



## Educational Problems of the Secondary and Higher Secondary Tribal Girls Students: A Comparative Study

Harekrishna Mahata

Research scholar, Department of Education, Usha Martin University, Ranchi

Harekrishnamahata7@gmail.com

**Abstract:** *The present study aims to find out the educational problems of tribal girls students at secondary and higher secondary level. It has also made an attempt to make a comparison of the educational problem between Secondary and Higher Secondary Level in respect of the Locality of the School, Medium and Type of Schools. For this purpose the researcher has used both primary and secondary data. Primary data have been collected by using a structured questionnaire which was validated before final use. Secondary data have been collected by following different books, journals etc. The study's findings indicate that there is no discernible difference between the educational issues indigenous girls face at the secondary and upper secondary levels. In conclusion, tribal female students encounter a variety of issues that prevent them from continuing their education or from studying. Education must be seen as a liberating instrument, and steps must be done to eliminate barriers that prevent women from accessing both universal and high-quality education on their own.*

**Keywords:** *Tribal Girls, Education, Higher Secondary, Locality.*

### Introduction:

The primary instrument for social reconstruction and change is education. Since education serves as the cornerstone of development, it is crucial to the growth of the whole nation. The nation's whole educational system must include higher secondary education. It serves as a kind of link between elementary and secondary education. While upper secondary school broadens knowledge, primary education provides the fundamentals of everyday living and opens the route to knowledge. It is essential for raising knowledge of socioeconomic situations and self-government, particularly among marginalized groups like tribal people, members of other backward classes (OBCs), and members of religious and linguistic minorities. In order to have greater access to and engagement in the upper secondary school system, females seek out spaces. It has prompted a reevaluation of India's commitment to building the necessary technical workforce, new competencies, and competitiveness in the global market. (Renuka, 2017)

When we talk about educational challenges, we're talking about the reasons why indigenous girls drop out of school and why they don't attend to school consistently. These fall mostly into the categories of intellectual, political, social, and economic factors. Parental conservatism, the tribal community's disapproval of girls' education, financial difficulties in the family, the girls' home load, inadequate educational facilities, and a dislike of classmates are a few of these issues. (Rani, et.al.,2011)

## Review of Literature:

A research titled “A study of the constraints of school education among tribal girls of Kalahandi district” was conducted by **Sujata M. (2014)**. The study demonstrates that the primary barriers to tribal girls’ education include their family situation, parents’ illiteracy, household burden, supporting parents in their line of work, carrying siblings, early marriage, lack of separate girls’ schools, social taboos, gender discrimination, etc.

**According to Renuka D. (2017)**, there are no appreciable differences in the issues facing tribal females in secondary schools in rural and urban areas. Secondary indigenous girls in rural areas have greater issues than those in metropolitan areas. There is greater infrastructure and amenities offered by metropolitan schools. Compared to rural schools, metropolitan schools get more attention. Tribal girls are more at ease at urban secondary schools, which provide all the amenities they need. The schools also organize events such as fairs and clubs, and parents are expressing interest in sending their daughters to these institutions. The primary reason why urban schools choose English as their language of teaching is another one. The issues faced by indigenous females vary from those of coeducational and exclusive secondary schools. The outcome in this case indicates that issues exist in both exclusive and coeducational secondary schools. The issues faced by indigenous females from educated and uneducated homes range significantly. When it comes to the education of their daughters, educated households have fewer issues than uneducated ones, who face more. The researcher’s primary finding is that the general public’s attitude towards tribal female education is unfavorable, especially in remote tribal communities. The majority of individuals are not interested in sending their kids to college. When compared to rural tribal communities, the researcher discovered that sentiments in urban tribal areas are more favourable and that the people there are aware of the need of education.

**The goal of Emayavaramban M. et al.’s (2020)** research was to determine the obstacles that tribal female students faced in completing their education. In the Salem district of Tamil Nadu, India, seven hill ranges were the site of a qualitative research using a semi-structured interview schedule. 21 small group discussions were held for parents of tribal girl students (n = 18), instructors who work in tribal regions (n = 31), and female tribal students (n = 50). It was discovered that obstacles to educational success included a lack of public transit, subpar staffing, the absence of essential infrastructural amenities like roads, a curriculum that does not support their difficult economic circumstances, and a narrow scope for vocational education. It is determined that adequate public transportation, career training, steady employment, enough staffing, parental supervision, and the presence of local schools will increase educational achievement.

**Significance of the Study:** Despite the fact that education will be utilized to uplift the impoverished, marginalized elements of society, it is still a vital tool for indigenous females. Due to a variety of issues, tribal female students are unable to pursue further education or study. Education must be seen as a liberating instrument, and steps must be done to eliminate barriers that prevent women from accessing both universal and high-quality education on their own. The empowerment of indigenous women in the nation depends on their receiving a high-quality education. The current research is sufficiently noteworthy in this respect.

**Objectives of the study :** The present study aims to find out the educational problems of tribal girls students at secondary and higher secondary level. It has also made an attempt to make a comparison of the educational problem between Secondary and Higher Secondary Level in respect of the Locality of the School, Medium and Type of Schools.

## Hypothesis:

- There is no significant difference in the educational problem of secondary level tribal girls of rural and urban schools

- There is no significant difference in the educational problems between Co-Ed school students and the girls school students
- There is no significant difference in the educational problem of Higher secondary level tribal girls of rural and urban schools
- There is no significant difference in the educational problems between Higher secondary Co-Ed school students and the higher secondary girls school students

**Method:** To fulfill the objectives of the study the researcher has used the descriptive survey method. It includes both the primary and secondary data.

**Sample:** By following the purposive sampling method the researcher has selected a sample of 80 tribal girl's students, 40 from secondary level and 40 from the higher secondary level.

**Tools:** In order to conduct a study on the educational challenges experienced by teenage indigenous girls in both rural and urban settings, a systematic questionnaire has been devised. The questionnaire consisted of 23 items with the response of 'Yes' and 'No'. response of 'yes' was given 2 and response of 'No' was given 1.

**Statistical Techniques:** Mean, Sd and t test have been applied for analyzing the collected data.

**Data analysis and Interpretation:**

*Table 1- Mean, SD and t values of Educational Problems tribal girl students at secondary level*

Groups	Sub Groups	N	Mean	SD	t
Locality of the School	Rural	22	38.65	3.46	1.83
	Urban	18	36.24	4.85	
Type of School	Co-Ed School	24	39.12	4.26	1.49
	Girls School	16	36.85	5.34	

According to the numbers in the above table, girls attending secondary schools in urban areas have an average educational problem score of 36.24, while those attending secondary schools in rural areas have a score of 38.65. This proves that rural females deal with greater issues than their urban counterparts. At the 0.05 level, the t-value of 1.83 for secondary schools in both rural and urban areas is significant. Given that the t value is much less than the crucial value at the 0.05 level of significance, the hypothesis that "there is no significant difference in the educational problem of secondary level tribal girls of rural and urban schools" is accepted. However, further research reveals that the mean educational problem in coeducational schools is 39.12, whereas in schools for females, it is 38.85. This data indicates that females attending coed schools have greater difficulties than those attending girls' schools. In this case, the critical value is far below the computed t value of 1.49. Therefore, it is agreed upon that there is no discernible difference in the educational issues faced by females and coed school children.

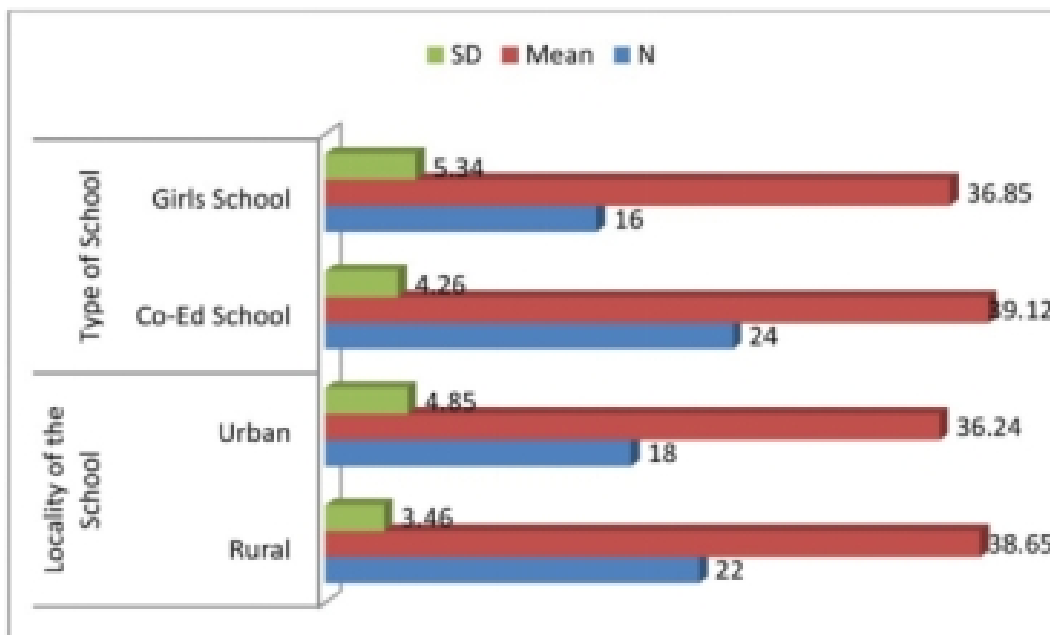


Fig. 1; Showing Mean and SD of educational problems at the secondary level.

**Table 2- Mean, SD and t values of Educational Problems tribal girl students at Higher secondary level**

Groups	Sub Groups	N	Mean	SD	t
Locality of the School	Rural	12	40.26	3.14	2.81
	Urban	28	36.41	4.26	
Type of School	Co-Ed School	14	40.84	2.94	3.95
	Girls School	26	35.24	4.82	

As per the above table the values, the mean value of educational problem in Urban higher secondary school girl students is 36.41 and Rural higher secondary schools girl students is 40.26. Here this value showing the rural girls has facing more problems than urban school girls. The t-value of rural and urban higher secondary schools is 2.81; this is significant at 0.05 level. The hypothesis “there is no significant difference in the educational problem of Higher secondary level tribal girls of rural and urban schools” is accepted since the t value is less than the critical value at 0.05 level of significance. On the other hand it is more shown that the mean value of educational problem in higher secondary co-ed school is 40.84 and in Higher secondary girls schools it is 35.24. Here this values showing the Co-ed school girls face more problems than the students of girls schools. Here the calculated t value is 3.95 which is much higher than the critical value. So the formulated hypothesis “There is no significant difference in the educational problems between Higher secondary Co-Ed school students and the higher secondary girls school students” is rejected.

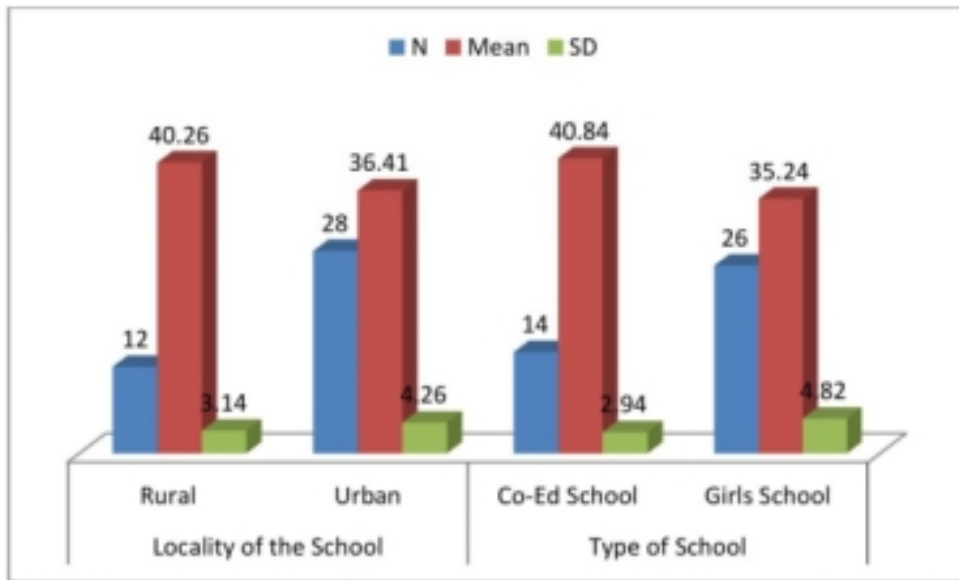


Fig.2; showing Mean, SD of Educational Problems tribal girl students at higher secondary level

### Findings:

- At the secondary level tribal girls' educational problems do not differ between rural school and urban school.
- At the secondary level tribal girls' educational problems do not differ between Co-ed school and girl's school.
- Higher secondary rural school girls do not differ from the higher secondary urban school girls in respect of the educational problems.
- There is significant difference between the higher secondary Co-ed School girls and the higher secondary girls school girls in respect of their educational problems.

**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 cannot 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 such women in the country.

### References:

- Dharavth Renuka, (2017) Problems of Tribal Girl Students of Secondary Schools-A Case study, Vol-3 Issue-2 *IJARIE-ISSN (O)-2395-4396*.
- Hembram, & Acharya,(2022) Educational Problems of Tribal Girl Students: A Study At Higher Secondary Level2022 Jetir May 2022, Volume 9, Issue 5.
- Maanhvizhi, et.al.(2020) Barriers in the Educational Attainment of Tribal Girl students in Salem District of Tamil Nadu State, India, *International Journal of Theory and Application in Elementary and Secondary School Education* Vol. 2, No. 2, October 2020 pp. 121-142.
- Kumar, A. (2010). Study of academic achievement, values and adjustment of secondary school students in relation to working status of mothers.

- Mund, S. A.(2014). A Study of the constraints of school education among tribal girls of Kalahandi District.
- Majumder, A. (2018). Problems of Tribal Education in India: A Study from a Village of Jharkhand, West Bengal. *International Journal of Multidisciplinary Research and Analysis*, 1(2), 98-103.
- Mitra, A. (2008). The status of women among the scheduled tribes in India. *The Journal of Socio-Economics*, 37(3), 1202-1217.
- Rani, G. S., Rajani, N., & Neeraja, P. (2011). An analysis of tribal women's education in India. *International Conference on Social Science and Humanity*, 5, 507- 510.
- Renuka, D. (2017). Problems of tribal girl students of the secondary schools-a case study. *International Journal of Advanced Research and Innovative Ideas in Education (IJARIIE)*, 3(2), 2377-2382.

**Citation:** Mahata, H. (2024). "Educational Problems of the Secondary and Higher Secondary Tribal Girls Students: A Comparative Study". *Bharati International Journal of Multidisciplinary Research & Development (BIJMRD)*, Vol-2, Issue-2(1) March-2024. <https://doi-ds.org/doi/10.2024-88473524/BIJMRD/Vol>