

## An Analytical Study of Educational Interests Among Tribal and Non-Tribal Students

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### ABSTRACT

The study was intended to explore the educational interests of tribal and non-tribal adolescent students in secondary schools of the Sangali District. 60 tribal and non-tribal adolescents were selected by using a random sampling technique. All the respondents were elected within the age group of 14-17 years. Educational Interests Record (EIR) by Dr. S.P. Kulshertha (2005). was used for data collection. The collected data was subjected to statistical treatment using Mean, SD, and 't' values. Results revealed that tribal and non-tribal adolescents differ significantly in various types of educational interests. Based on the results, it may be concluded that the educational interests of non-tribal students in areas such as Agriculture, Commerce, Fine Arts, Home Science, Humanities, Science and Technology are higher than tribal students.

**Keywords:** *Educational Interests, tribal adolescents, non-tribal adolescents*

The educational experiences of tribal students are fundamentally connected to the overall quality of education they receive, rather than being exclusively determined by their tribal identity. It is crucial to acknowledge that tribal affiliation often coincides with socioeconomic challenges, as these communities frequently inhabit areas with significant deficiencies in educational resources. Consequently, the obstacles encountered by tribal students arise from a multifaceted interaction of various elements, rather than solely from their tribal background. Studies suggest that tribal students possess the essential cognitive abilities and psychological characteristics required for successful participation in educational environments; their comparatively lower academic performance can be linked to school-related issues that similarly impact non-tribal students (Gautam, 2003; Reported in Bagai and Nundy, 2009, p.11).

Interest is that excitement of feeling that gives rise to attention. This mental excitement may be intellectual sympathetic emotional, or merely personal, as an interest in philosophical research, in human suffering in money-getting. Interest means to make a difference. "It describes why the organisms tend to favor some situation and thus come to react to them in a very selective manner."

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## An Analytical Study of Educational Interests Among Tribal and Non-Tribal Students

Educational interest is intimately related to a child's acquisition of knowledge, understanding, and skills which forms the basis for his educational choice. Educational interest plays a very significant role in educational guidance. A faculty or staff member has a legitimate educational interest in accessing or reviewing a student's educational record. If the faculty or staff member is performing a task that is specified in his position description or contract, performing a service or benefit related to the student or student's family. In Educational psychology, the concept of educational interest is interpreted as a content-specific motivational variable that can be investigated and theoretically constructed. An important analysis lies in the manifold interrelations between educational interest, learning, and human development. Many students pass the examination, yet they fail to achieve as much as they could have in terms of their ability.

### REVIEW OF LITERATURE

**Vadeyar Abhishek (2024)** Investigated people's educational interests, compared them to their academic areas, and discovered gender differences in educational interest. Results revealed that there are differences between their educational interests and academic areas. Gender differences exist among people regarding educational interests. People's current educational interests are dominated by the fine arts, commerce, home science, science, humanities, technology, and agriculture respectively.

**Tiwana Gagandeep (2016)** studied educational interest patterns of x<sup>th</sup> class students across gender and locale. For this purpose, a t-test was applied to find out the significance of the mean difference in different interest areas namely (agriculture, commerce, fine arts, home science, humanities, science, and technology) for males and females, as well as rural and urban groups.

**Mohta Sarika (2013)** explored the educational interest trend among young children and the effects of gender differences and environment on interest trends. Thus, after scoring and analyzing the data obtained, could be said that Gender and environment affect interests. The current educational trend among young children is the highest interest in technology, then commerce, fine arts, science, humanities, home science, and the least interest in agriculture.

**Saini Dalbir Singh & Redhu Pardeep Kumar (2011)** carried out to study the educational interests of secondary school students of Jind (Haryana) on 50 students, the subjects were administered educational interest inventory (Chander 1988). Results indicated that the educational interest of boys & girls showing difference in all educational fields indicate that the boys have low interest in Fine Arts, home science in their choice for educational subject. Whereas the girls have low educational interest in Commerce and Mechanical education. They like the fields of humanities and Arts. So, there is no perfect matching of educational choices of girls and boys as reflected by their interest scores.

#### *Aim of the study*

This study aims to compare educational interests among tribal and non-tribal students.

#### *Objectives of the Study*

To study the difference between tribal and non-tribal students in educational interests.

#### *Hypothesis of the Study*

There exists a significant difference between tribal and non-tribal adolescents in their level of educational interests.

## An Analytical Study of Educational Interests Among Tribal and Non-Tribal Students

### Sample

The present study was selected from the Sangali District. It constituted a total of 60 secondary school students from tribal and non-tribal categories. 30 students were from the tribal category and 30 were from the non-tribal category. The sample is selected randomly using a simple random sampling technique.

### Variable

- **Independent Variable**  
Category: Tribal and non-tribal
- **Dependent Variable**  
Educational Interests

### Operational definition

The operational definitions of terms and variables are as under:

- **Tribal adolescents:** Tribal adolescents in the present study refer to those adolescents who belong to the Koli Mahadev & Katkari Classes.
- **Non-tribal adolescents:** Non-tribal adolescents in the present study refer to those adolescents who are other than tribal adolescents.

### Tool used

**Educational Interest Record (EIR)** prepared by Dr. S.P. Kulshrestha (2005). EIR was first developed in the year 1965 and was thoroughly revised in 1970, 1975 and 1978 by the author. The present record contains 98 educational subjects/activities belonging to seven different educational interest areas. They are- Agriculture (AG), Commerce (Co), Fine Arts (FA), Home Science (HS), Humanities (HU), Science (SC) and Technology (TE). Thus, each of these educational areas has fourteen subjects on the record, seven on the horizontal and seven on the vertical side. The test-retest reliability coefficient was observed at .76 with a time interval of 15 days. The coefficient of validity was found 78 when this record was validated with Labh Singh's Educational Interest Inventory.

### Statistical techniques

Descriptive statistics such as Mean and Standard Deviations, and inferential statistics (t-test) were used.

## RESULTS AND DISCUSSION

There exists a significant difference between tribal and non-tribal adolescents in their level of educational interests.

*Table no. 1 Shows the Mean, SD of tribal and non-tribal students on educational interests.*

Areas of Educational Interest	Group	No	Mean	SD	T Value	Sign
Agriculture	Tribal	30	5.86	2.16	3.28	0.01
	Non-tribal	30	7.86	2.54		
Commerce	Tribal	30	4.96	1.37	6.01	0.01
	Non-tribal	30	7.46	1.81		
Fine Arts	Tribal	30	5.53	1.96	3.68	0.01
	Non-tribal	30	7.30	1.74		
Home Science	Tribal	30	4.36	1.32	5.94	0.01
	Non-tribal	30	7.13	2.17		

## An Analytical Study of Educational Interests Among Tribal and Non-Tribal Students

Areas of Educational Interest	Group	No	Mean	SD	T Value	Sign
Humanities	Tribal	30	5.60	1.90	3.77	0.01
	Non-tribal	30	7.36	1.71		
Science	Tribal	30	4.86	2.27	5.34	0.01
	Non-tribal	30	8.33	2.73		
Technology	Tribal	30	5.00	1.41	5.83	0.01
	Non-tribal	30	7.50	1.87		

*Figure no. 1 shows Mean and SD values for tribal and Non-tribal Students in areas of educational interest.*

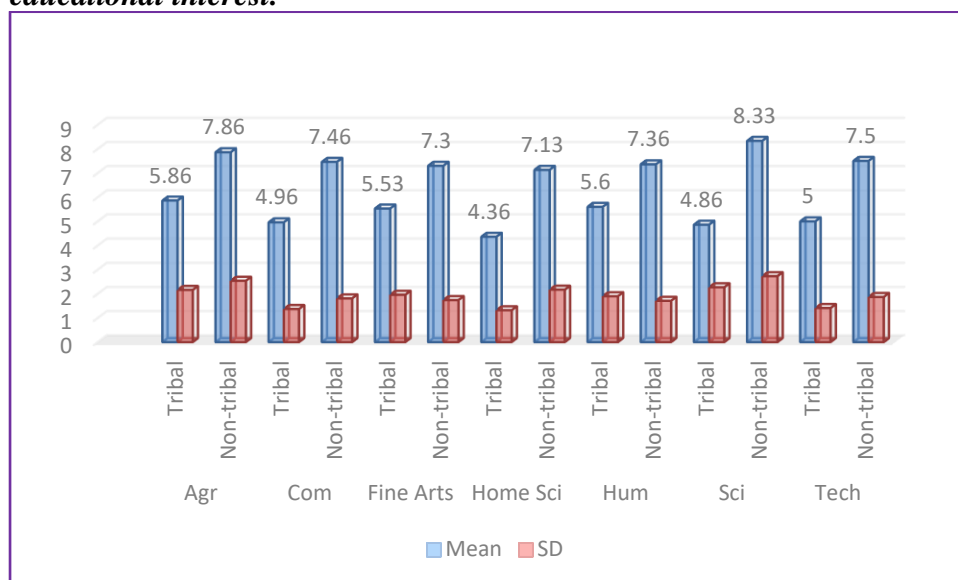


Table no 1 & figure no 1 show that the mean and SD of tribal students are 5.86 and 2.16 and the mean and SD of non-tribal students are 7.86 and 2.54. The 't' value is 3.28 which is significant at 0.01 level. That means the educational interest of non-tribal students in agriculture was found to be significantly higher as compared to tribal students.

The mean score of tribal students is 4.96 and S.D. is 1.37. Further, the mean scores of non-tribal students are 7.46 and S.D. is 1.81. The 't' value is 6.01 which is significant at 0.01 level. That means non-tribal students show more educational interest in the commerce areas than tribal students.

The mean scores of tribal and non-tribal students in fine arts are 5.53 and 7.30 respectively. The t- value is 3.68. it is significant at 0.01 level. That means non-tribal students show more educational interest in fine arts than tribal students.

The mean scores of tribal and non-tribal students in home science are 4.36 and 7.13 respectively. their t-value is 5.94 (df=58) which is higher than the table value. That means non-tribal students show more educational interest in home science than tribal students.

The mean scores of tribal and non-tribal students in humanities are 5.60 and 7.36 respectively. their t-value is 3.77 (df=58) which is higher than the table value. That means non-tribal students show more educational interest in humanities than tribal students.

## An Analytical Study of Educational Interests Among Tribal and Non-Tribal Students

In the science area of educational interest, the mean of tribal and non-tribal students is 4.86 and 8.33, their t-value is 5.34 (df=182) which is higher than the table value. That means non-tribal students show more educational interest in science than tribal students.

In the technology area of educational interest, the mean of tribal and non-tribal students is 5.00 and 7.50, The t-value is 5.83. it is significant at 0.01 level. That means non-tribal students show more educational interest in technology than tribal students.

The educational interest of non-tribal students in agriculture, commerce, fine arts, home science, humanities, science and technology were found to be significantly higher as compared to tribal students. Hence, the hypothesis which states that “There exists a significant difference between tribal and non-tribal adolescents in their level of educational interests” is accepted.

Research consistently indicates that tribal students, in comparison to their non-tribal counterparts, typically exhibit a diminished level of educational engagement. This phenomenon is frequently linked to various factors, including socio-economic challenges, cultural obstacles, restricted access to quality educational resources, and insufficient awareness of higher education opportunities. Consequently, these issues contribute to lower enrolment rates and poorer academic performance in tribal communities.

### CONCLUSION

On the basis of the results, it may be concluded that the educational interests of non-tribal students in areas such as agriculture, commerce, fine arts, home science, humanities, science, and technology are higher as compared to tribal students.

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## **An Analytical Study of Educational Interests Among Tribal and Non-Tribal Students**

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### ***Conflict of Interest***

The author(s) declared no conflict of interest.

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