

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

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Abstract

The present study is designed to understand the perceptions of tribal girl students on their educational pursuits 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

India is homeland to a number of tribal communities with diverse eco-cultural, socio-economic and geographical backgrounds. According to the 2001 Census, Scheduled Tribes (notified by the Government of India under Article 342 of the Indian Constitution) constitute 8.14% of the total population of the country, numbering 84.51 million. Scheduled Tribes in India are generally considered to be 'Adivasis,' meaning indigenous people or original inhabitants of the country. The tribes have been confined to low status and are often physically and socially isolated instead of being absorbed in the mainstream population.

In order uplift the most deprived and marginalized groups to mainstream of the society, education as a tool initiated and measures have been taken ever since independence of the country. However, despite nation's efforts to ensure constitutional equality, dignity and development that they themselves wish for, the tribal people have lagged behind in education owing to external as well as internal constraints, socio-economic and cultural background of the tribal's and psychological problems of first generation learners etc.

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.

1.1 (a). analysis and interpretation of questionnaire for tribal girl students:

Table-1.1: Opinions of ST Girl students on first generation learners

	frequency	percent	valid percent	cumulative percent
strongly agree	51	32.7	32.7	32.7
agree	56	35.9	35.9	68.6
disagree	28	17.9	17.9	86.5
strongly disagree	21	13.5	13.5	100.0
total	156	100.0	100.0	

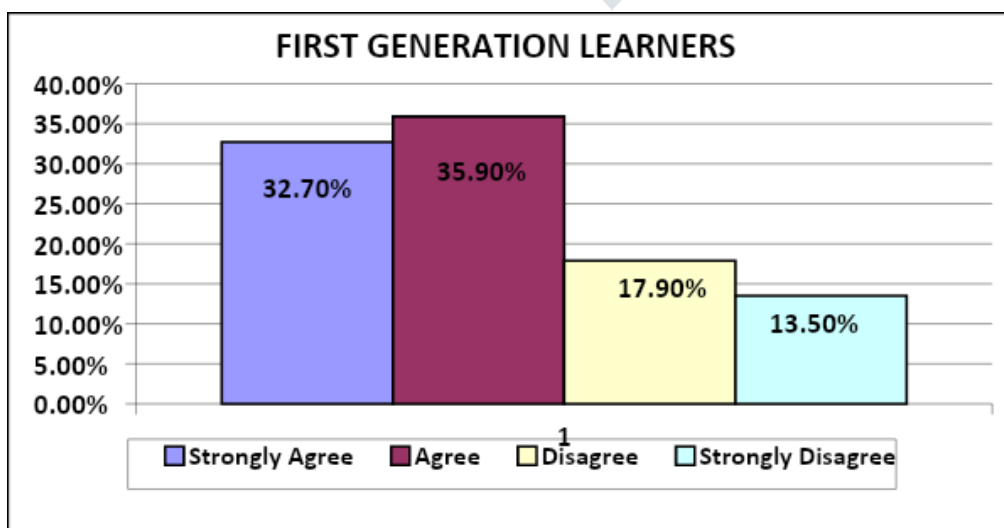


Figure-1

It can be inferred from the table and the bar diagram that a majority of the girl students (35.90%) strongly agreed that they are first generation learners, while another almost same number (32.70%) agreed. On the other hand, a simple majority (17.90%) either disagreed or another meager number (13.50%) strongly disagreed.

Table-1.2: Opinion of ST Girl students on Father’s encouragement

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	19	12.2	12.2	12.2
Agree	39	25.0	25.0	37.2
Disagree	58	37.2	37.2	74.4
Strongly Disagree	40	25.6	25.6	100.0
Total	156	100.0	100.0	



Figure-2

The table and the diagram reveals that a good majority (37.2%) of the sample disagreed another (25.0%) strongly disagreed to the statement that their father had encouraged them to go to school. On the other hand, a quarter of the sample (25.0%) another (12.2%) strongly agreed and agreed.

Table-1.3: Opinion of ST Girl students on mothers’ motivation

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	46	29.5	29.5	29.5
Agree	52	33.3	33.3	62.8
Disagree	54	34.6	34.6	97.4
Strongly Disagree	04	2.6	2.6	100.0
Total	156	100.0	100.0	

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The table and the pie-diagram explicitly show the perceptions of ST Girl students on motivation of their mothers. A large majority (33.3%) agreed and another (29.5%) strongly agreed, while a simple number (34.6%) disagreed followed by a simple number (2.6%) strongly disagreed.

Table-1.4: Opinion of ST Girl students on their father’s expecting good marks

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	25	16.0	16.0	16.0
Agree	77	49.4	49.4	65.4
Disagree	46	29.5	29.5	94.9
Strongly Disagree	08	5.1	5.1	100.0
Total	156	100.0	100.0	

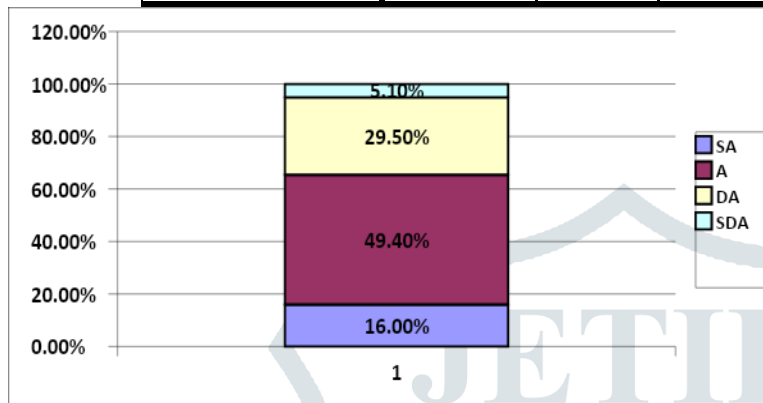


Figure-3

It can be deduced from the table and the diagram that almost half of the respondents (49.5%) agreed and another (16.0%) strongly agreed to the statement that their father’s expect to score good marks at school. On the other hand, a simple majority (29.5%) and another (5.1%) either disagreed or strongly disagreed.

Table-1.5: Opinion of ST Girl students on sharing experiences with their mothers.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	39	25.0	25.0	25.0
Agree	44	28.2	28.2	53.2
Disagree	67	42.9	42.9	96.2
Strongly Disagree	6	3.8	3.8	100.0
Total	156	100.0	100.0	

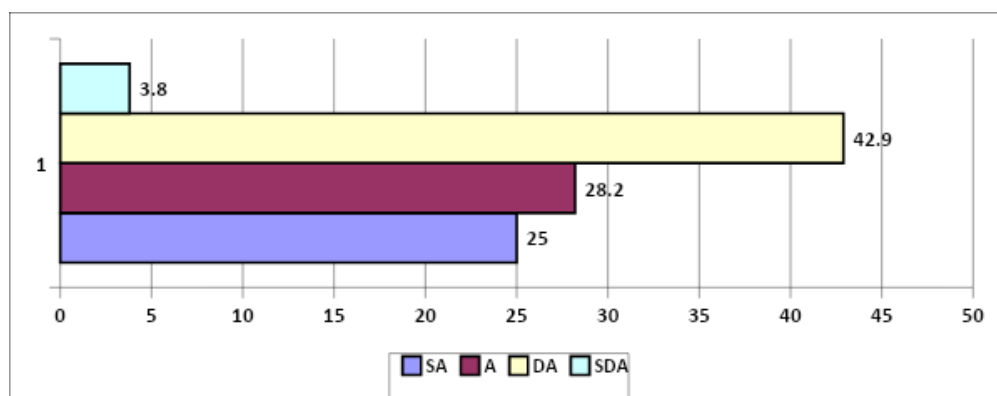


Figure-4

Regarding the experience at school is shared with their mother, was substantiated by a majority of the respondents (28.2%) as agreed and another (25.0%) strongly agreed. At the same time, a good majority (42.9%) and (3.8%) disagreed and strongly disagreed.

Table-1.6: Opinion of ST Girl students on discouragement from their grandparents.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	40	25.6	25.6	25.6
Agreed	54	34.6	34.6	60.3
Disagreed	57	36.5	36.5	96.8
Strongly Disagreed	5	3.2	3.2	100.0
Total	156	100.0	100.0	

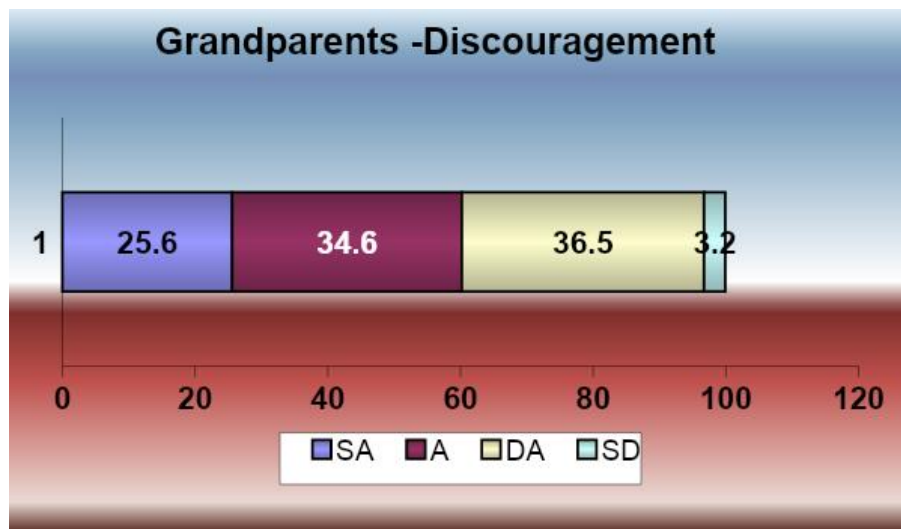


Figure-5

In another statement, a good majority of the sample (34.6%) agreed and another (25.6%) strongly agreed, while another simple majority (36.5%) and (3.2%) either disagreed or strongly disagreed that their grandparents discouraged them from going to school.

Table-1.7: Opinion of ST Girl students on their brothers/sisters excitement

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	29	18.6	18.6	18.6
Agree	53	34.0	34.0	52.6
Disagree	68	43.6	43.6	96.2
Strongly Disagreed	6	3.8	3.8	100.0
Total	156	100.0	100.0	

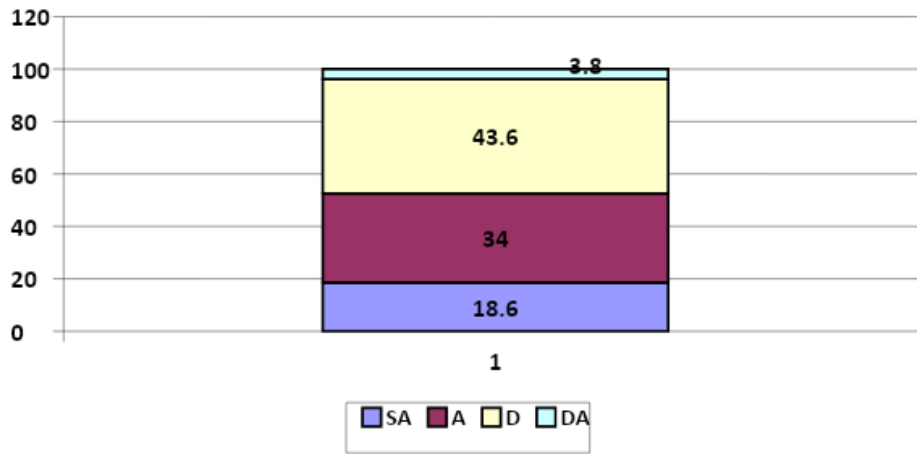


Figure-6

The table and the cone diagram explicitly show that a good majority (43.6%) disagreed to the statement that their brothers or sisters are excited about their being at school followed by a simple number (3.8%) strongly disagreed. In the same manner, another good majority (34.0%) and (18.6%) either agreed or strongly disagreed.

Table-1.8: Opinion of ST Girl students on relatives stressing for education.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	35	22.4	22.4	22.4
Agree	58	37.2	37.2	59.6
Disagree	58	37.2	37.2	96.8
Strongly disagree	05	3.2	3.2	100.0
Total	156	100.0	100.0	

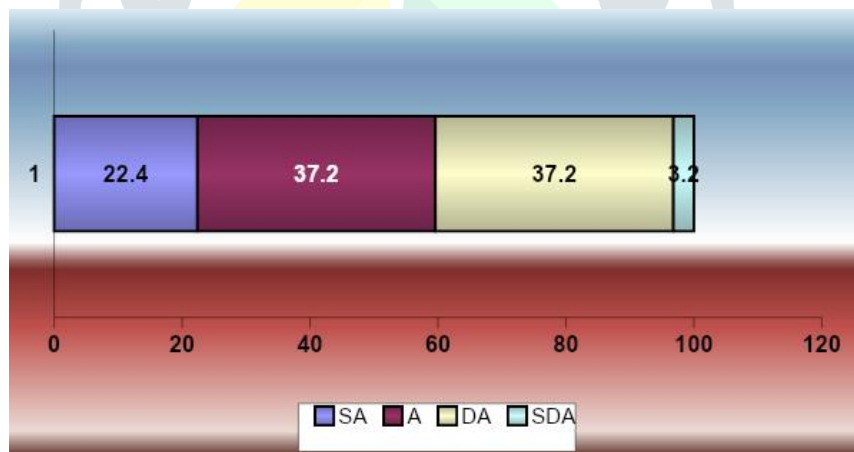


Figure-8

The table holds the perceptions of ST Girl students on the role of relatives in receiving education at school. Surprisingly, an equal number of respondents (37.2%) each agreed and disagreed, while a simple majority (22.4%) strongly agreed and the residual sample (3.2%) strongly disagreed.

Conclusion

Research indicates that first generation students i.e students whose parents did not attend school are enrolled in school at late ages which result in backward in academically ,difficulty in acclimating themselves to school once they en roll and unaware about the government financial provision provided for their education. Therefore, counselling is needed For parents and make them as partners in the educational process of their children.

To a girl child mother is the natural that most of the time the girl children pent with the mother and shares the experiences at the school . As most of the mothers were illiterates, they gradually understood the importance of basic education to service in the society. They are very conscious of their child education and their motivation paves the way for better academic pursuits to receive education on best possible terms.

Fathers can initiate or participate in activities that help their children succeed academically. Helping children learn can increase success in school. The nature and frequency with which parents interact in positive ways with their children reflect the parents' investment in their children's education. Encouragement helps the other person see what he has done or could do to make things better. Encouragement makes it more likely a person will persevere. Excitement being at school is a natural phenomenon but here the trend is reverse, their peers/brothers and sisters show a different attitude. It is observed there is a paradigm shift in the perspectives of the head of the family towards their children to be placed in a better position. The fathers are very concerned about academic results of their children. They are encouraging them to go to school. As compared to parents, grandparents are orthodox and discourage girl child education. Grandparents did not see much future in educating girl children instead they always concentrate on how the girl child would help their parents in the daily chores. Relatives play a dominant role in disseminating the knowledge they acquire through education. The fruits of education are better shared by relatives and they are the driving force.

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