

Attitude towards Schooling of Tribal children

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Parental attitude

- **Parents' positive attitude** towards child's education is important in determining **school attendance and academic achievement** of the child.
- **Favorable attitude** towards schooling and education **enhances parental involvement** in children's studies at present and in future



Family involvement

- **Family involvement practices** at home and at school have been found to influence secondary school students' academic achievement, school attendance, and graduation, college matriculation rates and lower dropout rates. (Dornbusch & Ritter, 1988; Plank & Jordan, 1997).
- Research suggests that **schools** can reverse the decline in parent involvement by developing **comprehensive programs of partnership** (Eccles & Harold, 1993; Epstein & Connors, 1994).



Family involvement (Contd...)

- Bogunović Blanka and Polovina Nada (2007) found in a study that the **family stimulation** is the resultant of the influence of cultural and educational profile of the family and **active parental attitudes regarding education and attainment of their children.**

Education in India

- In April 2010, universal, free and compulsory education, was stated as the 8th Fundamental Right and according to it, throughout the Indian State, children under the age group of 6 to 14 would receive free and compulsory education.
- India is considered as the 135th country imparting free and compulsory education within the age group of six to fourteen years.



Programmes and policies

- For enhancing literacy level, the government implemented various programmes and policies like -
- Mass Education, District Primary Education Programme (DPEP), Mid-Day Meal Scheme (MDM), Sarva Shiksha Abhijan (SSA), State Institute of Educational Technology (SIET), National Programme for Education of Girls at the Elementary Level(NPEGEL).



Education: Odisha

- Literacy of the state has improved steadily over few decades. By 2001 the literacy level was 63.1 % and has little closer to the national average of 64.80%.
- A positive feature in Odisha is that both male and female literacy rate have improved over the decades and growth rate in female literacy have been higher than that for male in recent decades. The gender gap in literacy level has been declining faster over the years.

The National Literacy Mission (NLM)

- Focus :Functional literacy of 75% of the people by 2005
- The age group NLM first targeted was 15 to 35 which was expanded to cover the 9 to 14 year olds in areas not covered by NFE.
- The groups to be addressed specially are women and members of SC and ST and other backward communities.



Scenario at present

- Elementary education is a priority area in the tribal Sub-plans from the 5th Five year plan.
- **Despite the education initiatives, there is disparity among the states in terms of tribal literacy rates** ranging from 82% in Mizoram to 17% in Andhra Pradesh. The ST literacy rate continues to be below the national average of 29.6% (Govinda, 2002), with literacy rates among tribal communities (in particular women) tending to be the lowest .

Socio-economic status (SES) and Education

- Huisman, Rani, and Smits, (2010) studied the role of socio-economic and cultural factors, and of characteristics of the educational infrastructure on primary school enrolment.
- The sample constituted 70,000 children living in 439 districts of 26 states of India. The results indicated that most of the variation in educational enrolment (around 70%) is explained by factors at the household level, of which socio-economic factors are most important.



SES and School enrolment

- Using data from the 1998/99 National Family Health Survey (NFHS-2), a large representative survey covering over 99% of India's population (IIPS, 2000) was carried out. The analyses were performed separately for urban and rural areas.
- The results indicated that the children of fathers with an upper non-farm job are significantly more in school, both in urban and rural areas. In rural areas, girls are also more in school if their father has a lower non-farm job. Children with a working mother are significantly less in school. **Children from wealthier households are significantly more in school** (Rose & Tembon, 2000).



Rationale of the study

- In Odisha, in spite of the various constitutional safeguards and all the different schemes by the state government, literacy level of the rural and disadvantaged mass is found to be much lower than that of the rest of the society.
- While parents of the disadvantaged children are not highly in favor of schooling and education of their children, **today's scenario might have improved with widespread awareness regarding value of education.** In this context, it is imperative to evaluate the perceptions and attitude of these parents.



Objectives of the Study

- 1. To examine the attitude of parents towards schooling and education of their children.
- 2. To compare the parents belonging to tribal and non-tribal communities with regard to their attitude towards children's schooling and education.
- 3. To examine whether there exists a significant gender difference in attitudes of parents towards children's education.
- 4. To examine the future planning and aspirations of the parents with regard to their child's education.



Method of Study

Sample

- The sample for the study consisted of residents of Santoshpur Panchayat and Bisra block of Sundargarh district. This village consists of three hamlets, namely-Jaratoli, Pahartoli and Militoli.
- The major occupation in the area is agricultural and daily wage labor, with monthly income in the range of Rs 3000-5000
- Respondents were able to follow Odia language and the medium of instruction in school was Odia, even though their mother tongue was Sundergarhi dialect.
- The data was collected from the 145 respondents (116 tribal and 29 non-tribal) from 185 households in this village. The total number of the male respondents was 51 and that of female was 94. The respondents were parents who had one or more than one child of school going age. They belonged to the age range of 25-35 years.



Method

Tools/Materials:

- The data was collected through a **questionnaire** consisting of 23 statements, all pertaining to schooling and education of children. Equal numbers of positive and negative statements were included in the questionnaire. The respondents were asked to rate each of the statements on a four-point Likert scale (where 1 denotes strongly disagree, 2 denotes disagree, 3 denotes agree and 4 denotes strongly agree). These 23 statements in the questionnaire were finalized after a thorough review of literature and all the statements reflected the value of schooling and education for a child's future.
- **Personal interview** through open ended questions

Relevance of Selecting Sundargarh as Sample Area

- As per census of India 2011, in Odisha rural population constitute 83.32 % of total population and Sundargarh is one of the district where **64.50% of total population of the district lies in rural areas**, which shows that the great majority of rural population live in rural areas. As per 2011 census the rural literacy rate of the district is 67.27 % with a male literacy of 76.63% and female literacy of 58.02%.
- Female literacy of Sundargarh district can be termed as backward as compared to other regions. Whereas the urban literacy rate of the district is **86.28% with a male literacy of 91.41% and female literacy of 80.68%**.
- This area has been chosen for sample area because this district is famous for the steel production as it has a plant inside the city area, named Rourkela Steel Plant, but at the other side the rural area is not so advanced in respect of getting different facilities like education, employment, and health.



RESULTS AND DISCUSSION

- Results indicated that the mean score of the total sample was not quite high ($M=66.83$) since the maximum score for the scale is 92 and minimum is 23.
- The attitude of the parents can be said to be **moderately favorable** towards schooling and education.



RESULTS.....Contd

- The results indicated that there was **no significant difference between tribal and non-tribal parents** in terms of attitude towards schooling.
- This indicates that **similar living conditions**, uniform local facilities for daily living such as housing, water, sanitation, provision for schooling etc., shared by the tribal and the non-tribal in the village may be primarily responsible for this similarity in attitude towards schooling and child's education.



Gender difference

- Results also indicated that the attitude of the **male and female respondents regarding schooling did not differ significantly.**
- Unlike earlier times, the females enjoy almost equal status as male in these households **in terms of income and decision-making.** Previously, females were confined to the four walls of the house and were not aware of the value of education.



Interview data

- The interview data (obtained with open-ended questions) indicated that the difference **between tribal and non tribal groups was found in the future planning of children's education.**
- Data indicated that the compared to the tribal people, the **non-tribal parents** were more optimistic in providing their children the scope for **higher studies**, i.e., education beyond schooling(87% compared to 43% tribal parents)



Interview data

- A majority of the 91% tribal parents reported that they would like to see their children **earning for the family after completion of schooling** rather than continue their education for higher studies.



Interview data

- **More than 90 per cent of parents , who belonged to non-tribal communities, had high expectation from school authorities** regarding facilities they wanted their child should avail in school, such as adequate library, adequate furniture and equipment, and if possible, laboratories and workshops with reasonable facilities for vocational training like computer application.



Interview data

- The tribal parents, in comparison, **though not happy with the school facilities, didn't have the vision of an ideal school for their children.**
- The reason for this disparity in results might be lack of exposure to modern facilities available elsewhere.



Provision for the girl child

- Interview reflected a majority opinion for special **provisions for girl child in school-**
- Scope to learn activities such as tailoring, painting, handicraft etc. besides education, would go a long way in making them self-sufficient in future, according to the villagers.
- This was true for both tribal or non-tribal group of respondents.

Lack of adequate infrastructure in schools

- All respondents agreed that **lack of adequate infrastructural facilities in school was a major deterrent for parent's involvement in child's education.**
- **Lack of regularity of school teachers was the dominant complaint among all respondents.**



Conclusion

- It can be inferred that while tribal parents were mostly concerned with making their children **literate**, the non-tribal parents were optimistic about making their children **educated**.
- Lack of enthusiasm for **tribal** children's education was found to stem from **apparent inability to see education as a means of future well-being of the family**.

Concluding Remarks

- There has been rapid expansion of education system in terms of enrolment, number of institutions, growth rate, etc since independence. The system has undergone a unique transformation from elitist to an egalitarian one (Powar, 1997).
- Therefore, all sections of the population have gained as a result of the enlargement of the system. However, the disparities between the **disadvantaged groups** (Gandhe, 1999) viz. **minorities and non-disadvantaged groups** have continued.



Concluding Remarks

- Therefore, there is a need to provide special care and opportunities to the traditionally marginalized population in a democratic society such as ours, which stresses egalitarianism, social justice and economic development for all sections of society.



Thank you!