

# Relationship between Attitude towards Education and Self Concept

(A study among secondary school tribal students in Wayanad district; Kerala and in India)

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**Abstract:** This paper is an attempt to study the Relationship between Attitude towards education and self concept. Using convenient sampling technique 515 secondary school tribal students were selected for study. Two newly constructed tool entitled attitude towards education and self concept scale were administered on the sample for the collection data. statistical Techniques used for the study include descriptive statistics, Karl person's product moment co-efficient of correlation and test of significance of difference between two correlations was also calculated finding of the study show significant relationship between the variables under the study for the total samples and sub samples the study also explored the significance of difference in correlation for subsample based on sex and locale.

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## Introduction

Education in India, particularly secondary education for tribal students are facing crucial crisis. Tribals live in hilly and forest areas and hence their access to secondary education is almost meager in India. And if there are any chance, their economic background stops them going school. Education acquires special significance for the tribal communities in Indian society, which facing a variety of age old problems leading to severe exploitation. Education helps in setting the process development process by helping them not only to adjust themselves properly to the changing conditions but also provide them an opportunity to prove their mental faculties .For tribal community, education is an input not only for their economic development, but also for promoting attitude towards education, self concept and self confidence. It helps them for developing in built strength to face new challenges confronting them. The govt's at state and central pump large amount of money for the tribal development, but is sig of desirable outputs are far from visibility. A basic change needed is to develop positive attitude towards the importance and benefits of education. But due to the marginalization and deprivation through centuries has resulted in a subsumed state of tribal 'self'. A lot of research efforts have been directed on attitude towards education for various sections of our society. Unfortunately much attention of research is not drawn to correlate attitude towards education in relation to self concept.

Wayanad District in Kerala is thickly populated by tribals. There are several factors pulling them back from educating their children. Economic social, are some among them. The more important is the attitude of students towards education. The researcher from his experiences with the tribal students feels that tribals treat education as an activity which may not be beneficial for them in their future. As they have an unfavorable attitude towards education, this has been as a major menace for the education of tribals. Added to this is the value they give to there on self. As the tribal Identity of students rarely coincide with main stream identity this has been a major problem in determining the success of students. Thus the investigators through this paper are trying to find how self concept is related to attitude toward education of tribal students.

## REVIEW OF RELATED LITERATURE

A very brief review of related literature about self concept and attitude towards education is presented under this section.

Jordan (1981) investigated the unique and common contributions of global self – concept. Academic self – concept, and need for academic competence to the variance in academic achievement of inner city black adolescents. Result indicated that academic self concept and need for academic competence accounted for significant proportions of criterion variance.

Green (1982) suggested that motivation is a dynamic process in which perceived outcomes are evaluated and then incorporated into one's self concept and ability

Saraswat (1982) reported that only intellectual self- concept was positively and significantly related to academic achievement motivation in both sexes.

Bharathi (1984) found that at different age – levels, different self concept measures were found to be related with achievement motivation.

Pal (1984) found that high scholastic achievers promoted self – concept in comparison to low scholastic achievers.

Pathani (1985) reported that self –concept was a significant predictor of academic achievement (actual) and academic achievement (perceived). The studies conducted by Kinda and Sanitoso (1988) suggested that the content of people's self – conceptions at a given time may be influenced by the perceived desirability of different attributes.

Mishra (1991) explored the effect of self concept on achievement motivation and academic achievement which obtained that self concept has significant effect on achievement which obtained that self –concept has significant effect on achievement motivation and academic achievement of students.

Robin (1991) conducted a research on co-operative learning, self – concept and academic achievement and found that students who were more involved into operative learning classes had higher scores on a measure of student self concept and that student's academic goals were positively related to academic achievement motivation

Freeman [1963] defines attitude as a dispositional readiness to respond to certain situations, person or objects in a consistent manner which had been learned and had become one's typical mode of response.

Muthaya (1972) conducted a study on the attitude of villages towards children's education. His main objective was to find whether there exists difference in their attitude towards the education of boys and girls. The sample constituted 200 villagers. He focused out that girls should not be given much education as boys.

Gondalekar's study (1975) on attitude of parents towards education of female children revealed that urban parents have a better attitude towards formal education than rural parents. Agarwal (1980) studied about the impact of education on Social and cultural modernization of Hindu and Muslim Women the sample consisted of 300 Hindu and muslim women belong to middle income group from Delhi. To measure the attitude of women towards various aspects of social and cultural modernization. An attitude scale was developed on the basis of their stands equal appearing interval technique. The study revealed that education played a very important role in changing the attitude of women to various social practices and traditions.

Pillai and Ayishabi (1986) Conducted a study to investigate 1. weather attitude towards education of secondary school pupils before according to the caste of students.

Weather sex locale of caste groups influence their attitude towards education. They collected data using attitude scale. Major finding of the study were 1. Significant difference existed among backward caste, Forward caste and scheduled caste peoples. 2. There is no interactive effect of sex and caste on attitude towards education.

### **Objectives**

**The present study had following objectives:**

1. To estimates the relationship between attitude towards education and self concept of secondary school tribal students for the total sample and for the relevant sub-samples selected (gender and nature of management of schools).
2. To test whether the correlations obtained between attitude towards education and self concept of secondary school tribal student based on the comparable sub- samples differ significantly

### **Hypothesis**

**The following hypothesis guided the course of study:**

1. There will be significant relationship between attitude towards education and self concept of secondary school tribal students for the total and sample.
2. There will be significant relationship between attitude towards education and self concept of secondary school tribal students for the sub samples based on Gender and nature of schools.
3. The correlations obtained between attitude towards education and self concept of secondary school tribal students for the comparable sub-samples based on gender and management of schools will not differ significantly.

### **Procedure**

The Independent variable of the present study is attitude towards education and dependant variable of the study is self concept of secondary school tribal students in Wayanad district. Gender and type of management, type of secondary school tribal students were treated as criterion variables for identifying sub-samples.

Sample selected for the study was based on stratified cluster sampling technique. Tribal students of secondary school students in Wayanad district was selected as the sample for the study.

Two newly constructed tool entitled attitudes towards education and self concept of tribal students was administered for the collection of data. Attitude towards education was measured a attitude scale. There were 50 Items in the final form of scale. The validity of the scale was established through a part opinion. The reliability of the survey instrument was established through split half method. The whole test reliability of the instrument was also established through spearman brown prophecy formula the whole test reliability co-efficient was 0.675. The self concept contains 59 items. The validity of the tool was established through expert opinion. The reliability of the tool was 0.5.

### Statistical Analysis

As the initial step of analysis mean, median, mode, standard deviation, skeweness, kurtosis was calculated. This was done to ensure that the scores of the variable posses all the important properties of good distribution. Karl Pearson's product moment co-efficient of correlation was also calculated. The details of correlation for the whole sample and sub-samples based on Gender, and locality were worked out and tests of significance of correlations between attitude towards education and self concept 0.01 level of confidence interval. The results are given in Table 1

**TABLE-1: Details of relationship between attitude towards education and self concept of school tribal students**

Sample	N	r	Upper limit	Lower limit	Shared Variance
Total	515	.290	0.3691	0.2108	8.41
Boys	247	.380	0.4867	0.2732	14.44
Girls	268	.174	0.4058	0.0578	3.02
Govt	345	.379	0.4539	0.3040	14.36
Aided	140	.289	0.9679	0.3899	8.35

For whole sample, the correlation between attitude towards education and self concept is 0.290, which is higher than the value set for significance at 0.01 levels. Hence the relationship between these two variables is considered to be real. The obtained correlation is positive. This means that increase in one variable will result a corresponding increase in the other variable. Hence any increase in self concept will result in increase in attitude towards education and vice versa. The 0.01 confidence interval for total sample is found to be between 0.3691 and 0.2108; this shows that if correlation is worked out for same variables for the whole population. The resulting correlation will be between these intervals at 0.01 levels of probability. The shared variance (percentage of overlap) of variables with Attitude towards education is 8.41. This means that 8.41 percent of what is measured by attitude towards education is related to the correlation between the variables for all the subsamples also found to be significant. It means that for boys and girls tribal students and tribal students studying in govt and aided colleges the relationship between these two variables are positive and significant.

### Comparison of correlation obtained for comparable sub samples

The correlation obtained for comparable sub samples based on sex and type of managements, were compared to check whether there is any significant difference between the correlation obtained for these subsamples. For testing the significance of difference the obtained r's were converted into corresponding Fischer's coefficients and critical ratio's were calculated. The result of comparison of r's between 'Attitude towards education' and 'self concept' of boys and girls is given in table 4

**TABLE 4: Result of test of Significance of difference in r's between 'Attitude towards education' and self concept of boys and girls students.**

Sample size		correlation		Critical ratio
Boys	Girls	Boys	Girls	-2.53
247	268	0.174	0.380	

The obtained critical ratio for boys and girls is greater than 1.96 and hence the difference between boys and Girls secondary school tribal students with respect to their 'r's between attitude towards education and self concept was significant at 0.05 level. Hence it can be conclude gender plays an important role in the relationship between self concept and attitude towards education of tribal students.

The result of comparison of r's between 'Attitude towards education' and 'self concept' of govt and Aided school students is given in table 5

**TABLE 5: Result of test of Significance of difference in r's between 'Attitude towards education' and 'self concept' of Govt and Aided school students.**

Sample size		correlation		Critical ratio
Aided	Govt	Aided	Govt	-1.01
375	140	0.289	0.379	

The obtained critical ratio is less than and 1.96 hence the difference between Govt and Aided students; with reference to their 'r' between Attitude towards education and self concept is not significant at 0.05 levels. Hence it can be concluded that the relation between Attitude towards education and self concept for students is similar in both Govt and Aided students.

### Conclusion

The present study revealed that attitude towards education has crucial role in determining the self concept of Secondary School Tribal Students. This throws light on the need for healthy self concept for school tribal students. There exist significant difference in the relationship between self concept and attitude towards education for male and female tribal students but there exist no significant difference in relationship between self concept and attitude towards education for govt and aided secondary school tribal students.

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