



SELF-EFFICACY INTERVENTIONS IN TRIBAL SCHOOLS – ARESTRUCTURED TRANSACTION FOR PREVENTING MENTAL ALOOFNESS

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ABSTRACT :

Objective of this study is to find out a way of providing both intervention and prevention services to children who have mental aloofness which may hamper their future. **Methods:** This research has been done using the Health Habits Tool (HHT), Academic Aloofness Tool (AAT) and on Interventions on Self – efficacy program – used to check the efficient outcome of the modified self – efficacy concept framed by Bandura (1997). All the 210 students of Government high school, Thali village of Annupur district studying in VI – X standard were analysed through the survey method which strikingly portray the lack of parental as well as institutional capability that are unable to prevent the mental aloofness along with other social problems like poverty, lack of additional academic resources. **Result:** The results showed non-significant difference in mean scores self-efficacy level between the male students (22.97) and female students (23.69). Further, 93.5% of the students and school teachers were opined that the self – efficacy program on preventing mental aloofness was a progressive addition to their academic life.

KEYWORDS : Self-Efficacy Interventions, Tribal School, Restructured Transaction, Mental Aloofness

THEORETICAL FRAMEWORK

Socio political reforms and developments within the fields of psychology, education, and medicine have focused attention on the resources of the school for the provision of health services to children (Kolbe, Collins, & Cortese, 1997). Due to the uncompromising circumstances the tribal school children possess the lower level of self – efficacy with negative feelings about their academic performance. Furthermore, Children with a remarkable degree of self –worth envisage themselves as being thriving. Children with low self-efficacy shy away from challenging responsibilities, build a weak commitment to undertake goals, abide on hitches, and perceive any obstacle or failure as a total failure (Bandura, 1997). Further it is noted that efficacy, not self-esteem, accounts for academic success (Multon, Brown, & Lent, 1991).



SELF-EFFICACY AND MENTAL ALOOFNESS

Self-efficacy, however, is a judgment of personal capability, that is, whether or not one feels able to accomplish a particular task or perform a certain action. Research about at-risk children has identified a strong relationship between efficacy and student achievement (Multon, Brown, & Lent, 1991). Academic failure, particularly low reading scores, has also been shown to

predict violence and health risk behaviours in adolescence (Fleming et al., 2004; Hawkins et al., 1998). Since reading is one of the first, and often one of the most branding aspects of classroom failure, it is essential to give training on self – efficacy program to the tribal school children as they are impulsive of feeling incompetent. The mental aloofness will bring a negative impact in their routine life with inferior feeling and it may hinder their academical and personal endeavours. This study has been conducted in the Government high school of Thali village, an unserved sub rural hamlet located in a tribal predominant area in Anuppur district of Madhya Pradesh. This notable problem is observed among children as part of intensive teaching practice carried out by the student teachers of Indira Gandhi National Tribal University, Amarkantak of Madhya Pradesh. The Anuppur district of Madhya Pradesh which comprises 7.25 % of SC's and 46.41% of ST's with 49.54% of below poverty line is spread across the 581 villages. The agronomy based social structure exists in thali village with down trodden conditions which echoes the poor-quality outcome of education of the school children in particular. Through the oral interview sessions conducted on school teachers as well as on students, the survey is made on the self-efficacy level of the rural students to alienate themselves from mental aloofness.

EFFICACY FOR TRIBAL SCHOOL CHILDREN

Bandura (1997) lists four ways to develop a high degree of efficacy. They are as follows: mastery experiences are the efficacy retraining program must help the child develop the ability to overcome problems and obstacles. The program must offer more than just skills training, but, without skills, there can be no efficacy. This is provided by the technology based transactional process which is inclusive of life-oriented tasks performed by various eminent personalities in various fields – Science, sports and public life. Vicarious experience is to modelling and observing the success and perseverance of others who are viewed to be similar to one self is extremely important in rebuilding self-efficacy. The task must be neither beyond the child's ability nor competitive; otherwise, self-efficacy will be lowered. In such a case, children will doubt their ability to repeat a difficult, even successful, action (Bandura, 1997). Therefore, ability and effort must be balanced and entangled. Social persuasion is needed to stress improving oneself instead of comparing oneself to others. Finally, the physiological and emotional states play a vital role in an efficacy-retraining program, situational stressors, the child's mood, and previous experiences and perceptions must all play a role to eliminate their mental aloofness. Further, Efficacy beliefs can be transformed from negative to positive through efficacy retraining or structured programs where children can experience success, but, in order to do so, the programs must follow the basic principles of efficacy development and it needs the teaching competency with altruistic behaviour of the teachers. The module required for the tribal children is prepared based on the self – efficacy theory of Bandura (1997) and the prime objective was to make the children realise more self – efficacy for the purpose of leading a healthier life.

NEED FOR THE STUDY

The tribal schools in different parts of the country combat with the multi – level problems as these schools are situated socially and geographically isolated areas. The children with their daily scarcities enter the school. The lack of parental care and the substandard academic quality practices of the schools are the predominant factors of low self – efficacy of the tribal children. Though the technological inventions have invaded the neo economic order in the rest part of the world, these tribal children still encounter various learning problems and hence this study has been carried out.

BRAIN STORMING SESSIONS ON THE NEED OF PRESENT STUDY

It is conducted has been conducted to identify and realise the potential facts of the difficulties through the open discussion in which the key factors of failures are noted by the group of the student teachers of the Department of education, Indira Gandhi National Tribal University, Amarkantak as well as by the school teachers and by the children of the Government high school, Thali. Based on which the current study has been framed and analysed.

METHODS

*The research questions:*The prime question of this research is to postulate the assumption of whether the tribal children have been accessing quality expansion of educative processes to get rid of the mental aloofness and to find the influential factors that are considered as barriers.*Assumptions:*The functional academic practices are persistently aimed at the quality learning output without any stoppages at governmental and institutional level.The real barriers are highly influential that create the mental-aloofness. The implementation of self – efficacy training programme can be suitable and practicable towards creating motivation in present schooling and to eliminate the mental aloofness.*Objectives:*Based on the research questions, the following objectives have been framed:To find out the self-efficacy among tribal school students in respect to their gender.To find the real academic functioning of the school taken for the present study. To find the factors of academic barriers that hinders the real academic growth creating the mental aloofness. To implement the self – efficacy training program based on the practicability and its suitability that create motivation towards the learning process.*Hypothesis:*The hypotheses framed for the study are:There is no significant difference between the level of self-efficacy between male and female students.*Research Design:*The action research method is adopted in which the functional academic practices with its limitations, real academic barriers that are causative factors of mental aloofness well as the utility value of school-based progressive self-efficacy-retraining program are analysed. The progressive self – efficacy training was provided to the tribal children as in the research process. *Universe and Sampling:*It comprises of the government high school located in Annupur district of Madhya Pradesh. All the 210 students of high school students studying in VI – X standard of Government school, Thali village of Annupur district were selected by census method for the present study. There were 124 girls and 86 boys responded to the questionnaires given. *Tool and Psychometric Properties:* Tool used for the present study are:Tool on Health Habits Tool (HHT)- The tools are distributed to the school teachers for analysing the various academic practices. Academic Aloofness Tool (AAT) – this tool is used to analyse the deficiency factors pertaining to the quality learning outcome. Tool on Utility of Self –efficacy retraining program – the tool used to check the efficient outcome of the modified Self –efficacy concept framed by Bandura (1997).

RESULTS AND DISCUSSIONS

Self-efficacy level of the Tribal Children: Table - 1 shows that the calculated 't' value (1.319) is lesser than the table value (1.96) and hence the hypothesis is accepted based on gender on their viewpoints on the self – efficacy level.

Table - 1: The Self-efficacy Level of the Tribal Children

Gender	No	mean	SD	SE mean	't' value	pvalue
Male	86	22.976	5.921	0.646	0.839	0.407 p > 0.05
Female	124	23.694	6.247	0.561		

Further, table - 1 reveals that the means of self –efficacy level based on gender have no perfect significant difference as the value of two tail significance is less than 0.05 ($p < .05$) and hence the hypothesis which has been stated as 'there is no significant difference between the level of self-efficacy between male and female students' has been accepted. It is inferred that there is no significant difference found between the male and female tribal students as they have attained the self – efficacy though non-conductive atmosphere prevails.

Self – Efficacy Retraining Model to Alienate the Mental Aloofness**Table - 2: Self-efficacy Retraining Model to Alienate the Mental Aloofness**

S. No	The self – efficacy program related research criterion	Result
1	Functional academic practices towards the desired academic outcome with lacuna	90 %
2	Academic Barriers at institutional and governmental level that bring mental aloofness	79 %
3	Utility of self –efficacy retraining program	93.5 %

Further, Health Habits Tool (HHT) clearly states the opinion of the 95 % school students and teachers that they encounter problems of basic amenities. The lack of good road connectivity and medical facility are hampering the quality learning process. The questionnaire to check the utility of self –efficacy retraining program is apparently predictive that any joyful learning process is of greater use as it is carried out by the student teachers of the IGNTU, Amarkantak under the fervent guidance of the teacher educators of IGNTU. Totally, 93.5% of the students the school have opined that this programmes effective. Further, the studies conducted by Chantia & Misra (2014) found the Impact of Globalisation on Tribal Groups in India (An Anthropological Study on Dhankut of District Bhaich, India U.P.). The study revealed that though globalisation is universal phenomenon, its effect is not homogenous at the micro level as in the case of Dhankut living in Bhaich district of Uttar Pradesh. Further, the fruits of globalisation have not fully reached the tribal areas. Except facilities like roads, elementary education, primary health center, and panchayat, no concrete change has taken place in their lives of tribal people. Further, Nav Neet Bhattacharya (2012) Though the Bridge Language Inventory (BLIs) have been prepared for the teachers of Madhya Pradesh teachers as handbooks, the rural students are yet to be nurtured enough to reap benefits of these modern academic programmes. Additionally, Panigrahi (1998) stated that tribal education must be aimed national growth. The modern health reforms have highlighted the need to reduce fragmentation in service delivery in the community by coordinating care for children across the health, education, child welfare, juvenile justice, and family systems (Dryfoos, 1994; U.S. Department of Health and Human Services, 1999).

CONCLUSION

The present study is in congruence with previous studies and the learning practices are directly influenced by various lacunas that bring mental aloofness. The distinctiveness of any suitable program to elevate these children of the downtrodden masses is fully dependent on the philanthropic execution of stern social and educational practices that include the governmental as well as academicians of higher educational institutions. The draft report of the working group on decentralised planning and panchayatraj for the formulation of the ninth five plan (1997-2002) noted that “the fruits of development could have been multiplied and manifold with the involvement of people at the gross –root level in the process of development. So, the academic developmental activities of the tribal schools must be enhanced on par with the social expectations and for national progress. The solution to the academic problems of the tribal children is altruism, an essence of humanity that can bring tangible academic and social progress that higher authorities and well-trained teachers are expected to implement competently.

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