



Prevalence of problems in the education of tribal school students of Jharkhand

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Abstract

In order to examine the prevalence of problems in education, 600 tribal school students selected by stratified random sampling which was based on three type of tribe- Mal Paharia (Primitive tribe) and Sauria Paharia (Primitive tribe) and Santal (Scheduled tribe), two gender - male and female and 2 classes- 8th and 10th Educational Problems Questionnaire for Students (EPQ) was used to know prevalence of problems in education by tribal school students. The results revealed that: the prevalence of educational problems was high among Santal school students followed by Mal Paharia school students and Sauria Paharia school students. Female students faced higher level of educational problems in education as compared to their male counterparts. Class 8 school students face higher levels of educational problems in education (96.30%) as compared to Class 10 school students. It can be recommended that the problems faced by the tribal children should be addressed.

Keywords: problems, education, primitive tribe, schedule tribe

Introduction

The present study highlights the prevailing problems in the education of primitive tribes-Mal Paharia and Sauria Paharia Primitive tribes and Scheduled tribe- Santal tribe school students. These tribes are found in Dumka, Deoghar, Godda, Pakur, Sahebganj and Jamtara. All these areas are under Santal division. Moreover, the impact of tribal status (Mal Paharia, Sauria Paharia Primitive tribes and Santal Scheduled tribe), gender (boys and girls) and class of study (classes 8 and 10) on prevalence of educational problems was investigated.

Educational problems can be operationally defined as problems related to academic performance of children. These may be related to Economic factors, Social factors, Cultural factors, School factors and Administrative factors.

Poverty of parents, lack of parental demand, child labour, lack of Early Childcare Education (ECE) facilities are some of the economic factors, which stand in the way of education of the tribal children. Illiteracy of the parents, early marriages, community loyalties and lack of awareness are some of the problems which retard the educational development of the tribal children. Tribal festivals, tribal traditions, value system and problem of language are some of the cultural factors which stand as a hurdle with tribal children's education. There are a large number of school factors and administrative factors, which hamper the educational development of the tribal children. To quote some of them are lack of access, incomplete schools, teacher absenteeism, poor quality of teaching, unserviceable curriculum, unsuitable working hours, etc. and lack of coordination among different managements, delays in supplies and incentives, weak inspectorate, lack of enrolment campaigns, lack of community control, lack of incentives for better performance are some of the school and administrative factors which are standing in the way of the

education of tribal children. The following diagrammatic representation provides the specific problems of ST children in their education.

Sujatha (1994) ^[2] broadly categorizes the hurdles in the path of tribal education as external, internal and socio-economic. External constraints are the perspective adopted for educational development among tribal communities does not address the specific disadvantages of the tribal population. Further, the problem is enhanced by the implementation of contradictory government policies.

The internal problem refers to the lack of quality of school provisions, suitable teachers, relevant content and curriculum etc. Schools in tribal areas function with bare minimum facilities and often lack proper classrooms, teaching-learning materials, blackboards, drinking water facilities, toilet, and playground (Rathnaiah, 1977) ^[1]. Additionally, though the demand for changing the content and curriculum to suit the tribal context has been an old one, no serious effort has been made in this direction in any state of the country.

Methodology

Objective

The main objective of the present study was to assess the prevalence of educational problems among primitive tribe and scheduled tribe students and to find out the impact of gender and level of class on educational problems.

Research Question

- What is the prevalence of educational Problems among Primitive tribe and Scheduled tribe school students?
- What is the prevalence of educational problems among Primitive tribe and Scheduled tribe school students by gender differential?

- What is the prevalence of educational problems among Primitive tribe and Scheduled tribe school students in class 8 and 10 school students?

Sample

The sample of the present study was selected from Primitive Tribes (Mal Paharia and Sauria Paharia) and Scheduled tribe (Santal) school students. The sample was stratified on:

- Type of tribe – 3: Mal Paharia (Primitive tribe), Sauria Paharia (Primitive tribe) and Santal (Scheduled tribe)

- Gender – 2: Male and female
- Classes – 2: 8th and 10th

Sample Design

The sample was a factorial design having 3 (Type of tribe) x 2 (Gender) x 2 (Class of study). Factors thus altogether there were 3 x 2 x 2 groups = 12 strata. From each stratum, 50 cases were selected randomly, making total 600 students. The sample units selected are presented in Table 1.

Table 1: Sample Design

Classes	Tribes	Mal Paharia Primitive tribe	Sauria Paharia Primitive tribe	Santal Scheduled tribe	Total
Class 8	Male	50	50	50	150
	Female	50	50	50	150
Class 10	Male	50	50	50	150
	Female	50	50	50	150
Total		200	200	200	600

Test Materials

The following test materials were used on the sample:

- Personal Data Questionnaire (PDQ): Personal Data Questionnaire elicited samples’ information such as name, age, class of study, caste, tribe, parental education, income and occupation.
- Educational Problems Questionnaire for Students (EPQ): Educational problems were measured by Educational Problems Questionnaire for Students (EPQ). It had 164 items which were broadly categorized according to the following four dimensions.
 1. *Problems related to Teacher & Teaching* (Medium of instruction, adjustment with curriculum / homework / teaching methods / learning environment / evaluation system / time-table etc., remedial class, adequate number of teachers).
 2. *Problems related to Social and Educational Atmosphere* (Family’s educational background, Economic Status, Parental Encouragement, Students attitude towards education and teaching, Adequate space facility in the home, of low attendance in school, Hurdles due to distance between residence and school, Need of hostel facility, Assistance in completing the school homework, Tuition facility at home).
 3. *Problems related to Organizational & Administrative* (Infrastructure, Library & reading room facility, Mid-day meal, Scholarship facility & its utilization by the students, Co-curricular activities and encouragement to participate to them).
 4. *Problems related to Cultural & Historical* (Ethnic Traditions, taboos and prejudices).

students towards education, the obtained scores on EPQ, three levels of prevalence of educational problems were identified:

- High prevalence of educational problem = More than 66% scores
- Moderate prevalence of educational problem = 34-66% scores
- Low prevalence of educational problem = 0-33% scores

The results are presented under three points

- The prevalence of educational problems among tribal school students
- The impact of gender on the prevalence of educational problems among tribal school students
- The impact of class of study on the prevalence of educational problems among tribal school students

The prevalence of educational problems among tribal school students

The prevalence of educational problems is presented in Table 2. Figure 1, 2 and 3 reveals that. The main trends are as follows:

- The prevalence of educational problems was high among Santal school students (100%) followed by Mal Paharia school students (90%) and Sauria Paharia school students (89.50%). Ten percent Mal Paharia school students and 10.50% Sauria Paharia school students have moderate level of educational problems. Female students face higher level of educational problems in education (96%) as compared to their male counterparts (90.30%). Class 8 school students face more problems in education (96.30%) as compared to Class 10 school students (90.00%).

Results

In order to know the problems in education among tribal

Table 2: Prevalence of Educational Problems among Tribal School Students

Sl. No.	Sample Groups of Students	Prevalence of Educational Problems	N	Percentage of Tribal School Students
1	Mal Paharia	High	180	90.00
		Moderate	20	10.00
2	Sauria Paharia	High	179	89.50
		Moderate	21	10.50
3	Santal	High	200	100
		Moderate	0	0.00
4	Male	High	271	90.30
		Moderate	29	9.70
5	Female	High	288	96.00
		Moderate	12	4.00
6	Class 8	High	289	96.30
		Moderate	11	3.70
7	Class 10	High	270	90.00
		Moderate	30	10.00

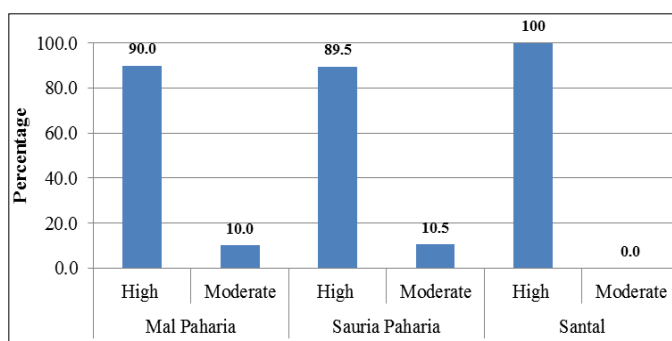


Fig 1: Prevalence of Educational Problems among Tribal School Students

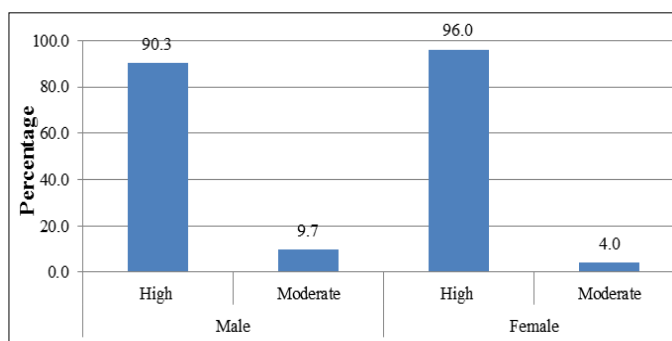


Fig 2: Prevalence of Educational Problems among male and female tribal School students

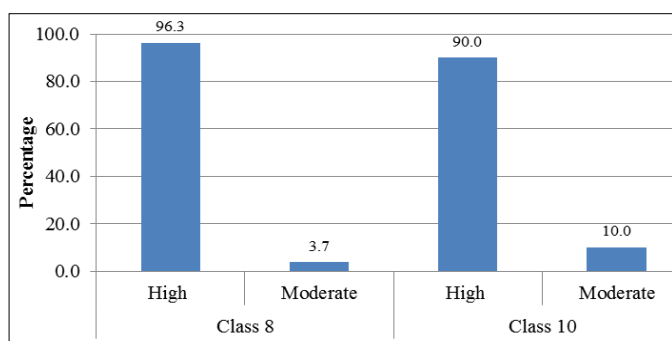


Fig 3: Prevalence of Educational Problems among Class 8 and 10 tribal students

The Impact of Gender on the Prevalence of Educational Problems among Tribal School Students

The data presented in Table 2 and Figure 4 reveals that:

- The prevalence of education problems is very high among 98% Mal Paharia and equal percentage of Santal male school students in comparison to Sauria Paharia school students (96%). Only a few school students feel moderate level of educational problems.
- All (100%) female school students from Mal Paharia, Sauria Paharia and Santal face very high level of problems in education. Not even single girls have moderate or low level of educational problems.

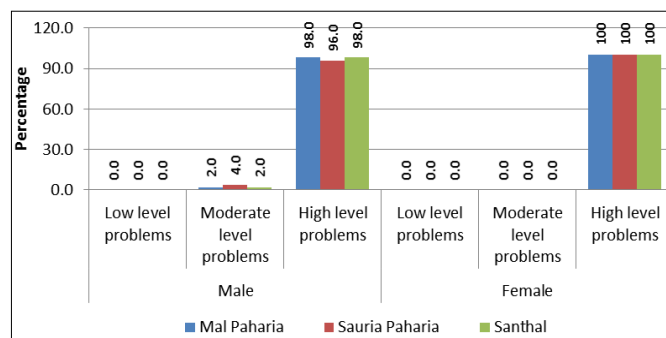


Fig 4: Prevalence of Educational Problems in Tribal School students by gender

The Impact of Class on the Prevalence of Educational Problems among Tribal School Students

The data presented in Table 3 and Figure 5 reveals that:

- All (100%) Mal Paharia Class 8 students and 98% Class 8 students from Sauria Paharia and Santal face very high level of problems in education. Only 2% Sauria Paharia and Santal students face moderate level of problem in education. Not even single students of class 8 students face low level of educational problems.
- All (100%) Santal Class 10 students and 98% from Sauria Paharia and Mal Paharia face very high level problems in education. Only 2% Mal Paharia and Sauria Paharia Class 10 students face moderate level problem in education. Not even single students of class 10 students face low level of educational problems.

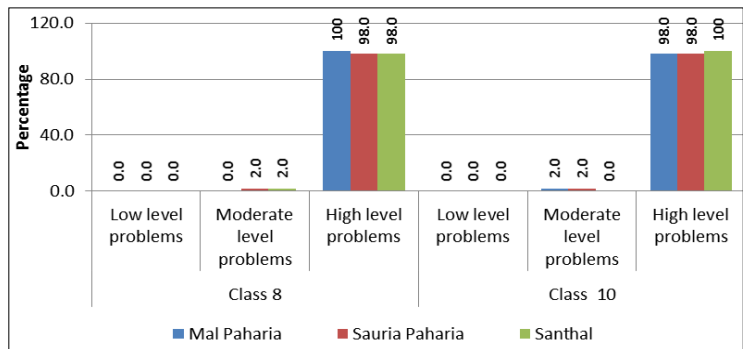


Fig 4: Prevalence of Educational Problems in Tribal School students by gender

Table 3: Prevalence of Educational Problems among Tribal School Students by Gender and Class

Sl. No.	Sample Groups of Students	Prevalence of Educational Problems	N	Percentage of Tribal School Students
Male	Low level problems	0.0	0.0	0.0
	Moderate level problems	2.0	4.0	2.0
	High level problems	98.0	96.0	98.0
Female	Low level problems	0.0	0.0	0.0
	Moderate level problems	0.0	0.0	0.0
	High level problems	100	100	100
Class 8	Low level problems	0.0	0.0	0.0
	Moderate level problems	0.0	2.0	2.0
	High level problems	100	98.0	98.0
Class 10	Low level problems	0.0	0.0	0.0
	Moderate level problems	2.0	2.0	0.0
	High level problems	98.0	98.0	100

Main Conclusions

The prevalence of educational problems was high among Santal school students followed by Mal Paharia school students and Sauria Paharia school students. Female students faced higher level of educational problems in education as compared to their male counterparts. Class 8 school students face higher levels of educational problems in education (96.30%) as compared to Class 10 school students.

Recommendation

It can be recommended that the problems faced by the tribal children should be addressed.

References

1. Rathnaiah. Strucural Constraints in Tribal Education. New Delhi: Sterling Publishers, Rivkin, S.G., E.A, 1977.
2. Sujatha. Educational Development Among Tribes: A Study of Sub Plan Areas in Andhra Pradesh, New Delhi, South Asian Publication, 1994.