



# ATTITUDE OF TRIBAL PARENTS TOWARDS EDUCATION OF THEIR CHILDREN IN RELATION TO LITERACY AND SOCIO- ECONOMIC STATUS

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## ABSTRACT

The present study was aimed at assessing attitude of tribal parents towards the education of their children. This study was delimited to the tribal parent belonging to khond, khola and gond tribes of Boudh district of Odisha. for this study, descriptive survey method was employed. The study analyzed the data for 200 tribal parents by adopting purposive sampling procedure ,out of which 100 from literate and 100 from illiterate tribal parents .In order to collect the data in the present study, the investigator used the attitude scale developed by R. Samal (2012) and the socio-economic status scale developed by R.L. Bhardwaj (2006 revised version) . Mean scores were calculated separately for literate and illiterate samples, and for low - socio-economics and high-socio-economics respondents. The 't' test was used to examine the significance of difference between literate tribal parents and illiterate tribal parents as well as high -socio economics and low -socio economics tribal parents with regards to their attitude towards education of their children. Finally, it was found that the literate tribal parents have more better attitude towards education of their children than illiterate tribal parents .Also ,the high socio-economic status tribal parents have more better attitude towards education of their children than low socio-economics tribal parents.

Key words: Attitude, Tribal Parents, literate , Illiterate, High-socioeconomics, Low-socioeconomic

## INTRODUCTION

Education is an essential human virtue. It is one of the primary agents of transformation towards development. Education plays an important role in the progress of an individual's mind and country. The need for improved levels of educational participation for overall progress is well recognized. Ignorance and poverty are major speed breakers in swift developing India and can be overcome easily through education.(MHRD,2004)

India is a pluralist country, with rich diversity, reflected in the multitude of cultures, religions, languages and racial stocks. The Indian population includes different castes, communities and social groups. The prevalence of such pluralism has made the social fabrics stratified and hierarchical. Consequently, social and educational opportunities are differentially distributed on the lines of castes and class affiliations (UNESCO, 1999)

Even a superficial glance of prevailing social scenario will reveal to anyone that the Scheduled Tribes are among the most socially, economically and educationally disadvantaged groups in India. (Abdulaheem, 2011)

Tribal is one of the most exploited and deprived sections of the population in the Indian Society. In all indicators of development, they remain the most excluded despite the fact that various kind of policies and programs have been pursued for their upliftment in post independence period. Needless to say that exclusion from fruits of development has adversely affected the quality of life of the tribal people. Low educational attainment is perhaps the most ubiquitous social that afflicts the tribal children.

Education has not yet been the priority of the tribal communities, not yet been an integral part of tribal culture. This has been a harsh reality despite 77 years planned development in this country. In their perception of life, education has failed to emerge as a part of their survival strategy. The lack of parental attitude towards education is contributing to the lower educational achievement of tribal children.

Parent's positive attitude towards their children education is important in determining school attendance of the child. It is affected adversely by low socio-economic status and since the tribal children will be unfavorable towards education. However, the present study aims at examining whether the tribal parent exhibits a positive attitude towards their children education as a result of increasing awareness.

Universal elementary education- India's national goal

Education is the most important fundamental right and prerequisite for develop of any country. The literacy rate of India is now 74.4(%) percent according to the census of 2011, while illiteracy rate is 25.96(%) percent. This indicates that the Government of India is yet to achieve 100% literacy rates. As per the 2011 census, literacy rate of male is 82.14(%) percent and female is 65.46(%) percent. Literacy rate of SC is 54.27(%) percent and ST is 46.965(%) percent. The government of India has taken several incentives to eradicate illiteracy for those who totally have not seen school.

The article 46 of the constitution says that the state shall promote with special care educational interest of the schedule castes and schedule tribes.

Article 45 of the constitution lays down the Directive Principle of State Policy for attaining universal elementary education among the children up to age of 14, within 10 years of promulgation of the constitution.

The Government has been extending the target date .But there are certain major problem towards the attainment of this goal such as enrolment, retention and achievement among the children belonging the SC and ST and Girl under the ministry of welfare ,human resource development.

### Elementary education for tribals in India

Educating tribal have a catalytic effect on every dimension of economic development including high productivity, faster growth, high economic gains and a step towards empowerment of tribal people. Promotion of tribal education has been the concern of India since Independence. In this light the central government and state government institution and other organizations have been doing a lot for the progress of tribal education. Yet the achievement of tribal education is far from the goals set for universalization of elementary education.

Some of the programmes which directly or indirectly support to the tribal educational development are District Primary Education(DPEP), Mahila Samakhya(MS) ,National Programme for Education of Girls at Elementary Level(NPEGEL), ShikshaKarmi Project(SKP), Kasturba Gandhi BalikaVidyalaya(KGBV), Jan ShikshaSansthan(JSS), Mid-Day meal Scheme(MDM), KendriyaVidyalaya(KVs), NavodayaVidyalaya(Nvs) ,National Institute of Open Schooling (NIOS)

Decades after the commitments and re-affirmations by the government to ensure quality education to every child and reduce illiteracy, a large number of girl children are still denied the fundamental right to education.

### Elementary Education Of Tribal Children

#### National overview:

India is the second populous country in the world with 6.77 crores of tribal population. Most of the tribal people are poor, illiterate and inhabited in inaccessible forest and hilly areas. They lag behind in all sphere of life in comparison with other section of the population. The government of India has launched a number of schemes for the promotion of education and welfare among the tribes .In spite of these efforts the rate of literacy has not improved. In case old primitive tribes ,it is very poor and low. Literacy is the key for socio economic development of any section or region, and this is the region that the tribal community all over India have subjected to various forms of deprivation such as alienation from land and other resources. Especially ,they are far away from the main stream of national life, but they are not kept away from the impact of socio economic changes effecting the society in general.

Table 1.1

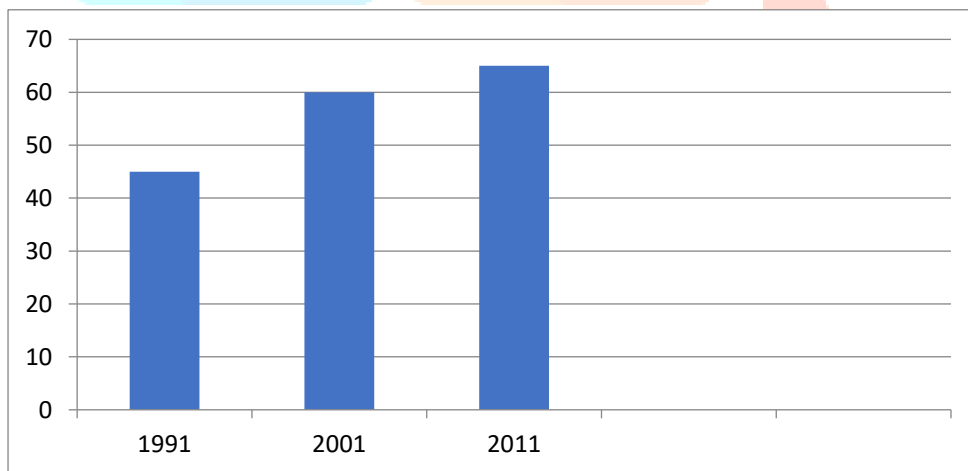
(Literacy trends for scheduled tribes in India from 1961 to 2011)

Year	Male	Female	Total
1961	13.83	3.16	8.54
1971	17.63	4.85	11.39
198	24.52	8.05	16.35
1991	40.65	18.19	29.60
2001	59.17	34.76	47.10
2011	71.70	54.4	63.1

Source:(Registrar general of India ,Census 2011)

FIGURE-1

Literacy Level trends in Odisha



(SOURCE-CENSUS-2011)

### Overview Of Odisha

Overall literacy levels in Odisha have shown an increase from 21.66% in 1961 to 73.45% in 2011, growing at an annual compound rate of 2.81% as against the National Level of 2.58%. However, among the different communities in Odisha, the STs continue to have very low literacy rates. In 2011 the STs had the lowest literacy rates of 52.2% with the value literacy rates of 52.2% and female literacy rate just 23.37%. Gender, regional and tribe wise disparities continue to persist in the state, especially in the tribal predominant districts.

Table 1.2

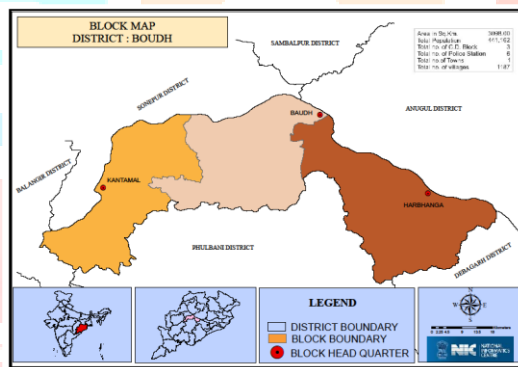
## Literacy of schedule tribe in Odisha

Year	% of literacy		Tribal disparity
	Total	Tribal	
1961	21.66	7.36	14.30
1971	26.18	9.46	16.72
1981	34.23	13.96	20.27
1991	49.09	22.31	26.78
2001	63.08	37.37	25.71
2011	73.45	52.20	21.25

Source:(registrar general of India ,census 2011)

Figure-1.2

## Map of Boudh District



## Overview Of Boudh District

Out of 30 administrative districts of Odisha, 8 District like Koraput, Rayagada, Nabarangpur, Malkangiri, Mayurbhanj, Sundergarh, Boudh and Phulbani are declared as fully scheduled Districts. Boudh is one of the tribal dominated district of Odisha: out of 3 block, the Tribal are more concentrated in Boudh Blocks. There are now 1896 primary schools, 265 high schools and 23 colleges. Despite all infrastructures available for education, the literacy rate of scheduled tribe and scheduled caste population is only 38% and 48% respectively. The tribal literacy rate of Boudh district is 38.80% out of which male literacy is 54.11% and female literacy is 23.51%.

On the basis of field experience in the tribal area, there are many major issues and problems in the field of tribal education. They are as follows:

(i) The physical location of the village:

The tribal inhabit in the forests in a scattered manner. So ,it becomes impossible to open up separate schools in each village where the required students strength is not available. On the other hand, tribal habitants remain segregated from each other by some physical barriers like rivers, nalas and forest. So these physical barriers creates a hindrances for the children of a tribal village to attend the school in a neighboring villages.

(ii) Economic conditions:

The tribes depend on forest for 8 months and on agriculture for 4 months. The children of 4 to 6 age groups found to be helping their parents in collection of forest products. In this situation, parents do not desire to spare their children on their labour power allow them to attend school.

(iii) Social Taboos/Bad customs:

The heterogeneity of the social environment of a big country like India stands obstacle in the way of public education. The caste system still exists to a certain degree in many parts of the country. many upper caste people especially in the rural areas do not like educate their children in the same institution in which the lower caste children are educated.

(iv) Child marriage:

Child marriage ,which was very common in India just before a few decades back, is still extent in some parts of the country. This results in large number of school dropouts.

(v) Gender differential:

Greek philosophers thought a women is an unfinished man left standing at a lower step in the scale of development .The male is by nature superior and female inferior. The one is the ruler and the other ruled. Women are weak of will and therefore incapable of independence of character and position. Such prejudices prevail even today .On the thresholds of a new millennium the status of women is still to be elevated that of man.

(vi) Religious Superstition:

Tribal education in India faces another major obstacle. Some conservatives and orthodox persons still think that educating tribal children is not only unnecessary but positively objectionable.

(vii) Child Labour:

The child labour participation rate was higher in tribal as compared to urban. The tribal children are mainly employed in occupations.

(viii) Indifference attitude of the Parents:

Tribal parents are basically illiterate. Their illiteracy does not permit them to understand the long term values of education. As education does not yield them any immediate economic return, they prefer to engage their children in remunerative employment which supplements the family income strengthen the family economy. Further a few parents, Who have become aware of the value of education, fail to accord education to their children as they cannot finances for it.

(ix) Lack of security of the girl child:

Another important reason in the eye of tribal parents is lack of security of the girl child while traveling to school, or within the school premises. About 27% of the habitations with predominantly scheduled tribe population do not have a primary school within 1km. The distances and low density of population combined makes; traveling unsafe and parents are less likely to send girls to school unless safer transportation is provided.

Sexual abuse of young tribal girls is features in schools, regularity by the media. These have been substantiated by the NHRC (Odisha Diary, 2013). Un safe transportation, lack of security measures and lack of female teachers can make female pupils feel less secure in the school environment.

(x) Violence:

In Odisha, It has been observed that alcoholism amongst man affected the families quality of life as more expenditure on alcohol means an increase in women's work load. Women's frustration and inability to cope with the situation is reflected in her status. It is obvious that the violence against women is hampering the empowerment process and women's coping capability remained low.

Low female literacy and high female dropout in education, limit women access to equality which is compound by high rates of crimes against girls child in tribal areas of Odisha.

### The Role Of Parental Attitude Towards Education Of Their Children

Attitude of parent is the strongest predictor of child educational outcomes. This dimension associated significantly with children's motivation to learn, attention, task persistence, receptive vocabulary skills, and low conduct problems. Family involvement in education has been identified as a beneficial factor in young children's learning (National Research Council [NRC], 2001; U.S. Department of Education, 2000). It is, therefore, a key component of national educational policies and early childhood programs. Much of the research on parent involvement, as it relates to children's outcomes, has emphasized the relationship between



specific parent involvement behaviors and children's achievement. Parental involvement at school (e.g., with school activities, direct communication with teachers and administrators) is associated with greater achievement in mathematics and reading (Griffith, 1996; Reynolds, 1992; Sui-Chu & Willms, 1996). Higher levels of parent involvement in their children's educational experiences at home (e.g., supervision and monitoring, daily conversations about school) have been associated with children's higher achievement scores in reading and writing, as well as higher report card grades (Epstein, 1991; Griffith, 1996; Sui-Chu & Willms, 1996; Keith et al., 1998). Other research has shown that parental beliefs and expectations about their children's learning are strongly related to children's beliefs about their own competencies, as well as their achievement (Galper, Wigfield, & Seefeldt, 1997). Parents who evidenced high levels of school contact (volunteering in the classroom, participating in educational workshops, attending Policy Council meetings) had children who demonstrated greater social competency than children of parents with lower levels of school contact (Parker et al., 1997). It was hypothesized that home-based involvement would be most strongly associated with positive classroom learning outcomes and that direct school-based involvement would predict lower levels of conduct problems. Home-Based Involvement activities, such as reading to a child at home, providing a place for educational activities, and asking a child about school, evidenced the strongest relationships to later preschool classroom competencies. These activities were related to children's approaches to learning, especially motivation and attention/persistence, and were found to relate positively to receptive vocabulary.

The attitude of the parents signifies that the supporting nature of family in their children's education. The parental attitude can be negative or positive. The negative attitude of the parents regarding education and schooling can prevent their children from getting education. With less parental support in school work, low level of motivation and poor self-esteem of children can result. Positive attitude of the parents can be beneficial to their children in many cases and can be reflected in improvement in class performance, creating interest among children to learn, and higher achievement scores in reading and writing.

The growing awareness regarding education makes many families value their children's education and act favorably towards schooling and education of their children. They become a part of the decision making process of school, and decide their children's future regarding higher education. Therefore, it is imperative to assess the degree of favorableness of attitude in tribal communities so as to estimate the success of awareness programmes and endeavors with regard to "Sarva Shiksha Abhiyan" or universal elementary education.

#### Socio Economic Status and Education

The education of children is influenced by interplay of a range of factors at school, society and family, especially for the tribal children. For school participation, it is important that all the three factors should be positive or at least one or two factors should be strongly favourable.



Both in developed and developing countries, children from families with more socio-economic resources are more often enrolled in school. For wealthier families, the direct costs associated with education, such as fees, books and uniforms are less likely to be an obstacle. Opportunity costs of children not being able to help at home, at the family farm or by earning additional income through child labour, are also less important to them (Evangelista de CarvalhoFilho, 2008; Basu, 1999).

Besides household wealth, the educational level and labour market position of the parents is expected to play a role. There is ample evidence that children from better educated parents more often go to school and tend to drop out less (UNESCO, 2010). Parents who have reached a certain educational level might want their children to achieve at least that level (Breen & Goldthorpe, 1997). For educational enrolment of girls, education of the mother might be especially important (Emerson & Portela Souza, 2007; Shu, 2004; Kambhampati & Pal, 2001; Fuller, Singer and Keiley, 1995). Mothers who have succeeded in completing a certain level of education have experienced its value and know that it is within the reach of girls to complete that level. Therefore, we expect them to use the power and insights derived from their higher education to make sure that their daughters are educated too (Smits 2006).

The income of the parents plays a strong determinant of children education. Regarding father's labour market position, we expect fathers who are in salaried employment to be more aware of the importance of education and hence to invest more in their children's education (Breen & Goldthorpe, 1997). The children themselves may also be more aware of the benefits of education. On the other hand, parents are less likely to invest in their children's education when direct occupational transmission or transference of capital is a viable option to obtain a good position in society for their children (Treiman & Ganzeboom, 1990; Blau & Duncan, 1967). Hence farmers and business owners may feel less need to invest in their children's education than people in dependent employment. Also, for small farmers the opportunity costs of sending their children to school may be high, since they are more likely to expect their children to help out tending the land and rearing livestock, especially during peak working times (Bhalotra & Heady 2003; Basu, Das & Dutta, 2003).

It is proved that in Kerela, it has achieved cent percent literacy and where the health and HDI indicators are comparable to that of United States due to parental favourableness towards child's schooling and sending children to school is a social norm in Kerela.

## Literature Review

National Literacy Mission (1999) examined the causes of non-enrollment and dropout rates; attitude of parents, children and community towards education; and role of Government and NGOs towards education system. The study was conducted in 3 districts of Rajasthan namely Bharatpur (Kaman), Dungarpur (Sagwara) and Jaisalmer (Pokharan). They concluded that the main reason for non-enrolment according to local leaders was the lack of awareness and perception of parents regarding education due to their

illiteracy . Also , according to NGOs the main reason for backwardness of the area was lack of education and lack of Government development activities. Awareness generation programmes should be launched by local Governments, with the help of NGOs for parents, families and community members of vulnerable sections. TNS Social research (September 2003-June 2004) studied the parents' attitudes towards education .the major finding were the parents' attitudes towards education were generally very positive. The majority (97%) agreed that a good education would help their child to get ahead in life. While 93% thought the qualifications were important to their child's future, 90% also agreed that children learn important life skills at school. Three quarters of parents (76%) agreed that their child's school is good at communicating with them and the majority (86%) agreed that their child's teachers do a great job. Just over a fifth (22%) felt that their child's school tended to be too interested in bright children at the expense of the others, although only 7% thought that the school takes too much interest in their child's home life. Just under a fifth of parents/carers (18%) thought that most of the things their child learns at school are not relevant to real life. A small proportion (14%) of parents saw it as acceptable that if their child did not want to study now, s/he could study when s/he was older. Sakia(2007) conducted a research study "the problem of non –enrollment and drop out of the children of tea-tribes" . He found that the Parent addiction to alcohol was a major hindrance in the path of educational progress of the tea tribe garden labour children by which create negative effects. Dhiman R.K.(2015) conducted a research study on "Attitude of parents towards schooling of their children" , He found that there is no significance difference between attitude of tribal and non tribal parent towards education of their children. Sekhar and Dinesh (2015) conducted a research study on "Parents attitude and perception towards primary education in rural Karnataka" ,He found that there was no significant difference between tribal and non tribal parents with regards to their attitude towards children's primary education.. Hansdah.S (2016) conducted a research study on "Impact of residential school and current challenging issue of tribal education in Odisha" . He found that the low family income and illiteracy of tribal parents were main causes of low attitude their children education. Maharana R. & Nayak J.(2017) conducted a research study on "Educational status among the particularly vulnerable tribal groups of Odisha" .He found that the majority of the tribal parents are not showing most interest to send their children to the school due to economic reason.

### **Rationale Of The Study**

In tribal areas, the enrolment ratio of children in schools is very low, While on the other hand the drop out rate continues to be very high at all levels of education.

The root cause of dropout is the prevailing illiteracy and ignorance of parents. Even after intensive literacy drive more than 50% of the population is still illiterate .No doubt awareness about education has increased in rural tribal masses but the habitual inhibition and family imperatives still thwart the attempts to send their wards regularly to school.

Boudh District is one of the tribal dominated district of Odisha, which has been declared as the fully scheduled district of the state. Out of three Blocks, Boudh is the hilly tribal dominated region of the District. The percentage of tribal population in Boudh District is 60% which is taken as 5% tribal population in the total population of Odisha.

There are a lot of research works have been done on attitude of tribal parents towards education. But no such study has been undertaken in Odisha, particularly in Boudh Districts. So, the present study such as “Attitude of tribal parents towards education” is justified in terms of utility, novelty and applicability of its finding to a larger extent. This study would be taken at the District level. The micro study would help in spending the problem on depth and come out with the conclusion which could be of wider use in future.

### Objectives of the Study

1. To study the attitude of tribal parents towards education of their children.
2. To examine the attitudinal differences between educated and uneducated tribal parents towards the education of their children.
3. To study attitude of tribal parents of high and low socio economics status towards the education of their children.

### Hypotheses of the Study

The hypothesis of the study will be-

1. There exists no significant difference in the attitude of educated and uneducated tribal parents towards education of their children.
2. There exists no significant difference in the attitude of high and low socio economics status tribal parent towards the education of their children.

### Delimitation of the Study

The present study was delimited to the attitude of tribal parents towards education only has been studied. The present study was delimited to the tribal parents belonging to Khond, Kohla, and Gond tribes of Boudh district of Odisha.

## MATERIALS AND METHODS

The following materials and methods were used for the present study:

### Research Method

The research methodology of present study comes under scope of descriptive survey research. Descriptive studies are designed to obtain pertinent and precise information concerning the current status of phenomena. Such studies are restricted not only to fact finding but many often result in the formulation of important principles, knowledge and solution of significant problems concerning local, state, national and international issue. Descriptive survey studies are more than just collection of data, which involves measurement, classification, analysis, comparison and interpretation of phenomena.

### Population and sample

All the tribal parents of school going children of Boudh District form the population of the present study. The sample of the present study consists of 200 tribal parents of Ambajhari G.P. of Boudh Block of Boudh District.

### Tools and Techniques

In order to survey the reasons for attitude of tribal parents towards education. The investigator has used an attitude scale developed by Rosalin Samal(2012) .There are 23 statements. For convenience four answers are given besides every statements (1) Strongly Disagree,(2)Disagree (3)Agree,(4) Strongly Disagree,. Also a socio economic status scale developed by Rajeev Lochan Bharadwaj (2006 revised version) to find out the high and low socio-economic status among tribal parents.

### Procedures of data collection

The investigator collected the data by giving personal visited to the home of tribal parents. After reaching each village, the investigator introduced himself to the tribal parents and clarified about the purpose of his visit to the village, the work to be done and after establishing good personal report with them, asked them structured questions related to his problem. All the tribal parents cooperated to the investigators in providing required data for the present study work. For identification of literate and illiterate tribal parents as well a low and high socio- economics status tribal parents, the investigator had taken the help of different social workers and they helped him a lot in this regard.

Statistical techniques such as Mean, Standard Deviation, “t” test has been used by the researcher in the present study to find out the significant difference between the attitude of educated and uneducated tribal parents towards the education of their children.

## DATA ANALYSIS AND RESULTS

a ) Significance of difference between mean scores of literate and illiterate tribal parents on attitude towards education of their children.

Table-1

Groups	N	M	SD	df	“t” value	Level of significance	Result
Literate	100	55	2.634	198	9.546	0.05	Significant
Illiterate	100	51	3.278				

The Table No-1 indicates that “t” value is 9.546, which is significant at 0.05 level of significance because it is greater than the required critical value (1.97 for df 198). This shows that there is significant difference between mean scores of literate and illiterate tribal parents in relation to attitude towards education of their children. The mean scores of both the groups indicate that literate tribal parents have better attitude towards education of their children than the illiterate tribal parents.

Hence, the null hypothesis of existing no significant difference between literate and illiterate tribal parents towards education of their children is rejected.

b) Significance of difference between mean scores of high and low socio economic status tribal parents on attitude towards education of their children.

Table-2

Groups	N	M	SD	df	“t” value	Level of significance	Result
High socio economic	100	58	2.083	198	7.633	0.05	Significant
Low socio economic	100	56	1.640				

The table no 2 indicates that “t” value is 7.633 which is significant at 0.05 level of significance, because it is greater than the required critical value (1.97 for df 198). This shows that there is significant difference between high socio economic and low socio economic status tribal parents in relation to attitude towards education of their children. The mean scores of both the groups indicate that high -socio economic

tribal parents have better attitude towards education of their children than the low-socioeconomic tribal parents.

Hence, the null hypothesis of existing no significant difference between high and low socioeconomic tribal parents towards education of their children is rejected.

## **FINDINGS**

The findings of the present study are given below:-

1. The literate tribal parents have better attitude towards education of their children than the illiterate parents.
2. High socio-economic status tribal parents have more better attitude towards education of their children than low socio economic tribal parents.

## **DISSCUSION OF THE RESULTS**

Results indicates that, the attitude of the respondents was not found to be highly favourable in spite of the governments endeavours in providing free education to all. The finding of the present study is matched with the studied of Shah (1976), Panda (1983), Sahoo(2011) , Behera (2015) ,Rout (2015) that Illiterate tribal parents more favorable attitude than illiterate. Also, the results supported to the earlier studied of Coleman et al (1966),Jencks (1972) ,sharit & blossfeid (1993), Mingat (2007), Sahoo (2011), Garnaik & Barik (2012),Rout (2015), Ghosh and Deb (2017) that low socio-economics tribal parents can adversely affect the attitude towards their children education.

### **Implication of the study**

1. The local tribal teacher should be appointed in tribal school, so that it will help to enhance positive attitude of literate tribal parents towards education.
2. The Govt. should more to more scholarship and stipend to tribal children for increase of their positive attitude towards education.
3. Parent awareness programs should be organized through different Govt. and N.G.O.'s to increase attitude of tribal parents towards education of their children.

## **CONCLUSION**

After discussing the above , finally it can be stated that literate tribal parents have more better attitude than literate tribal parents towards education of their children. Also, similarly high socio economics tribal parents have more better attitude than low socio economics tribal parents. It is suggested that successive governments should work for increase the educational awareness in tribal area. They should come up with different schemes for the tribal parents in order to encourage their for the enrollment of their children



.Mobile school in far flung and inaccessible areas can be one of the options for the favorable attitude towards education of their children in tribal areas.

### SUGGESTION FOR FURTHER RESEARCH:

The following are the suggestions for further research work-

- (i) Similar study can be conducted on large sample size.
- (ii) Similar study can be conducted on inter comparison basis i.e. between two districts.
- (iii) Similar study can be conducted other than the tribal parents.

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