



EDUCATIONAL PROBLEMS OF TRIBAL GIRL STUDENTS: A STUDY AT HIGHER SECONDARY LEVEL

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ABSTRACT

Education is right now reviewed as one of the critical guidance to human capital developmental evolution. There is a universal insight in India that women in tribal communities face minor constraints in comparison to universal women to access education inside the society. This research study is conducted with the tribal community in tribal populated Mayurbhanj district, which is the thickly tribal populated district of Odisha. Highlighting the educational problems causes the low-level literacy rate of tribal girl students at higher secondary level. The central government and the government of Odisha have presented a number of major policies and various measures to impart education in general and to abolish educational hurdles of women in Mayurbhanj district in particular. "The National Commission for Women" was set up by an Act of Parliament in 1990 to safeguard the rights and legal entitlements of women. India has also signed a number of international conventions that aim to ensure the right to education. After various facilities still, now the women education of Mayurbhanj is very low, that is 37.84 percent and tribal girl education is not encouraging as it is 23.51 percent only. So there is a need to study the educational problems, and the causes of low level literacy rate regarding the girls education which was the crucial thrust area of the study.

Key words: Educational problems, Educational needs, Tribal girl students, Higher secondary level

INTRODUCTION

Education is the key of all-around development of students. It is the only magical power for the development of the whole country as well as for the development of any society. Education is one of the most important

dimensions to get status and dignity in society for an individual. It is also considered as an index of holistic development of the students. It is a major basis of the socio-economic development of a society and an individual too. It is a major instrument for social change and modernization. It is considered to be the key that unlocks the door to modernization. Whatever may be the substantive content of the concept of modernization in the context of underdeveloped economics and traditional societies like India, modernization involves a process of change; social, economic, and political.

Through Education sustainable development goals like zero hunger, poverty and literacy can be achieved easily. Therefore education occupies a unique place in as it gives importance to the Right to Education (RTE) Act, 2009. The Right to Free and Compulsory Education Act, 2009 came into force on 1st April, 2010. This was a historic day for the people of India as from this day, the right to education was granted the equal legalised position as the right to free and compulsory education as given by Article 21A of the Constitution of India. Each and every children in the age group of 6-14 years provided eight years of elementary education in an age-appropriate classroom in the vicinity of his/ her neighbourhood.

Education is the main tool for social transformation and renovation. Education is an important part of the development of the whole country because it acts as a base of development. Higher secondary education is an inevitable part of the country's whole educational system. It is like a bridge between primary and higher education. Primary education delivers the basic information regarding daily life and opens the path of knowledge, while higher secondary education expands the knowledge. It plays a vital role in increasing the level of socio-economic conditions and self-governing awareness mainly among marginalized populations such as the tribal, other backward classes (OBCs), religious and linguistic minorities girls pursue space in the higher secondary education system for better access and involvement. It has directed for reconsideration of India's attentiveness to develop mandatory technical manpower, new capabilities, skill and persists competition worldwide.

EDUCATIONAL PROBLEMS

Educational problems refers to the causes which are responsible for dropping out of tribal girls from schools and causes for which girls are not going to schools regularly. These are mainly categorized as social, economic, political and academic causes. Some of these causes are conservatism of parents, negative attitude of tribal community towards girls education, financial problems of the families, household burden of the girls, lack of facilities in schools, disliking for school and fellow students etc.

Apart from the above issues, there are many other critical issues and problems found in the field of tribal girls education. Some of the important issues are highlighted as follows:

- **Location of the schools from the village**

Location of the schools is an important issue for which the students do not take interest to attend classes regularly as some of the schools are located in different place from their villages.

- **School curriculum and medium of instruction**

Medium of instruction is one of the important constraints of tribal children which prevents them access to education. The school curriculum is also not convenient for the tribal children.

- **Inadequate Infrastructure**

Certain infrastructural deficiencies like lack of class rooms, space for reading room and library, workshops, rooms for indoor games , common rooms for teachers , septic toilets , playground, and audio-visual aids are not found in most of the schools. These are the major issues for which tribal students do not attend school on regular basis.

- **Holiday schedule and school timing**

Some of the tribal parents need the assistance of their children in household works especially during the time of harvest but the holiday schedule and school timing are not suitable for them, which discourages the children to attend school on regular basis.

- **Health problems and existing health care facility**

Lack of health awareness and traditional practice of health habits causes regular health problems for the tribal children. Due to this they fall sick and remain absent in schools.

- **Family, friends and relatives**

Some tribal families interrupt their school going children's studies time by calling them from the schools to attend emergencies, socio-religious functions, and household activities. They also allow their children not to move hostels after vacations which hamper their studies.

- **Economic condition of parents**

Economic condition of tribal people are so poor that they do not desire to spare their children by sending them to attend schools.

- **The attitude of the parents**

As education does not give instant profitable pay back, the tribal parents prefer their children to be engaged in daily wage work for household earning which too discourages the students to attend the schools.

- **Teacher related problems**

Absence of teachers in the schools in a regular practice found and in the schools located in tribal regions which is a major issue for the students not attending schools regularly.

- **Lack of proper monitoring**

Proper monitoring is hampered by impoverished cooperation among the school education department and the tribal welfare department which is an important factor to create awareness. It is resulted in decreasing attendance of both teachers and students in schools.

Bora (2021) carried out a study on, "Social maturity, school adjustment and academic achievement of girl students at higher secondary level". The study reveals that, academic achievement of girl students is not satisfactory compared to their better social maturity and school adjustment.

Ronald, K. B. (2018) conducted a study on, "Educational aspiration of secondary school girls in rural areas

and their impact on academic achievement”. The result shows that there is a co-relation among educational aspiration as well as scholastic achievement of girls and also revealed that pupils with high educational aspirations achieve better than those of the students with low educational aspiration.

Khan S. (2014) conducted a study on, “A study of impact of parent-child relationships on social maturity and self-confidence of the students of higher secondary schools of Durg District”. The study reveals that, parent-child relationship and social maturity are significantly correlated to each other and there was no correlation among self-confidence of the child and parent-child relationship. Social maturity was found to be significantly correlated to the self-confidence of the child.

Sujata M. (2014) carried out a study on, “A study of the constraints of school education among tribal girls of Kalahandi district”. The study shows that, family condition of parents, illiteracy of parents, household burden, helping parents in their occupation, carrying of siblings, early marriage, non-existence of separate girls schools, social taboos, gender discrimination etc. are the main constraints in the education of tribal girls.

Panchal N. and Rashmikant (2014) conducted a study on, “Comparative study of home environment, adjustment and academic achievement of higher secondary school students” and concluded that, the urban students significantly differ on most of the home environment dimensions as compared to the rural students. He stated that, male students significantly differ on home environment dimensions as compared to the female students.

Anandhi K. (2013) conducted a study on, “Study habits and academic achievement of higher secondary girl students in relation to selected psycho-social variables”. The study shows that the higher secondary girl students’ study habit is average.

Manish (2001) conducted a research on “Self-observation along with scholastic attainment of scheduled tribe pupils in secondary schools of Wayanad district of Kerala”. The study states that, there is a high level of correlation among self-observation along with scholastic attainment of secondary school scheduled tribe pupils.

Kumari (1996) conducted a study on, “Social attitude of the problems of minority girls in secondary schools in Karnataka”. The research focusses on acceptable as well as successful strategies to minimize the problems of pupils in minority group and highlighted attempts must taken to apply the corrective actions to grow complimentary view point to definite cultural issue.

NEED AND SIGNIFICANCE OF THE STUDY

Men and women are termed as the two sides of the same coin. One side of the coin is valueless without another side. Society is completed with both the male and female members. Society is unable to succeed by suppressing the talents of half of its members. Until and unless the women are not involved in the developmental plans, programs and activities, complete development of a society is not possible. It is not only harmful to individual development but also affects the social change and mobility and the growth of the whole nation.

The status of Education of tribals can be judged by the investigation of the literacy rate. The literacy rate of tribals especially of girl children is much lower than the boys. Mayurbhanj is the third populated district of

Odisha, after Cuttack and Ganjam, where 58.7% of inhabitants are the tribals. In this district, dropout rate of tribal girl students is very high at the higher secondary level due to various reasons. In this study the investigator efforts to find out the educational problems and the causes of low-level education of tribal girl students in the area of higher secondary education and on the basis of the results, recommends some acceptable proposals, and allocation of more funds for the improvement of the educational level of tribal girl students at higher secondary education in Mayurbhanj district of Odisha as well as in India.

STATEMENT OF THE PROBLEM

The research problem is stated that “Educational problems of tribal girl students: A study at higher secondary level.”

THE OBJECTIVES OF THE STUDY

1. To study the enrolment status of tribal girl students at higher secondary level in Mayurbhanj district.
2. To identify the educational problems of tribal girl students at higher secondary level in Mayurbhanj district.

METHODOLOGY OF THE STUDY

The descriptive survey method is used for the present study. Theoretical analysis is used to know the enrolment status of girl students in higher secondary level in Mayurbhanj district throughout the former five years i.e., 2017-2018, 2018-2019, 2019-2020, 2020-21, and 2021-22 respectively. The second segment of the research is practical-based. Here the researcher has collected the view of students regarding different educational mass of tribal girl students at higher secondary level in Mayurbhanj district.

All the tribal girl students studying at higher secondary school in Mayurbhanj district are chosen as the population for the study. A random sampling technique is used for the proposed research. The sample of the present study covers both class XI and class XII tribal girl students of higher secondary level in the Mayurbhanj district. 80 tribal girl students, 40 from class XI and 40 from class XII were the participants of the present study. In order to collect the data, questionnaires are used. The researcher collected required information from both primary and secondary sources.

ANALYSIS AND INTERPRETATION

The data of the present study have been analyzed on the basis of the following objectives :

1. To study the enrolment status of tribal girl students at higher secondary level in Mayurbhanj district.
2. To identify the educational problems of tribal girl students at higher secondary level in Mayurbhanj district.

1. To study the enrolment status of tribal girl students at higher secondary level in Mayurbhanj district

Enrolment status of tribal girl students at higher secondary level in Mayurbhanj district.

Academic Year	Admitted Students
2017-18	5430
2018-19	5549
2019-20	5739
2020-21	6524
2021-22	8193

It is noticed that, the number of tribal girl students' at higher secondary level gradually increased every year. During the academic session 2017-18, 5430 in 2018-19, 5549, in 2019-20, 5739. In 2020-21 session 6524 students got enrolled. During 2021-22, 8193 tribal girl students were admitted at higher secondary level in Mayurbhanj district of Odisha.

2. To identify the educational problems of tribal girl students at higher secondary level in Mayurbhanj district

Views of students about their educational problems

Questions	Yes	No	Total
Is there any problem that affect your study?	59(73.75)	21(26.25)	80
Do you face any problem in your study due to the economic background of your family?	10(12.5)	70(87.5)	80
Are your family members support you for your study?	78(97.5)	2(2.5)	80

It is seen that, 73.75 (59) percent tribal girl students are facing different problems by which they can not able to study properly. It has also seen that, 26.25 (21) percent tribal girl students are studying properly because they do not face any problem. 12.5 (10) percent tribal girl students have poor economic condition in their family for which their requirements for getting study materials are not been fulfilled. 87.5 (70) percent tribal girl students have good economic condition to fulfill their daily requirements. From the study it also found out that, 97.5 (78) percent students were supported by their family members for their education where as 2.5 (2) percent students are not supported by their family members due to their poor economic condition.

Views of students about facilities available in their schools

Sl.no.	Questions	Yes	No	Total
1	Is there library available in your school?	60(75)	20(25)	80
2	Do you have the teaching-learning materials available in your school?	58(72.5)	22(27.5)	80
3	Is the toilet facilities available for girls in your school?	60(75)	20(25)	80
4	Do you have drinking water facility in your school?	58(72.5)	22(27.5)	80

It is found that, various facilities are available in their schools. 75 (60) percent tribal girl students have library in their schools and 25 (20) percent of students reported that, there is no library available in their schools. If we discuss about teaching-learning materials, 72.5 (58) percent of students said that, teaching-learning materials are used while imparting teaching in their schools. Otherwise, 27.5 (22) percent of students said that, sufficient teaching-learning materials are not available in their schools. Most important aspect for girl students is toilet facility. Around 75 (60) percent of schools have a discrete latrine available for the girl students where as 25 (20) percent of schools have no discrete latrine for girl students. About drinking water, 72.5 (58) percent of girl students are getting drinking facilities in their schools and 27.5 (22) percent of students do not have drinking water facilities in their schools.

Views of students on distance between school and home

Sl.no.	Questions	Yes	No	Total
1	Is the distance between home and school affect your study?	38(47.5)	42(52.5)	80

The table Indicates views of students on distance between their school and home. It is found that, 47.5(38) percent of tribal girl students from Mayurbhanj district suffer due to the distance between their schools and homes where as 52.5 (42) percent of students are staying within less distance between their school and home. It is concluded that, 95(19) percent of tribal girl students are facing problems in their school campus.

SCOPE AND DELIMITATION OF THE STUDY

- The study is confined to a particular geographical area, the Mayurbhanj district of Odisha.
- Only higher secondary tribal girl students studying in class XI and class XII are taken as sample of the study.
- 80 higher secondary tribal girl students from class XI and class XII classes are taken as sample of the study.

CONCLUSION

Education is a crucial tool for the tribal girls in spite of the reality that education would be used for up-gradation for the depriving marginalized sections of society. Tribal girl students are facing various types of problems for which they can not able to study or continue their study. Education has to be observed as a liberating tool along with attempt has to be taken to remove the obstacles to women's retrieve to education in universal as well as quality education in individual. Quality education of tribal women is essential for the empowerment of the such women in the country.

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Jashmi Hembram, Father's name is Rupai Hembram, Mother's name is Nagi Hembram, Birth place is Pandupani and Block Tiring, District Mayurbhanj, Odisha, India.

Educational Qualification:-

I have completed my schooling in my home District, Mayurbhanj Odisha and higher education in KISS Deemed to be University. Since 2012 I have been studying in the residential campus of the University. I have completed my M.Phil. in 2022.

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Dr. Sujata Acharya is the Principal of Kalinga Institute of Social Sciences (KISS), Deemed to be University. She is having more than 28 years of experience in teaching and 14 years in administration.

Dr. Acharya completed her Masters in Analytical and Applied Economics from Utkal University, Bhubaneswar, Odisha and in English Literature from University of Madras, Tamil Nadu, M.Ed. from RIE (NCERT), Bhubaneswar, Odisha, Ph.D. (Education) and LL.B from Utkal University, Bhubaneswar, Odisha. She secured First class First position and receive Gold Medal at the M.Ed. Examination.

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