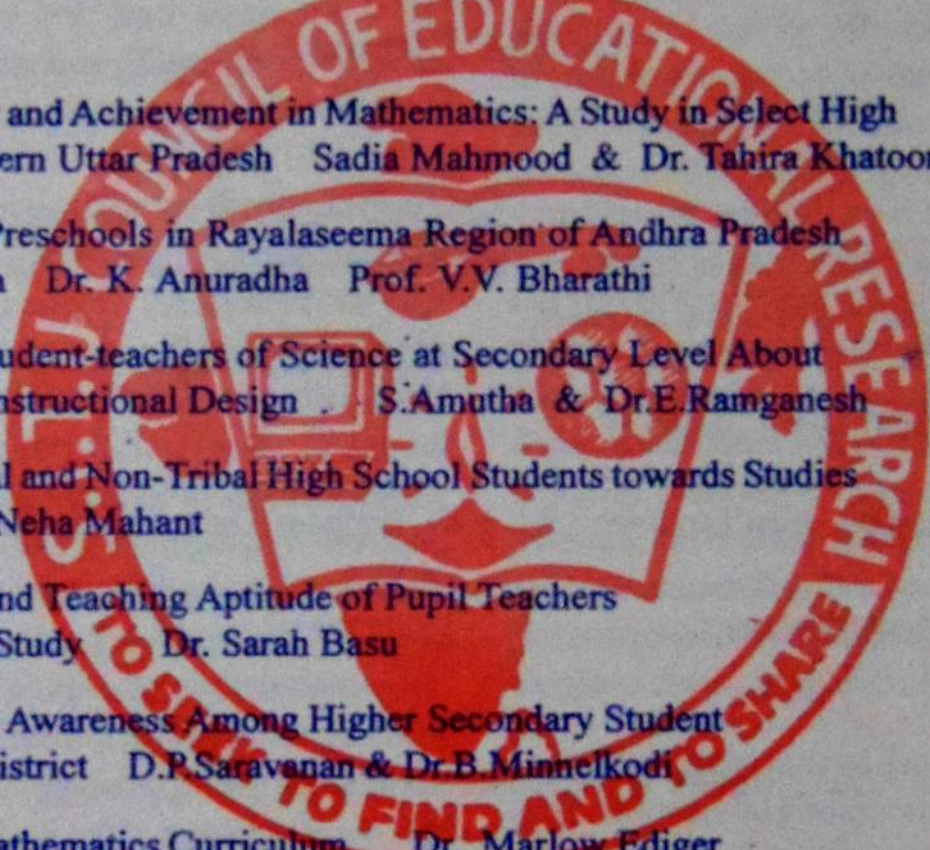


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ATTITUDE OF TRIBAL AND NON-TRIBAL HIGH SCHOOL STUDENTS TOWARDS STUDIES

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Dimensions	T	NT	F	Mean	SD
Liking for Studies	118	118	118	118	118
Perception of Utility of Studies	118	118	118	118	118
Attitude towards School	118	118	118	118	118
Attitude towards Books	118	118	118	118	118
Attitude towards Home Task	118	118	118	118	118
Attitude towards Teachers	118	118	118	118	118
Over all Attitude towards Studies	118	118	118	118	118

Abstract

The major purpose of this research was to investigate the attitude towards studies among secondary school tribal and non-tribal students. The data were collected on 120 subjects selected through purposive through S.P. Anand Students' Attitude towards Studies Scale. The collected data were subjected to t-test for large independent groups and Means on different dimensions of the scale.. The results indicate that the tribal and non-tribal high school students do not vary on most of the dimensions of the 'students' attitude towards studies' scale. The locale too does not have much effect on the attitudes of the students towards studies. Further, it was also found that the tribal and non-tribal high school students differ significantly on their total attitude towards studies and 'liking for studies' dimension of 'students' attitude towards studies' scale.

Introduction

Students' attitude towards studies must be positive or healthy one. It is the yardstick of intrinsic motivation for studies. Learning of a subject and acquisition of habits, interests and other psychological dispositions are all affected by his attitudes. The mindset of the child determines his receptivity.

As there is difference in the environment of tribal and non-tribal areas with respect to their geographical conditions, infrastructure of schools, number of teaching staff, facilities of tuitions, extra coaching classes etc., an attempt has been made to find out the difference between the attitude of tribal and non-tribal students towards studies.

Objectives

The objectives were to compare the tribal and non-tribal high schools students on the following dimensions of the 'Students' Attitude towards Studies' scale:

1. 'Liking for Studies'
2. 'Perception of Utility of Studies'
3. 'Attitude towards School'
4. 'Attitude towards Books'
5. 'Attitude towards Home Task'
6. 'Attitude towards Teachers'
7. 'Over all Attitude towards Studies.'

Method

A survey was conducted on 60 tribal students

belonging to government senior secondary schools of Lahaul and Spiti District; and 60 non-tribal students belonging to government senior secondary school of Kullu district, H.P. Purposive sampling was adopted. To select the sample subjects

TOOL

A standardized tool called 'Students' Attitude towards Studies' developed by S.P. Anand was used in present study. This scale consists of 80 items. Out of these 36 are positive and 44 are negative items. The maximum possible score is 320. The scoring order for positive and negative statement is taken to be 4, 3,2,1,0 and 0, 1,2,3,4 for SA, A, UD, D, SD respectively. Further, the reliability of the scale has been determined by test-retest and split-half methods.

Results

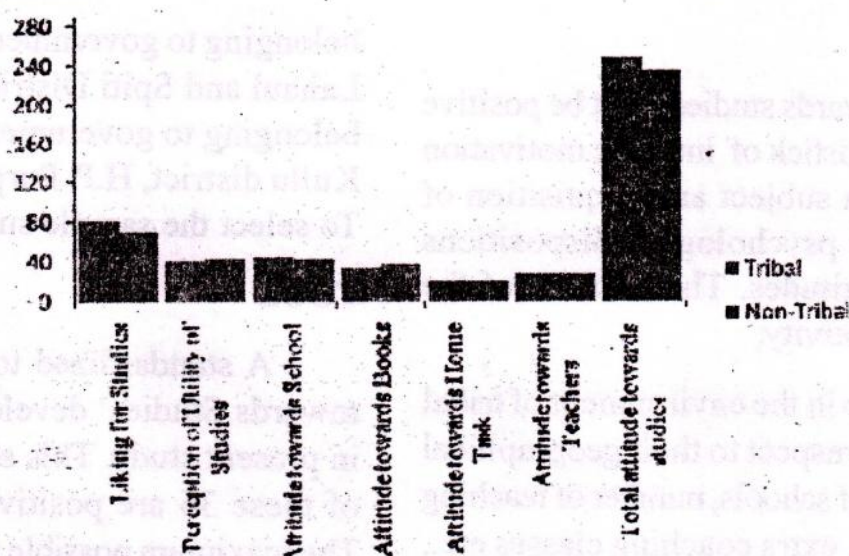
The attitude of tribal and non-tribal high school students on different dimensions of 'students' attitude towards studies' scale has been presented in the Table below.

The tribal and non-tribal high school students do not vary significantly on most of the dimensions of the 'students' attitude towards studies' scale. The difference between tribal and non-tribal high school students on perception of utility of studies, attitude towards schools, attitude towards books, attitude towards home task and attitude towards teachers are not found to be significant. Further, the results indicate that the tribal and non-tribal high school students differ

significantly on their total attitude towards studies and 'liking for studies' dimension of 'students' attitude towards studies' scale.

TABLE
MEAN, SD, AND t-VALUE OF THE DIFFERENCES IN SCORES BETWEEN TRIBAL AND NON-TRIBAL HIGH SCHOOL STUDENTS ON THEIR ATTITUDE TOWARDS STUDIES

Groups	Dimension	N	Mean	σ	SE _D	df	't'	Remarks
Tribal	Liking for	60	81.2	9.34	2.80	118	4.28	Significant at 0.01 level
Non-Tribal	Studies	60	69.48	19.67				
Tribal	Perception of	60	39.43	12.7	2.19	118	1.36	NS
Non-Tribal	Utility of Studies	60	41.91	11.35				
Tribal	Attitude towards	60	44.3	10.34	1.98	118	1.01	NS
Non-Tribal	School	60	41.63	11.41				
Tribal	Attitude towards	60	33.86	7.85	1.61	118	1.24	NS
Non-Tribal	Books	60	35.66	8.34				
Tribal	Attitude towards	60	20.88	4.71	0.88	118	1.13	NS
Non-Tribal	Home Task	60	19.93	5.03				
Tribal	Attitude towards	60	26.81	8.28	1.53	118	0.65	NS
Non-Tribal	Teachers	60	28.33	8.55				
Tribal	Total attitude	60	247.5	26.65	5.51	118	1.99	Significant at 0.05 level
Non-Tribal	towards studies	60	235.71	33.39				



Bar Graph showing Mean Attitude towards Studies Scores on Different Dimensions of 'Students' Attitude towards Studies' scale of Tribal and Non-Tribal Students (Figure-A)

Conclusion

It is to be noted that the tribal students in the sample have scored higher than the non-tribals in these two dimensions in which there is significant difference.

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