

Learning orientation in relation to academic achievement and community : A study among the tribal and nontribal students of Tripura

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Abstract

Learning orientation is related with several factors including the level of academic achievement and racial factors. Present study attempts to explore the pattern of learning orientation of low achiever students and high achiever students belonging to the tribal and non-tribal community of Tripura. Altogether 120 adolescent school students of XIth and XIIth grade were included in the study in which 60 were from tribal community (Tripuri) and 60 were from nontribal (Bengali) community. Out of them 60 among them were high achievers and 60 were low achievers. A questionnaire of student learning orientation developed by Jayalakshmi Indiresan was used for collection of data. The learning orientation skill was divided into 7 parts according to the scale-viz. personal development orientation (PEDOL), assessment domination in learning (ADOL) ,intrinsic orientation in learning (INJOL), apathy in learning (APAL), involvement in learning (INVOL) ,extrinsic orientation in learning (EXOL) and significant other orientation in learning (SIGOL). It was found that high achieves are significantly better in PEDOL, INJOL & INVOL whereas low achievers are better in ADOL, APAL & EXOL domains. On the other hand tribal are better in the domains of EXOL & SIGOL, but nontribal are better in PEDOL, INJOL & INVOL.

Keywords: learning orientation, academic achievement, tribal community, adolescents.

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