

EDUCATIONAL STATUS OF SECONDARY SCHOOL TRIBAL LEARNERS OF MAYURBHANJ, ODISHA

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ABSTRACT

In India the tribal groups are considered as the weakest groups of the population in terms of poverty, illiteracy, lack of developmental facilities, socio economic status, primary health facilities etc. Among all the states of India, Odisha is known as a tribal state which includes sixty-two tribes. Out of thirty districts of Odisha, Mayurbhanj district is having around 60% of its population consisting of scheduled tribe. To know more about the academic achievement of the tribal learners and problems faced by them in the process of getting secondary education, the researchers have purposefully chosen Karanjia and Jashipur block of Mayurbhanj and used Descriptive Survey research design. In total, 200 class-IX tribal learners of 20 secondary schools were selected for the study. Two self-made tools i.e., Academic Achievement Score List and Focus Group Discussion for students were used to collect data for the study. The data was analysed with the help of percentage analysis technique. The findings of the study reveal that, maximum numbers of tribal learners of Mayurbhanj district are good in their academic achievement scores. But they are facing problem in schools due to Odia as the medium of instruction; low self-confidence; shyness and inferiority feelings; lack of teacher's attention; peer group pressure; low family income; unconducive environment for study; work burden in home; poor health and nutrition; gender inequality in the family and early marriage etc. Tribal

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learners are expecting good infrastructural and material facilities in schools; and counselling programmes for their mental wellbeings.

INTRODUCTION

Education is a capable weapon to achieve certain goals like transmitting knowledge and enhancing skills and different personality traits. It is a critical invasive instrument for bringing about social, economic and political inclusion of people (Punniah, 2018). Among all the states of India, Odisha is known as a tribal state which includes sixty-two tribes. In Mayurbhanj district of Odisha there are different tribal communities such as Munda, Bathudi, Kolha, Santal etc. The tribe is defined as a collection of families bearing common name, speaking a common dialect, occupying or professing to occupy a common territory and is not usually endogamous though originally it might have been so (Nithya, 2014). After 75th years of independence there are some tribal, who are facing problems regarding to their education. Still there are some tribal communities which bear primitive and live in scheduled areas (Verma, 1996). Such problems related to illiteracy, untouchability, financial status, being neglectable by other higher communities, backwardness etc. Education is one of the indispensable tools that help tribal peoples to cope with national integration (Devi, 2019). Today, the governments in all countries are paying special attention for development of the tribes (Nithya, 2014). Though national leaders and constitutional makers are committed to uplift the tribal people, a desired level of development has not been achieved yet. State government and central government are providing different schemes for the upliftment of tribal learners but still some of the tribal learners are unable to get benefits from those. As per the census 2011 report literacy rate of Odisha was 75.45%, whereas santal tribal people literacy rate was 30.2%.

JUSTIFICATION OF THE STUDY

Government has undertaken various policies and programmes to improve the educational status of tribals. But yet they are facing lots of problem in getting education. For improvement of their education, Brahmanandam & Bosu Babu (2016) suggested that, the curriculum should be prepared in their mother tongue, mid-day meal should be provided, night schools and adult education centres should be established. The relation between teachers attitude and tribal

students achievement are marked significant and positive relationship between these two (Pati & Khamari, 2022). To decrease the dropout rate of tribal learners' special attention should be given by the teacher to the tribal learners (Panda & Ojha,2021). Lack of public transport, poor staff pattern, unavailability of basic infrastructural facilities, unsuitable curriculum etc are the barriers for their educational attainment (Emayavaramban, 2020). The tribal participation is very low in the field of higher education and the educational scenario of Mayurbhanj district is not very well developed (Hansdah, 2018; Maharana, 2015). Various steps have taken by government and NGOs for the Hill Kharias but the literacy rate of Hill Kharias tribe is very poor in comparison to other tribal communities of Mayurbhanj district (Tudu & Mahapatra 2020). To know more about on the educational achievement and educational problem faced by the tribal learners the researcher has chosen a tribal district that is Mayurbhanj District.

OBJECTIVES

1. To study the academic achievement of secondary school tribal learners of Mayurbhanj district.
2. To study the problems faced by the tribal learners of secondary schools of Mayurbhanj district.
3. To provide suggestions for improvement on the basis of research.

METHODOLOGY

Research Design: The present study comes under the purview of descriptive survey research design.

Sample: For the purpose of selecting sample at first the researchers have purposefully chosen Karanjia and Jashipur blocks of Mayurbhanj district and chosen 10 secondary schools from each block randomly. Again, from these 20 secondary schools the researcher has randomly chosen 10 tribal learners of class 9th from each school. In total there were 200 tribal learners that constitute baseline participant for the study.

Tools and Technique: In this study the researchers used two self-made tools i.e., Academic Achievement Score List and Focus Group Discussion for students. Academic Achievement Score List was used to gather the data about the marks secured by the secondary school tribal learners in the Summative Assessment-1 conducted by the schools. Similarly, Focus Group Discussion for students' was used to assess the problems related to secondary education of tribal learners. There were 9 questions out of them 2 were purely open-ended questions and other 7 were both open and close ended.

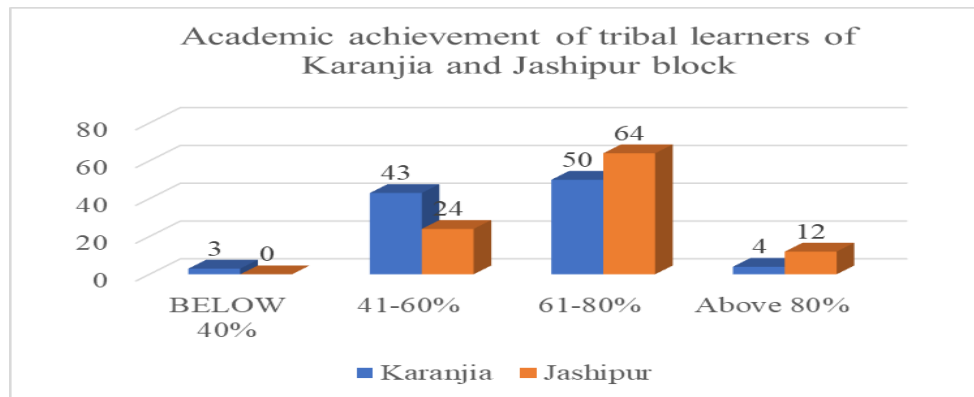
Data Analysis Techniques: The collected data was analyzed with the help of content analysis technique to know the educational achievement and educational problems faced by tribal learners of Karanjia and Jashipur block of Mayurbhanj district.

DISCUSSION OF THE RESULT

Status of academic achievement of secondary school tribal learners of Mayurbhanj

Status of academic achievement of Karanjia Block: It is found that in Karanjia block, 44% tribal learners are secured score in between (41-60) %; where as 50% students lies in the percentage range (61-80) %; and only 3% students lie in the percentage range below 40% and above 80%. It indicates 50% tribal learners of Karanjia block are good in their academic achievement as they secured 61-80% marks.

Status of academic achievement of Jashipur Block: It is found that in Jashipur block, 24% tribal learners are secured score in between (41-60) %; where as 64% students lies in the percentage range (61-80) %.; no students lie in the percentage range below 40%; only 12% students are above 80%. It indicates maximum tribal learners of Jashipur block are good in their academic achievement scores. For better understanding for the data of two blocks the following graph is presented hereunder.

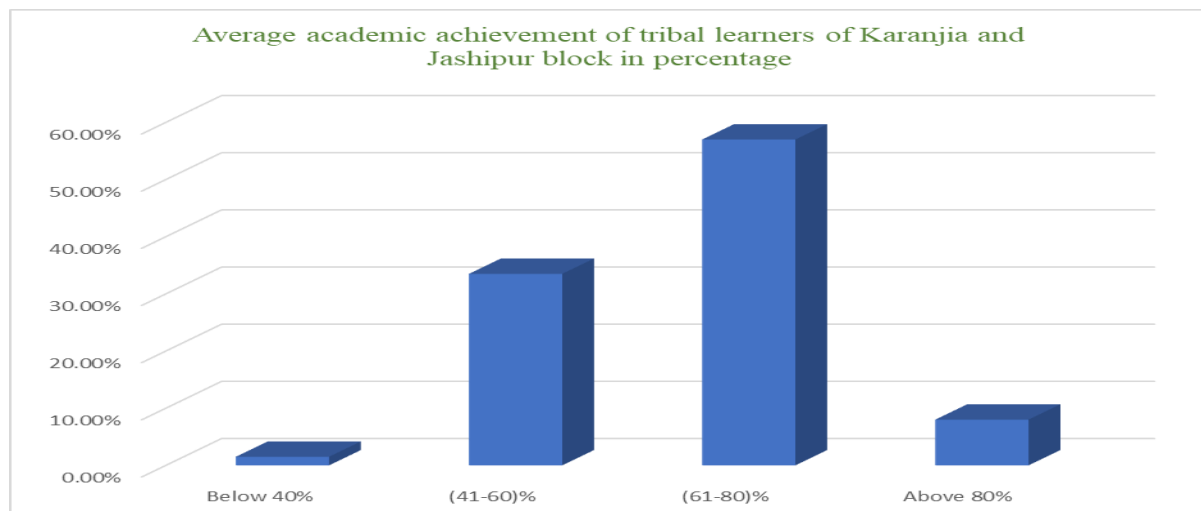


Pic-1: Academic achievement of tribal learners of Karanjia and Jashipur Block

Status of average academic achievement of tribal learners of Karanjia and Jashipur Block

Name of the Block	Number of tribal learners of Mayurbhanj district(N=200)			
	Below 40%	(41-60) %	(61-80) %	Above 80%
Karanjia	3	43	50	4
Jashipur	Nil	24	64	12
Total	3	67	114	16
In Percentage	1.5%	33.5%	57%	8%

In Karanjia and Jashipur block of Mayurbhanj district, 1.5% students achievement score lies below 40%; 33.5% students achievement score lies between percentage range (41-60)%; 57% students achievement score lies between percentage range (61-80) %; Only 8% students are above 80%. It indicates that maximum tribal learners of Mayurbhanj district are good in their academic achievement. For better understanding the following graph is presented hereunder:



Average academic achievement of tribal learners of Karanjia and Jashipur Block

Problems faced by the secondary schools tribal learners of Mayurbhanj district

Problems related to medium of instruction: 20% tribal learners of Karanjia block are facing problems due to Odia as medium of instruction, because their mother tongue is Santal, Munda, Bathudi etc. Similarly, in Jashipur block 25% of tribal learners are facing problems due to Odia as a medium of instruction, because their mother tongue is Kolha and Santal.

Problems related to participation in the classroom processes: 10% tribal learners are facing problems in classroom participation due to low self-confidence; 15% are facing problems due to shyness and 25% are facing problems due to their low academic achievement.

Problems related to inferiority feelings in the classroom transaction process: 5% tribal learners feel inferior in the classroom transaction process due to partiality by the teachers; 12% feel inferior due to low attention by teachers and 15% feel inferior due to inferiority feeling among peer groups.

Problems related to family: 45% tribal learners are facing problem due to financial status of the family; 30% are facing problems due to not finding proper environment for study; 20% are facing difficulties due to family responsibility or work burden in home; 10% are facing problem due to poor health and nutrition; 25% are facing difficulties due to gender inequality in the family and 10% are facing difficulties due to early marriage.

Expected basic needs of the tribal learners: 25% tribal learners are expecting good infrastructure facilities in schools; 55% are expecting separate hostel facilities for both boys and girls; 40% are expecting separate neat and clean toilets for boys and girls; 60% are expecting study materials in time; 20% are expecting nutritional food facilities; 35% are expecting appropriate pupil teacher ratio; 20% are expecting counselling programmes for their adjustment.

FINDINGS AND CONCLUSIONS

It is concluded that, maximum number of tribal learners of Mayurbhanj district are good in their academic achievement scores. But, 20% tribal learners of Karanjia and 25% tribal learners of Jashipur block are facing problem in schools as Odia is the medium of instruction where as their mother tongue is Kolha, Santal, Munda, Bathudi etc. Similarly, 10%, 15% & 25% tribal learners of Mayurbhanj district are facing problems in classroom participation due to low self-confidence, shyness and low academic achievement respectively. With regard to inferiority feelings in the classroom transaction 5%, 12% & 15% tribal learners of Mayurbhanj district are feeling inferior in the classroom transaction process due to partiality by the teachers, lack of attention by teachers and peer group pressure respectively. Likewise 45%, 30%, 20%, 10%, 25% and 10% tribal learners of Mayurbhanj district are facing problem due to low financial status of the family, unconducive environment for study, work burden in home, poor health and nutrition, gender inequality in the family and early marriage respectively. Tribal learners are expecting good infrastructure facilities in schools; separate hostel facilities for both boys and girls; separate neat and clean toilets for boys and girls; in time supply of study materials; nutritional facilities; proper pupil teacher ratio in schools; counselling programmes for mental wellbeings.

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