

**A STUDY ON PROBLEMS OF TRIBAL CHILDREN STUDYING IN SECONDARY SCHOOLS OF JALPAIGURI DISTRICT, WEST BENGAL**

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**ABSTRACT**

Education exercises a determining influence on the socioeconomic development and culture rejuvenation of the country. In term of socioeconomic and educational development, there is a large component of population, which is socially, educationally, and economically backward like scheduled caste/scheduled tribes and a large segment of the minority groups. Even though the constitutional provision is there in India, tribal children are denied their linguistic human right. This results in high dropouts and low achievement. But it is a matter of great regret that modern civilized man, who claims to be sufficiently educated, does not care to look into the socio-economic and educational problems of the tribal population in the backward regions of our country. The problems are delimited to education, economic and social. So, the present study attempts to know different problems of tribal children studying in secondary schools. The study finds that there is significant differences in problems of tribal children studying in rural and urban secondary schools. The tribal children both boys and girls of rural schools face more problem than the tribal children both boys and girls of urban schools. Again it is also found that, there is significant effect of sex in the problem of tribal children in rural schools. Rural girl children face more problem than the rural boys studying in secondary schools.

*Key words: Tribal Children, secondary school*

**INTRODUCTION**

Education exercises a determining influence on the socio-economic development and culture rejuvenation of the country. India is a multi-religious, multi-lingual, and multi-cultural country. In term of socio-economic and educational development, there is a large component of population, which is socially, educationally, and economically backward like scheduled caste/scheduled tribes and a large segment of the minority groups. A tribe is an independent political division of a population with a common culture. The tribal people cannot adjust to current development mechanisms because they want to perpetuate the past or it may be possible that the tribal people have become fascinated with westernization and have thus abandoned their traditional wisdom. The whole of tribal phenomenon is at the present moment going on a critical stage of transition. That, the reaction of each tribes or groups of tribes has not been same and is borne out by the fact that there has been no uniformity in the population trends of various tribes. But it is a matter of great regret that modern civilized man, who claims to be sufficiently educated, does not care to look into the socio-economic and educational problems of the tribal population in the backward regions of the country. So, the present study attempts to know different problems of tribal children studying in secondary schools.

**REVIEW OF RELATED STUDIES**

Srivastava (1965) covered a fairly wide ground and posed significant questions concerning existing facilities, coverage, wastage stagnation and utilization of financial assistances, mother tongue, as the medium of instruction, curriculum, methods and voluntary agencies. Chitnis (1974) conducted a number of research projects on the impact of education among the weaker sections. The study revealed that the scheduled castes were advanced in the matter of formal education. The disparity in literacy between scheduled castes population and the total population was more marked in the urban than in the rural sector and more with the respect to males than females. Gangrade (1974) studied that status of the scheduled castes students in the educational institutions and identified the kinds of discrimination and types of difficulties and obstacles they faced. Most of the respondents had difficult economic conditions. The financial position and economic condition had considerable impact on the social life of the respondents. Pimpley (1974) conducted the study on socio-economic background of the scheduled castes and the tribal students. He tried to access the states of the tribal student, their performance at schools, their feeling of social distance, their opinion about the facilities for them and thereby tried to show how these could be problematic in their educational aspiration. The findings of the study show that the economic conditions of the tribal children are very poor and hamper the study of the children in schools. Their family members could not provide money for study. Rastogi (1999) studied the input of constitutional provision upon the uplift of the Tribal and found that the respondents of different age

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group were also aware of the different constitutional provision for protecting the interest of their communities. He further found that the older respondents are more aware of various legislative measures compared to the younger member. Yadav (1999) conducted a study of the scheduled castes awareness about the scheme for their educational progress. The major findings are - a. The students in the urban area had higher awareness than in those in the semi urban and the rural areas, b. The awareness of the male students was higher than that of the female students in the total sample. Dash (2010) conducted a study on the tribal socio-economic problems and the classification of the tribal people with the educational problems in the various.

#### **RATIONALE OF THE STUDY**

Various research studies conducted by Ahmad (1980), Aikara (1980), Chandra sekhariah (1969), Choudhari (1985), Lal (1974), George (1974) and Chon (1961) show educational opportunities and socio economic changes among the tribal people along with higher education, educational problems and economic changes, educational social change, progress and problems in education etc to develop tribal people status in modern situation. But there is no specific study conducted in the state of West Bengal in this particular area to know the problem of Tribal children studying in secondary schools particularly in North Bengal. Keeping these things in mind the researchers had taken the present study.

#### **OBJECTIVES OF THE STUDY**

- To study the problems of tribal children studying in Secondary schools.
- To analyze the problems of tribal children studying in Urban and Rural Secondary schools.
- To find out the problems of tribal boys and girls studying in Secondary schools.

#### **HYPOTHESES OF THE STUDY**

**H<sub>1</sub>** : There was significant difference in problems of tribal children studying in Urban and Rural Secondary schools.

**H<sub>2</sub>** : There was significant difference in problems of tribal boys and girls studying in Urban Secondary schools.

**H<sub>3</sub>** : There was significant difference in problems of tribal boys and girls studying in Rural Secondary schools.

For the above hypotheses following null hypotheses had been formulated-

**H<sub>01</sub>** : There was no significant difference in problems of tribal children studying in Urban and Rural Secondary schools.

**H<sub>02</sub>** : There was no significant difference in problems of tribal boys and girls studying in Urban Secondary schools.

**H<sub>03</sub>** : There was no significant difference in problems of tribal boys and girls studying in Rural Secondary schools.

#### **DELIMITATIONS OF THE STUDY**

Due to the paucity of time and money, the present study is delimited to 120 tribal children studying in secondary schools in Jalpaiguri District. The problems are delimited to three areas i.e., education, economic and social. The variables of the study were sex and location of schools viz. Urban and Rural schools.

#### **OVERVIEW OF THE DESIGN**

The present study is an attempt to investigate the problems of tribal children studying in secondary schools in Jalpaiguri district, West Bengal with special references to sex, urban and rural schools. A questionnaire was designed to get information about the various problems of tribal children covering three area-social, economical and educational. The data was collected for the study by that questionnaire for tribal student. The study was conducted to know the problems of tribal children studying in secondary schools precisely and clearly. The study involves the description, suggestion, recording analysis and interpretation, of the problems of tribal children studying in secondary schools.

#### **METHOD USED IN THE STUDY**

For the present investigation, normative survey method had been adopted for its added advantage of economy in time, expenditure, greater speed, and greater scope for accuracy.

#### **SAMPLE OF THE STUDY**

Sample is the representative of whole population. It is a small quantity or proportion selected from the total population having characteristics of the sample. Keeping in view the above objectives of study, a total sample of 120 Tribal students studying in secondary schools in the district of Jalpaiguri (West Bengal) were selected on the basis of quota sampling method. The schools are further categorized as urban school and rural school from which 60 students were taken. Among 60 students 30 were girls and 30 were boys.

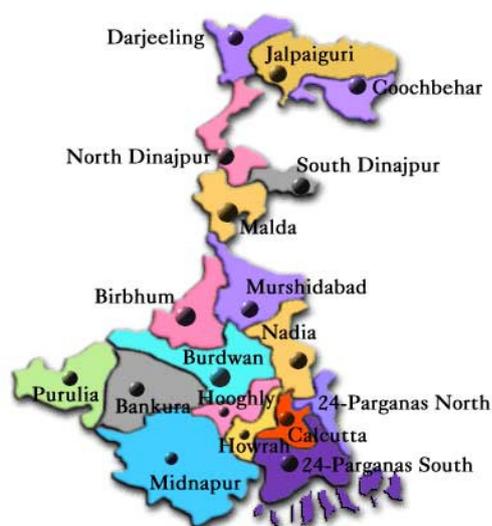


Fig ..1: Location Map of Jalpaiguri District in West Bengal

**Table - 1 Name of the schools and Number of the students (Sex wise) for sample.**

Urban Secondary Schools (10)			Rural Secondary Schools (10)		
Name of the schools	No. of Boys	No. of Girls	Name of the schools	No. of Boys	No. of Girls
Falakata Girls high school	-	5	Jataswar High School	4	2
Balika Sikha Mandir high school	-	5	Jateswar Girls High School	-	8
Gobinda High School	9	-	Shilbarihat High School	5	-
New Town Girls High School	-	3	Bhati Bari Girls High School	-	6
MacWilliam Boys High School	7		Sonarpur Boys High School	6	
Alipurduar Girls High School		7	Balika Girls High School	-	6
Babupara Girls High School		5	Rambhola High School	5	4
Saymaprasad Boys High School	8		Bhatibari Roys High School	6	
Shaymaprasad Girls High School		5	Chrstian Mission Girls High School	--	4
Railway Higher Secondary School	6	-	Christian Missionary Boys High School	4	-
Total	30	30	Total	30	30

**TOOLS USED**

The researchers had developed the questionnaire containing 60 items. The item covered three areas of problems viz. educational, social and economical and each item contains Y/N type answers.

**PROCEDURE OF THE STUDY**

The administration of the questionnaire had been done personally by the researcher herself. At the initial stages, the students were given proper understanding for the purpose of the study and the work they are needed to discharge. All were very co-operative, responsive and encouraging to give proper responses on different items of the questionnaire. The duration of the collection of the data was one month. All the items of the questionnaires were scored according to the response given by the students. For yes response 1(one) point is given and for no response 0 (zero) point is given. Accordingly the data were scored and analysis by using statistical techniques.

**ANALYSIS AND INTERPRETATION OF THE DATA**

**Study of problems of tribal children studying in secondary schools**

From the table no.2, it is found that mean score of tribal children studying in rural schools was higher (48.17) than the mean score of tribal children studying in urban schools (38.35). The same result is also found in the S.D while studying in rural and urban schools (4.68, 4.49). So it clearly indicates that tribal rural children face more problems than urban children studying in secondary schools.

**Table - 2, Mean and S.D of Urban and Rural Tribal children studying in Secondary schools**

Group	Urban		Rural		Urban (B+ G)	Rural (B+ G)	Boys (U+ R)	Girls (U+ R)
	Boys	Girls	Boys	Girls				
Mean	38.33	38.36	46.26	50.06	38.35	48.17	42.3	44.22
S.D	5.01	3.91	5.68	2.73	4.49	4.68	6.63	6.75

Again from the same table, it is seen that mean score of tribal girls to urban and rural schools was higher (44.22) than the mean score of tribal boys belonging urban and rural schools (42.3). It is also found that SD of girls tribal children was higher (6.75) than the boys.

It is concluded that tribal girls children face more problems than the boys both in rural and urban secondary schools. It also shows that, mean score of boys and girls belonging to urban schools was same (38.33 and 38.36), but it is interesting to note that SD of boys was higher (5.01) than the girls (3.91). So, it clearly indicates that tribal children of both sex face same problem and boys were heterogeneous in nature.

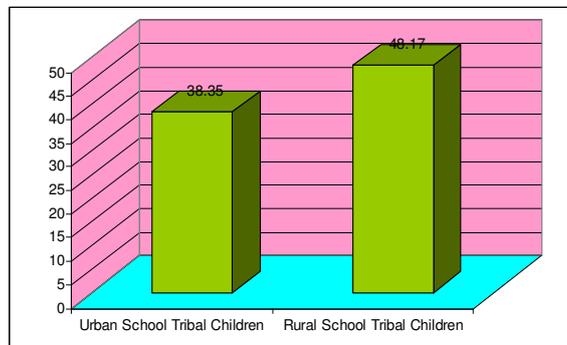
Again, the same table shows that mean scores of tribal girls children was higher (50.06) than the tribal boys (46.26) belonging to rural schools. But it is also interesting to note from the same table that the SD of boys was higher (5.68) than the girls (2.73). So it is concluded that tribal girls of urban secondary schools face more problem than the tribal boys of rural secondary schools and boys were heterogeneous. The figure no. 2 shows the same result. To know the exact significant effect of different groups, the researcher had calculated the t- test.

**Study of Problems of Tribal Children Studying in Urban and Rural Secondary Schools**

**Table - 3, Mean, SD and t-value of Urban and Rural Tribal Children Studying in Secondary Schools**

Groups	Mean	S.D	t - Value	Significant Level
Urban School Tribal Children	38.35	4.49	11.62	0.01
Rural School Tribal Children	48.17	4.68		

The mean score and S.D of the Tribal children belonging to the Urban school was (38.35 and 4.49) and the mean score and the SD of the Tribal children belonging to Rural schools was (48.17 and 4.68). The table no.3 shows that the t-value of boys and girls belonging to Urban and Rural schools was 11.62, which is significant at 0.01 level. So, the alternate hypothesis was accepted and the null hypothesis is rejected.



**Fig 1: Showing Mean score of Urban And Rural Tribal Children studying in Secondary Schools**

It clearly indicates that Tribal children of Rural schools face more problems than the tribal children of Urban schools. It was found that Rural children face problem due to constraint of money, engagement in household work and also not availability of sufficient study materials. The result of the present study is supported by the study conducted by Yadav, 1999 and Das 2010 etc. The figure no.1 shows the same result.

**Study of Sex on the Problems of Tribal Children Studying in Urban and Rural Secondary Schools**

The table no.4 shows the mean score of tribal boys belonging to urban and rural schools was 44.22. From the same table, we also find that t-value of boys belonging to urban and rural schools was 1.56 which is not significant. So, the null is accepted and the alternative hypothesis is rejected.

**Table - 4, Mean, SD and t-value of Urban and Rural Tribal Boys and Girls Students studying in Secondary Schools**

Groups	Mean	S.D	t - Value	Significant Level
Boys (Urban + Rural)	42.3	6.63	1.56	NS
Girls (Urban + Rural)	44.22	6.75		

It clearly indicates that tribal boys and girls belonging to both Urban and Rural secondary schools face same problems. So, sex has no effect on the problems of tribal children studying in secondary schools. This study is contradicting to the study conducted by Naik, 1965; Sachidanandan, 1965; Dash, 2010 etc. The figure no.2 reveals the same result.

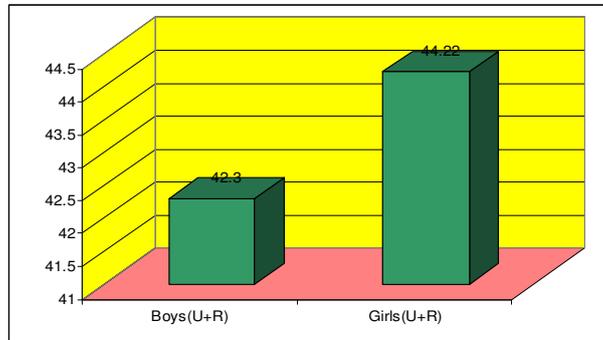


Fig. 2 Showing Mean Scores of Boys and Girls Students Studying in Urban and Rural Tribal Secondary Schools.

**Study of Effect of Sex on the Problems of Tribal Children Studying in Urban Secondary Schools**

The table no.5 shows that the mean score of the Urban tribal boys was 38.33 and the mean score of Urban girls was 38.36. So, to know the exact significant difference, the researcher calculated t-test. The t-value of boys and girls belonging to urban schools was 0.38 which is not significant, so, the null hypothesis is accepted and the alternate hypothesis is rejected.

**Table - 5, Mean, SD and t-value of Boys and Girls Tribal Children Studying in Urban Secondary Schools**

Groups	Mean	S.D	t - Value	Significant Level
Urban Boys	38.33	5.01	0.38	NS
Urban Girls	38.36	3.91		

So, it clearly indicates that sex had no effect on the tribal children studying in Urban secondary schools. The study is contradicting to the study conducted by Naik, 1965; Sachidananda, 1965; and Dash, 2010 etc. The figure no.3 also reveals the same result.

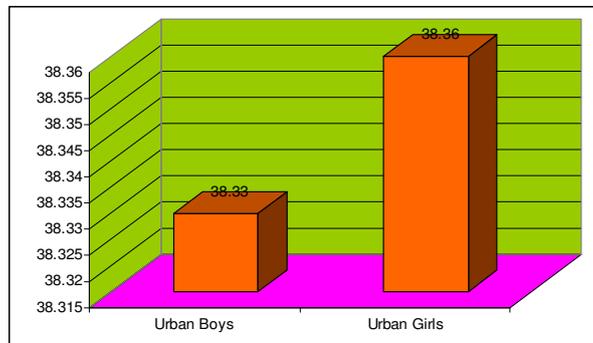


Fig.3: Showing Mean Scores of Boys and Girls Students Studying in Urban Secondary Schools

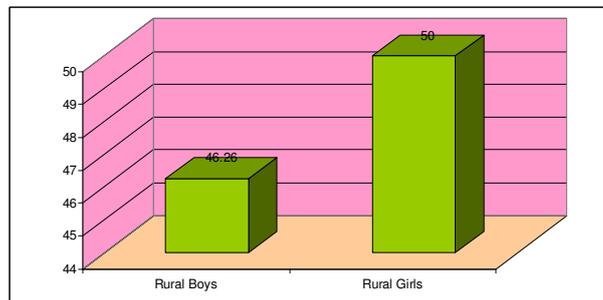
### Study of Effect of Sex on the Problems of Tribal Children Studying in Rural Secondary Schools

Again, the table no. 6 shows that the mean score of rural boys children was 46.26 and the rural girl children was 50.06. So, to know the exact significant difference between boys and girls children belonging to rural schools, the researcher calculated t-test. The t-value of rural boys and girls was 3.24 which is significant at 0.01 level. So, the alternate hypothesis is accepted and the null hypothesis is rejected.

**Table- 6, Mean, SD and t-value of Boys and Girls Tribal Children Studying in Rural Secondary Schools**

Groups	Mean	S.D	t - Value	Significant Level
Rural Boys	46.26	5.68	3.24	0.01
Rural Girls	50.00	2.73		

So, it clearly indicates that tribal girls of rural secondary schools face more problems than boys of the rural secondary schools. The girls face problems like financial support by the parent, engagement with household works, more family members etc. the present study is supported by the studies conducted by Naik, 1965; Sachidananda, 1965; Chithis, 1974; Gangrade, 1974; Yadav, 1999 and Dash 2010 etc. The figure no.4 reveals the same results.



**Fig.4: Showing Mean Score of Boys and Girls Tribal Children Studying in Rural Secondary Schools**

#### FINDINGS OF THE STUDY

1. There was significant differences in problems of tribal children studying in rural and urban secondary schools. The tribal children both boys and girls of rural schools face more problem than the tribal children both boys and girls of rural schools.
2. There was significant effect of sex in the problem of tribal children studying in secondary schools. Tribal boys both from the urban and rural schools face the same problem as tribal girls both from the rural and secondary schools.
3. There was significant effect of sex in the problem of tribal children studying in urban schools. Both girls and boys face same problems in urban schools.
4. There was significant effect of sex in the problem of tribal children in rural schools. Rural girl children face more problem than the rural boys studying in secondary schools.

#### EDUCATIONAL IMPLICATIONS

Tribal people are the backward groups of country and they face many problems in the society. If the problems of the tribal children are identified and proper steps are taken, then the children can learn more and become a prestigious tribal children. If these students are identified and special provision are given to them, they may prosper in future.

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