

Effect of Lifestyle on Educational Interest of Secondary School Students of the Kamar Tribe

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Abstract

The lifestyle of tribal people is different due to their socio-demographic conditions. Lifestyle has been considered essential for career and academic development of students, and the present study assessed the effect of lifestyle on the educational interest of secondary school students of the Kamar tribe. 600 secondary school students of the Kamar tribe were chosen from the State of Chhattisgarh. A stratified sampling technique was used to select students of the Kamar tribe from various secondary schools. The lifestyle scale prepared by Bawa and Kaur (2020) was used for data collection. The Educational Interest Record prepared by Kulshrestha (2009) was used for data collection. The one-way ANOVA showed a statistically significant effect of lifestyle of educational interest in secondary school students of the Kamar tribe ($F=30.37$, $p<0.05$). The educational interest in Kamar tribe students with a high level of lifestyle was found to be significantly better than that of Kamar tribe students with average and low levels of lifestyle. It was concluded that an awareness program promoting a healthy lifestyle in secondary school students of the Kamar tribe can be prepared to improve their educational interest and overall academic learning.

Keywords: Kamar tribe, secondary students, lifestyle

INTRODUCTION

Particularly Vulnerable Tribal Groups (PVTGs) are the most vulnerable sections among the Scheduled Tribes, first identified by the Dhebar Commission in 1960. The Government of India has listed 75 such groups, including the Kamar tribe of Chhattisgarh, along with Abujhmaria, Pahadi Korwa, Birhor, and Baiga.

The Kamar tribe mainly resides in the Gariaband district (Gariaband, Mainpur, Chhura) and parts of Dhamtari, with smaller populations in Mahasamund and Bagbahara. Their origin is linked to Devdongar village in Mainpur, where their chief deity Vamandev is worshipped. Based on residence, they are classified into Bandharjia (plains, relatively better educated) and Pahadpatiya (hilly forests, socially and economically backward).

Traditionally dependent on forest produce, crafts, wage labour, and hunting, the Kamar people are gradually adopting agriculture due to government initiatives. Their clan-based social structure, rich traditions, songs, and dances form an important part of their cultural identity.

Owing to this distinct culture, their lifestyle reflected in daily values, interests, behaviours, and habits differs from mainstream communities. Lifestyle reflects a person's way of living and is vital for adolescents' social behaviour, personality, study habits, and academic growth. Influenced by demographic and value-based factors, it includes nutrition, hygiene, exercise, sleep, emotional control, social relationships, and balanced technology use, shaping students' physical, mental, and educational development. Since lifestyle also include academic oriented attitude, it may influence the educational interest of adolescent students.

In educational psychology, educational interest is considered a subject-specific motivator because it can be measured and studied through research. It is rooted in the complex relationship between aptitude, learning, and human development.

Many students pass academic tasks but fail to utilize their full potential. This is often attributed to lower intellectual ability; however, in reality, some students possess adequate intelligence but show poor learning engagement because they are not studying subjects of their interest. Factors such as self-concept, family environment, personality structure, and educational interest influence their academic

achievement.

Up to class ten, students are introduced to all subjects. After this stage, they are expected to choose streams like arts, science, or commerce according to their interests and abilities. However, due to internal and external pressures, some students select subjects that do not match their interests, which later affects their motivation to learn and their academic success.

Educational interest plays a vital role in students' learning. When students are interested in a subject, they participate in the teaching and learning process with greater enthusiasm.

What they learn in a subject of interest stays longer in their memory, and their understanding and thinking ability regarding that content becomes deeper. Interest helps students focus on their goals, which improves their academic achievement. It strengthens self-motivation, enabling them to study a subject in depth without external pressure.

Educational interest also forms the basis for students' future career choices.

Learning with interest develops positive thinking and enhances curiosity. Moreover, interest in a subject improves students' problem-solving skills and their ability to make independent decisions. Educational interest is influenced by several factors. The family environment plays an important role, particularly parents' educational status, the learning atmosphere at home, and their attitude toward education.

The school environment also affects educational interest through curriculum design, interaction with peers, and available infrastructure. Teaching style, teachers' personality, and their ability to present subjects engagingly significantly shape students' interest. Students naturally develop a greater interest in subjects in which they have a higher aptitude. Peers' interest in a subject can also influence an individual student's educational interest. Social beliefs, cultural and traditional values, and societal preferences for certain subjects further affect students' choices.

Additionally, parental encouragement contributes to the development of educational interest.

Surprisingly, no study has been conducted in which the effect of lifestyle was observed on the educational interest of secondary school students of the Kamar tribe; this study was planned.

OBJECTIVES

The objective of the present study is to assess the impact of lifestyle on the educational interest of secondary school students of the Kamar tribe of Chhattisgarh.

HYPOTHESIS

H₀₁ The lifestyle of secondary school students of the Kamar tribe will not influence their educational interest.

REVIEW OF LITERATURE:

Sahoo and Prasoon Kumar (2022) examined the impact of an educational guidance program on secondary students' educational interest. With 100 students from four schools, a 10-day intervention was implemented. Results showed significant effects of gender, parental education, and occupation, and notable improvement in educational interest and subject/stream choices after the program.

Kamble and Dengale (2022) surveyed 1204 commerce students across Maharashtra and found that urban and male students showed higher commerce interest than rural and female students. Another study in Kampala (n=285) reported that interest and engagement were positively related and both significantly associated with better academic performance.

Malasawmi et al. (2019) studied secondary students in Champhai, Mizoram, across seven interest areas. Students showed the highest interest in fine arts and the lowest in technology. Girls were more interested in fine arts and home science, while boys showed greater interest in technology.

Garima (2019) studied 200 XI class students and found a significant relationship between parental involvement and educational interest. Students with higher parental involvement showed significantly greater educational interest than those with lower involvement.

Tiwari and Sattar (2018) compared the educational interests of 1,000 higher secondary students (500 boys and 500 girls) from the tribal-dominated Gariaband district of Chhattisgarh using Kulshrestha's (2007) Education Interest Record. Seven areas were assessed: agriculture, commerce, fine arts, home science, humanities, science, and technology. Gender differences were significant in fine arts, home science, humanities, and science, where girls showed higher interest, while no significant difference was

found in agriculture, commerce, and technology.

Patel et al. (2016) found that gender was the most influential factor in students' interest areas, while IQ was the least. Achievement level and residential area also affected several interests. IQ mainly influenced artistic, social, and conventional interests, whereas residential area impacted investigative, realistic, social, and conventional interests.

Rai (2014) compared educational interest among 90 secondary students (45 CBSE, 45 ICSE) in Ghaziabad using Kulshreshtha's Educational Interest Record and t-test analysis. The study found significant differences between the boards, with CBSE students showing higher educational interest than ICSE students.

Mohta Sarika (2013) found that both gender and environment influence children's educational interests. The highest interest was in technology, followed by commerce, fine arts, science, humanities, and home science, with the least interest in agriculture.

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METHODOLOGY

Sample

To conduct the study, 600 secondary school students of the Kamar tribe were chosen from the State of Chhattisgarh with equal representation of boys and girls. The sample was chosen from the various districts. The sampling technique was stratified.

Tools:

Lifestyle Scale :

To evaluate the lifestyle of secondary school students from the Kamar tribe, Bawa and Kaur's (2020) scale was employed. The scale includes 60 items across five dimensions: health-conscious, academic-oriented, career-oriented, family-oriented, and trend-seeking lifestyles. It uses a five-point Likert format with both positively and negatively worded statements and has demonstrated high reliability and validity. According to the manual, scores of 173 and above indicate a high lifestyle level, 158–172 indicate an average level, and 157 or below indicate a low lifestyle level.

Educational Interest Record :

The educational interests of Kamar tribe students were assessed using the Educational Interest Record developed by Kulshreshtha (2009). This record includes 98 items that measure interest across seven educational areas: Agriculture, Commerce, Fine Arts, Home Science, Humanities, Science, and Technology. In each educational interest area, the maximum possible score is 14, and the minimum is 0. One point is awarded for each correct response, and the scores obtained in each area are calculated. The total scores across all educational interest areas are then summed to determine the overall educational interest. The EIR is highly valid and reliable.

Procedure:

600 secondary school students were selected, and the Lifestyle scale prepared by Bawas and Kaur, as well as the Educational Interest Record, were administered. The responses were scored and tabulated according to the level of lifestyle as mentioned in the manual. One-Way ANOVA was used for data

analysis. Results given in Table 1.

RESULT AND DISCUSSION

Table 1 One-Way ANOVA Effect of Different Levels of Lifestyle of Kamar Tribe Students on their Educational Interest

Different Levels of Lifestyle	N	Educational Interest		
		Mean	S.D.	Std. Error
High	159	47.61	13.18	1.04
Average	339	41.84	12.65	0.68
Low	102	35.24	11.32	0.53

F=30.37, p<0.05

The entries given in Table 1 show a significant impact of different levels of lifestyle on the educational interest of Kamar tribe students. The F=30.37 proves that there exists a significant difference in educational interest of Kamar tribe students exhibiting different levels of lifestyle, i.e. High (Mean = 47.61, N=159), Average (Mean = 41.84, N=339) and Low (Mean = 35.24, N=102) respectively.

Table 1 (b) Pairwise Comparisons Between Groups

Mean (I)	Mean (J)	Mean Difference (I-J)
High Level of Lifestyle	Average Level of Lifestyle	5.76*
	Low Level of Lifestyle	12.36*
Average Level of Lifestyle	Low Level of Lifestyle	6.59*

* Significant at .05 level

When Table 1 and Table 1(b) are analysed, it was found that the educational interest in Kamar tribe students exhibiting a high level of lifestyle was significantly superior as compared to Kamar tribe students exhibiting average and low levels of lifestyle. The mean difference of 5.76 and 12.36 confirms these facts statistically. Further, educational interest in Kamar tribe students exhibiting an average level of lifestyle was significantly superior to that of Kamar tribe students exhibiting a low level of lifestyle. The mean difference of 6.59 confirms this fact statistically.

The findings indicate that lifestyle has a positive influence on the educational interests of Kamar tribe students. Students with a high level of lifestyle showed greater educational interest compared to those with average and low lifestyle levels. A healthy lifestyle includes regular physical activity, balanced and timely nutrition, adequate sleep, effective time management, and positive thinking. Such habits enhance mental concentration, energy, learning ability, and memory among students. A disciplined and healthy routine helps students develop a goal-oriented approach and motivates them to explore new opportunities and face challenges confidently and eventually developing a keen interest in educational activities.

CONCLUSION

Based on result and discussion, it may be concluded that lifestyle has a considerable impact on the educational interest of Kamar tribe students, and hence school administration, teachers, community level activities need to conduct awareness programs to foster a healthy lifestyle, which eventually will serve as a platform to enhance the educational interest of Kamar tribe students.

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