



## An Assessment of the Educational Problem in Relation to Academic Performance of the Tribal Adolescent Girls Students

Harekrishna Mahata<sup>1</sup> & Prof.(Dr) Neerje Dhankar<sup>2</sup>

1. Ph.D Scholar of Usha Martin University, Ranchi, Jharkhand
2. Professor, Department of Education Usha Martin University, Ranchi, Jharkhand  
[harekrishnamahata7@gmail.com](mailto:harekrishnamahata7@gmail.com)

### Abstract:

*The current study has been carried out with to study the Educational problems and academic performance of the tribal adolescent girls and to know about the relationship between the Educational problems and academic performance of the tribal adolescent girls. The researcher has applied the Normative Survey method. The sample for the present study consisted of 500 higher secondary girls students belonging to the tribal community from the schools of Paschim Medinipur district, West Bengal. A structured questionnaire is prepared for making a survey on the education problems faced by the adolescent tribal girls student in both rural and urban areas. It is a 5 point likert scale questionnaire consisted of 23 items with the response of Strongly Agree (5), Agree (4), Undecided (3), Disagree (2) and Strongly Disagree (1). It has also some negative items for which the scoring is reversed. For Academic Performance variable adolescent tribal girls students' grading report/report card was used. Both Descriptive Statistics and Inferential Statistics were analyzed for data analysis. Findings of the study indicate that Academic Performance of the Tribal Adolescent Girls students are not impacted by their educational problems. There is a very weak negative relationship between Academic Performance and Educational Problem.*

**Keywords:** Educational Problems, Academic Performance, Tribal Community, Girls Students.

### Introduction:

Education has been acknowledged as a strong driver of upward social mobility that, by balancing socioeconomic disparities, may contribute to the creation of a more inclusive society. Provision of constitutional protections, scholarships and “free-ships” (fees are waived and free books, stationery, and midday meals are provided), reservation of seats in government jobs and educational institutions, and specialized coaching classes to prepare students for competitive exams are just a few of the attempts made to empower weaker sections of society. According to the information that is currently available, even after 60 years of affirmative action, the participation of STs in higher education still does not correspond to their percentage of the population.

The educational journey of adolescent tribal girl students in India is often fraught with numerous challenges that significantly hinder their academic achievement. As a marginalized group, tribal girls face unique socio-economic, cultural, and systemic barriers that limit their access to quality education and undermine their

potential. Understanding these educational problems is essential for fostering an inclusive environment that promotes their academic success.

The educational problems faced by adolescent tribal girl students are deeply rooted in socio-economic, cultural, and infrastructural factors. To improve academic achievement in this demographic, it is essential to adopt a multifaceted approach that addresses these challenges holistically. By recognizing and actively working to mitigate the barriers that tribal girls encounter, we can create an educational landscape that not only promotes equality but also empowers these young women to achieve their full potential. In doing so, we contribute to the broader goal of social equity and development in India, ensuring that every child, regardless of their background, has the opportunity to thrive academically and beyond.

### **Review of Literature:**

Studies have shown that gender roles in tribal communities often discourage the education of girls. Govinda and Varghese (1993) found that traditional tribal norms emphasize domestic responsibilities for girls over education, leading to lower educational aspirations and higher dropout rates. Cultural resistance to formal education, especially for girls, is one of the critical factors affecting academic performance. According to Agnihotri (2004), tribal children face significant linguistic barriers in schools where the medium of instruction is different from their native languages. This mismatch creates a learning disadvantage, especially for girls who may not receive the same academic support as boys. Mohanthy (2005) further argues that bilingual education programs can be beneficial in bridging this language gap, improving both comprehension and academic outcomes for tribal students. Studies by Kaul (2010) and Sujatha (2002) highlight the scarcity of well-equipped schools in tribal areas. This lack of access is exacerbated for girls, who may face safety concerns or long travel distances to schools. A study by Jha and Jhingran (2005) revealed that tribal girls are less likely to attend secondary school due to poor infrastructure, including inadequate classroom facilities, lack of female teachers, and absence of sanitation facilities like separate toilets for girls. Choudhary (2007) found that underqualified and poorly trained teachers in tribal areas contribute to the low quality of education. Many teachers are not equipped to deal with the specific needs of tribal students, particularly girls, resulting in ineffective teaching methods and poor academic outcomes. Kumar (2013) emphasized the importance of teacher training in multicultural education to improve the learning environment for tribal girls.

### **Significance of the study:**

This study holds significant value for several stakeholders, including educators, policymakers, social workers, and researchers, as it sheds light on the unique educational challenges faced by tribal adolescent girls and their impact on academic performance. Insights from the study can lead to programs that aim to reduce dropout rates, promote school attendance, and ensure that tribal girls stay in school longer. This could have a long-term impact on improving literacy rates and academic outcomes. The study can serve as a tool to raise awareness among tribal communities about the importance of girls' education. It can help challenge traditional norms that limit girls' access to education and encourage parental support for their daughters' schooling. This study is crucial for understanding and addressing the educational problems affecting the academic performance of tribal adolescent girls. Its findings can inspire targeted policies, educational interventions, and community-based programs that can help overcome the barriers faced by these girls, thereby fostering greater inclusion, equity, and empowerment within tribal communities. The broader implications of the study contribute to social and economic progress, gender equality, and the fulfillment of educational rights for marginalized groups.

**Objectives:** The current study has been carried out with the following objectives-

- ❖ To study the Educational problems and academic performance of the tribal adolescent girls.

- ❖ To know about the relationship between the Educational problems and academic performance of the tribal adolescent girls

**Hypothesis:**

- There will be significant impact of Educational Problems on the academic performance of the tribal adolescent girls’ students in the rural and urban areas in Paschim Medinipur district of West Bengal.
- There will be significant relationship between the parental socio economic status, Educational Problems and the academic performance of tribal adolescent girls in rural and urban areas in the district of Paschim Medinipur in West Bengal.

**Methodology:**

**Research Design:** For the current study the researcher has applied the Normative Survey method.

**Population and Sample:** The sample for the present study consisted of 500 higher secondary girls students belonging to the tribal community from the schools of Paschim Medinipur district, West Bengal.

**Tools:**

**Educational Problem:** A structured questionnaire is prepared for making a survey on the education problems faced by the adolescent tribal girls student in both rural and urban areas. It is a 5 point likert scale questionnaire consisted of 23 items with the response of Strongly Agree (5), Agree (4), Undecided (3), Disagree(2) and Strongly Disagree(1). It has also some negative items for which the scoring is reversed.

**Academic Performance:** For these variable adolescent tribal girls students’ grading report/report card was used.

**Statistical Techniques:** Both Descriptive Statistics and Inferential Statistics were analyzed for data analysis.

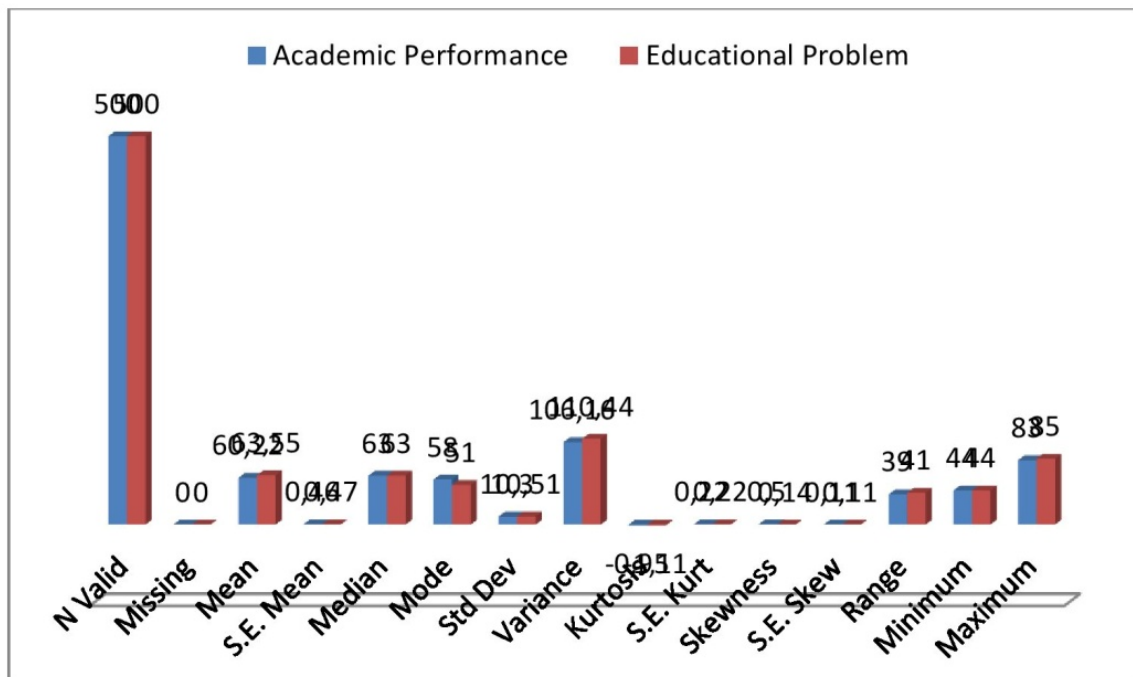
**DATA ANALYSIS AND INTERPRETATION:**

**Table 1: Descriptive Statistics of the Educational Problems and Academic Performance of the tribal adolescent girls’ Students**

	Academic Performance	Educational Problem
N Valid	500	500
Missing	0	0
Mean	60.22	63.55
S.E. Mean	.46	.47
Median	63.00	63.00
Mode	58.00	51.00
Std Dev	10.30	10.51
Variance	106.16	110.44

Kurtosis	-.95	-1.11
S.E. Kurt	.22	.22
Skewness	.50	.14
S.E. Skew	.11	.11
Range	39.00	41.00
Minimum	44.00	44.00
Maximum	83.00	85.00

For Academic Performance The mean score is 60.22. This suggests that, on average, the academic performance of students (tribal girls, in this context) is around 60 out of 100. For Educational Problem: The mean score is 63.55, indicating that, on average, the educational problems faced are slightly higher than academic performance. Academic Performance has a standard deviation of 10.30, and Educational Problem has a standard deviation of 10.51. This means that both variables show a similar level of variability around the mean. The variance is slightly higher for Educational Problem (110.44) compared to Academic Performance (106.16), meaning there is slightly more spread in educational problem scores. Academic Performance is slightly positively skewed, meaning that while most students score around the mean of 60.22, there are more lower scores than very high scores. Educational Problem scores are more symmetric but have a slightly higher mean (63.55) and a slightly wider spread.



**Fig.1 Showing Descriptive Statistics of the Educational Problems and Academic Performance of the tribal adolescent girls' Students.**

**Table 2: Impact of Educational Problems on the academic performance of the tribal adolescent girls' Students**

	Sum of Squares	df	Mean Square	F	Sig.
Academic Performance Between Groups	4209.02	41	102.66	.96	.537
Within Groups	48766.22	458	106.48		
Total	52975.24	499			

The F-ratio is the ratio of the Mean Square Between Groups to the Mean Square Within Groups (102.66 / 106.48). This ratio helps determine if there are significant differences between group means. The p-value (0.537) associated with the F-ratio. It represents the probability of observing an F-ratio as extreme as, or more extreme than, the one computed if the null hypothesis (no difference between group means) were true. A p-value of 0.537 is greater than the common significance threshold of 0.05, indicating that the differences between groups are not statistically significant. Therefore the formulated hypothesis is rejected and it can be concluded that the Academic Performance of the Tribal Adolescent Girls students are not impacted by their educational problems.

Economic necessity may force tribal girls into child labor, impacting their school attendance and concentration. Work-related stress and fatigue further diminish academic performance (Muralidharan & Prakash, 2017). Low-income families often cannot afford educational resources, including books, technology, and tutoring, which hinders students' learning and academic achievement (Bashir et al., 2018). In many tribal communities, girls are expected to take on domestic duties, which interferes with their ability to focus on studies. This additional burden can lead to high absenteeism and lower academic performance (Sen, 2020). Early marriages and the associated responsibilities can significantly disrupt a girl's education, leading to higher dropout rates and reduced academic success (Kumar, 2019).

**Table 3: Relationship between the Parental Socio Economic Status and the Academic Performance of Tribal Adolescent Girls Students**

		Academic Performance	Educational Problem
Academic Performance	Pearson Correlation	1.000	-.065
	Sig. (2-tailed)		.149
	N	500	500
Educational Problem	Pearson Correlation	-.065	1.000
	Sig. (2-tailed)	.149	
	N	500	500

Academic Performance and Educational Problem: Pearson Correlation (-0.065) value is very close to zero, indicating a very weak negative relationship between Academic Performance and Educational Problem. There is almost no linear correlation between these variables. The p-value (0.149) is above 0.05, suggesting that the correlation is not statistically significant. This implies that any observed relationship is not likely to be a true or consistent association.

### Findings:

- Educational problems are slightly more pronounced than academic performance.
- Academic Performance of the Tribal Adolescent Girls students are not impacted by their educational problems
- There is a very weak negative relationship between Academic Performance and Educational Problem

### Conclusion:

The academic performance of tribal girls often faces numerous challenges, which stem from various educational, socio-economic, and cultural factors. These barriers can significantly impact their learning outcomes and long-term educational prospects. Tribal communities in many countries, including India, are often socio-economically disadvantaged, with limited access to basic services such as healthcare, education, and employment opportunities. Tribal girls face a double disadvantage due to their gender and tribal identity, which further exacerbates their educational challenges. Many of these girls are unable to complete their education, and those who do remain in school often perform poorly due to factors such as poverty, inadequate school infrastructure, language barriers, cultural norms, and health issues.

### References:

- Akter, S. (2015). Psychological Well-being in Student of Gender Difference. The International Journal of Indian Psychology. Vol.2, No.4, DIP: B00337V2142015. Retrieved from <http://www.ijip.in>.
- Burris, J.L., Brechting, E.H., Salsman, J., & Carlson, C.R. (2009). Factors associated with the psychological well-being and distress of university students. *Journal of American College Health*, 57(5), 536-544.
- Annual Report of Ministry of Tribal Affairs, New Delhi, Ministry of Tribal Affairs Begay; c2011. p. 66.
- Aradhya GH. Psychosocial morbidities in school going adolescent girls: A study from a South Indian city. *J Clin Diagnostic Res*. 2013;7(4):684-6.
- Jain V, Singh M, Muzammil K, Singh JV. Prevalence of psychosocial problems among adolescents in rural areas of district Muzaffarnagar, Uttar Pradesh. *Indian J Community Heal*. 2014;26(3):243-8
- Goswami, K. (2014). Positive Psychological Capital as The Predictor of Well-Being and Creativity Among Undergraduate and Post Graduate Students. (Unpublished doctoral thesis). Gauhati University, Assam.
- Japaridze, M., Turashvili, T., & Kechakmadze, I. (2011). Ryff Well-Being Inventory. Adopted on Georgian population. Unpublished manuscript.
- Kotoky, K. (2017). Relationship between Self-efficacy, Psychological well-being and Study habits among College Entrants in Guwahati. (Unpublished doctoral thesis). Gauhati University, Assam.



- Ludhan, M., &Gitimu, P.N. (2015). Psychological Well-being of College Students. Undergraduate Research Journal for Human Sciences. Vol.14.
- Perez, J.A. (2012). Gender difference in Psychological Well-Being among Filipino College Students Samples. International Journal Of humanities & Social Science, 2(13), 84- 93.
- Peterson, C. (1999). Personal control and well-being. In D. Kahneman, E. Diener, & N. Schwarz (Eds.), Well-Being: The foundations of hedonic psychology (pp. 288-301). New York: Russell Sage.
- Peterson, C., & Chang, E. (2002). Optimism and flourishing. In C. Keyes & J. Haidt (Eds.), Flourishing: Positive Psychology and the life well-lived (pp. 55-79). Washington, DC: American Psychological Association.
- Philip, H.W., & Nesbit, J.C. (2009). The Psychology of Academic Achievement. Vol.61: 653-678, doi: 10.1146/annurev.psych.093008.100348
- Chakrabarty, N (2014). A critical study of physical social and emotional problems of adolescent girls of secondary schools of Kamrup districts of Assam.
- Mumthas, N. S., & Muhsina, M. (2014). Psycho-social problems of adolescents at higher secondary level. Guru Journal of Behavioural and Social Sciences, 2(1), 252-257.
- Chakrabarty, B. and Srivastava, R. (2002).Behavioural problems of adolescents. Praachi journal of psycho cultural dimension Vol. 18, No. 2 pp. 131-134.
- Gopal, D. V., & Ashok, A. (2012). Prevalence of Emotional and Behavioural Problems among Tribal and Non-tribal Adolescents. Journal of the Indian Academy of Applied Psychology, 38(1), 63-67.
- Bista, B., Thapa, P., Sapkota, D., Singh, S. B., & Pokharel, P. K. (2016). Psychosocial Problems among adolescent students: an exploratory study in the central region of Nepal. Frontiers in public health, 4, 158.
- Gafoor. K. A, and K. A. Madhu,(2008) “Perception of tribes regarding the educational problem in Waynad District,” Journal of Studies in Teacher Education,1(1), 22-31, Jan.
- Devi, C. B. (2015). School adjustment and academic achievement among tribal adolescents in Manipur. International Journal of Scientific & Technology Research, 4(12), 319-322.
- Jain, P. (2017). A Study of Correlation between Adjustment and Academic Achievement, International Journal of Social Relevance & Concern,Volume 5 Issue 6 June, 2017.
- Pathania, R. et al., (2005) Problems faced by tribal students in education. The Indian Journal of Social Work 66: 324-333.
- Ray.D.N,2011.Tribes and tribal life-study and evaluation. NewDelhi. SUMIT Enterprises.
- Twenge GM, Nolen-Hoeksema S. (2002) Age, gender, race, economic status and birth cohort differences in children’s depression inventory: a meta-analysis. J Abnorm Psychol.;111(4):578-88.
- Prajina.P.V and Godwin.J.Prem Singh., A Study On Life Skills In Relation To The Academic Achievements Of Tribal Children. International Journal of Recent Scientific Research Vol. 6, Issue, 8, pp.5722-5724, August, 2015.

- Shelly. J, (2017) “Adjustment of tribal students in school: problems and perspective, SSRG International Journal of Humanities and Social Science, 4(6), 5-8, Nov.
- Suvera, P. (2013). Psychological Well-being: A Comparative Study of Tribal and NonTribal College Students. Indian Journal of Health and Wellbeing. Vol.4, No.9, pp: 1643-1647.
- Xaxa. V, (2011) “The status of tribal children in India: A historical perspectives UNICEF & IHD, New Delhi,.

**Citation:** Mahata. H. & Dhankar. N., (2024) “An Assessment of the Educational Problem in Relation to Academic Performance of the Tribal Adolescent Girls Students”, *Bharati International Journal of Multidisciplinary Research & Development (BIJMRD)*, Vol-2, Issue-8, September-2024.