

# Factors affecting the academic performance of Paniya Tribal Students

Dr. Tomy Kuttickal Ouseph

*St. Gregorios Teacher Training College, Meenangadi*

**Abstract-**This study investigated how social, familial, peer, school, cultural, personal level variables affect the behavioral patterns and academic performance of Paniya tribal students. There were 50 participants, who were part of a screening for inclusion in an in-depth and structured interview from the adjacent Paniya tribal hamlets in Sulthan Bathery Municipality, located in Wayanadu district of Kerala. Purposive sampling strategy was used to recruit the participants for the interviews from the selected Paniya tribal students studying in 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> standard. Results showed that there is significant relationship between the social, familial, peer, school, cultural and personal factors affect the inhibited behavioral patterns and poor academic performance of Paniya tribal students. All variables have significant relationship; however, school and society strongly affected the academic performance of Paniya tribal students.

## INTRODUCTION

Education is the basic requirement for the human development and the academic performance indicates the educational level of an individual. School is the social institution for the formal educational processes designed by the society or the state and it plays a major role in moulding the basic ideas, habits and attitudes of the children, with a view to producing well balanced individuals. High academic performance is linked to positive attitudes to school, well-achieving children experience less stress, have better mental health, are less likely to skip school or drop out of it in later years (Caprara et al., 2000; Malik & Shujja, 2013). Education can no longer be limited to a single confined environment, such as the classroom. Teachers need to "establish an environment that is free from intimidation and rejection, high in acceptable challenge and where the learner experiences active participation and relaxed alertness "(Dwyer,2002). The academic performance will be affected when the learners anxiety about their teachers, home, friends, society, physiological needs and self esteem, it's

because current concerns are driving the learner's behavior (Sarah E. Burluson and Andrew C. Thoron,2017). The development of social anxiety in adolescents is a complex and poorly understood process and it can have severe consequences including poor academic performance and school drop-out. Behaviorally inhibited children show physiological and behavioral signs of fear and anxiety when introduced to unfamiliar persons and situations. Their own behavior seems to elicit negative reactions from others. They often go on to develop internalizing problems, such as depression, anxiety and low self-esteem (Suzanne R. Hornbuckle 2010). Behavioral inhibition is a personality type that shows a tendency toward distress and nervousness in new situations. Behavioral inhibition in children includes shyness around unfamiliar people and withdrawal from new places( Arlin Cuncic, 2018). Behavioral Inhibition characteristics are used to determine the potential for developing anxiety by examining behaviors in children like fear, shyness, or withdrawal in new or strange situations and environments. Social anxiety can be an overwhelming mental illness with severe negative effects. Early identification and intervention are important to improve quality of life and to prevent other conditions like depression. An essential part of the assessment is the process of data gathering. Behavioral inhibition is a personality type that shows a tendency toward distress and nervousness in new situations. Behavioral inhibition in children includes shyness around unfamiliar people and withdrawal from new places( Arlin Cuncic, 2018). Behavioral Inhibition characteristics are used to determine the potential for developing anxiety by examining behaviors in children like fear, shyness, or withdrawal in new or strange situations and environments. Social anxiety can be an overwhelming mental illness with severe negative effects. Early identification and intervention are important to



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*Dr. Tomy K. O.*  
PRINCIPAL

St. Gregorios Teacher  
Training College, Meenangadi  
Wayanad-673591

## Behavioral Inhibition of Paniya Tribal Students

Dr.S.Amutha

Assistant Professor

&

Tomy K. O.

Research Scholar

Department of Educational Technology

Bharathidasan University

Tiruchirappalli-620023

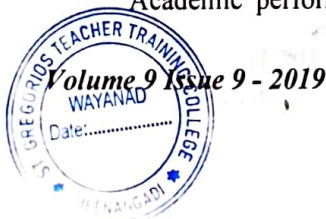
### Abstract

This study investigated the behavioral pattern of Paniya tribal students and main stream students grounded on the influencing factors like Personal, family, peer group, school, culture and society. 200 participants from grade 8, 9 and 10 were selected as a sample from Paniya tribal students and main stream students of Sulthan Bathery Municipality, located in Wayanad district of Kerala. Stratified random sampling technique was adopted in the selection of samples. Results revealed that there is a significant difference found in the mean scores of various dimensions related to behavioral inhibition of the tribal students and main stream students. Main stream students have less behavioral inhibition compared with the Paniya tribal students in all the factors mentioned earlier.

*Keywords: Behavioral inhibition, Paniya Tribe, main stream, society, culture, Peer Group*

### Introduction

Behavioral inhibition is a personality type that expresses a tendency towards distress and nervousness in new situations, shyness around unfamiliar people and withdrawal from new places (Arlin, 2018). Behaviorally inhibited children show physiological and behavioral signs of fear and anxiety when introduced to unfamiliar persons and situations, elicit negative reactions to others often develop problems, such as depression, anxiety and low self-esteem (Hornbuckle, Suzanne 2010). Development of anxiety in adolescents is a composite and poorly understood process which has severe consequences including poor academic performance and school drop-out. Education can no longer be limited to class room environment alone. Hence teachers need to establish an environment that is free from intimidation and rejection which provide the learner active participation with alertness and relaxed mindset (James, 2002). Academic performance will be affected when the learners have anxiety about their teachers,





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## EFFECT OF ORIENTATION IN NEUROCOGNITIVE STRATEGIES ON CULTURAL COMPETENCY OF PANIYA TRIBAL STUDENTS

Dr. S. Amutha<sup>1</sup> and Tomy K. O.<sup>2</sup>

<sup>1</sup> Assistant Professor, Department of Educational Technology, Bharathidasan University, Tiruchirappalli, Tamil Nadu.

<sup>2</sup> Research Scholar, Department of Educational Technology, Bharathidasan University, Tiruchirappalli, Tamil Nadu.

### ABSTRACT:

*Educational Neuroscience is an amalgamation of ideas from education, neuroscience and psychology to enhance learning capacity of the students. Neuroscience research provides framework; that is biologically driven for the development of cultural competence of the society. An experiment study was conducted to identify the effectiveness of orientation using Neurocognitive strategies on the cultural competency of Paniya tribal student is regarding the Customs,*

*Mother tongue, Arts, Assertiveness, Self-Confidence, Social Awareness and Insight. 60 participants from grade 8<sup>th</sup>, 9<sup>th</sup> and 12<sup>th</sup> from Paniya tribals of Sulthan Bathery Municipality of Wayanad district of Kerala formed the sample selected through Stratified Random Sampling technique. Investigator developed Structured Questionnaire to collect the data. Results revealed that there is a significant difference between the mean scores of Pre-test and Post-test. 21 days of residential orientation programme was provided effective.*

**KEYWORDS:** Behavioral Inhibition, Assertiveness, Self-Confidence, Social Awareness, Neurocognitive Strategies.

### INTRODUCTION :

The inner self and the ability of the individual are framed and honed through education. Indian subcontinent hosts variety of indigenous people and constitutes the single largest tribal population in the world. The Scheduled Tribes often experience isolation among other communities which lead to exclusion from educational opportunities, social participation, and access to their own land. The dropout rates are very high among

most underdeveloped and numerically significant Paniya and Adiyar tribes (Paul, 2014). They have strong feeling of marginality, helplessness or powerlessness, dependence inferiority and educational backwardness (Aerthayil, 2008). As a result of their socio economic backwardness and cultural practices Paniya students withdraw themselves from the main stream community (Justin, 2016, Sedwal & Kamat, 2008), Kaul, 2001). Paniya students have behavioral inhibition and show behavioral signs of fear and anxiety when introduced to unfamiliar persons and situations, elicit negative reactions to others often develop

problems, such as depression, anxiety and low social health (Amutha & Tomy, 2019).

Cultural neuroscience studies have exemplified the cultural underpinnings connected with the structure and functions of human brain and its ability to coordinate thoughts and behavior within social groups for survival (Fiske, 2002). It aims to uncover how repeated engagement in different socio cultural environment influences the brain (Kitayama & Uskul, 2011). The



*Dr. Tomy K.O.*  
**PRINCIPAL**  
 St. Gregorios Teacher  
 Training College Meenangadi  
 Wayanad-670001

# Effect of Orientation in Neurocognitive Strategies on the Performance standard of Paniya Tribal Students' School Milieu

**Dr. S. AMUTHA**

*Assistant Professor,*

*Department of Educational Technology, Bharathidasan University,  
Tiruchirappalli – 620 023*

&

**TOMY K.O.**

*Research Scholar,*

*Department of Educational Technology, Bharathidasan University,  
Tiruchirappalli – 620 023*

## ABSTRACT

*Child friendly environment is important for Educational performance. The children with behavioral inhibition and the poor educational performance are rightly exemplified in neuroscience research. This study assessed the effect of neurocognitive strategic orientation on the performance standard of Paniya Tribal Students' School Milieu. Grade 8, 9 and 12 from Paniya tribal of Sulthan Bathery Municipality, located in Wayanad district of Kerala were selected as a sample. Stratified random sampling technique was used to select the sample. Results showed that there is a significant difference in the mean scores of Pre-test and Post-test. 21 days residential Orientation in Neurocognitive Strategies was given to the students. Metacognitive Questionnaire was used to collect data.*

**Keywords:** *School milieu, Metacognitive awareness, Child friendly, Behavioral inhibition, Paniya Tribal students, self-esteem, Self-confidence, Neurocognitive Strategies.*

## Introduction

Education is an important input for the personal, social and economic development and helps to live with happiness and prosperity. Poor friendships, social support, disconnections, distance, sense of otherness, rejections and dominance in social relations among tribal students are the important factors considerably shape the school interactional milieu of Paniya tribal students (Kaul (2001); Justin (2016) and Sedwal & Kamat (2008)). Paniya students have developed behavioral inhibition and it is the main reason behind their indifferent attitude towards the formal system of education (Amutha and Tomy, 2019). Behaviorally inhibited children show physiological and behavioral signs of fear and anxiety when introduced to unfamiliar persons and situations, elicit negative reactions to others often develop problems, such as depression, anxiety and low social health (Hornbuckle, Suzanne 2010). Neuroscience research also found that there is greater activity in rejection-related neural regions and mentalizing regions associated with lower state self-confidence (Eisenberger, N. I., Inagaki, T. K., Muscatell, K. A., Byrne Haltom, K. E., & Leary, M. R., 2011).

The implicit bias and prejudiced social behavior affect the normal neurocognitive structural mechanisms (Amodio, D. M., 2008). Social isolation degrades the health and well-being of an individual and it is the result of neural, hormonal, cellular, and genetic processes (Greg J. Norman, Louise C. Hawkley, Steve W. Cole, Gary G. Berntson & John T. Cacioppo, 2012). Neuroscience studies gives insights of the biological system connected with the social behavior of an individual (Cacioppo, Amaral, Blanchard, Cameron, Carter, Crews, Fiske, Heatherton, Johnson, Kozak, Levenson, Lord, Miller, Ochsner, Raichle, Shea, Taylor, Young, and Quinn, 2007). High social reticence in childhood are associated with poverty, discrimination and maltreatment and it develops negative functional connectivity between insula and ventromedial prefrontal cortex and increased amygdala activity (Jarcho, J. M., Davis, M. M., Shechner, T., Degnan, K. A., Henderson, H. A., Stoddard, J., Nelson, E. E. (2016), Shonkoff, J. P., Garner, A. S., Siegel, B. S., Dobbins, M. I., Eaton, M. F., Garner, A. S. et. al (2011).

**Dr. Tomy K.O.**

**PRINCIPAL**

St. Gregorius Teacher

Training @ Wayanad  
Wayanad 673591