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A STUDY ON SELF PERCEIVED IDENTITY AND EDUCATIONAL ASPIRATION OF UNDER GRADUATE TRIBAL STUDENTS

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Abstract

Behavioral science research has a great interest on the Identity and Aspiration of human beings. Educational aspiration and its expected outcomes have a great dependence on Identity factors. Over the 75 years of Indian independence, it is obvious that our official machinery has failed in administering the programmmes planned to address the social backwardness of the underprivileged communities, mainly Adivasis – the indigenous peoples of nation. Tribes in India have a strong sense of self that is derived from their collective identity and rich cultural hierarchy. As part of the research work on the Identity, Aspiration, Self Esteem and Socio Emotional Adjustment of Undergraduate Tribal students, the behavioral patterns of tribal students were analysed by the investigators. This paper investigates the influence of Self Perceived Identity and Educational Aspiration of the tribal students at Institute of Tribal Studies and Research in their self-realisation and framing educational aspirations.

Keywords: *Self Perceived Identity, Educational Aspiration, Undergraduate, Tribal Students.*

1. INTRODUCTION

"Our ability to reach unity in diversity will be the beauty and the test of our civilisation."

-**Mahatma Gandhi**

According to the development discourse, education is the most reliable and effective pathway for social mobility in order to overcome systemic inequality. The human capital hypothesis, which emphasises individual motivation and fair educational opportunity, has been the impetus for a number of educational reforms. However, the social reproduction theories in education challenge these presumptions by claiming that social inequities in society are perpetuated through educational processes and institutions. They make the point that social and cultural variables support the ideologies of power and control through educational practices and help to perpetuate the governing relationships.

India's tribal legacy is a vast and varied cultural fabric that includes numerous indigenous groups. In India, these tribal groups are frequently referred to as Scheduled Tribes or Adivasis. They each have unique social structures, languages, and traditions. Certain significant facts regarding India's tribal roots are

- Diversity: With over 700 distinct tribes recognised by the government, India is home to a sizable number of tribal communities. There are major linguistic, cultural, and behavioural differences among these tribes.

- Geographic Distribution: Although there are tribal communities all over India, they are mainly concentrated in a few areas. There is a significant concentration of tribal people in states like Jharkhand, Chhattisgarh, Odisha, Madhya Pradesh, and the northeastern states.
- Conservation Efforts: The preservation of the ecosystem and biodiversity is greatly aided by the efforts of numerous tribal communities. Their environmentally friendly methods are now widely acknowledged as being crucial to maintaining ecosystems.
- Cultural Traditions: The art, music, dance, and handicrafts of the multiple tribal cultures are varied. Every tribe has unique cultural customs and ceremonies that are frequently derived from their relationship with the natural world.
- Land and Displacement: In India, there have been major problems with land rights and the uprooting of tribal populations. Conflicts over territory and resources have resulted from the displacement of numerous indigenous populations as a result of mining, development projects, and deforestation.
- Challenges: Tribal tribes in India frequently have socioeconomic difficulties, such as poverty, limited access to healthcare and education, and social prejudice, despite their rich cultural legacy.

It's crucial to remember that each Indian tribal community has its own distinct history and experiences, making tribal heritage a complicated and diverse topic. In addition to maintaining these indigenous people' unique cultural heritage, continual efforts are made to further their rights and general well-being. **(Sharma, 2002)**.

Like any other group of people, tribes also have very different levels of self-esteem based on a wide range of variables, such as their cultural, social, and economic background. It is imperative to acknowledge that the Indian tribal communities, are diverse and comprise a broad spectrum of cultures and life experiences. Self esteem of the tribes mainly related to their cultural identity, marginalization, land and resource disputes, cultural celebrations and festivals, social and political empowerment and solidarity and community support. It's important to handle this subject delicately and acknowledge that, depending on the situations they encounter, tribal societies' self-esteem can be both resilient and susceptible. The self-esteem of tribal people and communities can be greatly increased by initiatives to uphold and preserve their cultural heritage, enhance their socioeconomic circumstances, and defend their rights.

Tribal groups often set particular goals for their children's education that are a reflection of their own cultural values and past experiences. These goals arise from an intense desire to protect their cultural legacy while also looking for ways to improve their socioeconomic situation. Many indigenous groups place a high value on education as a way to uplift their children, build stronger communities, and close the knowledge and skill gap between traditional and modern. Incorporating indigenous languages, customs, and traditional practices into the curriculum, they frequently aim to create educational programmes that are both culturally sensitive and relevant. Tribes seek to develop a new generation of leaders via education, ones who can tackle the issues facing their communities and celebrate and preserve their rich cultural heritage. They do this in the hopes of securing a more promising and independent future for their people **(Smith, 1999)**.

A crucial component of tribal students' general wellbeing and academic achievement is their sense of self-esteem and socioemotional adjustment. Tribal students frequently encounter particular difficulties, such as prejudice, a lack of cultural ties, and restricted access to educational resources. These elements may have an effect on their sense of self and confidence, which in turn may affect their self-esteem. Their socio emotional adjustment might be impacted by low self-esteem, which can then result in problems including anxiety, depression, and trouble establishing positive social relationships. It is essential to provide culturally aware and inclusive education that affirms students' cultural identities, encourages a feeling of community, and supports their socio emotional growth in order to solve these issues. Giving tribal students a strong sense of self-worth and socio emotional competencies can improve their academic performance and general well-being and help them successfully integrate into society and the larger educational system **(Tomlins-Jahnke, H. 2019)**.

2. STATEMENT OF THE PROBLEM

The investigators' goal is to discuss the Adivasi people's concept of self and the extend of aspirations to achieve their life goal within the common social capital. As life enthusiasts, the investigators have a particular interest in and passion for studying relation of Self Perceived Identity and Educational Aspirations of Tribal Students. The investigators hypothesized that Self Perceived Identity pay a crucial role in defining the Educational Aspirations of the Tribal Students.

How the Self Perceived Identity of the tribal students are related to the Educational Aspirations of the tribal students is the research question that this work attempts to answer. The article discusses observations of the study carried out in the tribal students of Institute of Tribal Studies and Research (ITSR), situated at Chethalayam, Wayanad, a unique venture of University of Calicut to serve the specific

aspirations of the tribal community of the state of Kerala. The Problem can be stated as "A Study on Self Perceived Identity and Educational Aspiration of Under Graduate Tribal Students"

3. OBJECTIVE OF THE STUDY

This study aims to find the relationship of Self Perceived Identity and Educational Aspirations of Tribal Students studying in Institute of Tribal Studies and Research (ITSR) and to understand, is there exist any kind of differences in Self Perceived Identity and Educational Aspirations of boys and girls Tribal Students of Institute of Tribal Studies and Research (ITSR).

4. METHODOLOGY

4.1. Design: Surveys was employed for the study.

4.2. Sample: The study was conducted on the population of tribal students of Institute of Tribal Studies and Research (ITSR). Random sampling technique was adopted to collect data from the students. 91 students of the Undergraduate and Postgraduate programmes of the ITSR were responded to the survey

4.3. Tool: The two tools used in the present study are

4.4. Scale of Self Perceived Identity: The Scale of Self Perceived Identity was developed to understand the Self Perceived Identity of tribal students. The investigators developed the tool based on the concept of "identity orientation" and "identity crisis".

4.5. Scale of Educational Aspiration: Scale of Educational Aspiration was developed by the investigators to study about the goal or desires of the tribal students regarding their education.

4.6. Statistical Techniques:

- Preliminary Analysis
- Two-tailed Test of Significance of Difference between Means of Large Independent Samples
- Pearson's Product Moment Coefficient of Correlation 'r'

5. MAJOR FINDINGS AND DISCUSSION

The score of Self Perceived Identityis calculated for each student by assigning five options to the items in the Scale of Socio Emotional Adjustment, which in turn carries a range of 0 to 4 score. The score of Educational Aspiration is calculated for each student by assigning three options to the items in the Scale of Socio Emotional Adjustment, which in turn carries a range of 0 to 2 score.

The summary of the statistical constants of the Self Perceived Identity and Educational Aspiration for the total sample is presented in Table 1.

Table-1: *Statistical Constants of Self Perceived Identity and Educational Aspiration for the Total Sample*

Statistical Constants	Self Perceived Identity	Educational Aspiration
N	91	91
Mean	80.25	62.07
Std. Deviation	9.20	8.02
Skewness	0.39	-0.37
Kurtosis	0.60	0.22

The summary of the statistical constants of the Self Perceived Identity and Educational Aspiration for the Subsamples based on gender is presented in Table 2.

Table -2: *Statistical Constants of Self Perceived Identity and Educational Aspiration for the Subsamples based on gender*

Statistical Constants	Self Perceived Identity	Educational Aspiration
Boys		
N	26	26
Mean	79.15	60.46
Std. Deviation	8.98	8.83
Skewness	0.80	-0.30
Kurtosis	-0.24	1.42
Girls		
N	65	65
Mean	80.69	62.71
Std. Deviation	9.32	7.65
Skewness	0.25	-0.36
Kurtosis	1.05	-0.45

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The distribution of the scores of the variables Self Perceived Identity and Educational Aspiration were analyzed by plotting the frequency curves. They are presented in figure 1 and figure 2.

Fig-1: *Smoothed Frequency Curve of the variable Self Perceived Identity for the Total Sample*

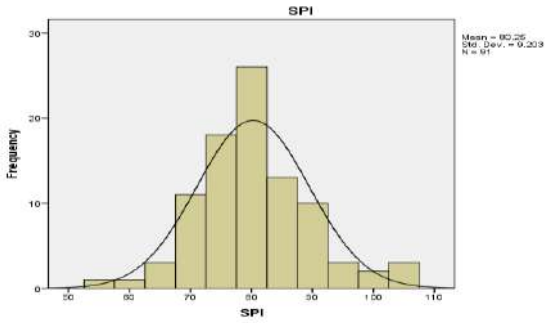

Fig-2: *Smoothed Frequency Curve of the variable Educational Aspiration for the Total Sample*

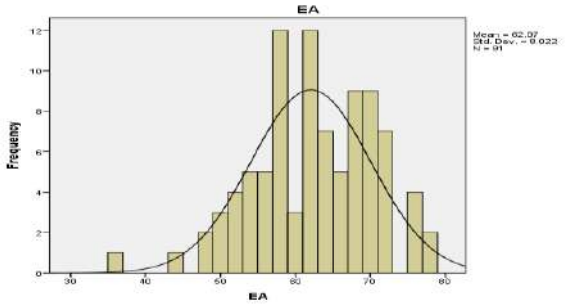

Figure1 indicates that the distribution of scores of the variable Self Perceived identity is slightly skewed positively or slightly skewed to the right and leptokurtic (the kurtosis value being less than 0.263) for the total sample of students. Thus, the frequency curve indicates that the distribution of the scores almost follow normality. Figure 2 indicates that the distribution of scores of the variable Self Perceived identity is slightly skewed negatively or slightly skewed to the left and leptokurtic (the kurtosis value being less than 0.263) for the total sample of students. Thus, the frequency curve indicates that the distribution of the scores almost follow normality.

5.1. Comparative Analysis - Test of significance of difference between means

Test of Significance of difference between Means was used to analyse whether there is any significant difference between Self Perceived Identity and Educational Aspiration between boys and girls.

Critical ratio for difference between mean scores of Self Perceived Identity and Educational Aspiration for Boys and Girls were calculated. Data and the result of the test of significance are presented in the Table 3

Table-3: *Data and Results of the Test of Significance of Difference in the Mean Scores of Self Perceived Identity, Educational Aspiration,**S**elf Esteem and Socio Emotional Adjustmentfor Boys and Girls*

Sl No	Variables Compared	Group Compared	Mean	Standard Deviation	Critical Ratio	Level of Significance
1	Self Perceived Identity	Boys	79.15	8.98	-0.718	Not Significant
		Girls	80.69	9.322		
2	Educational Aspiration	Boys	60.46	8.83	-1.210	Not Significant
		Girls	62.71	7.65		

Critical ratio obtained from Table 3 between boys and girls for Self Perceived Identity and Educational Aspirationwere -0.718 and-1.210 respectively. The critical ratio obtained for the two variableswere less than the limit set for 0.05 level of significance and hence boys and girls for the variables Self Perceived Identity and Educational Aspiration do not differ significantly.

5.2. Correlation Analysis-Pearson's Product Moment Coefficient of Correlation 'r'

The details of the relationships between the variables Self Perceived Identity and Educational Aspiration obtained for the total sample and subsamples based on gender are presented in the following Table 4.

Table-4: *Details of the relationships among the two variables obtained for the total sample and subsamples based on gender*

Sl No	Variable Compared	Sample	r	Sig. t (2-tailed)	Level of Significance
1	Self Perceived Identity and Educational Aspiration	Total	-0.039	0.715	Not Significant
2	Self Perceived Identity and Educational Aspiration	Boys	-0.209	0.305	Not Significant
3	Self Perceived Identity and Educational Aspiration	Girls	0.020	0.872	Not Significant

- The correlation between Self Perceived Identity and Educational Aspiration for the total sample is -0.039. Thus, we can say that there does not exist any linear dependence between these variables.
- The correlation between Self Perceived Identity and Educational Aspiration for the subsample boys is -0.209indicating that there does not exist any linear dependence between these variables.
- The correlation between Self Perceived Identity and Educational Aspiration for the subsample girls is 0.020. Thus, we can say that there does not exist any linear dependence between these variables.

6. CONCLUSION

The study was aimed to examine the relationship of Self Perceived Identity and Educational Aspiration of tribal students studying at Institute of Tribal Studies and Research (ITSR). The findings of the study showed that there is no significant difference exists in the Self Perceived Identity and Educational Aspiration of tribal boys and girls of Institute of Tribal Studies and Research (ITSR). This indicates that both tribal boys and tribal girls of Institute of Tribal Studies and Research (ITSR) are equally capable of adjusting with their identity orientations and fixing their educational goal. Both boys and Girls are equally aware of their educational opportunities. There is a no linear dependence is observed between theSelf Perceived Identity and Educational Aspiration of tribal students studying at Institute of Tribal Studies and Research (ITSR). This indicates that Self Perceived Identity of the tribal students may not be capable of guiding their educational goals. As per the result it can be concluded that the positive relationship between theSelf Perceived Identity and Educational Aspiration may be due to their awareness and perception about their self.

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