

Factors Affecting the Educational Development of the Korku Tribe Secondary School Students of Madhya Pradesh

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ABSTRACT

With the vision of India to become a developed nation by 2047, there are constant efforts underway to secure inclusive, even-handed growth for every section of society. In this context, education matters a lot, because it helps to empower communities that are socially and economically disadvantaged. India is also very diverse, and the Scheduled Tribe groups are among the most marginalized group, dealing with social deprivation, economic hardship, and educational backwardness. So, to tackle these difficulties, the Government of India alongside a number of state governments have rolled out multiple educational policies, welfare schemes, and developmental programmes, specifically aimed at tribal communities.

In this context, the present study kind of focuses on the Korku tribe of Madhya Pradesh, and investigates the different factors that may be affecting educational development for Korku tribal secondary school students. The study wants to look at how socio- economic conditions, parental support, the school environment, educational facilities, government schemes, cultural background, and motivational factors all influence students' educational progress, at least in a practical sense. This study uses a descriptive survey approach and gathers data from Korku tribal students who are in the secondary level, studying in chosen schools across Madhya Pradesh. The results are expected to throw light on the academic hurdles these Korku students face and also hint at some ways to strengthen their learning chances and overall growth. In addition, the research may help with policy thinking and practical execution of educational programmes for tribal communities, in step with the vision for inclusive national development by 2047.

Keywords: Korku Tribe, Factors Affecting, Secondary School Students

Introduction:

The Korku tribe, which is an indigenous group, resides in Madhya Pradesh, Maharashtra, and Chhattisgarh located in central India. Their history connects to three essential elements which include their special cultural heritage, their specific social and political system, and their forest-based economic activities. It shows the same relationship that Indian tribal communities maintain with their natural environments. As per the data of Government of Madhya Pradesh, the education statistics for Korku people in Madhya Pradesh show that 56% of Korkus have achieved educational attainment at 'below primary' level and 23% have completed primary education. The population has achieved secondary education completion at a rate of only 3.6 percent. The total number of graduates accounts for only 0.5 percent of the population. The

Korkus people do not have any individuals who have completed technical education programs. So, it is essential to know the factors affecting the educational development of Korku tribe students.

Research Objective: To identify the factors affecting the educational development of the Korku tribe students.

Research Question: What are the factors affecting the educational development of the Korku tribe students?

To identify the factors affecting the educational development of the Korku tribe students, data was collected from a self-made questionnaire based on three-point Likert- Type scale. It was constructed and validated with the help of experts and a pilot study. On the basis of responses found in the questionnaire, the researcher has found that there are various factors involved in the education of the Korku tribe. Researcher has categorized these factors in to six main factors, which are largely responsible for education of the Korku tribe students-

TABLE 1.0: Item-wise Distribution

Sr. No.	Dimensions (areas)	Items
1.	Parental and Societal Support	3,10,11,12,17,22
2.	Teacher Support & Pedagogy	7,8,9,15
3.	School Infrastructure and Learning Resources	1, 2,4,5,6,21
4.	Health – Nutrition and cultural factors	13,14,18
5.	Government initiatives and schemes	16,19,20
6.	Guidance and counselling services	23,24,25

Result of the factor analysis using SPSS is shown in table no. 1.1-

Table: 1.1 Confirmatory Factor Analysis (CFA)

Factor	Item Description	Factor Loading (λ)	p-value	Composite Reliability (CR)	Average Variance Extracted (AVE)
Parental & Societal Support	Social inspiration	0.82	<0.001	0.91	0.62
	Social circumstances	0.86	<0.001	0.91	0.62
	Homework support	0.74	<0.001	0.91	0.62
	Education importance	0.85	<0.001	0.91	0.62
	Lack of support (R)	0.79	<0.001	0.91	0.62
	NGO support	0.72	<0.001	0.91	0.62
	Teacher support	0.90	<0.001	0.93	0.71

Teacher Support & Pedagogy	Homework	0.82	<0.001	0.93	0.71
	Feedback	0.92	<0.001	0.93	0.71
	Co-curricular motivation	0.78	<0.001	0.93	0.71
Infrastructure & Learning Resources	Distance (R)	0.76	<0.001	0.94	0.69
	Infrastructure	0.93	<0.001	0.94	0.69
	Teaching aids	0.91	<0.001	0.94	0.69
	Computer lab	0.72	<0.001	0.94	0.69
	Library	0.88	<0.001	0.94	0.69
	Safety	0.87	<0.001	0.94	0.69
Health & Nutrition	Health issues (R)	0.78	<0.001	0.88	0.65
	Health camps	0.84	<0.001	0.88	0.65
	Nutrition	0.81	<0.001	0.88	0.65
Government Initiatives	Scholarship	0.89	<0.001	0.87	0.69
	Govt support	0.78	<0.001	0.87	0.69
	Motivation	0.80	<0.001	0.87	0.69
Guidance & Counselling	Career counselling	0.75	<0.001	0.85	0.66
	Orientation programs	0.78	<0.001	0.85	0.66
	Counsellor availability	0.82	<0.001	0.85	0.66

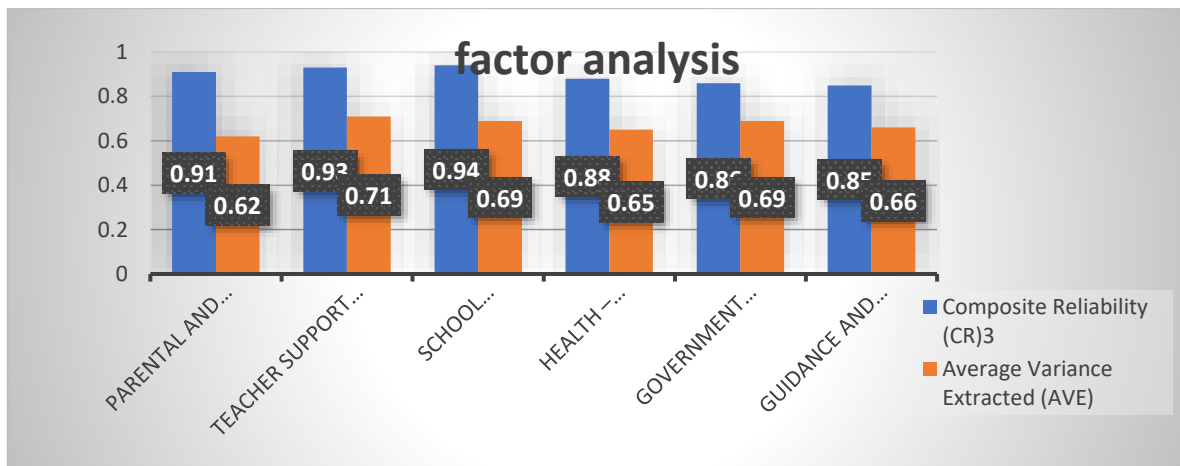


Fig 1.0: Composite reliability-wise distribution of different factors for educational development

As per the factor analysis shown in table 1.1 and fig 1.0 it shows strong empirical support for the suggested six-factor measurement model is provided by the Confirmatory Factor Analysis (CFA). The observed variables are highly representative of their respective latent constructs because all factor loadings (λ) which range from 0.72 to 0.93 are above the suggested threshold of 0.70. Robust indicator reliability is established by the statistically significant p-values (0.001) across all items which verify that each indicator makes a meaningful contribution to its construct. With loadings between 0.72 and 0.86 and a Composite

Reliability (CR) of 0.91 the Parental and Societal Support construct exhibits high internal consistency. Adequate convergent validity is confirmed by the Average Variance Extracted (AVE) of 0.62 which is greater than the acceptable threshold of 0.50. Similar to this Teacher Support and Pedagogy shows strong convergent validity (AVE = 0.71) and excellent reliability (CR = 0.93) with especially high loadings for teacher support and feedback highlighting the crucial role of instructional quality. The construct with the highest reliability is Infrastructure and Learning Resources (CR = 0.94) where all items exhibit strong factor loading. This suggests that educational outcomes are greatly influenced by academic and physical resources. Additionally, the Health and Nutrition factor shows acceptable validity (AVE = 0.65) and reliability (CR = 0.88) underscoring the significance of student well-being in academic engagement. Strong psychometric properties are also shown by Government Initiatives (CR = 0.87 AVE = 0.69) and Guidance and Counselling (CR = 0.85 AVE = 0.66) indicating that the model successfully captures institutional and policy-level interventions. Overall, the CFA results support the suitability of the six-factor structure by confirming the measurement models high reliability and convergent validity. These results support the theoretical framework and show that the constructs for additional structural analysis are well-defined and supported by empirical data.

Detailed description of the factors is given below-

Parental and Societal Support

The study included the factor of Parental and Societal Support to investigate how family and community support systems affected student educational experiences and academic growth. The construct included six sub-factors which were Social Inspiration, Social Circumstances, Homework Support, Education Importance, Lack of Support (R), and NGO Support. The construct assessment used factor loadings and significance level results together with Composite Reliability (CR) and Average Variance Extracted (AVE) values.

Homework support: The sub-factor Homework Support showed a factor loading of 0.74 which was statistically significant at $p < 0.001$. The result shows that the relationship to the construct meets acceptable standards. Family members or parents who provide homework support to students enable them to establish daily study routines and develop better comprehension of school material which leads to better academic performance. The analysis reveals that Korku students receiving high level of parental and societal support. It indicates that the family members and their relatives are helping them with their current education and are ready to help in their upcoming career and education.

Social circumstances: The factor loading for Social Circumstances reached 0.86 with p value < 0.001 which demonstrates its strong impact on the measurement system. Social circumstances including socio-economic conditions and cultural environment and community attitudes create significant barriers which block students of Korku tribe from accessing educational resources and learning opportunities. The analysis reveals from the above bar diagram and data found by the structured Questionnaire from the students of the Korku tribe Factor Loading (λ) value found 0.86, it can be interpreted that most of the students of the Korku tribe responded that the distance of their school is more than 5 km, and 42% students responded that their schools are more than 10km from their residential area. And out of 1080 students of the Korku tribe, 68.2% student Are going to school by his/her foot. Their parents and community members are not capable of providing them vehicles or any transport facility. This is also one of the main factors for Korku children's development and getting higher education.

Education importance and lack of support by Family: The factor loading for Education Importance reached 0.85 with a significance level of $p < 0.001$ which demonstrated strong evidence of its contribution to the measurement model. High educational value from parents and society leads students to develop positive learning attitudes while increasing their motivation for academic progress. Findings indicate that most of the Korku community children have a big family and generally, 6 to 8 members are found in one Korku family. 318 Korku children responded that they have 3-4 siblings out of 540 responding children. Hence, the Head of the family is not capable of providing sufficient educational facilities to Korku's children. And the found from parents of Korku students are engaging in Agriculture and Daily wage labor, their ability to finance their children's education is restricted. This is mostly because these jobs include seasonal work, inconsistent revenue, and unstable finances. Because of this, Korkus community parents frequently find it difficult to cover the costs of their children's education, including co-curricular activities, private tuition, learning materials, and school fees.

Social inspiration and NGO support: The sub-factor Social Inspiration obtained a factor loading of 0.82, which indicates a strong positive relationship with the overall construct of Parental and Societal Support. The value achieved statistical significance at $p < 0.001$. The research demonstrates that Korku student's educational aspirations and confidence and academic engagement receive positive effects from encouragement and motivation which they receive from parents and teachers and peers and society. Korkus tribal areas where NGOs and community-based organizations are less active or inadequately resourced, Korku tribal students receive minimal academic, financial, and motivational support beyond the family and school. This lack of external assistance restricts access to learning materials, scholarships, remedial teaching, mentoring, and awareness programmes related to their education and career opportunities. 228- Korku students responded out of 540 students that they are getting help from NGO's and other social organizations.

Teacher Support & Pedagogy

The research used Teacher and Academic Support as a factor to study how teachers and academic methods affect student educational experiences and their learning results. The construct included four sub-factors which were Teacher Support and Homework and Feedback and Co-curricular Motivation. The validity and reliability of the construct were assessed through factor loadings and level of significance and Composite Reliability (CR) and Average Variance Extracted (AVE).

Teachers support: The sub-factor Teacher Support achieved a factor loading of 0.90 which demonstrates a strong connection to the complete Teacher and Academic Support construct. The value reached statistical significance at $p < 0.001$ which proves that teacher support has a major impact on student academic growth. The research demonstrates that teachers' guidance and emotional support and encouragement help students develop better confidence and classroom participation and academic performance of Korku tribe students of secondary schools of Madhya Pradesh.

Homework: The factor loading for Homework achieved a value of 0.82 at a significance level of $p < 0.001$. The results demonstrate that homework practices establish a strong link to the academic support system which exists between students and their educational resources. Homework helps students to strengthen their classroom learning while developing their ability to study independently and maintaining their self-discipline. The substantial loading demonstrates that students need to complete their academic work because it helps them make progress in their educational journey.

Feedback: The data reveals that the assessment methods presently used in tribal schools of Madhya Pradesh are largely unsuitable for promoting children's overall development. Students' sociocultural background, linguistic diversity, and learning speed are not given much thought in these methods, which are mostly examination-centered, memory-based, and uniform in character. As a result, assessments are unable to fairly represent pupils' true aptitudes, competencies, and capacity for learning.

The sub-factor Feedback showed the highest factor loading of 0.92, significant at $p < 0.001$. Constructive feedback from teachers demonstrates the most effective academic support for students. Students use effective feedback to discover their strengths and weaknesses while developing learning methods that boost their academic success. Teachers and students need timely and meaningful feedback because it holds essential value for their educational process.

In tribal context, many children are first-generation learners who gain information through community-based and experiential learning. However, traditional paper-pencil exams overlook indigenous knowledge systems, creativity, problem-solving skills, and practical competencies. Students' academic disengagement, low self-esteem, and fear of evaluation are all brought on by this mismatch, which has a detrimental impact on their social, emotional, and cognitive growth and development. Learning gaps and poor academic advancement result from the lack of ongoing, formative evaluation, which limits prompt feedback and remedial assistance. In general, improper assessment procedures limit tribal children's educational goals and impede their holistic development. The results highlight the necessity of adaptable, ongoing, and culturally sensitive evaluation methods to promote meaningful learning and all-encompassing growth in tribal schools of Madhya Pradesh.

Co-curricular motivation: The Co-curricular Motivation factor loading reached 0.78 which showed statistical significance at the $p < 0.001$ level. The loading value which is lower than other sub-factors still exceed the 0.70 threshold which demonstrates its valid contribution to the construct. The students' motivation to participate in sports and cultural activities and debates and other co-curricular programs leads to their complete development by enhancing their leadership skills and creative abilities and social skills and self-confidence.

School Infrastructure and Learning Resources

The study used Infrastructure and Learning Resources as a research factor to evaluate the existing physical facilities and educational resources which support student learning and academic growth. The construct included six sub-factors which were Distance (R), Infrastructure, Teaching Aids, Computer Lab, Library, and Safety. The evaluation of the construct required factor loadings together with significance levels and Composite Reliability (CR) and Average Variance Extracted (AVE) values.

Access to teaching- learning resources: Tribal students of Madhya Pradesh can become more self-assured when they have access to contemporary, encouraging learning environments. One of the main causes of Korku tribal Students of Madhya Pradesh is underdevelopment is their lack of access to sufficient teaching and learning resources. Although education is widely acknowledged as a catalyst for social and economic advancement, tribal students of Korku's frequently encounter structural obstacles in the form of inadequately equipped schools and restricted access to contemporary educational resources. Both their academic achievement and their long-term goals are directly impacted by these shortcomings. Their horizons are expanded by exposure to technology, extracurricular activities, and cutting-edge teaching techniques, which inspires them to strive beyond conventional limits.

Inadequate infrastructure: Korku children of Madhya Pradesh are facing profound educational disadvantages, in major area due to inadequate infrastructure. Data found that many tribal schools in Madhya Pradesh lack basic facilities such as: class rooms, play grounds, toilets, water facilities, science labs, library and computer labs. Even incomplete boundary walls and proper electricity supply is not available in tribal rich schools of Madhya Pradesh. In many tribal schools of Madhya Pradesh, schools had no proper play grounds with sufficient equipments. 50% schools reported unsafe drinking water facility and they also had no internet and electricity facility in their learning areas. Only 11% schools of Madhya Pradesh reported that they don't maintain library facilities for their students

Vocational Facilities: The study shows that tribes experience development delays because their vocational training facilities break down and these facilities serve as essential resources which help Korku tribal students achieve their academic goals. Schools in many tribal locations of Madhya Pradesh show, lack resources for skill-based training, including technical labs, career counseling centers, workshops, and locally applicable vocational courses. Even the data found from the students show that 27.7% students have interest in Hindi subject and 23.6% students favorite subject is science, Hence, they want their career in above field. But lack of vocational facilities, students are unable to gain real-world skills that are relevant to self-employment or employment prospects in their own socioeconomic setting.

Health – Nutrition and cultural factors

The study included the factor Health and Nutrition because researchers wanted to study how students' health conditions and their nutritional status and healthcare access affected their school attendance and academic success. The construct included three sub-factors which were Health Issues (R) and Health Camps and Nutrition. The researchers assessed the construct through factor loadings and significance level testing and they used Composite Reliability (CR) and Average Variance Extracted (AVE) to evaluate the construct.

Health Issues: The sub-factor Health Issues (R) obtained a factor loading of 0.78 which indicates a satisfactory and positive relationship with the overall construct of Health and Nutrition. The value reached statistical significance at $p < 0.001$. Students who experience health-related issues including illness and weakness and poor physical condition will have their attendance and concentration and academic performance negatively impacted according to the reverse-coded item. The significant loading confirms the importance of good health in supporting educational achievement. We can see from the pie-chart given below that only very few Korku students of secondary schools of Madhya Pradesh are facing health related issues and rest of Korkus underdevelopment affected by other challenges in their life.

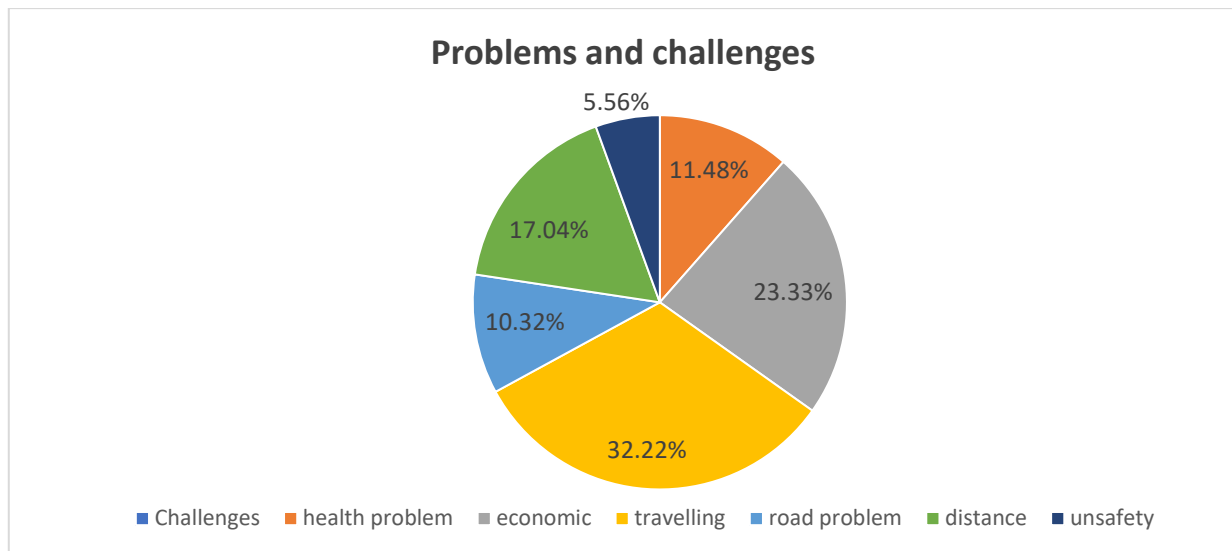


Fig 1.2: Percentage wise Pie-chart of Problems and challenges of Korkus

Health Camps and Nutrition: The factor loading for Health Camps was found to be 0.84 with a significance level of $p < 0.001$, indicating a strong contribution to the construct. Health check-up camps and vaccination programs and medical awareness programs which schools and organizations conduct, help to detect health issues that students may experience. The initiatives help students to maintain their health, which enables them to attend classes without interruption.

The sub-factor Nutrition showed a factor loading of 0.81 and was statistically significant at $p < 0.001$. The results demonstrate that there exists a strong connection between both Health and Nutrition as recognized by the study. Proper nutrition plays a vital role in students' physical growth, mental development, energy levels, and learning ability. Students who receive proper nutrition tend to experience better concentration skills which help them stay engaged in their studies resulting in improved educational achievements.

Because of this, A large learning gap results from the fact that many students frequently miss scheduled classes. Children in Korku tribal groups frequently have to actively participate in social and ritual duties for several days, which results in extended absences from school. Students consequently miss crucial teachings, class discussions, and ongoing evaluations. Their comprehension and academic confidence suffer when they return to school because they are unable to handle the material that has already been covered. This disparity is exacerbated by the absence of remedial assistance, which results in subpar academic achievement and disinterest in learning. Repeated learning gaps have a detrimental effect on students' overall educational development over time by raising the likelihood of irregular attendance, poor academic performance, and eventual dropout.

Government initiatives and schemes

On the basis of data analysis, Government initiatives and schemes plays a crucial role for the development of tribal students in Madhya Pradesh. The research included Government Initiatives to investigate how government support and welfare programs help students achieve better educational outcomes. The construct included three sub-factors which were Scholarship Government Support and Motivation. The construct was evaluated using factor loadings and level of significance together with Composite Reliability (CR) and Average Variance Extracted (AVE) measurement. 29.26% students of Korku tribe of Secondary schools of Madhya Pradesh said that they are not getting educational help by any government initiatives

and schemes. The data indicates that only 32.96% students of Korku tribes have awareness of different government initiatives and present schemes for educational and vocational development and receiving benefits from them. Even though these schemes offer crucial support in areas like scholarships, mid-day meals, uniforms, and financial assistance, a large proportion of students remain outside their coverage. Access to these benefits may be limited by administrative delays, procedural challenges, and low knowledge. Because of this, government programs' intended effects on Korku tribal student engagement and retention in schools of Madhya Pradesh are not completely achieved, underscoring the need for better implementation, knowledge, and oversight to guarantee inclusive support for all qualified children of tribal areas.

Guidance and counselling services

The research included Guidance and Counselling as a factor to assess how counselling services and guidance programs assist students of Korku tribe in their educational and personal life and career growth. The construct included three essential components which were Career Counselling and Orientation Programs and Counsellor Availability. The construct assessment procedure used factor loadings and significance testing and Composite Reliability (CR) assessment and Average Variance Extracted (AVE) measurement to evaluate its validity.

Career Counselling: The sub-factor Career Counselling obtained a factor loading of 0.75, which indicates a satisfactory and positive relationship with the overall construct of Guidance and Counselling. The statistical analysis showed significance at $p < 0.001$, which demonstrated that career counselling functions as an essential element within the measured construct. Career counselling helps students of Korku Tribe, understand their interests, abilities, and future educational or occupational opportunities, thereby enabling them to make informed career decisions.

Orientation Programs: The sub-factor Orientation Programs displayed a factor loading value of 0.78 which reached statistical significance at $p < 0.001$. The results demonstrate a strong link between orientation programmes and the Guidance and Counselling construct. Orientation programmes enable students to learn about institutional regulations and academic requirements and available support services and institutional infrastructure. Students achieve better adjustment results through these programmes which also help them build confidence and become more engaged in their academic work.

Counsellor Availability: The sub-factor *Orientation Programs* showed a factor loading of 0.78 with a significance level of $p < 0.001$. This reflects a strong association between orientation programs and the Guidance and Counselling construct. Orientation programs help students become familiar with institutional rules, academic expectations, facilities, and available support systems. Such programs contribute positively toward students' adjustment, confidence, and academic engagement.

As the data indicates that only 21.11% students of Korku tribes are getting support from Guidance and counselling services provided by the state and central government. And most of the students of Korku tribe (49.36%) don't receive proper Guidance and Counselling services from Government. 498 Korku students responded that they want to continued their education in future out of 540 students approached, but they don't have proper guidance about their educational and vocational goals.

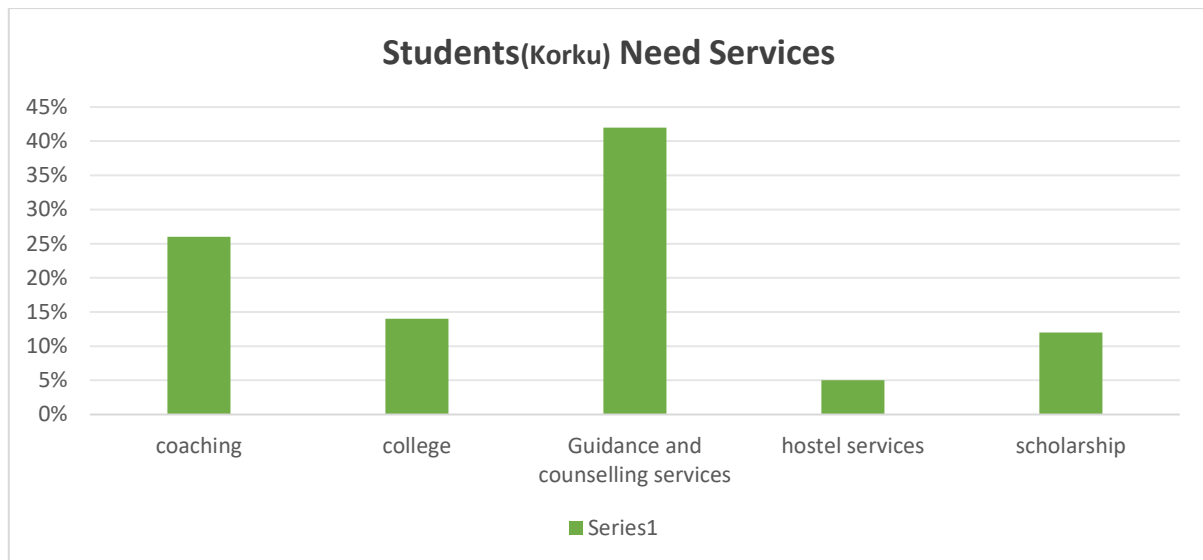


Fig 1.3: Percentage wise different services needs of Korku students

As the above figure 1.4 depicted that most of the Korku students (43%) of secondary schools need help in Guidance and Counselling Services from the Government for their educational and vocational career. And some of the Korku need scholarship for their advancement. 26% students want to get help as coaching centres for their educational development. 14% Korku students wish establishment of new colleges in their nearby area so that they can continue their upcoming higher education without any interruption. Only very few percent Korku students want more government hostels facility in their community for their educational development.

Dependence on antiquated teaching methods impedes holistic development and increases the learning gap between tribal and non-tribal kids. The results highlight the critical need for inclusive, skill-oriented, and child-centered pedagogical approaches to improve students' overall development in tribal areas. The finding reveals that there are various factors involves for underdeveloped in education of Korku tribe. Researcher has categorized in to six main factors which are largely responsible for underdevelopment in education of Korku tribe.

Findings and Conclusion: The findings indicate that social and parental support is essential to educational development of Korku students of Madhya Pradesh. Regular academic supervision, help with homework, and encouragement from parents and community members are beneficial to most Korku community students who receive high support. On the other hand, Korku students' learning and educational possibilities are adversely affected by low and average levels of support, which are frequently caused by financial limitations and little community or NGO involvement. Overall, the results highlight how students' educational development is greatly improved by strong parental and societal support.

The findings show that instructional approaches and teacher assistance have a big impact on Korku students' educational development. Korku Students' learning, motivation, and academic confidence are all improved by supportive teachers who offer direction, encouragement, and feedback. Students of Korku tribe of secondary schools of Madhya Pradesh comprehension and engagement are enhanced by effective pedagogy, especially learner-centered and activity-based teaching techniques. On the other hand, old, inflexible teaching methods and inadequate teacher support have a detrimental impact on educational progress. Overall, the results show that good pedagogy and excellent teacher support are critical to students' academic development.

According to the findings, tribal student's underdevelopment is largely caused by inadequate school facilities and infrastructure. Lack of fundamental facilities, libraries, labs, and ICT resources hinders students' cognitive, social, and emotional growth and creates an unfavorable learning environment. Additionally, poor infrastructure increases dropout rates and irregular attendance, which exacerbates educational inequities in tribal areas.

Findings indicates that although several Government Initiatives and schemes are available for Kork tribal students in Madhya Pradesh, only about 32.96% students are benefitting from these schemes. A significant proportion of Korku students of secondary schools remain excluded from Government schemes due to lack of awareness, inadequate college support and administrative delays.

The results show that standard school procedures are not incorporating guidance and counseling services well, and that Korku tribal-dominated schools have a lack of qualified counselors. Korku Tribal students have taken poor decisions about their higher education, career choices, and topic choices due to a lack of career assistance and counseling.

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