

Challenges and Achievement Motivation among the Tribal Youth in Attappady Block, Palakkad district, Kerala: A Descriptive Study

Sujith Renjith, Ph.D. Research scholar Department of Social Work Bharathidasan University, Trichy

Dr. R Mangaleswaran, Professor, Department of Social Work, Bharathidasan University, Trichy

ABSTRACT

Dropout from higher education continues to be a problem in academia, with serious consequences for people, organisations, and society at large. This study explores the intricate phenomena of higher education dropout to identify its root causes, effects, and potential solutions. The study compiles a substantial corpus of research on higher education dropout, providing insights into the complexity of the problem. Academic, socioeconomic, and personal factors all have a role in dropout rates. Academic difficulties, such as inadequate academic preparation and support networks, are prominent. Financial limitations and other socioeconomic issues, such as obligations to others, have a significant impact. Personal aspects including as motivation, mental health, and social integration also have a significant impact on dropout decisions This study focuses on investigating the phenomenon of higher education dropout within the tribal youth population of Attappady, located in the Palakkad district. Employing a descriptive research approach, standardized scales and questionnaires were employed for data collection. The study's participants consisted of youth residing in the Attappady block panchayath of Palakkad, Kerala.

Introduction

In the modern world, education has assumed an unavoidable position. It is regarded as the cornerstone of all a woman's or man's endeavors. Earlier, the list of basic necessities only included food, clothing, and shelter, but it appears that the list has now been enlarged to include education as well. It's becoming more common for education to be used as a standard for assessing a person. Educated people will get more acceptance from society.

Education can be viewed as a tool for socioeconomic development. It is true, and we have witnessed it in wealthy nations and are currently watching it in third-world emerging nations. When provided and used in the right way, education helps to develop human resources and potential, which in turn raises individual income as well as the income and productivity of the nation. In light of this, investing in education has financial benefits.

Educational emancipation assists people and families in improving their socioeconomic situation, which has a tremendous impact on the national level. As a result, long-term planning is required to put the entire country's tender and young people within reach of education, and then to redirect talents and skills for enhancing national production and, hence, national income

Every person has the right to an education that will allow him to develop his faculties and live a fully human existence. Everyone has the right to receive such an education. A state cannot say that it has fulfilled its obligation until every person has access to the tools necessary for learning and improving

oneself. The success of education depends on it meeting the demands of the time and modern living, which is its main attribute. Therefore, the educational process must aid in creating men and women who are appropriate for their age and the responsibilities they must carry out.

Tribes in India

India is home to a variety of tribal communities with diverse eco-cultural, socioeconomic, and geographical roots. The Scheduled Tribes (notified by the Government of India under Article 342 of the Indian Constitution) make up 8.6% of the nation's total population, or 104.2 million people, as per the 2011 Census. In the state of Kerala, there are 36 distinct Scheduled Tribes (ST) that make up 1.10% of the total population. Their means of subsistence are diverse, including hunting and gathering, shifting cultivation, permanent agriculture, contract labour, etc.

Tribal Education overall scenario

The Scheduled Tribes of India have a literacy rate of only 47.10%, according to the census of 2011. This is shocking in comparison to the national literacy rate of 65.8%. Even in Kerala, a state with a high literacy rate of 90.92 percent, just 64.5% of Scheduled Tribes are literate. Since the country's independence, numerous programs and initiatives have been launched in recognition of the Scheduled Tribes' status as one of the most underprivileged and marginalized groups in terms of education. Because it is a key component of the country's policy for the complete development of tribal communities, the education of ST children is vital not merely because of a Constitutional responsibility to equality of its citizens or specific privileges to ST.

Review of Literature

According to **Davis and Sunitha (2009)**, the ST population in Kerala has lower literacy rates, average years spent in school, retention rates, and pass rates at upper secondary exam levels compared to the general population. In tribally concentrated districts, there is a significant percentage point disparity in the number of average years spent in school—more than 50%. The study emphasises sociocultural and economic factors as well as the dialect spoken by the community as obstacles to enrollment in schools. Wayanad, Idukki, and Kasaragod have 6, 8, and 5 colleges respectively. To supplement primary school instruction in tribal communities, the government has established single-teacher schools

Kakkoth (2012) conducted a study on the perception of tribal school dropouts with particular reference to Ashram schools. The study observes the subjective experience of Ashram school dropout children from an anthropological and sociological perspective. School dropout reasons were analysed from the perspectives of the headmaster, teachers, and staff by carrying out a Case study on Indira Gandhi Memorial Model Residential School, Nilambur¹⁴. The researcher observes that the percentage

of students coming back after vacation/holidays to the school is very low, nearly 30 percent comes back and the rest 70 percent returns weeks or months of the reopening of the school, gradually leading to dropout. The study also observes that non-tribal teachers located in the Wayanad district of Kerala admit students from Kattunayakan, Pathinaickan, and Cholanaikan tribal groups have less exposure to the tribal way of life or their value system which creates problems for the students. However, the lack of generalization of the findings is a major drawback of the study.

Muhammad Haseena's (2014) study offers a comprehensive overview of tribal life in Kerala's Attapady region. Driven by a concern for the high school dropout rates among tribal members, the author conducts a causal analysis of this phenomenon. Haseena examines the existing amenities within educational institutions, assessing their adequacy in ensuring the enrolment of tribal students. Additionally, she investigates various factors related to dropouts, including traditional behaviors and means of subsistence. The study brings to light a significant issue: the insufficient presence of effective and motivating tribal faculty members. Furthermore, it identifies communication challenges and attitudes towards learning as additional contributors to the problem of school dropouts.

According to **Savatikar's (2014)** research, education is crucial in preparing indigenous communities for the dynamic global landscape. His study delves into the challenges faced by postgraduate tribal students in Karnataka. Analyzing four institutions within the state, Savatikar identified that these students encountered difficulties with English, the primary medium of instruction. They also expressed a sense of unwelcomeness in both the faculty interactions and campus environment. Engaging in extracurricular activities was hampered by feelings of inadequacy and a lack of peer support. Extreme poverty emerged as a significant factor contributing to student dropouts. The study noted that for 67% of respondents, family disapproval proved to be a formidable barrier to pursuing higher education. Interestingly, this challenge was more commonly reported by women than men. In conclusion, Savatikar asserts that higher education stands as an imperative catalyst for the progress of tribal communities.

Methodology

Statement of the Problem

Tribal higher education students in India confront a multitude of challenges, encompassing limited accessibility to institutions due to remote locations, socio-economic disparities, language, and cultural barriers, underrepresentation, discrimination, insufficient awareness, and guidance, struggles in preserving cultural identity, and inadequate support systems. Moreover, the number of students

pursuing higher education is relatively low, and the dropout rate is on the rise. Given these circumstances, it becomes crucial to assess the current status of tribal higher education students and address the underlying factors contributing to their low enrolment and increased dropout.

Objectives of the study

- To describe the socio-demographic characteristics of the tribal youth
- To understand the socio-economic conditions of the respondent during their education
- To find out the cultural factors lead to dropout
- To assess the higher education perception among the respondents
- To measure the level of achievement motivation of the respondents

Research Hypotheses

1. There is a significant difference between the various communities of the respondents
With regard to achievement motivation
2. There is a significant association between various communities of the respondents
with regard level of male achievement motivation
3. There is a significant association between various communities of the respondents
with regard level of female achievement motivation

Data Collection

Tool for Data Collection The researcher used self-prepared questionnaire and standardized tools for collecting data from the respondents.

1. The research employed questionnaires as a tool to assess the socio-demographic status of tribal youths. This data was subsequently translated into graphical representations, enhancing the study's analytical clarity. The majority of the questionnaire consisted of closed-ended questions, streamlining the response process for participants. This format offered the researcher a comprehensive overview of the respondents' current socio-economic circumstances, along with valuable insights into the factors contributing to their dropout experiences.
2. The Achievement Motivation Scale, designed by Dr. V. P. Bhargava, evaluates an individual's inclination towards achievement through sentence completion. This assessment follows a pattern akin

to Bishwanath Mukerji's approach and employs a method reminiscent of the sentence completion test. It consists of 50 items, each presenting incomplete sentences along with three possible alternatives. Subjects receive clear instructions on how to proceed and are tasked with selecting the most suitable alternative to complete each statement. Notably, respondents must provide responses for all items to ensure a comprehensive assessment. Additionally, the test includes item repetition to measure the subject's consistency in their answers. While there is no specific time limit, the typical duration for administering the test is around 30 minutes, encompassing both instruction-giving and response-collection.

Result and Discussion

Table 1: Socio-demographic Characteristics of the respondents

Category	Variable	n	%
Age	Below 20 years	9	9
	21 to 25 years	78	78
	Above 26 years	13	13
Monthly Income	Below 5000 INR	38	38
	INR 5001 to 10000	43	43
	Above 10001 INR	19	19
Type of House	Pucca	51	51
	Kutcha	47	47
	Hut	2	2
Type of Family	Nuclear	63	63
	Joint	37	37
Family Income	Job	48	48
	Agriculture	36	36
	Farming	13	13
	Bossiness	3	3

The above table shows the demographic characteristics of the respondents. A significant majority (78%) fall within the 21-25 age bracket, while 13% are above 26 years old, and a small 9% are below 20 years old. In terms of monthly income, a notable portion (43%) earn between 5001-1000 units. About 38% earn below 5000 units, and a substantial 19% earn above 10001 units. The data indicates that slightly more than half (51%) of the respondents reside in permanent housing, while just under half live in less permanent structures. Only a minimal 2% still live in huts. Additionally, a clear majority (63%) of respondents are part of nuclear families, with slightly over a quarter (37%) belonging to joint family setups. The table also shows that nearly half (48%) of the respondents derive their income from employment, while 36% are employed in the agriculture sector for their livelihoods. Thirteen percent of respondents are engaged in farming, and a mere 3% are self-employed in their own businesses.

Table 2: Problems and Challenges faced by the respondents

Variable	Yes	No	The table
Attending Coaching Class	57%	43%	
Economic Contribution to Family	37%	63%	
Employment Status	57%	43%	
Involvement in social service activities	69%	31%	
Interest in the allotted course	47%	53%	
External Pressure in Going College	40%	60%	
Selection of course according to Plus Two stream	68%	32%	
Comfort with the medium of language	48%	52%	
Communication problem	55%	45%	
Support System	52%	48%	
Comfort With Classroom Atmosphere	87%	13%	
Stipend received from govt	72%	28%	
Comfort with teachers	76%	24%	
Participation in college activities	60%	40%	

above presents a comprehensive view of the respondents' characteristics. A majority (57%) of them are not enrolled in coaching classes for competitive exams, suggesting a limited chance of securing state or central government jobs. Conversely, 28% of respondents are receiving coaching, potentially

enhancing their prospects for government employment. The data also reveals that 63% of respondents do not contribute economically to their families, while 37% play an active role in supporting their households. Additionally, 57% of respondents are employed, while 43% are currently unemployed. Regarding social service involvement, 69% of respondents participate, while 31% are not engaged in any social service activities. A notable 53% of respondents express disinterest in their assigned college courses, while 47% have found courses aligned with their preferences. Furthermore, 60% of respondents do not perceive external pressure to attend college, while 40% feel such pressure. In terms of course selection, 68% of respondents align their choices with their prior educational streams, while 32% opt for courses outside this alignment. Language comfort is reported by 52% of respondents, whereas 48% feel discomfort with the medium of instruction. Communication challenges are faced by 55% of respondents during their studies, leaving 45% unaffected. The majority (87%) of respondents are at ease with the classroom environment, with a mere 13% experiencing discomfort. Government stipends are received by 72% of respondents, while 28%

do not benefit from this support. Additionally, 76% of respondents express satisfaction with faculty members, while 24% report dissatisfaction. Lastly, participation in college activities is noted in 60% of respondents, while 40% are not actively involved in such extracurricular pursuits."

Table 3: Distribution of Respondents in terms of their level of Achievement Motivation

S.NO	LEVEL OF ACHIEVEMENT	MALE (N:52)	FEMALE (N:48)
1	Low	16(30.8%)	7(14.6%)
2	Below Average	14(26.9%)	16(33.3%)
3	Average	10(19.2%)	10(20.8%)
4	Above Average	12(23.1%)	10(20.8%)
5	High		5(10.4%)

The above table offers insights into the distribution of achievement motivation levels among male and female respondents. Among male participants, a significant portion (30.8%) falls into the category of low achievement motivation, while slightly less than a quarter (26.9%) are classified as below average. Above-average achievers make up 23.1% of the male respondents, and a considerable number (19.2%) are in the average category. For female respondents, the data shows that 33.3% are categorized as having below-average achievement motivation. A notable percentage (20.8%) of female respondents demonstrate either an average or above-average level of achievement motivation. Additionally, 14.6% fall into the low achievement category, with only a small fraction (10.4%) being classified as high achievers.

Table 4: One-Way Analysis of Variance among Various Tribal Communities and to Achievement Motivation

S. No	Achievement Motivation Variance	Sum of squares	Means of Square	df	Mean	Statistical Inference
1	Tribes Between groups	2.627	1.314	2	G1=16.07 G2=16.53 G3=16.56	F=.01101 P>0.05 Not Significance
2	Within groups	1153.373	11.89	97		

G1- Irula G2- Muduga G3-Kurumba

The result of the above table reveals that there is no statistically significant variance among the tribal communities of the respondents and achievement motivation

Table 5: Association between tribal communities and level of Male Respondents - Achievement Motivation

S. No	Community	Level of Male Achievement				Statistical interference
		Low	Below average	Average	Above average	
1	Irula	8	4	5	5	X ² = 1.910 df = 6 P>0.05 Not significant
2	Muduga	4	5	2	3	
3	Kurumba	4	5	2	4	

The above table infers that there doesn't occur a significant association between male respondents and level of their achievement motivation

Table 6: Association between tribal communities and level of female Respondents - Achievement Motivation

S. No.	Community	Level of Female Achievement					Statistical interference
		Low	Below average	Average	Above average	High	
1	Irula	3	4	3	5	1	X ² =4.194 Df=8 P>0.05 Not significant
2	Muduga	3	8	5	2	2	
3	Kurumba	1	4	2	3	2	

The above table infers that there doesn't occur a significant association female respondents and level of their achievement motivation

Findings Related to the Research Hypothesis

Research hypothesis 1

There is a significant difference between various communities of the respondents with regard to achievement motivation

Null Hypothesis for Research Hypothesis 1

There is no significant difference between the various communities of the respondents with regard to achievement motivation

Testing of Hypothesis

When the above hypothesis was tested using one-way analysis (Ref.: Table 4) it is inferred that there is no significant difference between various communities and achievement motivation.

Inference

Hence, Null hypothesis is accepted

Research hypothesis 2

There is a significant association between various communities of the respondents with regard

level of male achievement motivation

Null Hypothesis for Research Hypothesis 2

There is no significant association between various communities of the respondents with regard level of male achievement motivation

Testing of Hypothesis

When the above hypothesis was tested using chi-square (Ref.: Table 5) it is inferred that there is no significant association between various communities of the respondents and the level of male achievement motivation

Inference

Hence, Null hypothesis is accepted

Research hypothesis 3

There is a significant association between various communities of the respondents with regard level of female achievement motivation

Null Hypothesis for Research Hypothesis 3

There is no significant association between various communities of the respondents with regard level of female achievement motivation

Testing of Hypothesis

When the above hypothesis was tested using chi-square (Ref.: Table 6) it is inferred that there is no significant association between various communities of the respondents and the level of female achievement motivation

Inference

Hence, Null hypothesis is accepted

Findings Based on Socio-Demographic Characteristics

- 78% of the respondents were between the ages of 21-25 years old. 13% fell into the age group above 26, while a small percentage were below 20 years old.
- 43% of the respondents reported an income between 5001-10000, 38% had an income below 5000, and 19% earned above 10000.
- 52% of the respondents identified as male, while 48% identified as female.
- Among the respondents, 38% belonged to the Irula community, 34% to the Muduga community, and the remaining 28% were from the Kurumba Community.
- 51% of the respondents had pucca houses, 47% had kutcha houses, and only 2% lived in huts.
- 63% of the respondents were part of nuclear families, while 37% belonged to joint families.

- 61% of the respondents were unmarried, and 39% were married.

Findings based on family aspects

- 78% of the respondents were between the ages of 21-25 years old. 13% fell into the age group above 26, while a small percentage were below 20 years old.
- 43% of the respondents reported an income between 5001-10000, 38% had an income below 5000, and 19% earned above 10000.
- 52% of the respondents identified as male, while 48% identified as female.
- Among the respondents, 38% belonged to the Irula community, 34% to the Muduga community, and the remaining 28% were from the Kurumba Community.
- 51% of the respondents had pucca houses, 47% had kutcha houses, and only 2% lived in huts.
- 63% of the respondents were part of nuclear families, while 37% belonged to joint families.
- 61% of the respondents were unmarried, and 39% were married.

Findings based on Personal Aspects

- 78% of the respondents were between the ages of 21-25 years old. 13% fell into the age group above 26, while a small percentage were below 20 years old.
- 43% of the respondents reported an income between 5001-10000, 38% had an income below 5000, and 19% earned above 10000.
- 52% of the respondents identified as male, while 48% identified as female.
- Among the respondents, 38% belonged to the Irula community, 34% to the Muduga community, and the remaining 28% were from the Kurumba Community.
- 51% of the respondents had pucca houses, 47% had kutcha houses, and only 2% lived in huts.
- 63% of the respondents were part of nuclear families, while 37% belonged to joint families.

Findings based on the Achievement Motive scale

- Just over one-fourth (30.8%) of the respondents fall into the category of low achievement motivation. Around one-fourth (26.9%) are classified as below average. A bit less than one-fourth (23.1%) are categorized as above average, and a significant portion (19.2%) are considered to be in the average category.
- More than one-fourth (33.3%) of the respondents are classified as below average. A considerable number (20.8%) of respondents fall into the average and above-average categories. 14.6 percent of respondents are in the low category, while only a small proportion (10.4%) belong to the high category.

Suggestions

Government:

1. Increase the recruitment of tribal teachers.
2. Establish a dedicated tribal college.
3. Implement an effective residential system for tribal communities.
4. Recognize the need for a comprehensive overhaul of the current education system in tribal areas.
5. Address the employment scenario by introducing skill development initiatives.
6. Provide opportunities for re-enrolment and course completion for tribal youths who dropped out.

Tribal Development Agencies:

1. Approach the issue with greater sensitivity.
2. Advocate for the creation of tribal-friendly environments in educational institutions, potentially including a dedicated tribal grievance cell.
3. Implement programs and policies at the local governance level for youth skill training.
4. Establish a student support system with counselling services in educational institutions.

NGOs:

1. Facilitate skill training and motivational classes for tribal communities.
2. Investigate the underlying causes of tribal dropout rates and exert pressure on the government for solutions.
3. Help establish a peer support system within educational institutions to address their unique challenges.
4. Organize interactive career guidance sessions in tribal communities to assist school-going students in making informed course choices.

Youth:

1. Strengthen community bonds and support networks by raising awareness of existing issues.
2. Encourage self-motivation and persistence in pursuing educational goals.
3. Base course selections on personal interests and potential job opportunities after careful consideration.

Conclusion

Conclusion Education is the key to tribal development. Tribal youth have very low levels of participation. Though the development of the tribes is taking place in India, but the pace of development has been rather slow. If govt. will not take some drastic steps for the development of tribal higher education, the status of education among tribes will be a story of distress, despair and death. Hence time has come to think it seriously about tribal education and inclusive growth. So, there is an urgent need for various govt. interventions, planners and policy makers to address this problem

and allocate more funds in the central and state budgets for tribal higher education. Easy access and more opportunities should be provided to the tribal youth in order to bring them to the mainstream of economic development.

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