

To analyses the opinion of tribal girl students on their educational environment in school from sociological point of view.

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Abstract

The present study is designed to understand the opinion of tribal girl students on educational environment from sociological point of view. According to the need of objective a hypotheses is framed. A sample of 156 girls students studying in X class of 10 Districts Telangana Region were selected. A questionnaire for ST girl students comprises 25 statements which focus on learners attitude towards education; encouragement and discouragement from parents, grandparents, relatives and peers; views in pursuing the present course; guidance received from the head of institution; impact of familial conditions as well as technology and class room discussions.

Keyword: Sociological, ST girls, perception.

1. Introduction

The constitution and government has started many initiatives to bring the ST students upliftment and to bring into mainstream of society. Educational provision is one among them. To provide and educate them many residential schools are established by the government. The ST girl's schools are residential and a residential or boarding school is an educational institution in that the students not only study but also live together. They learn the art of living together beyond classroom hours has significant .Being the second home where the children spend their maximum time, the teachers, headmaster and peer group play an important role in their education. The co curriculum and curriculum activates, the optimistic approach of parents is very important to understand in perspective of ST residential girls.

2.Objectives

To study the perceptions of tribal girl students on their educational pursuits from sociological point of view.

3.Hypotheses

There is no significant difference in perceptions of ST Girls studying in Tribal Welfare Residential Schools in Telangana Region of Andhra Pradesh with the regard to their educational pursuits.

4.Research design:

The investigator has selected normative survey method or descriptive survey or status survey for the present study.

5.Universe and sampling:

The universe of the present study consists of ten Telangana Districts in the State of Andhra Pradesh. The sample: 156 girls students studying in X class of 10 Districts Telangana Region.

6.Tools developed for the study:

In any research tools play a significant role. The worth of the data collected which in turn depends on the sensitivity of the tools. Every care has been taken to construct a comprehensive questionnaires is sensitively collected for the present investigation according to the need of objectives and the research questions of the study.

7.Questionnaire:

Hard copies of Questionnaires are prepared for the collection of factual information. The questionnaire has questions or statements to which the subject is expected to respond, often anonymously (Herbert, 1989).

a) questionnaire for ST girl students:

A questionnaire for ST Girl students comprises 25 statements which focus on learners attitude towards education; encouragement and discouragement from parents, grandparents, relatives and

peers; views in pursuing the present course; guidance received from the head of institution; impact of familial conditions as well as technology and class room discussions.

8. Reliability and validity:

From each mandal one student and one teacher were selected from all 10 telengana district of Andhra Pradesh for pilot study to determine the suitability, validity and reliability of the items in the questionnaire.

With all precautions and by clear instructions, tools were administered pre and post with a gap of four-week period. The reliability is established with a very high positive correlation

For the content validity the suggestions and opinions of the experts, especially the field Officers of ST Welfare at the State as well as District level also the faculty at University and the experienced in the field of Tribal Welfare are taken into consideration and necessary modifications are done.

9. Administering the tools.

Questionnaires were administered to the Students as well as to the teachers as stated earlier. Every care has been taken to ensure their responses as objectively as possible.

The respondents were requested to record their free, frank and independent responses. An assurance was given to the respondents that their responses shall be kept confidential and information collected will be used only for the purpose for it was collected. Suitable statistical techniques were employed to analyze the data and draw inferences.

10. Analysis and interpretation of data:

To determine inherent facts and meanings of the present study the data is tabulated.

The deductive and inductive logic analysis and interpretation of data is done. In the present investigation, the researcher has adopted the cohesion statistical methods for the analysis and interpretation of data.

Table-11: Opinion of ST Girl students on getting a certificate to improve social status.

	frequency	percent	valid percent	cumulative percent
strongly agree	63	40.4	40.4	40.4
agree	57	36.5	36.5	76.9
disagree	30	19.2	19.2	96.2
strongly disagree	6	3.8	3.8	100.0
total	156	100.0	100.0	

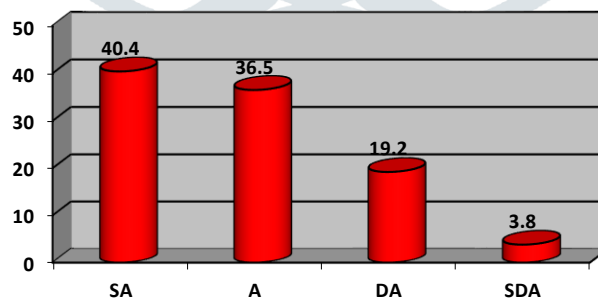


Figure-9

It can be inferred from the table that a large majority of the sample (40.4%) strongly agreed, while another (36.4%) agreed to the statement that the school certificate would improve their social status. Whereas, another simple number (19.2%) and a meager number (3.8%) disagreed and strongly disagreed.

Table-1.2: Opinion of ST Girl students on getting a certificate for a better job

	frequency	percent	valid percent	cumulative percent
strongly agree	69	44.2	44.2	44.2
agree	57	36.5	36.5	80.8
disagreed	27	17.3	17.3	98.1
strongly agreed	03	1.9	1.9	100.0
total	156	100.0	100.0	

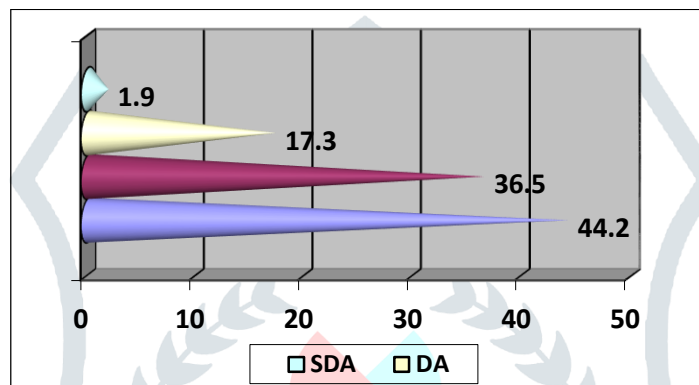


Figure-10

It was strongly agreed and agreed by a majority of the respondents (44.2%) and (36.5%) that getting a certificate will help them to procure a better job in the society. On the other hand, a meager number (17.3%) disagreed and another (1.9%) strongly disagreed.

Table-1.3: Opinion of ST Girl students on getting a certificate to be successful

	frequency	percent	valid percent	cumulative percent
strongly agree	75	48.1	48.1	48.1
agree	54	34.6	34.6	82.7
disagree	25	16.0	16.0	98.7
strongly agreed	2	1.3	1.3	100.0
total	156	100.0	100.0	

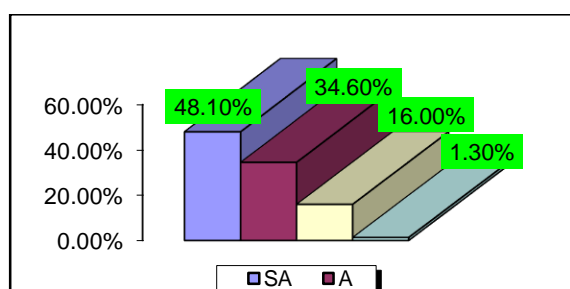


Figure-11

In another statement – getting a school certificate will make the students more successful in life was strongly agreed by a majority (48.1%) and another good number (34.6%) agreed, whereas, a simple majority (16.0%) and (1.3%) either disagreed or strongly disagreed.

Table-1.4: Opinion of ST Girl students on Headmaster never stress for academic achievement

	frequency	percent	valid percent	cumulative percent
strongly agree	50	32.1	32.1	32.1
agree	24	15.4	15.4	47.4
disagree	79	50.6	50.6	98.1
strongly disagree	03	1.9	1.9	100.0
total	156	100.0	100.0	

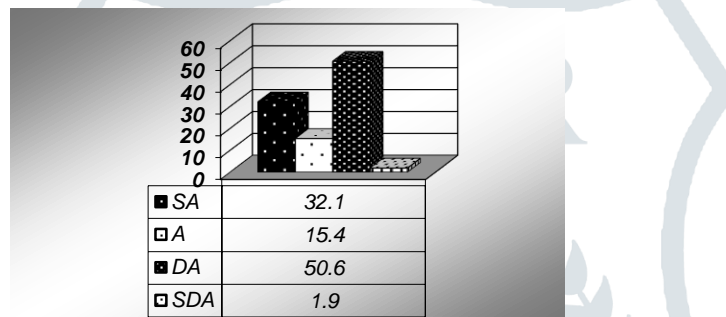


Figure-12

The table clearly points out that half of the sample (50.6%) disagreed, while (1.9%) strongly disagreed to the statement that their Headmaster never stresses on academic achievement. On the other hand, a simple majority (32.1%) strongly disagreed and another (15.4%) disagreed.

Table-1.5: Opinion of ST Girl students on teachers' discouragement

	frequency	percent	valid percent	cumulative percent
strongly agree	43	27.6	27.6	27.6
agree	40	25.6	25.6	53.2
disagree	70	44.9	44.9	98.1
strongly disagree	3	1.9	1.9	100.0
total	156	100.0	100.0	

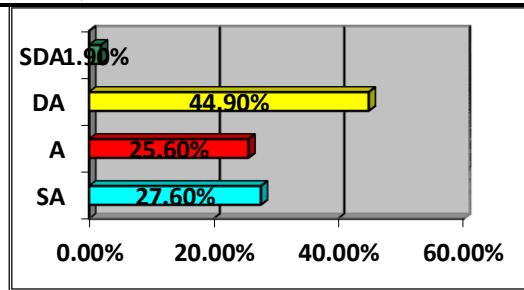


Figure-13

The table demonstrates that an equal number of respondents (27.6%) and (25.6%) either strongly agreed or agreed. Contrary to this, a majority (44.9%) disagreed and another (1.9%) strongly disagreed that their teachers did not encourage them to go college.

Table-1.6: Opinion of ST Girl students on their interest in sports

	frequency	percent	valid percent	cumulative percent
strongly agree	40	25.6	25.6	25.6
agree	61	39.1	39.1	64.7
disagree	53	34.0	34.0	98.7
strongly disagree	2	1.3	1.3	100.0
total	156	100.0	100.0	

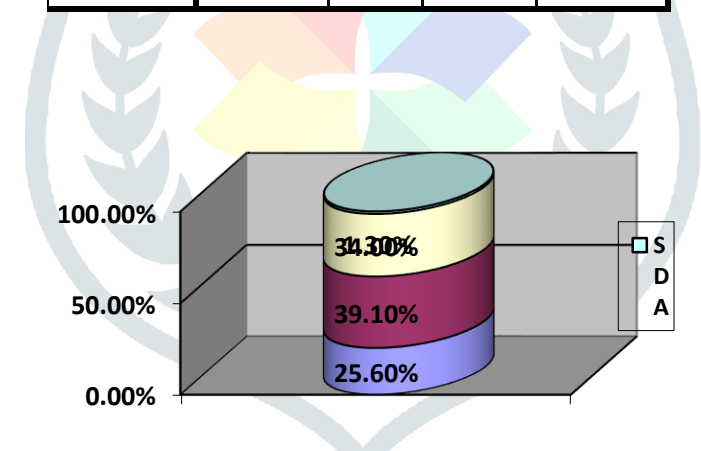


Figure-14

It can be inferred from the table and the diagram that a good majority (39.1%) agreed and (25.6%) strongly agreed for the statement that they are more interested in sports rather in studies. On the other hand, a simple majority (34.0%) disagreed and a meager number (1.3%) strongly disagreed.

Table-1.7: Opinion of ST Girl students on remedial education

	frequency	percent	valid percent	cumulative percent
strongly agree	40	25.6	25.6	25.6
agree	42	26.9	26.9	52.6
disagree	57	36.5	36.5	89.1
strongly disagree	17	10.9	10.9	100.0

	frequency	percent	valid percent	cumulative percent
strongly agree	40	25.6	25.6	25.6
agree	42	26.9	26.9	52.6
disagree	57	36.5	36.5	89.1
strongly disagree	17	10.9	10.9	100.0
total	156	100.0	100.0	

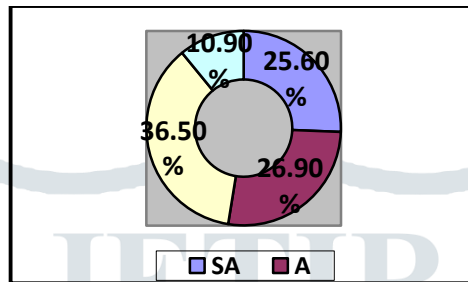


Figure-15

Taking remedial education course at high school was the statement agreed by a majority (26.9%) and another (25.6%) strongly agreed, while a simple majority (36.5%) disagreed and another meager number (10.9%) strongly disagreed.

Table-1.8: Opinion of ST Girl students on parent’s optimism

	frequency	percent	valid percent	cumulative percent
strongly agree	27	17.3	17.3	17.3
agree	62	39.7	39.7	57.1
disagree	64	41.0	41.0	98.1
strongly disagree	03	1.9	1.9	100.0
total	156	100.0	100.0	

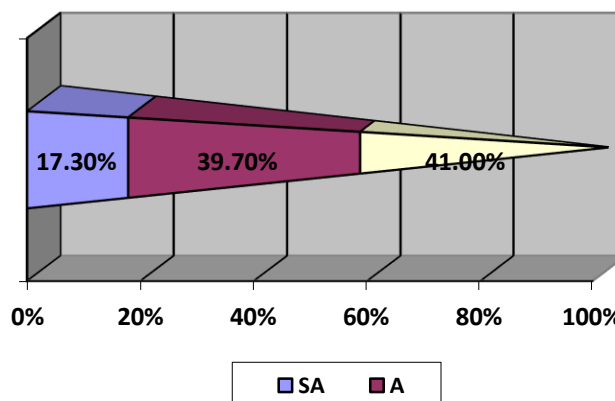


Figure-16

It can be inferred from the table that a good majority (39.7%) agreed and (17.3%) strongly agreed to the statement that their parents are less optimistic about their higher studies, (1.9%) either disagreed or strongly disagreed.

Conclusion

The globalisation of the world and the demand of skill development for survival and job acquirement are very important for their development of social status .The educational certificate indicate the development of skill. Hence many students opinion is to acquiring educational certificate would promote social status of students in the present society and opportunity to get a better job in the society.

As they are deprived of formal education for many years, the schools education is mostly in regional language, as they are more familiar with their motherlanguae,to understand the subject is problematic to them. Above this all many STGirls opinion is the stress from headmaster for the result is more and is indirectly affecting their confidence. Their opinions about teachers are very supportive and encourage them to attend the classes and to achieve their goals. The students are satisfied the headmaster initiatives to conduct remedial classes and teachers actively involment in remedial classes.

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