

# Effect of Social Attitude on Academic Achievement of Tribal Students at Secondary Level in Kalahandi District

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## ABSTRACT

The educational problems of the mass of people in the country appear to have close relations with the ethos of the society. Most of the socially and economically disadvantaged and deprived groups of the society are found to be backward. Therefore, it is necessary to examine the status of these groups, understand their socioeconomic setting and resolve the problem at hand- illiteracy and ignorance. Education, with a fervent hope that it widens the mind, trains the critical faculties of thought and judgement, has always been valued highly by all societies and cultures. It is considered the sine qua non for the freedom from the shackles of ignorance, dependency and poverty etc. Eradication of illiteracy is considered as one of the significant objectives of developmental planning in India today. Literacy is universally recognised as a powerful instrument of social change. The tribal population is, however handicapped socially as well as economically and has not responded vigorously to the times aimed at the eradication of illiteracy.

**KEYWORDS:** Social Attitude, Academic Achievement, Schedule Tribe and Secondary level

## INTRODUCTION

In developing society like India, scheduled tribe group is one among the social disadvantage groups. The number of scheduled tribe children afflicted by curse of the society is vastly greater, compared to those who are affected by the Curse of Nature. Since it is easier and more feasible to intervene with the socio-genic factors, they assume greater importance in the restructuring of the developing societies. The socially disadvantaged child is a trapped one, doomed to stagnation, wastage and failure. Social disadvantage maims and mutilates the child, physically as well as mentally, stunts his growth, destroys his talents and deprives him of self-fulfilment. In traditional tribal societies there was no formal system of education. But they are very faithful about their culture, habits and customs. The art of ploughing, weaving, making of tools and weapons, works of art, house building, cooking etc. The songs may be the songs of planting, harvesting, childbirth, love and marriage which are examples of this tribes. They believe in god and superstitions. Their attitude towards society and mainstream people are little

different from others. But in modern trends education can capable someway to mould their attitude towards mainstream of society.

### Rationale of the study

Education and academic achievement is closely related to each other. The whole system of education revolves round the academic achievement. Academic achievement is of paramount importance to pupils themselves of any stage i.e. secondary, higher secondary, college, and University as well as teachers, parents, educational administrators, and policy makers. It plays a vital role in almost all aspects of human life. Tribal students being socially disadvantaged have significantly lower academic achievement as compared to the non-tribal students. Theirs' levels of performance is very much low due to psycho-social factors rooted in it. Kalahandi is a backward district of Odisha. As per 2011 census 28.5% ST people live in Kalahandi district and the literacy rate of tribal people is 49.29%. Among the tribal people 98.06% people live in rural areas where as 1.94% people live in urban areas. Another

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interesting and important feature is that 48 types of tribes out of 62 types of Odisha are found to live in Kalahandi district. They are handicapped socially as well as educationally and found to be educationally backward.

### Research Questions

- What are the effects of social attitude on academic achievement of tribal students at secondary level?
- Is there any interaction effect of social attitude on academic achievement of tribal students at secondary level?
- Is there any interaction effect of tribe and social attitude on academic achievement of tribal students at secondary level?
- Is there any correlation of social attitude with academic achievement of tribal students at secondary level?
- Is there any difference among three different category tribes in terms of social attitude and academic achievement?
- Is there any difference between of boys and girls students of three different category tribes namely Kandha, Gond and Shabar in terms of social attitude and academic achievement?

### Statement of the Study

In order to find out the answers of above research questions, the problem of the present study is stated as follows:- **"EFFECTS OF SOCIAL ATTITUDE ON ACADEMIC ACHIEVEMENT OF TRIBAL STUDENTS AT SECONDARY LEVEL IN KALAHANDI DISTRICT"**

### Operational Definition of the terms Used

**Social Attitude-** Social attitude has been taken as an independent variable in this study. One's behaviour to a great extent depends upon his attitude towards the things, idea, person or object in his environment. The entire personality and development of the child is influenced by the nature of his attitudes. We have a number of attitudes depending upon the number of stimuli to which we respond. Social attitude is one among them. Social attitude means how a group of people or an individual from a society perceives issues and aspects of the society like values, caste system, religion, traditions, communalism, untouchability, discrimination, inequality and social change etc. In the present study, the investigator has tried to explore social attitude of secondary school tribal students on six attitude areas like social change, social distance, liberalism, nationalism, revolution and untouchability. In other words experience of

tribal secondary school students in the above mentioned attitude areas has been studied.

**Academic Achievement-** Academic Achievement has been taken as a dependant variable in the present research work. Here, the investigator has tried to study the effects of independent variable i.e. social attitude on academic achievement as a dependent variable. Academic achievement means performance of individual in a subject or group of subjects after a period of instruction, yielding a separate score for each subject or a total score for the several subjects combined. It measures knowledge, understanding, applications, and skill behaviours of learner after a period of instruction. In the present investigation the total achievement scores (that is aggregate of all the subjects) were recorded from students previous years (class IX) annual examination results.

**Tribal students-** The term "Tribe" has been supposed to be derived from the Latin word "Tribus" designating a particular kinds of social and political organisation existing in all societies. The term also refers to the largest kind of social and political community with internal sub-divisions or segments; and there is an internal relationship, real or implied, between kinship and political organisation. But the New Shaster Oxford Dictionary defined, "tribal as "a group (especially primitive) families claiming descent from a common ancestor, sharing a common culture, religion, dialect etc. and usually occupying a specific geographical area and having a recognised leader". In the present study tribal students of class X belonging to Kandha, Gond and Shabar tribes of Kalahandi district has been treated as tribal students.

**Secondary level of Education-** There are different levels of education i.e. elementary, secondary, higher secondary and college etc. Students reading in class IX and X are treated as secondary level education. In the present study class X tribal students have been taken as the samples or subjects of the present study.

**Objectives of the study -**The objectives of the present study are stated as follows:

1. To study the effects of social attitude and their interaction on academic achievement of tribal students at secondary level.
2. To study the interaction effects of social attitude and three different category tribes on academic achievement at secondary level.
3. To study the relationship of social attitude with academic achievement of tribal students at secondary level.
4. To compare mean scores of social attitude and academic achievement of three different category tribes at secondary level.

5. To compare the mean scores of social attitude and academic achievement of boys and girls of three different category tribes at secondary level.

**Hypotheses-**The hypotheses of the present study are stated as follows:-

1. There exists no effect of social attitude on academic achievement of tribal students at secondary level.
2. There exists no interaction effect of social attitude on academic achievement of tribal students at secondary level.
3. There exists no interaction effect of social attitude and three different category tribes on academic achievement at secondary level.
4. There exists no significant relationship of social attitude with academic achievement of tribal students at secondary level.
5. There exists no significant differences in mean scores of social attitude and academic achievement of three different category tribes at secondary level.
6. There exists no significant differences in mean scores of social attitude and academic achievement of boys and girls students of three different tribes at secondary level.

### **Delimitation of the Study**

The present study has been limited in the following manner:

- The study is limited to two major variables i.e. Social Attitude and Academic Achievement.
- The study is limited on class X secondary school tribal students of Govt. and Govt. aided studying under the Board of Secondary Education, Odisha.
- The study is delimited to only Kalahandi district of Odisha.
- The study is delimited to scheduled tribe students (class X) belonging to three different category tribes i.e. Kandha, Gond and Shabar.

### **Research Method**

In the present research work, the researcher wants to study the effects of social attitude on academic achievement of tribal secondary school students of Kalahandi district of Odisha. So to study the effects of these variables on academic performance of 10<sup>th</sup> class tribal students, specifically in backward district like Kalahandi is the sole motive of research work. So as the research methodology is concerned, the present study comes under the scope of "Causal-comparative Research". The Causal-comparative method seeks to establish causal relationships between events and

circumstances. It finds out the causes of certain occurrences or non-occurrences. It always starts with observed facts and actual happenings and seeks to discover the antecedents of these facts.

### **Population and Sample**

All the tribal students studying in class X under the Board of Secondary Education, Odisha of Kalahandi district form the population of the present study. The investigator has collected the data of 300 students of three different tribes i.e. Kandha, Gond and Shabar randomly out of these selected schools, which are treated as sample of the present study. Again from each 100 tribal students of one category 50 are boys and another 50 are girls. Thus, in total the sample has 150 boys and 150 girl students belonging to three tribes mentioned above.

**Tools and Techniques Used** -The investigator has used the following tools in the present study:

1. **Social Attitude Scale by Prof. N. S. Chauhan and Dr.Saroj Aurora (1997) (English Version)**
2. **Academic Achievement Score**

The academic achievement of X grade tribal students is used as the dependent variable in the present study. The total achievement scores (that is the aggregate of all the subjects) were recorded from students' previous year's (class IX) annual examination results collected from the mark register of the school. These examination of schools are conducted by the common management named as Board of Secondary Education, Odisha. The percentage of the total achievement score was calculated as the index of the academic achievement, which is used for analysis and interpretation of data.

### **Statistical Techniques Used**

In order to analyse the data with suitable statistical techniques, the following statistics were employed:-

1. Product Moment Correlation to find out the correlation between social attitude and academic achievement of secondary school tribal students.
2. Descriptive Statistics i.e. Mean, SD, SED, 't' test to find out the significant difference between boys and girls of three different category tribes namely Kandha, Gond and Shabar in terms of social attitude and academic achievement.
3. ANOVA to find out the mean differences of Kandha, Gond and Shabar tribes in terms of social attitude and academic achievement and effects of social attitude on academic achievement of secondary school tribal students.

### **Analysis and Interpretation of Data**

The obtained data have been analysed under the following sub heads: - **Objective -1 &2**

**Analysis of effects and interaction effects of tribes and social attitude on academic achievement**

This section deals with analysis of effects of tribe and social attitude on academic achievement of tribal students. In this section two kinds of effects were examined i.e. main effect and interaction effect. While examining main effect, the effect of tribe and social attitude were taken into consideration and then their interaction effect was studied in terms of academic achievement of tribal students.

**Descriptive statistics Table No- 1**

N, Mean, and SD of tribal students in terms of social attitude

Tribe	Social Attitude	N	Mean	SD
KANDHA	High Social Attitude	46	42.2796	7.97115
	Low Social Attitude	54	41.5794	7.94708
	Total	100	41.9015	7.92561
GOND	High Social Attitude	67	42.4373	10.31721
	Low Social Attitude	33	42.9161	12.37868
	Total	100	42.5953	10.97924
SHABAR	High Social Attitude	58	44.1498	11.83075
	Low Social Attitude	42	38.8540	10.33878
	Total	100	41.9256	11.47847
TOTAL	High Social Attitude	171	42.9757	10.28545
	Low Social Attitude	129	41.0340	10.06453
	Total	300	42.1408	10.21955

The Table No -1 shows the N, Mean and SD of high and low social attitude of Kandha, Gond and Shabar tribal students. The data shows that the mean scores of high and low social attitude of Kandha, Gond and Shabar are 42.27, 41.57, 42.43, 42.91, and 44.14, 38.85 respectively. In the Kandha tribe the mean of high social attitude was found to be higher than the mean of low social attitude. Secondly in the Gond tribe mean of low social attitude was found to be more than the mean of high social attitude. Similarly, in the Shabar tribe the mean of high social attitude was found to be higher than the mean of low social attitude. However, as a whole among all the tribes the mean of high social attitude was found to be more than the mean of low social attitude.

**Table No- 2 Tests of Between-Subjects Effects Summary of two way ANOVA**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	731.441 <sup>a</sup>	5	146.288	1.410	.220
Intercept	502723.027	1	502723.027	4846.572	.000
Tribe	65.097	2	32.549	.314	.731
SA.level	240.554	1	240.554	2.319	.129
Tribe * SA.level	441.772	2	220.886	2.129	.121
Error	30495.901	294	103.728		
Total	563981.450	300			
Corrected Total	31227.342	299			

a. R Squared = .023 (Adjusted R Squared = .007)

**Main Effect (Tribe):** From the Table No-2 it is seen that F value of 0.314 for Tribe is not significant. It indicates that the mean scores of academic achievement of students of Kandha, Gond and Shabar don't differ significantly. So there is no significant effect of tribe on academic achievement of students. Thus, the null hypothesis that there is no significant effect of tribe on academic achievement is accepted. It may, therefore be said that the students of Kandha, Gond and Shabar tribe were found to have a similar type of academic achievement at secondary level.

**Social attitude**

The F value of social attitude was found to be 2.319, which is not significant at 0.05 level with df=1/294(vide table-4.15). It indicates that the mean scores of academic achievement of tribal students having high and low social attitude don't differ significantly. So there is no significant effect of social attitude on the academic achievement of tribal students. Thus, the null hypothesis that there is no significant effect of social attitude on academic achievement of students is accepted. It may, therefore be said that tribal students having high and low social attitude were found to have similar level of academic achievement at secondary level.

**Interaction effect (Tribe and Social attitude)**

The F-value for interaction between tribe and social attitude is 2.13, which is not significant at 0.01 level with  $df = 2/294$  (vide Table No-4.15). It indicates that the mean scores of academic achievement of Kandha, Gond and Shabar having high and low social attitude don't differ significantly. So there is no significant interaction effect of high and low social attitude on academic achievement of tribal students of Kandha, Gond and Shabar. Thus, the null hypothesis that there is no significant interaction effect between tribe and social attitude on academic achievement of tribal students is accepted. It may therefore be said that academic achievement of tribal students was found to be independent of interaction between tribe and social attitude.

**Objective-3****To study the relationship of social attitude with academic achievement of tribal students at secondary level.**

One of the objectives of the present research was to study the relationship between social attitude and academic achievement of tribal students of X standard students. Product-moment coefficients of correlation were computed for this purpose and the results are given in below.

**Correlation coefficients (r) & N Table No-- 3**

1	Social Attitude & Academic Achievement	300	r = .097	NO
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**Social Attitude and Academic Achievement**

The correlation coefficient between social attitude and academic achievement was found to be .097, which is not significant at .05 level of significance ( $df = 298$ ). Thus, it is inferred that social attitude does not have a significant bearing on the academic achievement scores of tribal students of class X. Thus, the hypothesis of no significant correlation between social attitude and academic achievement is accepted. Therefore, it may be said that there is no significant relationship between social attitude and academic achievement of tribal students.

**Objective-4** To compare mean scores of social attitude and academic achievement of three different category tribes at secondary level.

For this purpose one way ANOVA has been used by the investigator. Therefore, initially the assumption of one way ANOVA was tested i.e. Leven's test of homogeneity of variances. The results obtained from Leven's test is given below.

**Leven's test of homogeneity of variance Table No-- 4**

Sl. no.	variables	Leven's statistics	df1	df2
3	Social attitude	2.497	2	297
4	Academic achievement	2.971	2	297

The table No- 4 shows the Leven's statistics and degree of freedom. As per the data of the table, it was found that the Leven's statistics value of social attitude and academic achievement were found to be less than the table values at 0.05 (3.03) and 0.01 (4.68) level of significance vide 2/297 df. Thus, it was concluded that the variances within the groups don't differ significantly, so the assumptions of ANOVA i.e. homogeneity of variance was assumed.

**Differences in three different category of tribes in terms of Social attitude**

One of the objectives of the present study was to compare the mean scores of different category tribes in terms of social attitude. As the different category tribes have three levels i.e. Kandha, Gond and Shabar, So one way ANOVA was run. However, before running ANOVA, the descriptive data obtained is given below.

**Descriptive statistics of Social attitude Table No-- 5**

Tribes	N	MEAN	SD	Standard Error	Minimum	Maximum
Kandha	100	340.62	100.893	10.089	133.80	661.46
Gond	100	359.27	94.880	9.488	128.96	647.68
Shabar	100	385.36	81.348	8.134	177.21	519.36
Total	300	361.75	94.234	5.440	128.96	661.46

The Table No-5 shows the mean, SD, N, Standard error, minimum and maximum values of social attitude of Kandha, Gond and Shabar tribe students. The data shows that the mean scores of Kandha, Gond and Shabar were 340.62, 359.27 and 385.36 respectively, where the mean scores of Shabar was found to be higher as compared to Kandha and Gond. However, in order to study significance of difference among the three special tribes one way ANOVA was run and the results are given below.

Results of ANOVA in terms of Social attitude **Table No--6**

	Sum of scores	df	Mean squares	F	Remarks
Between Groups	101005.391	2	50502.695	5.873	Significant
Within Groups	2554139.704	297	8599.797		
Total	2655145.094	299			

From Table No -6 it is evident that the F value is 5.873, which is significant at 0.05 level of significance with  $df= 2/297$ . It shows that the mean scores of social attitude of Kandha, Gond and Shabar tribe differs significantly. Thus the null hypothesis that there is no significant difference among mean scores of social attitude of Kandha, Gond and Shabar tribe is rejected. Therefore, it may be said that there is significant difference in the means of social attitude of Kandha, Gond and Shabar tribal students. As the results of one way ANOVA was significant, so Post-hoc-test was run to gain understanding about the differences between the groups.

**Differences in three different category of tribes in terms of Academic Achievement.** Descriptive statistics of academic achievement. **Table No--7**

Tribes	N	MEAN	SD	Standard Error	Minimum	Maximum
Kandha	100	39.73	8.4818	0.8481	16.83	67.50
Gond	100	39.39	10.0259	1.0026	20.00	69.16
Shabar	100	47.29	10.1340	1.0134	19.83	72.00
Total	300	42.14	10.2195	0.5900	16.83	72.00

The Table No-7 shows the mean, SD, N, Standard error, minimum and maximum values of academic achievement of Kandha, Gond and Shabar tribe students. The data shows that the mean scores of Kandha, Gond and Shabar were, 39.73, 39.39 and 47.29 respectively, where the mean scores of Shabar was found to be higher as compared to Kandha and Gond. However, in order to study significance of difference among the three special tribes one way ANOVA was run and the results are given below.

Results of ANOVA in terms of academic achievement. **Table No--8**

	Sum of scores	df	Mean squares	F	Remarks
Between Groups	3986.325	2	1993.163	21.731	Significant
Within Groups	27241.017	297	91.721		
Total	31227.342	299			

From Table No -8 it is evident that the F value is 21.731, which is significant at 0.05 level of significance with  $df= 2/297$ . It shows that the mean scores of academic achievement of Kandha, Gond and Shabar tribe differ significantly. Thus the null hypothesis that there is no significant difference among mean scores of academic achievement of Kandha, Gond and Shabar tribe is rejected. Therefore, it may be said that there is significant difference in the means of academic achievement of Kandha, Gond and Shabar tribal students. As the results of one way ANOVA was significant, so Post-hoc-test was run to gain understanding about the differences between the groups.

**Objective-5** To compare the mean scores of social attitude and academic achievement of boys and girls of three different category tribes at secondary level.

**Difference between Mean Scores of tribal boys and girls of Kandha, Gond and Shabar in relation to Social Attitude. Table No-- 9**

Sr. No.	Variable	Tribe	Group	N	Mean	SD	't' value	Signi
1	Social Attitude	Kandha	Boys	50	331.97	97.86	0.857	NS
			Girls	50	349.28	104.09		
2		Gond	Boys	50	365.91	84.38	0.698	NS
			Girls	50	352.64	140.77		
3		Shabar	Boys	50	399.17	73.93	1.731	NS
			Girls	50	371.56	86.68		

Table No 9 shows that the Mean Scores of boys and girls are 331.97 and 349.28 respectively. The 't' value between the two groups was found to be 0.857, which is not significant at 0.05 level of significance. This indicates that boys and girls students of class X of Kandha tribe do not differ significantly in relation to their social attitude.

Similarly, the Mean Values of boys and girls students of class X of Gond tribe came out to be 365.91 and 352.64 respectively. The 't' value was found to be 0.698, which is not significant at 0.05 level of significance. Thus it reveals that boys and girls students of class X of Shabar tribe are 399.17 and 371.56 respectively. The 't' value was found to be 1.73, which is not significant at 0.05 level of significance. This indicates that there is no significant difference between boys and girls students of class X of Shabar tribe in relation to their social attitude.

Thus, the hypothesis of no significant sex difference in Mean Scores of Social Attitude of different category tribes at secondary level is accepted. Thus it may be concluded that there is no significant differences between mean scores of boys and girls of Kandha, Gond and Shabar tribes in terms of social attitude.

**Significance of difference between Mean Scores of tribal boys and girls of Kandha, Gond and Shabar in terms of Academic Achievement. Table No-- 10**

Sr. No.	Variable	Tribe	Group	N	Mean	SD	't' value	Signi
1	Academic Achievement	Kandha	Boys	50	40.79	5.94	1.243	NS
			Girls	50	38.68	10.38		
2		Gond	Boys	50	43.02	9.44	3.857	Sig *
			Girls	50	35.77	9.34		
3		Shabar	Boys	50	46.51	10.22	0.774	NS
			Girls	50	48.08	10.09		

\* Significant at 0.01 level

Table No-10 shows that the Mean Scores of boys and girls of Kandha tribe of class X are 40.79 and 38.68 respectively. The 't' value between the two groups was found to be 1.234, which is not significant at 0.05 level of significance. This reveals that boys and girls students of class X of Kandha tribe do not differ significantly in relation to their academic achievement.

Similarly, the mean scores of boys and girls students of class X of Gond tribe came out to be 53.02 and 35.77 respectively. The 't' value was found to be 3.857, which is significant at 0.01 level of significance. This indicates that boys and girls students of Gond tribe differ significantly in relation to their academic achievement. The mean scores show that the boys of Gond tribe are better in academic achievement than the girls of Gond tribe.

Further, the mean values of boys and girls students of class X of Shabar tribe are 46.51 and 48.08 respectively. The 't' value was found to be 0.774, which is not significant at 0.05 level of significance. This reveals that there is no significant difference between boys and girls students of Shabar tribe of class X in relation to their academic achievement.

Thus, the hypotheses of no significant sex differences in mean scores of Kandha and Shabar tribal students at secondary level is accepted. Whereas the hypothesis of no significant difference in mean scores of Gond boys and girls on academic achievement is rejected and the alternative hypothesis is accepted.

Therefore, it may be said that there is no significant differences in mean scores of boys and girls

belonging from Kandha and Shabar tribes in terms of academic achievement. But there is significant difference between mean scores of boys and girls belonging from Gond tribe in terms of academic achievement.

**Main Findings**

- There is no significant effect of social attitude on the academic achievement of tribal students and students having high and low social attitude were found to have similar level of academic achievement at secondary level.
- There is no significant effect of tribes i.e. Kandha, Gond and Shabar on their academic achievement and all the three tribes have similar type of academic achievement at secondary level.
- There is no significant interaction effect between tribe and social attitude on academic achievement of tribal students and academic achievement was found to be independent of interaction between tribe and social attitude.
- There is no significant relationship between social attitude and academic achievement of tribal students.
- There is significant difference in the mean scores of social attitude of Kandha, and Shabar tribe and Shabar tribal students have better social attitude than the Kandha tribal students. But there is no significant difference in the means of social attitude of Kandha and Gond, and Gond and Shabar tribal students.
- There is significant difference the between mean scores of Shabar and Kandha tribes in terms of

academic achievement and Shabar tribal students have better academic achievement than the Kandha tribal students. But there is no significant differences in the means of academic achievement of Kandha and Gond, and Gond and Shabar tribal students.

- There is no significant difference between the mean scores of boys and girls of Kandha, Gond and Shabar tribes in terms of social attitude.
- There is no significant difference in the mean scores of boys and girls belonging from Kandha and Shabar tribes in terms of academic achievement.
- There is significant difference between the mean scores of boys and girls of Gond tribe in terms of academic achievement. The academic achievement of boys are better than girls.

### Conclusion -

From the above study it is concluded that there is insignificant positive correlation between social attitude and academic achievement of 10<sup>th</sup> class tribal students. No such study having a similar or dissimilar findings was found in relation to the finding of the present study. But there is significant difference in the mean scores of Kandha and Shabar tribal students in terms of social attitude and academic achievement. On the other hand there is no significant difference in the mean scores of Kandha and Gond and Gond and Shabar tribal students in terms of social attitude and academic achievement. No such study has been done up to yet for the tribal samples of Kalahandi district of Odisha. Hence, it is left for the further researchers

to test the similar and dissimilar findings of the present study.

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