

IDENTIFY TO PROBLEMS OF SCHEDULED TRIBES STUDENTS EDUCATIONAL STATUS IN DIFFERENT DISTRICT OF TAMILNADU

Dr. K. JAYARAMAN Professor

R. RAJESH Ph.D Research Scholar

Department of Educational Technology

Bharathidasan University, Khajamalai Campus

Tiruchirappalli - 620 023, Tamilnadu, India

Mobile: +918870147588, Email:mph15rajesh@gmail.com

Abstract

A conspicuous trait of India culture is the survival of tribal society and culture in the midst of rapidly changing society. Scheduled tribes who inhabit isolated mountainous regions in the absence of easy education the higher secondary schools students face more problems. The present study aims at identifying and understanding the problems of scheduled tribes' students. The normative survey method was employed. The present study covers the learning scheduled tribes' higher secondary school students. Who are doing their studies at first, second years levels in the scheduled tribal schools in Tamilnadu. The total samples collected for this study is 803 and these samples were selected from 18 rural scheduled tribal schools by purposive sampling technique, In scheduled tribal higher secondary schools of rural area female students face higher intensity of the overall problems and its various dimensions (male 73.68% and female 83.68%). The government should conduct awareness programs to provide adequate information to pursue higher education particularly for below poverty scheduled tribes' students.

Keywords: Problems, Scheduled Tribes, Education, Tamilnadu.

Introduction

State commitment to the education of SC/ST children is contained in articles 15(4), 45 and 46 of the Indian Constitution. Article 15(4) underscores the state's basic commitment to positive discrimination in favour of the society and educationally backward classes and the Scheduled Caste and Scheduled Tribes. Article 45 declares the state's endeavor to provide free and compulsory education for all children until they complete the age of 14 years. Article 46 expresses the specific aim to promote with special care the educational and economic interests of SC/ST (NCERT of Unit). According to the census of 2001, the scheduled tribes constitute 8.1% of the Indian population. According to 2011 census, Tamilnadu states total population is 72.14 million, the population of scheduled tribes is 7.9lakhs, constituting 1.1% of the total population. The tribal population in Tamilnadu state is largely concentrated in Vellore, Villuppuram, Thiruvannamalai, Dharmapuri, Nilgiris, Salem, Namakkal and Tiruchirappall districts.

In Tamilnadu state, the higher secondary schools students face more problems. Particularly the students of scheduled tribal schools in rural areas, students face more problems, to get their higher education and those problems are focused on various aspects such as environmental, economical, familial, social and school. All these aspects are considered as basic factors which influence the various problems of tribal students doing in scheduled tribal schools in Tamilnadu. Students face several of difficulties to their higher education and to meet their demands in their home and school environment. Not only that their related problems also develop few environmental, economical, familial, social and school problems too. By considering the above problems of scheduled tribes students are discuss in the present study.

Review of Related Literature

Suresh and Cheeran (2005) focuses on the disparity in literary and educational attainments. The psycho-social aspects of tribal living are greatly affected by deprivation in both educational and literary attainments. Illiteracy keeps them out of the mainstream business and tracks. The report clearly states there is gender inequality even in the educational status of tribes.

Adishesiah and Ramanatham(1974) a study on "Educational problems of scheduled castes and scheduled tribes in Tamilnadu". The main objective are 1) collect reliable and relevant information to assess the type and extent of educational problems of SC/ST and school and college students.

Srivastava (1970) conducted a study on identification of educational problems of sorora Tribal's of Orissa, Tribal Education Unit of NCERT, New Delhi. The major finding was in spite of the educational

facilities provided by the tribal and rural welfare department of the Government of Orissa; progress made in the promotion of education among the saroras is not satisfactory.

The research conducted on the “*Identify to Problems of Scheduled Tribes Students Educational Status in Different District of Tamilnadu*”. Related literature has been reviewed to identify the research gap of the study.

Need and Significance of the study

In the present world, problems commonly appear everywhere. But these problems make downtrodden people to suffer a lot; particularly the students belong to the downtrodden groups like scheduled tribes struggle a lot from the childhood stage. In this context, this kind of study is estimate the intensity of the problems of tribes’ students at higher secondary level. Particularly when tribes students come up in studies, the face numerous problems in getting education in schools and higher education institutions and these problems lead them to have inferiority complex and other social and psychological problems. In order to avoid these problems, the study is needed one in this context, identifies the reasons for tribes student’s dropout in the present situation at the time, the study may help to identify the possible progressive activities to develop the downtrodden community of scheduled tribes’ students.

Objectives of the study

- To identify the problems of scheduled higher secondary students doing in tribal schools in Tamilnadu.
- To find out the extent of intensity of problems of scheduled tribes higher secondary students in tribal schools.
- To find out the significant difference between genders variable such as problems of tribes’ students in scheduled tribal schools.
- To offer recommendation and solution to solve the problems of doing tribal students higher education in tribal schools in Tamilnadu.

Hypotheses of the study

- There are more numbers of problems faced by the higher secondary students of scheduled tribal schools in various dimensions.
- The response of tribes’ students in different problems various in environmental, economical, familial, social, and scholastic dimensions.
- The tribes’ students problems are at higher secondary education level are at high level.
- There exist significant differences between of students with respect to their biographical variable such as genders in facing various problems in getting higher secondary education at tribal schools.

Research Methodology

In this study aims at identifying and understanding the problems of tribes’ students, to study problems, the normative survey method was employed. Survey is a method for collecting and analyzing the data. Among two major types of survey methods, the cross sectional survey method was selected to study the problems of tribes’ students.

Population and Sample

The covers the studying tribes’ higher secondary students, Who are doing their studies at first and second years levels in tribal schools in Tamilnadu. The total samples selected for this study is 803 and these samples were selected form 18 tribal schools by purposive sampling technique.

Research Tools

In the present study, questionnaire was employed as tools to collect the data from the respondents. The questionnaire is the most effective tool in survey method. Questionnaires enable the researcher to collect both quantitative and qualitative information. It is constructed in an earliest way and less expensive for administration. The person administering the questionnaires has an opportunity to establish rapport, with tribes’ students to explain the respondents and it is fairly easy to tabulate and analyze the data. Because of these reasons, questionnaires were considered as appropriate tool for the present study.

Analysis of Data

1. Percentage Analysis

Table1: Distribution of overall percentage scores of tribes students problems and their percentage of problems in various dimensions such as environment, economical, family, social and school.

S.No	Overall Category	Dimension wise % of problems				
		Environmental Problems	Economical Problems	Familial Problems	Social Problems	Scholastic Problems

1	72.12	68.13	70.27	70.18	74.30	77.72
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The above table reveals the following findings:

- ❖ The overall percentage reveals that tribes' students face 72.12% of problems in learning their higher secondary education in tribal schools in rural areas.
- ❖ Among various percentages of tribes' students' problem in different dimension the maximum, percentage of problems (is 77.72) occur in school environment.
- ❖ 74.30% of Problems occur in social aspect among tribes students doing in tribal schools in rural area.
- ❖ 70.27% and 70.18% of tribes' problems occur in economical and familial aspects which are found to be same and the last category is 68.12% of tribes' students problems occur in Environment aspect.
- ❖ However all the levels of percentage of problems are above the average level.

Finding: The highest intensity of the tribe's problems occurs in the dimensions of school and socials. The overall percentage of problems is found to be 72.12.

2. Differential Analysis

Table 2: Significant mean difference between male and female scheduled tribes higher secondary students studying scheduled tribal schools in overall and dimension wise categories and their problems related to pursuing their higher secondary education.

S. No	Dimensions	Group	Mean	SD	Numbers	't' Value
1	Overall	Male	64.23	15.88	401	5.123
		Female	69.87	15.31	402	
2	Environmental Problems	Male	67.88	20.30	401	1.551
		Female	70.07	19.79	402	
3	Economic Problems	Male	69.33	20.62	401	2.550
		Female	72.96	19.76	402	
4	Familial Problems	Male	69.25	18.17	401	2.720
		Female	72.85	19.29	402	
5	Social Problems	Male	71.14	20.17	401	5.849
		Female	79.30	19.36	402	
6	School Problems	Male	73.68	20.04	401	7.331
		Female	83.68	18.58	402	

df = * Significant at 1% level

** Significant at 5% level

- There exist significant difference between male and female scheduled tribes higher secondary students in their problems related to doing their higher secondary education in overall and dimension categories except in the dimension of environment problems.
- Female students face more problems than male students in overall and various dimensions such as economical, family, social, and school and particularly in tribal schools in rural areas of Tamilnadu.
- The problems related to doing their higher secondary education in the dimension of environment problems among male and female students in tribal schools are found to be same.

Finding: Female students face more problems than male students in doing their higher secondary education particularly in tribal schools of Tamilnadu except in the environment problems.

3. CHI-SQUARE ANALYSIS

Table 3.1: Distribution of Responses of different sex categories of male and female scheduled tribes higher secondary students in problems related to Environment aspect.

Problems related to Environment							
Sex	1	2	3	4	5	6	Total

Male	1355	1292	1326	1283	1517	1393	8166
Female	1460	1352	1346	1288	1504	1501	8451
Total	2815	2644	2672	2571	3021	2894	16617

The above table clearly reveals various responses of that are given by the scheduled tribes higher secondary students, who are facing varieties of problems related to environmental aspect. The obtained value of chi-square is 4.637164. Which is less than the theoretical value of 11.070 at 5% level with 5 degrees of freedom.

The obtained chi-square value is less than the theoretical value. Therefore it's concluded that there is no significant association between gender and environment problems of tribes' students in doing their education at higher secondary level.

Table 3.2: Distribution of Responses of different sex categories of male and female scheduled tribes higher secondary students in problems related to Social aspect

Problems related to Social										
Sex	1	2	3	4	5	6	7	8	9	10
Male	1424	1528	1344	1360	1366	1429	1416	1435	1580	1527
Female	1551	1603	1543	1496	1539	1626	1605	1654	1661	1677
Total	2975	3131	2887	2856	2905	3055	3021	3089	3241	3204

Sex	11	12	13	14	15	16	17	18	19	Total
Male	1452	1383	1365	1451	1377	1391	1420	1467	1387	27102
Female	1651	1552	1555	1650	1550	1515	1624	1657	1583	30286
Total	3103	2935	2920	2927	2927	2906	3044	3118	2970	57388

From the above table clearly reveals various responses of that are given by the tribes higher secondary students, who are facing varieties of problems related to social aspect. The obtained value of chi-square is 10.80078. Which are less than the theoretical value of 28.869 at 5% level with 18 degrees of freedom.

The obtained chi square value is lesser than the theoretical value. Therefore it's concluded that there is no significant association between gender and social problems of tribes' students in doing their education at higher secondary level.

Table 3.3: Distribution of Responses of different sex categories of male and female scheduled tribes higher secondary students in problems related to School aspect.

Problems related to School										
Sex	1	2	3	4	5	6	7	8	9	10
Male	1318	1299	1499	1535	1484	1430	1468	1426	1435	1410
Female	1560	1548	1633	1724	1674	1648	1687	1671	1676	1612
Total	2878	2847	3132	3259	3158	3078	3155	3097	3111	3022

Sex	11	12	13	14	15	16	17	18	19	20
Male	1446	1419	1481	1474	1512	1434	1482	1394	1540	1580
Female	1653	1619	1672	1653	1691	1661	1633	1675	1741	1746
Total	3065	3072	3153	3127	3203	3095	3115	3069	3281	3326

Sex	21	22	23	24	25	26	27	28	Total
Male	1560	1490	1545	1495	1554	1559	1532	1563	41363
Female	1743	1745	1722	1696	1714	1757	1766	1784	47094
Total	3303	3225	3267	3191	3268	3316	3298	3346	88457

The above table clearly reveals various responses of that are given by the tribes higher secondary students, who are facing varieties of problems related to school aspect. The obtained value of chi-square is 12.89297. Which are less than the theoretical value of 40.113 at 5% level with 27 degrees of freedom.

The obtained chi square value is lesser than the theoretical value. Therefore it's concluded that there is no significant association between sex and school problem of tribes students in doing their Education at higher

secondary level.

Findings of Present Study

1. Scheduled tribes students learning in tribal schools face high intensity of problems (i.e. 72.12%) and particularly by the highest intensity of the problems of tribes' students. Occur in school and social dimensions.
2. In scheduled tribal higher secondary schools of rural area, female students face higher intensity of the overall problems and its various dimensions (male 73.68% and female 83.68%).
3. Female students' face more problems than male student in doing their higher secondary education particularly in tribal schools in rural areas of Tamilnadu expect in environment dimension.
4. Scheduled tribes students have high intensity of over all the problems in social dimension which is found to be 74.30%. The social related problems such as other communal group student behave with us in an indifferent way, "Having discrepancy with other students, Not giving government benefit regularly, clash between reserved and reserved community students, insecurity feeling because of communal clash, other community students express indifferent communal feelings on us, not getting good dress to wear like other students, neglecting the reserved community students and they humiliate themselves, there at reduced the educational interest, other community students humiliate us, are found to be at the highest intensity among the problems.

Conclusion

The development stage is considered as storm-stress period. In this stage students are having more stress and struggle a lot. Particularly students belong to the communal categories of tribes group face problems related to environment, economic, family, social, and school in addition to other problems of adolescent stage. These problems actually make students to struggle for survival and they hinder their development also. In order to avoid these problems, the investigator made attempt to conduct the present study and offered fruitful suggestions in order to prevent them. The present study reveals that the tribes' students in tribal schools face the highest intensity of the problems in the dimensions of social and school. However the overall intensity of the problem is found to be 72.12%. Which indicates that scheduled tribes students face more problems in almost all dimensions, therefore, special attention must be given by parents and teachers in social and school related problems. At the same time, female students who are studying at second year level and whose parental education is at tertiary level, scheduled tribes students whose parents are in government job and belong to below poverty group and scheduled tribes' students of planned family are facing more problems in all the dimensions. Therefore parents, teachers and government should so special attention on these groups to solve their problems.

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