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Research Paper

LEARNING DISABILITY AMONG TRIBAL AND NONTRIBAL STUDENTS IN AHILYANAGAR DISTRICT OF MAHARASHTRA STATE: A COMPARITIVE STUDY.

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Abstract

Objective of the present study was to screening out comparative differences among tribal and non-tribal students learning disability (learning difficulties), and not diagnosing them as learning disabled at all. Gender factor was also studied by comparing tribal and non-tribal boys and girls. In present study, problem statement was to study the significant difference between tribal and non-tribal students about their Learning disability. 30 tribal and 30 nontribal students were selected as a sample in secondary schools. Descriptive statistical method and independent sample‘t’ test was used to draw analysis. It is found that there is significant difference between tribal and nontribal students about their learning disability and gender factor was also found to be significant. In non-tribal students also found learning difficulties but comparing with tribal students it was low.

Keywords: Tribal students, Nontribal students, Learning Problems, Learning Disability Gender.

Is there any significant difference between tribal and non-tribal students about their Learning Disability?

India is the popular country in the world about its diversity as it has a geographical imparity it also has social complexity. The Indian society is complex mixture of different social, cultural and racial groups and its way to live life. Tribal groups in India also an important and vital part

of Indian society. Many sociologists, anthropologist have given different definitions of tribe and tribal people. Tribal people have different policies and rites to protect their unique culture in an independent India and its constitution which provides special power to these indigenous groups. Traditionally these groups of people called as Adivasi means original inhabitant of India. Tribal education is a challenging task since pre and post-independence. According to (2011 census) there is almost a fourteen percent gap between the literacy rates of the STs and the rest of the population. Nearly 50% of the children from this social group drop out while transitioning from primary to secondary grades (based on the educational status recorded in the same census). Nearly 80% of them stop education when they are in grade X in other words, only 20% appear for the high-school examination. Addressing the educational gap between the STs and the mainstream society is important for improving human development indicators of the country. There are more than six hundred forty-five distinct tribes in all over parts of an India Present article basically focuses on tribal student in Ahilyanagar district of Maharashtra state in India. In the state of Maharashtra nearby forty-seven tribes' lives. Objectives of present study was to find out comparative differences among tribal and non-tribal students learning disability and not diagnosing them as learning disabled at all.

Following tribes find in Maharashtra state.

Andh, Baiga, Barda ,Bavacha, Bamcha, Bhaina,Bharia Bhumia, Bhuinhar Bhumia, Pando Bhattra,Bhil, Bhil Garasia, Dholi Bhil, Dungri Bhil, Dungri Garasia, Mewasi Bhil, Rawal Bhil, Tadvi Bhil, Bhagalia, Bhilala, Pawra, Vasava, Vasave,Bhunjia,Binjhwar,Birhul, Birhor,Omitted,Dhanka,Tadvi, Tetaria, Valvi,Dhanwar,Dhodia,Dubla, Talavia, Halpati,Gamit, Gamta, Gavit, Mavchi, Padvi,Gond, Rajgond, Arakh, Arrakh, Agaria, Asur, Badi Maria, Bada Maria, Bhatola, Bhimma, Bhuta, Koilabhuta, Koilabhuti, Bhar, Bisonhorn Maria, Chota Maria, Dandami Maria, Dhuru, Dhurwa, Dhoba, Dhulia, Dorla, Gaiki, Gatta, Gatti, Gaita, Gond Gowari, Hill Maria, Kandra, Kalanga, Khatola, Koitar, Koya, Khirwar, Khirwara, Kucha Maria, Kuchaki Maria, Madia, Maria, Mana, Mannewar, Moghya, Mogia, Monghya, Mudia, Muria, Nagarchi, Naikpod, Nagwanshi, Ojha, Raj, Sonjhari Jhareka, Thatia, Thotya, Wade Maria, Vade Maria.,Halba, Halbi,Kamar,Kathodi, Katkari, Dhor Kathodi, Dhor Kathkari, Son Kathodi, Son Katkari,Kawar, Kanwar, Kaur, Cherwa, Rathia, Tanwar, Chattri,Khairwar,Kharia,Kokna, Kokni, Kukna,Kol,Kolam, Mannervarlu,Koli Dhor, Tokre

Koli, Kolcha, Kolgha,Koli Mahadev, Dongar Koli,Koli Malhar,Kondh, Khond, Kandh,Korku, Bopchi, Mouasi, Nihal, Nahul, Bondhi, Bondeya,Koya, Bhine Koya, Rajkoya,Nagesia, Nagasia,Naikda, Nayaka, Cholivala Nayaka, Kapadia Nayaka, Mota Nayaka, Nana Nayaka,Oraon, Dhangad,Pardhan, Pathari, Saroti,Pardhi, Advichincher, Phans Pardhi, Phanse Pardhi, Langoli Pardhi, Bahelia, Bahellia, Chita Pardhi, Shikari, Takankar, Takia,Parja,Patelia,Pomla,Rathawa,Sawar, Sawara,Thakur, Thakar, Ka Thakur, Ka Thakar, Ma Thakur, Ma Thakar,Omitted,Varli,Vitolia, Kotwalia, Barodia.

A lot of research has been done on tribal people shows backwardness with comparison to main stream Indian in all aspect of life. The study suggests in this field very low achievement motivation and poor progress in primary, secondary and higher education and dropout rate is very high in comparison with rest students. According to Census 2011, tribes constitutes 8.6% of our total population and out of which only 58.96% are literate and gender wise dropout rate is also noteworthy. Students of tribal community are facing a lot of problems while studying. Some study like Drishti NGO claims difficulty in education because of Medium of Instruction, Language has been the biggest constraints in tribal education. The entire curriculum and teacher's module are designed in official/regional language which is alien for tribal student. Economic Condition, the economic condition of tribal people is so poor that they do not desire to spare their children or their labor power and allow them to attend schools. Teacher Absenteeism, in the remote tribal areas the teacher absenteeism is a regular phenomenon and this affects largely the quality of education. Attitude of the Parents, as education does not yield any immediate economic return, the tribal parents prefer to engage their children in remunerative employment which supplements the family income. Infrastructural Challenges, most of the schools located in tribal areas have minimal infrastructural facilities. These schools are not equipped with teaching learning materials, study materials, even minimum sanitary provisions are not maintained. Some study indicates tribal students lagging behind about education due to various reason like poverty, socio economic condition, cultural disparity, prejudices, migrations of parents, distance of schools is far away from tribal residence, tribe specific traditions, health issues and mal nutrition etc. Very few studies have been conducted by psychological angel that's why in this article researcher tried to study problems of tribal student's learning disabilities by psychological angels.

Definitions of tribes:

A tribe is a group of people in a primitive or barbarous stage of development acknowledging the authority of a chief and usually regarding themselves as having a conman ancestry (Oxford Dictionary 2013).

Tribe is a social group with territorial affiliation, endogamous, with no specialization of function, ruled by tribal officers hereditary or otherwise, united in language or dialect, recognizing social distance with other tribes or castes, without any social obloquy attracting to them, as it done in the caste structure following tribal traditions, beliefs and customs, illiberal of naturalization of ideas from alien sources above all conscious of homogeneity of ethnic and territorial integration. (Nadeem Hasnain and D. N. Majumdar 1967).

Article 366 (25) of the Constitution of India refers to Scheduled Tribes as those communities, who are scheduled in accordance with Article 342 of the Constitution. (D.D Basu 2018). There are different definitions have been given by various researchers and experts in the field of anthropology, sociology, and other related social sciences which helps to understand tribes.

Learning Disability:

Learning disability have different names like learning difficulty, retardation, disorder, or delayed development which causes problems into reading, writing, calculation, motor skills etc, and it doesn't occur any reliably demonstrable physical or neurological defects.(Robert C.Carson, J.N.Butcher, S.Mineca; J.M.Hooley 2013 pp.580-582).learning disability is diagnosed when the individuals achievement on individually administered, standardized, tests in reading, mathematics or written expression is substantially below that expected for age schooling and level of intelligence. (Diagnostic and statistical Manual IV APA, 1994). In present study purpose of research was only screening out students comparatively about learning disability and was not diagnose theme as learning disabled. Factor like Reading and Listening, 2.Weak Oral Language 3.Inability to tell a joke 4.Weak writing skills 5. Poor looks 6.Delayed Speed 7. Weak Manage, 8. Difficulties with mental arithmetic, 9. Poor Self Esteem, 10.Lack of Confidence, 11.Reaction Time, 12.Take a long time in writing, 13. Confusion with write to left direction were studied by using standardized screening tool.

Objectives of the study

1. To study between tribal students and non-tribal students about their learning disability.

2. To study between tribal boys and non-tribal boys about their learning disability.

3. To study between tribal girls and non-tribal girls about their learning disability.

REVIEWS OF LILTURATURE

Systematic review of literature was studied by researchers in this aria but no related study found in this regard. Many researches were conducted by sociological and anthropological angle. It seems to be psychological angle of research has been neglected by psychological researchers, so this study can be first and important to identify learning problems of tribal students.

METHODOLOGY

Variables-In this study independent variables are-

Culture -1.Tribal students and 2, Non-tribal students, Gendar-3 Boys and 4 .Girls

Dependant variable is Learning Disability

Control variables are age, education, marital status and culture.

Operational definitions

1.tribal students-Tribal Students refers to the class of children who has been included into tribes by constitution of an India and state of Maharashtra and who are learning in various governments and Adivasi secondary schools in Maharashtra.

2 Non-tribal Students: Non-tribal Students refers to the class of children who has been included into open /general category by constitution of an India and state of Maharashtra and who are learning in various governments of secondary schools into Maharashtra.

3. Learning Disability-Learning Disability is the performance or score obtained on test of Learning Disability Scale by Asha Bhatnagar, Neelu Sharma, and Anumeharai(2014).

Hypothesis

1. There will be no significant difference between tribal students and non-tribal students about their learning disability.

2. There will be no significant difference between tribal boys and non-tribal boys about their learning disability.

3. There will be no significant difference between tribal girls and non-tribal girls about their learning disability.

Design

2X2 factorial design was used in present investigation.

Sample

Purposive non probability sampling technique was used in present investigation. Students learning in various secondary schools in Ahilyanagar district of class sixth standards and age of twelve were taken as sample respondents. A sample of 30 tribal in (pardhi, bhilla, and mahadev koli) and 30 non-tribal students were mainly selected in which tribal girls were 15 and non-tribal girls were also 15.

Sample and design 2x2 factorial Design

IV	Boys	Girls	Total
Non-tribal students	15	15	30
Tribal students	15	15	30

Tools

Learning Disability Scale by Asha Bhatnagar, Neelu Sharma & Anumeharai (2014) was used for investigation. In this screening scale there are 20 items divided into 13 components which measures the learning difficulties of secondary school children. These components are 1. Weak Oral Language, 2. Inability to tell a joke, 3.Weak writing skills, 4. Poorer looks, 5.Reading and writing 6. Delayed Speed, 7. Weak Manage, 8. Difficulties with mental arithmetic 9.Poor Self Esteem, 10. Lack of Confidence, 11. Reaction Time, 12. Take a long time in writing, 13.Confusion with write to left direction. Reliability: 0.84, Validity: It is not mentioned.

Statistical Techniques

Raw scores in the tests have been taken for final analysis purpose .The quantitative data has been compiled in tabular form. The data has been analyzed two statistical techniques,

1. Descriptive statistics

2. Independent sample t test for mean comparison.

Data Analysis and Interpretation

Hypothesis no 1

There will be no significant difference between tribal students and non-tribal students about their learning disability.

Table no 1

	N	Mean	Mean difference	Std. Deviation	Std. Error Mean	df	t
Tribal	30	75.6333	28.83333	18.14023	5.38343	58	5.356
Nontribal	30	46.8000		23.24591			*.01

Table no 1 shows group statistics and independent sample t test inn which value clearly shows significant different between tribal and nontribal students about their learning disability, and it is significant on 0.01 level.

Hypothesis no 2

There will be no significant difference between tribal boys and non-tribal boys about their learning disability.

Table no 2

	N	Mean	Mean difference	Std. Deviation	Std. Error Mean	df	t
Tribal Boys	15	87.7333	30.53333	6.18139	6.03613	28	5.058
Nontribal	15	57.2000		22.54583			*.01

Boys							

Table no 2 shows group statistics and independent sample t test in which value clearly shows significant different between tribal boys and nontribal boys about their learning disability, and it is significant on 0.01 level.

Hypothesis no 3

3. There will be no significant difference between tribal girls and non-tribal girls about their learning disability.Table no 3

	N	Mean	Mean difference	Std. Deviation	Std. Error Mean	df	t
Tribal Girls	15	58.2000	28.13333	23.20468	8.48790	28	3.315
Nontribal Girls	15	58.2000		23.28539			*.01

Table no 3 shows group statistics and independent sample t test inn which value clearly shows significant different between tribal girls and nontribal girls about their learning disability, and it is significant on 0.01 level.

DISCUSSION

Statistical analysis shows significant on 0.01 level hence it proves all three null hypothesis as rejected .The more and multiple studies is necessary in this area because researcher didn't get review of literature in this regard.

CONCLUSIONS

Following three hypotheses were found to be true hence it was accepted.

1. There will be no significant difference between tribal students and non-tribal students about their learning disability, is rejected.

2. There will be no significant difference between tribal boys and non-tribal boys about their learning disability, is rejected.

3. There will be no significant difference between tribal girls and non-tribal girls about their learning disability, is rejected.

LIMITATIONS

The investigator had restricted aria of conducting the present study, only Ahilyanagar district had been considered in this study. The sample size being very small, the findings and conclusions cannot be generalized. There were pandemic situations all over world due to corona virus and orders given by state government to school's time to time, education is badly affected of all children in the past two years so that conclusions of present study may be misleading. Data was collected after eighteen months of pandemic so results can be consequences of it and hence more research is necessary for valid conclusion. Tow way ANOVA can be computed to see the interactional effect.

SUGGESSIONS

By taking big sample more valid study can be done for generalizations of gender related conclusions.

When schools will open by regular as usual mode that time data should be gathered studied. More psychological variables can be used for tribal students' assessments like, intelligence, aptitude, self-concept, adjustment, achievement motivation, study habits etc. Tribe wise study can be done because many variables was uncontrolled like socio-economic status, parent education, deprivation, micro cultural differences etc.

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