



Socio-Economic Challenges And Educational Barriers Faced By Tribal Adolescents In Koraput District

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Abstract

This study is conducted with an aim and objective to find out the socio economic difficulties and barriers for higher order of education for tribal adolescents in the Koraput district of Odisha, India. The basic approach of this study is to involve tribal adolescents and communicate with them by using structured and unstructured questionnaire and interviewing with their parents and with the experts. The study reveals many factors such as low economic status, lack of parental motivation, poor health condition, parentally illiterate, involvement in domestic and remunerative work, unsupportive school environment, and relevance of curriculum not with tribal life and lack of tribal language are showing as barriers for tribal adolescents to educate. Recommendations include providing academic support beyond school hours, making the school atmosphere more congenial and interesting through innovative projects and programs, ensuring basic physical facilities in schools, appointing qualified and experienced teachers familiar with tribal dialects, revising the curriculum to include relevant aspects of tribal life and culture, and implementing awareness and support programs to address health-related issues, financial constraints, and gender-based challenges affecting the education of tribal adolescents.

Keywords: Tribal Adolescents, Socio-Economic Challenges, Educational Barriers, Dropout Rates

Introduction

Since educational development took place within the framework of a stratified social system, it has always been focused on the needs of the privileged ones. Scheduled castes and scheduled tribes are special groups which need special attention. The adolescents coming from the tribal community are not exposed to the normal range of stimulation which is necessary for all round development. The quality and level of achievement of the tribal community have drawn the attention of both educational planners and researchers. Most of the studies done on these populations reflect that these children invariably perform poorly on academic and variety of ability measures. The present study attempts to study the problems of high school tribal students in Koraput district Odisha. Different self-made questionnaires were prepared and structured and unstructured interviews were conducted to collect data from tribal adolescents, parents and experts. The

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results showed that low economic status, lack of parental motivation, poor health condition, literacy of parents, adolescents engaged in domestic and remunerative work are some of the reasons that are responsible for the education of tribal adolescents in schools. It is found that school environment is not educative and encouraging for the tribal students. It is observed that the lack of relevance of tribal life in curriculum, absence of tribal language in curriculum, lack of interest among teachers etc. were responsible in preventing enrolment and retention of tribal students in schools. Hence, it is suggested that there can be provision of academic support by teachers beyond school hours to students requiring individual attention, Teachers should be encouraged to make the school atmosphere congenial, interesting for the tribal adolescents through innovative projects and programmes. Steps should be taken to provide basic physical facilities in schools like playgrounds, toilets and recreational facilities. Steps should also be taken for the appointment of qualified and experienced teachers who are familiar with tribal dialect.

Literature Review

Education is a fundamental right that plays a crucial role in the socio-economic development of individuals and communities. However, access to quality education remains a significant challenge for marginalized and vulnerable populations, including tribal adolescents in India. This literature review aims to explore the socio-economic challenges and educational barriers faced by tribal adolescents, with a focus on previous studies and research findings related to this topic.

Numerous studies have highlighted the economic constraints as one of the major barriers to education among tribal adolescents (Kumar & Kumar, 2018; Mohanty & Mohanty, 2017). Poverty, lack of financial resources, and the need for adolescents to engage in domestic and remunerative work to support their families contribute to high dropout rates among tribal students (Rath, 2016). Health-related issues, including malnutrition, anemia, and other diseases, have been identified as significant factors affecting the education of tribal adolescents (Mishra & Pradhan, 2019; Behera, 2018). Poor health conditions not only lead to absenteeism but also affect the cognitive and academic performance of students, ultimately resulting in school dropout (Das & Panigrahi, 2017). The level of parental involvement and literacy has a significant impact on the educational attainment of tribal adolescents (Nayak & Mallick, 2016). Studies have shown that low levels of parental education and lack of parental motivation and support are associated with increased dropout rates among tribal students (Panda & Mohanty, 2020; Sahoo & Sahoo, 2015).

The school environment, including the quality of teaching, availability of resources, and the overall atmosphere, plays a crucial role in the educational experience and outcomes of students (Pradhan & Behera, 2018). Studies have indicated that the lack of qualified and experienced teachers, inadequate infrastructure, and an unsupportive school environment contribute to the low enrollment and retention rates of tribal students in schools (Patnaik & Nayak, 2017; Rout & Sahu, 2019).

The lack of relevance of the curriculum to the tribal life and culture and the absence of tribal languages in the educational system have been identified as significant barriers to the education of tribal adolescents (Das & Panigrahi, 2017; Mohanty & Mohanty, 2017). Studies suggest that a culturally relevant and inclusive curriculum can enhance the engagement and academic performance of tribal students (Kumar & Kumar, 2018).

Gender-based discrimination and societal norms often limit the educational opportunities and outcomes of girls, particularly in tribal communities (Behera, 2018; Rath, 2016). Studies have indicated that girls face unique challenges, including early marriage, household responsibilities, and gender-based violence, which significantly affect their access to and retention in education (Mishra & Pradhan, 2019; Panda & Mohanty, 2020).

Objectives of the Study

- To investigate and analyze the factors contributing to high dropout rates among tribal adolescents in the Koraput district, including classroom-related issues, health-related issues, financial problems, and home-related problems affecting school attendance and dropout rates.
- To explore and evaluate the socio-economic challenges faced by tribal adolescents, including economic constraints, health-related issues, parental involvement, and the impact of these factors on their educational attainment and retention.
- To suggest targeted interventions, educational programs, and policies based on the study findings to address the specific needs and challenges faced by tribal adolescents in the Koraput district, aiming to enhance their educational access, quality, and retention.

Constraints of the Research

While conducting research on the socio-economic challenges and educational barriers faced by tribal adolescents in the Koraput district, several constraints were encountered, which may have influenced the study's findings and conclusions. The study was conducted with a limited sample size of 120 respondents (60 boys and 60 girls), which may not be representative of the entire population of tribal adolescents in the Koraput district, potentially limiting the generalizability of the findings. The use of self-made questionnaires and structured and unstructured interviews may have introduced bias and subjectivity in the data collection process, affecting the reliability and validity of the results. The respondents' willingness to participate and provide honest and accurate information may have been influenced by social desirability bias, leading to potential inaccuracies and inconsistencies in the collected data. The constraints of time and resources may have limited the depth and breadth of the study, preventing a comprehensive exploration and understanding of the complex socio-economic and educational challenges faced by tribal adolescents in the Koraput district.

The cultural and language differences between the researchers and the respondents may have affected the communication and understanding of the respondents' experiences and perspectives, potentially influencing the interpretation and analysis of the data. The external socio-political and economic factors, including government policies and programs, community dynamics, and access to educational and health services, may have influenced the respondents' experiences and the overall findings of the study.

Despite these constraints, the study provides valuable insights into the socio-economic challenges and educational barriers faced by tribal adolescents in the Koraput district and offers recommendations for improving their educational access, quality, and retention. Further research with a larger and more diverse sample, rigorous data collection and analysis methods, and consideration of the identified constraints is recommended to validate and expand on the study's findings and conclusions.

Methodology

1. Study Design

A cross-sectional study was conducted to investigate the socio-economic challenges and educational barriers faced by tribal adolescents in the Koraput district of Odisha. The study utilized a mixed-methods approach, combining structured and unstructured interviews with adolescents, parents, and experts. The study was carried out in the Koraput district of Odisha, focusing on tribal adolescents attending high school. A total of 120 respondents (60 boys and 60 girls) aged between 13 and 16 years were included in the study.

2. Data Collection Instruments

Structured Questionnaires: A self-made structured questionnaire was used to collect quantitative data on demographic details, reasons for school dropout, and home-related problems.

Semi-Structured Interviews: Unstructured interviews were conducted with tribal adolescents, parents, and educational experts to gather qualitative data on socio-economic conditions, educational status, and school-related problems.

3. Data Collection Procedure

Demographic Data: Information on age, caste, religion, class, area, family type, head of the family, and total number of family members was collected using a structured questionnaire. **Reasons for School Dropout:** Data on reasons for school dropout, such as classroom-related issues, distance from school, health-related issues, and financial problems, were collected using a structured questionnaire. **Home-Related Problems:** Information on home-related problems, including financial support to the family, helping in animal care, participation in agricultural work, and gender discrimination, was collected using a structured questionnaire. **School-Related Problems:** Data on school-related problems, such as understanding of teaching, language uses in school, availability of sufficient teachers, sexual harassment, awareness about government facilities, and parents' negative attitude towards education, were collected using a structured questionnaire. **Semi-Structured Interviews:** In-depth interviews were conducted with tribal adolescents, parents, and educational experts to gain insights into the socio-economic challenges and educational barriers faced by tribal adolescents.

4. Data Analysis

The quantitative data collected through structured questionnaires were analyzed using descriptive statistics, including frequencies and percentages, to summarize the demographic profile and identify the reasons for school dropout and home-related problems. The qualitative data obtained from semi-structured interviews were analyzed using thematic analysis to identify common themes and patterns related to socio-economic conditions, educational status, and school-related problems faced by tribal adolescents. The study was approved by the Institutional Review Board (IRB) of [Institution Name], and informed consent was obtained from all participants and their parents before participation. Confidentiality and anonymity of the participants were maintained throughout the study.

Results and Discussion

The following demographic profiles have been used for the present research study:

- i. **Age Distribution:** The majority of the respondents from both genders fall within the 13-14 age group. This could indicate that the study or survey targeted early adolescents, possibly in the context of educational or social research.
- ii. **Caste:** The even distribution between Scheduled Castes (SC) and Scheduled Tribes (ST) suggests that the respondents come from diverse socio-economic and cultural backgrounds. The absence of respondents from the General and Other categories might reflect the specific demographic focus of the study or the region where the survey was conducted.
- iii. **Religion:** The uniform religious identity as Hindu among all respondents indicates a mono-religious sample. This could be reflective of the regional or cultural context in which the survey was carried out.
- iv. **Class:** The equal distribution of respondents between the 9th and 10th grades suggests a balance in the educational levels of the participants. This could be representative of a specific school or educational institution's population.
- v. **Area:** The equal distribution between rural and tribal areas indicates a diverse geographic representation among the respondents. This could provide insights into the living conditions, access to resources, and socio-economic challenges faced by adolescents in these areas.
- vi. **Family Type:** The majority of respondents belong to joint families, which is a common family structure in many Indian households. The preference for joint families over nuclear families could be indicative of cultural or traditional family values prevalent in the community.
- vii. **Head of the Family:** The data shows a mix of fathers, mothers, grandfathers, and other family members as the heads of the family. This diversity in family leadership roles reflects the various family structures and dynamics within the community.

viii. **Total Number of Family Members:** The high percentage of respondents from families with more than 4 members suggests larger family sizes, which could have implications for household dynamics, resource allocation, and socio-economic conditions.

Table: 1 demographic profile of the respondents

Profile details	Boys respondent (N=60)	Percentage (%)	Girls respondent (N=60)	Percentage (%)
Age (in years)				
13-14	50	83.33%	55	91.67%
15-16	10	16.67%	05	8.33%
Caste				
General	00	0%	00	0%
SC	30	50%	30	50%
ST	30	50%	30	50%
Other	00	0%	00	0%
Religion				
Hindu	60	100%	60	100%
Muslim	00	0%	00	0%
Christian	00	0%	00	0%
Class				
9th	30	50%	30	50%
10th	30	50%	30	50%
Area				
Rural	30	50%	30	50%
Tribal	30	50%	30	50%
Family Type				
Nuclear	14	23.33%	13	21.67%
Joint	46	76.67%	47	78.33%
Head of the family				
Father	15	25%	16	26.67%
Mother	18	30%	17	28.33%
Grandfather	14	23.33%	15	25%
Grandmother	00	0%	00	0%
Other	13	21.67%	12	20%
Total number of family				
1-2	00	0%	01	1.67%
3-4	14	23.33%	15	25%
Above 4	46	76.67%	44	73.33%

The demographic details paint a picture of a group of early adolescents, predominantly Hindus, from diverse caste backgrounds (SC and ST) and living in both rural and tribal areas. They are mostly in the 9th and 10th grades and come from joint families led by various family members. The data indicates a community with traditional family values, larger family sizes, and a diverse socio-economic and cultural background. This comprehensive understanding of the demographic details can be valuable for various stakeholders, including educators, policymakers, and social researchers, to gain insights into the lives, challenges, and needs of early adolescents in the surveyed community. It can also help in designing targeted interventions, educational programs, and policies to address the specific needs and issues faced by this demographic group.

Table: 2 Reasons for drop out

Reasons for drop out		Boys respondent (N=60)	Percentage (%)	Girls respondent (N=60)	Percentage (%)
Classroom related	Lack of interest	06	10%	24	40%
	Academic difficulties	14	23.33%	06	10%
	Poor academic performance	16	26.67%	10	16.67%
	Other reasons	24	40%	20	33.33%
School far from home	Yes	12	20%	06	10%
	No	48	80%	54	90%
Health related issues	Yes	36	60%	42	70%
	No	24	40%	18	30%
Diseases suffer from	Anemia	22	36.67%	22	36.67%
	Gastric	24	40%	28	46.67%
	Malnutrition	07	11.67%	04	6.67%
	Other health issues	07	11.67%	06	10%
Financial problems	Yes	50	83.33%	44	73.33%
	No	10	16.67%	16	26.67%

- i. **Distance from School:** A relatively small number of students, both boys (20%) and girls (10%), dropped out due to the school being far from home. Most of the students did not consider distance as a major issue for dropping out.
- ii. **Health-related Issues:** A considerable percentage of students, particularly girls (70%) and boys (60%), reported health-related issues as a reason for dropping out. This highlights the need for health interventions and support for students.
- iii. **Financial Problems:** Financial difficulties were cited by a significant majority of students as a reason for dropping out, with 83.33% of boys and 73.33% of girls facing this issue. This indicates the importance of financial support and scholarships to retain students in schools.

Understanding the reasons for dropout is crucial for developing effective strategies and interventions to retain students in schools. By addressing the identified issues related to classroom engagement, health, and financial constraints, educational institutions can significantly reduce dropout rates and create a conducive learning environment for all students.

Table: 3 Home related problems of the respondents

Home related problems		Boys respondent (N=60)		Girls respondent (N=60)	Percentage (%)
Problems at home	Yes	50	83.33%	59	98.33%
	No	10	16.67%	01	1.67%
Supported family financially	Yes	44	73.33%	59	98.33%
	No	16	26.67%	01	1.67%
Helping in animals taking care	Yes	36	60%	40	66.67%
	No	24	40%	20	33.33%
Participation in agricultural work	Yes	34	56.67%	42	70%
	No	26	43.33%	18	30%
Animal grazing	Yes	36	60%	30	50%
	No	24	40%	30	50%

Gender discrimination	Yes	00	0%	04	6.67%
	No	60	100%	56	93.33%

- i. **Family and Economic Responsibilities:** A significant majority of both boys (73.33%) and girls (98.33%) reported supporting their family financially, indicating economic challenges and responsibilities as a common factor affecting both genders. This high percentage suggests a strong economic burden on children in these communities, leading to increased dropout rates.
- ii. **Household and Agricultural Responsibilities:** Both boys and girls share similar responsibilities in helping with animal care and participation in agricultural work. Specifically, 60% of boys and 66.67% of girls help in animal care, while 56.67% of boys and 70% of girls participate in agricultural work. These patterns suggest a shared division of labor based on gender, with both genders equally engaged in agricultural and household chores.
- iii. **Time Constraints:** The involvement in agricultural work, animal care, and other household responsibilities may limit the time and availability of both boys and girls for attending school regularly, leading to increased dropout rates due to conflicting responsibilities and lack of time for education.
- iv. **Gender Discrimination:** While all boys reported no gender discrimination, 6.67% of girls reported experiencing gender discrimination. This pattern highlights the gender-based barriers and challenges faced by girls in accessing education and other opportunities, indicating the need for targeted interventions to promote gender equality and eliminate gender-based discrimination.

Table - 4 Problems related to school of the respondents

Problems related to school		Boys respondent (N=60)	Percentage (%)	Girls respondent (N=60)	Percentage (%)
Understanding of teaching	Yes	26	43.33%	42	70%
	No	34	56.66%	18	30%
Understanding of language uses in school	Yes	26	43.33%	28	46.66%
	No	34	56.66%	32	53.33%
Availability of sufficient teachers	Yes	20	33.33%	26	43.33%
	No	40	66.66%	34	56.66%
Sexual harassment by male teacher and workers	Yes	02	03.33%	36	60%
	No	58	96.66%	24	40%
Idea about govt. facilities	Yes	32	53.33%	20	33.33%
	No	28	46.66%	40	66.66%
Parents negative attitude towards education	Yes	42	70%	52	86.66%
	No	18	30%	08	13.33%
Reason for school drop out	Poor	30	50%	26	43.33%
	Work support	12	20%	10	16.66%
	Marriage	10	16.66%	24	40%
	Other reason	08	13.33%	00	00%

- i. **Understanding of Teaching:** 43.33% of boys reported understanding the teaching, while a majority (56.66%) indicated a lack of understanding. This suggests that a significant portion of boys may find the teaching methods or content challenging or not suited to their learning needs. A higher percentage of girls (70%) reported understanding the teaching, indicating a better grasp of the educational content compared to boys.
- ii. **Understanding of Language Uses in School:** 43.33% of boys reported understanding the language used in school, while a majority (56.66%) indicated a lack of understanding. This highlights potential language barriers faced by boys in accessing education. A slightly higher percentage of girls (46.66%) reported understanding the language used in school, indicating similar language barriers faced by both boys and girls.
- iii. **Availability of Sufficient Teachers:** Only 33.33% of boys reported the availability of sufficient teachers, while a significant majority (66.66%) indicated a lack of sufficient teachers. This suggests a shortage of teaching staff in schools attended by boys. 43.33% of girls reported the availability of sufficient teachers, while 56.66% indicated a lack of sufficient teachers. This indicates a similar shortage of teaching staff in schools attended by girls.
- iv. **Sexual Harassment by Male Teachers and Workers:** A very low percentage of boys (3.33%) reported experiencing sexual harassment by male teachers and workers, suggesting that boys are less likely to face this issue compared to girls. A significantly higher percentage of girls (60%) reported experiencing sexual harassment by male teachers and workers, indicating a serious issue affecting girls' safety and well-being in schools.
- v. **Idea about Government Facilities:** 53.33% of boys reported having an idea about government facilities, while 46.66% indicated no knowledge of government facilities, suggesting a lack of awareness or access to government resources and support. A lower percentage of girls (33.33%) reported having an idea about government facilities, while 66.66% indicated no knowledge of government facilities, indicating a greater lack of awareness or access to government resources among girls.
- vi. **Parents' Negative Attitude Towards Education:** A significant majority of boys (70%) reported their parents having a negative attitude towards education, suggesting a lack of parental support and encouragement for boys' education. An even higher percentage of girls (86.66%) reported their parents having a negative attitude towards education, indicating a greater lack of parental support and encouragement for girls' education compared to boys.
- vii. **Reasons for School Dropout:** 50% of boys and 43.33% of girls reported poor quality of education as a reason for dropping out, indicating dissatisfaction with the educational system and teaching quality. A significant percentage of boys (20%) and girls (16.66%) reported work support as a reason for dropping out, highlighting the economic responsibilities and work pressures faced by children. A higher percentage of girls (40%) reported marriage as a reason for dropping out, indicating gender-specific cultural and societal pressures limiting girls' education and opportunities. 13.33% of boys reported other reasons for dropping out, while none of the girls reported other reasons, indicating unique challenges and factors affecting boys' dropout rates.

Both boys and girls face challenges in understanding teaching methods, language barriers, and a lack of sufficient teachers, indicating systemic educational issues affecting both genders. A significantly higher percentage of girls reported experiencing sexual harassment by male teachers and workers, highlighting serious safety and well-being concerns affecting girls' education and well-being. Both boys and girls lack awareness or access to government facilities and face a negative attitude towards education from parents, indicating a lack of support, awareness, and encouragement for education from families and the community. Girls face gender-specific challenges, including a higher likelihood

of experiencing sexual harassment and pressures to marry early, indicating gender-based barriers and societal pressures limiting girls' education and opportunities.

1. Demographic Profile of the Respondents

The demographic details of the respondents were presented in Table 1, indicating a diverse socio-economic and cultural background among the tribal adolescents in the Koraput district. The majority of the respondents were in the 13-14 age group, and an equal distribution was observed between Scheduled Castes (SC) and Scheduled Tribes (ST). All respondents identified as Hindus, and an even distribution was noted between the 9th and 10th grades. Most of the respondents belonged to joint families led by various family members, with a high percentage of respondents from families with more than 4 members.

2. Reasons for School Dropout

Table 2 presented the reasons for school dropout among the respondents, highlighting classroom-related issues, health-related issues, and financial problems as significant factors affecting school attendance. Lack of interest (10% boys, 40% girls), academic difficulties (23.33% boys, 10% girls), and poor academic performance (26.67% boys, 16.67% girls) were reported as reasons for dropping out. A considerable percentage of students, particularly girls (70%) and boys (60%), reported health-related issues as a reason for dropping out. Anemia (36.67% boys, 36.67% girls), gastric issues (40% boys, 46.67% girls), and malnutrition (11.67% boys, 6.67% girls) were the common health issues reported. Financial difficulties were cited by a significant majority of students as a reason for dropping out, with 83.33% of boys and 73.33% of girls facing this issue.

3. Home-Related Problems

Table 3 illustrated the home-related problems faced by the respondents, indicating economic challenges, household and agricultural responsibilities, and gender discrimination as common issues affecting both boys and girls. A significant majority of both boys (73.33%) and girls (98.33%) reported supporting their family financially. Both boys and girls share similar responsibilities in helping with animal care (60% boys, 66.67% girls) and participation in agricultural work (56.67% boys, 70% girls). While all boys reported no gender discrimination, 6.67% of girls reported experiencing gender discrimination.

4. School-Related Problems

Table 4 revealed the school-related problems encountered by the respondents, emphasizing challenges in understanding teaching methods, language barriers, a lack of sufficient teachers, and gender-based issues affecting girls' education. 43.33% of boys reported understanding the teaching, while a majority (56.66%) indicated a lack of understanding. A higher percentage of girls (70%) reported understanding the teaching, indicating a better grasp of the educational content compared to boys. 43.33% of boys reported understanding the language used in school, while a majority (56.66%) indicated a lack of understanding. A slightly higher percentage of girls (46.66%) reported understanding the language used in school, indicating similar language barriers faced by both boys and girls. Only 33.33% of boys reported the availability of sufficient teachers, while a significant majority (66.66%) indicated a lack of sufficient teachers. This suggests a shortage of teaching staff in schools attended by boys. 43.33% of girls reported the availability of sufficient teachers, while 56.66% indicated a lack of sufficient teachers. This indicates a similar shortage of teaching staff in schools attended by girls.

A very low percentage of boys (3.33%) reported experiencing sexual harassment by male teachers and workers, suggesting that boys are less likely to face this issue compared to girls. A significantly higher percentage of girls (60%) reported experiencing sexual harassment by male teachers and workers, indicating a serious issue affecting girls' safety and well-being in schools. 53.33% of boys reported having an idea about government facilities, while 46.66% indicated no knowledge of government facilities. A lower percentage of girls (33.33%) reported having an idea about government facilities, while 66.66% indicated no knowledge of government facilities, indicating a greater lack of awareness or access to government resources among girls. A significant majority of boys (70%) reported their parents having a negative attitude towards education,

suggesting a lack of parental support and encouragement for boys' education. An even higher percentage of girls (86.66%) reported their parents having a negative attitude towards education, indicating a greater lack of parental support and encouragement for girls' education compared to boys.

50% of boys and 43.33% of girls reported poor quality of education as a reason for dropping out, indicating dissatisfaction with the educational system and teaching quality. A significant percentage of boys (20%) and girls (16.66%) reported work support as a reason for dropping out, highlighting the economic responsibilities and work pressures faced by children. A higher percentage of girls (40%) reported marriage as a reason for dropping out, indicating gender-specific cultural and societal pressures limiting girls' education and opportunities. 13.33% of boys reported other reasons for dropping out, while none of the girls reported other reasons, indicating unique challenges and factors affecting boys' dropout rates.

The findings of the study underscored the socio-economic challenges and educational barriers faced by tribal adolescents in the Koraput district. The study revealed that low economic status, lack of parental motivation, poor health condition, literacy of parents, adolescents engaged in domestic and remunerative work, and the school environment were significant factors contributing to the education of tribal adolescents in schools.

The study also highlighted the lack of relevance of tribal life in the curriculum, absence of tribal language in the curriculum, and lack of interest among teachers as barriers preventing the enrollment and retention of tribal students in schools.

The study concluded that there is a need for academic support by teachers beyond school hours to students requiring individual attention. Teachers should be encouraged to make the school atmosphere congenial and interesting for tribal adolescents through innovative projects and programs. Steps should be taken to provide basic physical facilities in schools like playgrounds, toilets, and recreational facilities. Additionally, efforts should be made for the appointment of qualified and experienced teachers who are familiar with tribal dialects.

Overall, the study highlights the urgent need for targeted interventions, educational programs, and policies to address the specific needs and issues faced by tribal adolescents in the Koraput district, with a focus on improving educational access, quality, and retention among this vulnerable population.

Conclusion

The study revealed significant socio-economic challenges and educational barriers faced by tribal adolescents in the Koraput district of Odisha. These challenges include low economic status, lack of parental motivation, poor health conditions, literacy of parents, engagement of adolescents in domestic and remunerative work, and an unsupportive school environment.

Key findings from the study indicate that classroom-related issues, health-related issues, and financial problems are the major reasons for school dropout among tribal adolescents. Home-related problems such as economic challenges, household and agricultural responsibilities, and gender discrimination were also identified as common issues affecting both boys and girls. Furthermore, school-related problems including challenges in understanding teaching methods, language barriers, lack of sufficient teachers, and gender-based issues affecting girls' education were prevalent among the respondents.

The study underscores the urgent need for targeted interventions, educational programs, and policies to address these specific challenges and issues faced by tribal adolescents in the Koraput district. The following recommendations are suggested based on the study findings:

- Teachers should provide academic support beyond school hours to students requiring individual attention to improve their understanding and performance in school.
- Teachers should be encouraged to make the school atmosphere congenial and interesting for tribal adolescents through innovative projects and programs.
- Steps should be taken to provide basic physical facilities in schools such as playgrounds, toilets, and recreational facilities to enhance the learning environment.

- Efforts should be made for the appointment of qualified and experienced teachers who are familiar with tribal dialects to improve the quality of education and teaching methods.
- The curriculum should be revised to include relevant aspects of tribal life and culture, and the tribal language should be incorporated to make education more inclusive and culturally relevant.
- Awareness and support programs should be implemented to address health-related issues, financial constraints, and gender-based challenges affecting the education of tribal adolescents.
- Initiatives should be taken to engage parents in the education of their children and to change their negative attitudes towards education, particularly for girls.

By addressing these identified challenges and barriers, educational institutions, policymakers, and stakeholders can significantly reduce dropout rates and create a conducive learning environment for tribal adolescents in the Koraput district. These targeted interventions can help in improving educational access, quality, and retention among this vulnerable population, ultimately contributing to their overall socio-economic development and well-being.

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