scheduled in accordance with Article 342 of the Constitution. (D.D Basu 2018). There are different definitions have been given by various researchers and experts in the field of

Academic Self-Concept:

Academic Self-Concept (ASC) is the part of self-concept and it is related to person's self-perceptions about his abilities, skills, which is needed for educational success into his particular education. (Shavelson et al.1976) defined academic self-concept as ones academic self-perception of one's ability in school. In four decades academic self-concept has been studied widely all over the world. ASC is closely related to determine the academic future, educational and other behavioral outcomes of the students. (Marsh and Craven; 2006).It also strongly related to achievement motivation, academic achievement among students (Kadir et al 2012). Academic self-concept starts to develop as growing age of person. Research suggest it develops from an early childhood from age of 3 to 5 years due to family, parental, educator influences and some research suggest it starts by age of 7 or 8 when children evaluate their ones academic abilities based on feedback received from parent, teachers and peers. By the age of 10 to 11 they start to compare their academic abilities with their peers and draws self-estimates about themselves (Kamble and Naik, 2013).There are various factors contributes in development of ASC into children, it has significant impact on person's life, so education systems should foster positive self-

concept among children. ASC is favourably associated with academic performance (Caster, 1997). (Kamble and Naik (2013).

Factors Involving Academic Self-Concept:

Kamble and Naik (2013) described following factors related to academic self-concept. Academic Ability, Academic Interests, Study, Examinations, Academic Interaction, Academic Efforts Curriculum: Academic Future:

Nijoki, Pricilla Gachigi (2019,sp.102) conducted study on both primary and secondary schools about academic self-concept and arithmetic achievement they found ASC positively correlated significantly and predict mathematic achievement. K.Jayaraman and K.Shivaraman (2016) found significant difference between self-concept and achievement motivation, having positive self-concept tribal student achieved high in education and gender factor also got significant. Ruhul Amin Ahmed (2012) studied self-concept among tribal and non-tribal children in which he found low self-concept among tribal students.

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Methodology:

Variables-In this study independent variables are-

Cultur-1.Tribal students and 2, Non-tribal students, Gendar-3Boys and 4 .Girls

Dependent variable – Academic self-concept

Control variables are age, education, marital status and culture.

Operational definitions:

- 1. Tribal students**-Tribal Students refers to the class of children who has been included into tribes by constitution of an India and state of Maharashtra and who are learning in various governments and Adivasi secondary schools in Maharashtra.
- 2. Non-tribal Students:** Non-tribal Students refers to the class of children who has been included into open /general category by constitution of an India and state of Maharashtra and who are learning in various governments of secondary schools into Maharashtra.

3. Academic self-concept- Academic self-concept is the performance or score obtained on test of Learning Disability Scale by

Hypothesis:

1. There will be no significant difference between tribal students and non-tribal students about their academic self-concept.
2. There will be no significant difference between tribal boys and non-tribal boys about their academic self-concept
3. There will be no significant difference between tribal girls and non-tribal girls about their academic self-concept.

Design:

Purposive non probability sampling technique was used in present investigation.

Sample:

Purposive non probability sampling technique was used in present investigation. Students learning in various secondary schools in Ahmednagar district of class seventh standards and age of twelve were taken as a sample respondents. A sample of 60 Bhils tribal were taken from two different Sant Gadgebaba ashram schools of Ahmednagar districts located at Takli Kazi and Rahuri village. and 60 non-tribal open category students were mainly selected in which tribal girls were 30 and non-tribal girls were also 30 from Shri Banshibhau Mhaske Vidyalaya high school of the same district located at Takli Kazi village.

Sample design

IV	Boys	Girls	Total
Non-tribal students	30	30	60
Tribal students	30	30	60
Total	60	60	120

Tools:

Academic Self Concept Scale (ASCS) by Kamble and Naik (2013) was used as a tool. ASCS consists 57 items, distributed among eight scales, such as 1.Academic Ability, 2.Academic Interests, 3.Study, 4.Examination, 5. Interaction, 6.Academic Efforts, 7.Curriculum, and 8.Academic Future. the responses for each item were given on five point Likert type and the value ranged from (5) Strongly agree, to (1) strongly disagree as per the positive and negative items. Reliability- Cranach’s Alfa reliability on these subscales are 0.86, 0.92, 0.88, 0.84, 0.87 0.90, 0.85, 0.87 respectively, and for total scale reliability is 0.93. Validity-It ranges from .71 to .80

Statistical Techniques:

Raw scores in the tests have been taken for final analysis purpose .The quantitative data has been compiled in tabular form. The data has been analyzed two statistical techniques with help of SPSS,

1. Descriptive statistics
2. Independent sample “t” test for mean comparison.

Data Analysis and Interpretation and Discussion:

Hypothesis no 1

There will be no significant difference between tribal students and non-tribal students about their Academic Self-Concept.

Table no 1

Group	N	Mean	Mean difference	Std. Deviation	Std. Error Mean	df	t
Tribal	60	15.9333	10.89840	-18.50000	1.40698	118	-9.452
Nontribal	60	34.4333	10.54026	-18.50000	1.36074	118	*0.01

Table no 1 shows group statistics and independent sample t test in which value clearly shows significant difference between tribal and nontribal students about their academic self-concept, and it is significant on 0.01 level.

Hypothesis no 2

There will be no significant difference between tribal boys and non-tribal boys about their Academic Self-Concept.

Table no 2

Group	N	Mean	Mean difference	Std. Deviation	Std. Error Mean	df	t
Tribal Boys	30	14.5333	-18.10000	11.27320	2.05820	28	-6.726
Nontribal Boys	30	32.6333	-18.10000	9.49586	1.73370	28	*0.01

Table no 2 shows group statistics and independent sample t test in which value clearly shows significant difference between tribal boys and nontribal boys about their Academic Self-Concept , and it is significant on 0.01 level.

Hypothesis no 3

There will be no significant difference between tribal girls and non-tribal girls about their Academic Self-Concept.

Table no 3

Group	N	Mean	Mean difference	Std. Deviation	Std. Error Mean	df	t
Tribal Girls	30	17.5333	-19.36667	10.81421	1.97440	28	-6.890
Nontribal Girls	30	36.9000	-19.36667	10.95870	2.00078	28	*0.01

Table no 3 shows group statistics and independent sample t test in which value clearly shows significant difference between tribal girls and nontribal girls about their Academic Self-Concept, and it is significant on 0.01 level.

Discussion:

Statistical analysis shows significant on 0.01 level hence it proves all three null hypothesis as rejected. The more and multiple studies is necessary in this area because researcher didn't get review of literature in this regard.

Conclusions:

Following three hypotheses were found to be true hence it was accepted.

1. There will be no significant difference between tribal students and non-tribal students about their Academic Self-Concept, is rejected.
2. There will be no significant difference between tribal boys and non-tribal boys about their Academic Self-Concept, is rejected.
3. There will be no significant difference between tribal girls and non-tribal girls about their Academic Self-Concept, is rejected.

It is proves that both boys and girls of tribal Bhil school going students have low academic self-concept than other non-tribal students.

Limitations:

The investigator had restricted area of conducting the present study, only Ahmednagar district had been considered in this study. The sample size being very small, the findings and conclusions cannot be generalized. There were pandemic situations all over world due to corona virus and orders given by state government to school's time to time, education is badly affected of all children in the past two years so that conclusions of present study may be misleading. Data was collected after eighteen months of pandemic so results can be consequences of it and hence more research is necessary for valid conclusion. Two way ANOVA can be computed to see the interactional effect.

Suggestions:

By taking big sample more valid study can be done for generalizations of gender related conclusions. When schools will open by regular as usual mode that time data should be gathered studied. More psychological variables can be used for tribal students' assessments like, intelligence, aptitude, self-concept, adjustment, achievement motivation, study habits etc. Tribe wise study can be done because many variables was uncontrolled like socio-economic status, parent education, deprivation, micro cultural differences etc.

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