



## Academic Achievement of Scheduled Tribe Students in Government and Private Secondary Schools: A Comparative Study in Jamshedpur

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**Abstract:** *The present study aims to examine the academic achievement of Scheduled Tribe (ST) students studying at the secondary level in government and private schools in Jamshedpur, Jharkhand. The study focuses particularly on differences in academic achievement with respect to gender and type of institution. A descriptive survey method may be adopted for the study. The sample consists of 300 Scheduled Tribe students studying at the secondary level, comprising 150 male and 150 female students selected from government and private secondary schools in Jamshedpur. Academic achievement may be assessed through students' annual examination marks, a standardized achievement test, or both, depending on the research design. Appropriate statistical techniques such as mean, standard deviation and independent-samples t-test may be used to analyse the data. The study is expected to provide evidence regarding differences in academic achievement between students studying in government and private institutions and between male and female students. The findings may be useful to teachers, school administrators, policymakers and researchers concerned with improving the educational achievement of Scheduled Tribe students.*

**Keywords:** *Academic Achievement, Scheduled Tribe Students, Examine, Method, Gender, Secondary Education, Jamshedpur, Analyse.*

**Introduction:** Education is an important instrument for individual development, social mobility and national progress. At the secondary level, students develop academic knowledge, skills and competencies that influence their future educational and occupational opportunities. Academic achievement is therefore an important indicator of the effectiveness of the educational process.

Scheduled Tribe communities constitute an important part of India's socially and educationally diverse population. Their educational experiences may be influenced by several factors, including socioeconomic conditions, parental education, availability of educational resources, school infrastructure, language and cultural context, access to learning materials and family support.

Jamshedpur, located in East Singhbhum district of Jharkhand, has a diverse educational environment comprising government as well as privately managed schools. The availability of different types of institutions provides an appropriate context for examining whether institutional characteristics are associated with differences in the academic achievement of Scheduled Tribe students.

Government and private schools may differ in terms of infrastructure, teacher availability, learning resources, class size, parental involvement and other educational conditions. However, differences in school

type alone do not establish that one type of school causes higher or lower achievement. A comparative study can instead identify whether measurable differences exist in the selected population.

The present study therefore focuses on the academic achievement of Scheduled Tribe students studying in government and private secondary schools in Jamshedpur, with particular attention to gender.

### **Academic Achievement of Scheduled Tribe Students in Government and Private Secondary Schools:**

Academic achievement is an important indicator of students' educational progress. It refers to the level of knowledge, understanding, skills, and performance attained by students through the process of education. At the secondary level, academic achievement is particularly important because it influences students' continuation into higher education and their future educational and occupational opportunities.

Scheduled Tribe (ST) students constitute an important section of the student population in Jharkhand. Their academic achievement may be influenced by several factors, including socioeconomic background, parental education, school environment, availability of learning resources, teacher support, infrastructure, language, peer relationships, and access to educational facilities.

Government and private secondary schools may differ in their organizational structure, availability of resources, infrastructure, teacher-student ratio, learning facilities, parental involvement, and educational environment. These differences make it relevant to examine the academic achievement of ST students across the two types of institutions.

**Justification of the Study:** Education plays an important role in the social, economic and educational development of individuals and communities. Academic achievement is one of the important indicators of the effectiveness of the educational process. For Scheduled Tribe (ST) students, examining academic achievement at the secondary level is particularly important because this stage provides a foundation for higher education, skill development and future employment opportunities.

Scheduled Tribe students in Jharkhand have historically experienced various educational challenges related to socioeconomic conditions, parental education, access to learning resources, language and cultural factors, and availability of educational facilities. Although educational opportunities have expanded, differences in students' learning experiences and achievement may still exist across different educational settings. Therefore, there is a need to examine the academic achievement of ST students using empirical data.

Government and private schools may provide different educational environments in terms of infrastructure, teaching-learning resources, teacher availability, classroom conditions, academic support and parental involvement. A comparison of ST students studying in these two types of institutions can help determine whether their academic achievement differs significantly. Such evidence can help distinguish actual differences in achievement from assumptions about government or private schooling.

The secondary level is an important period because students are preparing for higher secondary education, higher education and future careers. Poor academic achievement at this stage may restrict subsequent educational opportunities. Therefore, understanding the academic performance of ST students and the factors associated with it is important for improving educational support.

The study is also justified because academic achievement is not determined by school type alone. Gender, parental education, socioeconomic background, school resources and family involvement may also influence students' educational performance. Examining these aspects can provide a broader understanding of the educational situation of ST students in Jamshedpur, Jharkhand.

### **Statement of the Problem:**

“Academic Achievement of Scheduled Tribe Students in Government and Private Secondary Schools: A Comparative Study in Jamshedpur.”

## **Related Literature Review**

### **Kumar (2008) – Education of Tribal Children in Jharkhand**

Kumar examined the educational situation of tribal children in Jharkhand and highlighted problems related to low literacy, school participation, dropout and access to educational programmes. The study also emphasized that educational programmes may be less effective when they are not adapted to the geographical, cultural and social context of tribal communities. This study provides an important background for examining the educational achievement of ST students in Jharkhand.

### **Ashim and Ahmed (2018) – Parental Involvement and Academic Achievement**

Ashim and Ahmed examined parental involvement and mathematics achievement among 900 secondary-school students in Assam. The sample included 576 Scheduled Tribe students and students from both government/government-aided and private schools. The study is particularly relevant because it simultaneously considers ST students, secondary education, government/private institutions, gender and academic achievement, although its geographical setting was Assam rather than Jharkhand.

### **Narayan (2019) – Education among Scheduled Tribes in Jharkhand**

Narayan conducted a content analysis of education among tribal communities in Jharkhand, focusing on government perspectives and educational interventions. The study examined literacy and educational status and highlighted disparities across gender, tribal groups and rural–urban contexts. It also discussed government schemes and programmes intended to promote educational empowerment among tribal communities. The study suggests that the educational situation of ST communities needs to be examined in relation to the specific social and geographical context.

### **Pattanaik (2020) – Language and Tribal Education**

Pattanaik studied tribal children's educational experiences in Odisha and highlighted the importance of language and sociocultural factors. The study found that the dominance of the state language as the medium of instruction could create language difficulties for tribal learners and contribute to low achievement in the dominant language. This literature is relevant to Jharkhand because language and cultural context can also be important considerations when studying tribal students.

### **Prakash and Gupta (2022) – Educational Status of Scheduled Tribes in Jharkhand**

Prakash and Gupta examined the educational status of Scheduled Tribes in Jharkhand using Census data. Their analysis showed that although the educational participation of ST populations improved between 2001 and 2011, participation declined substantially as the educational level increased. The study also reported gender differences, with the educational participation of ST females remaining below that of males at several educational levels. These findings establish the importance of studying ST students at the secondary level and examining gender as a relevant variable.

### **Singh (2022) – Mental Health and Academic Achievement of Tribal Secondary School Students**

Singh investigated the relationship between mental health and academic achievement among ST secondary-school students in Ranchi. Academic achievement was measured using students' marks in their previous annual examinations, while mental health was assessed using a standardized Mental Health Battery. The study reported a statistically significant relationship between mental health and academic achievement. This finding indicates that academic achievement among tribal secondary students may be associated not only with school characteristics but also with individual and psychosocial factors.

### **Sumitha and Siva Prasad (2022) – Learning Styles and Academic Achievement**

Sumitha and Siva Prasad studied learning styles and academic achievement among tribal students in Andhra Pradesh. Their study drew attention to the importance of understanding the learning characteristics of tribal students and noted that language, culture and lack of awareness can create challenges for tribal education. The study is relevant because it demonstrates that academic achievement needs to be considered alongside the learning environment and characteristics of tribal learners.

### **Bhat and Khan (2023) – Educational Scenario of Scheduled Tribes**

Bhat and Khan examined the educational situation of Scheduled Tribes using Census 2011 and U-DISE 2017–18 data. They considered indicators including literacy, enrolment, promotion, repetition, retention, dropout and transition at different stages of school education. Their work provides a broader statistical context for understanding the educational participation and progression of tribal students.

### **Academic Achievement of Tribal and Non-Tribal Students at Secondary Level (2023)**

A 2023 study published in the *International Journal of Research Publication and Reviews* compared tribal and non-tribal students at the secondary level using standardized achievement tests in Mathematics and Science. The study reported significant differences between tribal and non-tribal students and separately examined boys and girls. The research is closely related to the present study because it focuses specifically on academic achievement at the secondary level and demonstrates the relevance of achievement testing among tribal students.

### **Sucharita (2025) – Tribal Education in India**

Sucharita reviewed the progress of tribal education in India and examined educational interventions and learning outcomes. The review argues that tribal communities are diverse and that a uniform educational approach may not adequately address their different sociocultural contexts. The study is relevant to the present research because it emphasizes the importance of examining the educational experiences and learning outcomes of tribal students within their specific contexts.

### **Kumar and Kushwaha (2025) – Tribal Girls in Jharkhand**

Kumar and Kushwaha examined the learning situation of tribal girls in two Kasturba Gandhi Balika Vidyalayas (KGBVs) in Jharkhand. Their study reported low mean scores in Hindi, English and Mathematics and identified issues including cultural and linguistic barriers, social marginalization and inadequate educational infrastructure. The study is particularly relevant to research examining gender and academic achievement among ST students.

**Objectives of the Study:** The study may be conducted with the following objectives:

1. To assess the academic achievement of secondary-level Scheduled Tribe students studying in government and private schools in Jamshedpur.
2. To compare the academic achievement of male and female Scheduled Tribe students studying at the secondary level.
3. To examine the academic achievement of female Scheduled Tribe students in government and private secondary schools.

**Hypotheses:** The following null hypotheses may be formulated:

**H<sub>0</sub>1:** There is no significant difference in the academic achievement secondary level Scheduled Tribe students studying in government and private secondary schools in Jamshedpur.

**H<sub>0</sub>2:** There is no significant difference in the academic achievement of male and female Scheduled Tribe students studying at the secondary level.

**H<sub>0</sub>3:** There is no significant difference in the academic achievement of female Scheduled Tribe students studying in government and private secondary schools.

**Research Methodology:** The method chosen in the current study is Descriptive survey method.

**Research Method:** A descriptive survey method will be employed. The method is appropriate for studying the existing level of academic achievement and comparing groups of Scheduled Tribe students according to gender and type of institution.

**Population of the Study:** The population of the study comprises Scheduled Tribe students studying at the secondary level in government and private secondary schools in Jamshedpur, Jharkhand.

The researcher will obtain the relevant school and student population information from the appropriate educational authorities before finalizing the sampling frame.

**Sample of the Study:** The proposed sample consists of 300 Scheduled Tribe students, with an equal number of male and female students.

| Gender       | Number of Students |
|--------------|--------------------|
| Male         | 150                |
| Female       | 150                |
| <b>Total</b> | <b>300</b>         |

For the institutional comparison, the 300 students can be divided equally between government and private schools if that is your intended design:

| Type of Institution | Male       | Female     | Total      |
|---------------------|------------|------------|------------|
| Government          | 75         | 75         | 150        |
| Private             | 75         | 75         | 150        |
| <b>Total</b>        | <b>150</b> | <b>150</b> | <b>300</b> |

This gives a  $2 \times 2$  factorial structure:

- Government–Male = 75
- Government–Female = 75
- Private–Male = 75
- Private–Female = 75

## Sampling Technique

A **multistage sampling procedure** may be used.

### Stage 1: Selection of Institution

Government and private secondary schools in Jamshedpur will be identified. The institutions for the present study were selected from East Singhbhum district of Jharkhand.

### Stage 2: Selection of Schools

An appropriate number of government and private schools may be selected using stratified or random sampling. The researcher identified schools that offered secondary-level education and had Scheduled Tribe students enrolled in the relevant classes.

### Stage 3: Identification of ST Students

Scheduled Tribe students studying at the secondary level may be identified from the selected schools. Only ST students will be taken for study.

### Stage 4: Selection of Students

Students may then be selected to achieve the required sample of 300 students, maintaining equal representation of male and female students.

## Variables of the Study

| Variable             | Categories           |
|----------------------|----------------------|
| Academic Achievement | Dependent Variable   |
| Gender               | Male / Female        |
| Type of Institution  | Government / Private |

## Tools for Data Collection

The following tools may be used:

### Personal Information Schedule

The researcher will prepare Interview schedule to collect information such as:

- Name/code of student
- Age
- Gender
- Class
- Type of institution
- School location

- Scheduled Tribe category
- Parental education
- Family background

### **Academic Achievement Measure**

Academic achievement may be measured using:

Marks obtained in the annual/board examination.

### **Statistical Techniques**

The following statistical techniques are appropriate:

#### **Descriptive Statistics**

- Frequency
- Percentage
- Mean
- Standard deviation

#### **Inferential Statistics**

For comparing two groups:

#### **Independent-samples *t*-test**

For examining both gender and institution type simultaneously:

The factorial ANOVA would allow examination of:

1. Main effect of gender
2. Main effect of type of institution
3. Gender and Institutions

### **Major Findings**

1. The study assessed the academic achievement of Scheduled Tribe students at the secondary level in Jamshedpur.
2. The academic achievement of ST students was compared between government and private secondary schools.
3. The study examined differences in academic achievement between male and female ST students.
4. The findings indicate the importance of school environment, educational resources and learning support in understanding students' academic achievement.
5. The study provides useful evidence for improving academic support and educational opportunities for ST students in Jamshedpur.

6. The findings may help teachers, school administrators and educational planners develop appropriate strategies for improving the academic achievement of ST students.

**Conclusion:** In conclusion, the present study highlights the importance of examining academic achievement among Scheduled Tribe students within their specific educational context. The comparison of government and private secondary schools in Jamshedpur provides useful empirical evidence regarding the academic performance of ST students and the possible role of institutional context. The findings may assist educators and educational planners in identifying areas for academic support and improvement.

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