



Perception and Awareness of Tribal Parents towards Education of their Children's

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Abstract. The paper aimed to investigate the perception and awareness of tribal parents towards the education of their children's in different tribal areas of district Anantnag(Islamabad), J&K. To achieve the objectives eight research questions were asked from respondents and the focus of the questions was existing perception, awareness and obstacles in path of education among tribal parents. Sample comprised of 200 tribal parents. The findings of the study disclosed that generally, tribal parents had soft corner for their daughter's education. They are aware of significance of daughter's education, but in some cases the education of girls were affected by migration and negligence of girls from co-education. The important thing in all scenarios is that people in tribal area of Anantnag district want to educate their daughters. The major problem for majority of them is the absence of schools or basic infrastructure within existing schools of the area

Keywords:

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INTRODUCTION

Education is the primary step for the upliftment and exposition on rural infrastructure without an evaluation of the coverage to which we have been successful to open door for the children's of rural India. The constitution of our country was framed with a vision for social political and fiscal impartiality to all irrespective of bias on the basis of color, sex and faith (Dinesh and Chandrashekar, 2015). One of the valid reasons of primitive society was illiteracy and

ignorance, combined with superstitions especially among tribal masses of the country (Nayak, B.K, 2014). There is a general perception in India that tribal societies face more restrictions that that of urban. Family involvement is one of the important indicators of child outcomes. This parameter is linked to children's inspiration to study, attain, assignment performance (Dinesh and Chandrashekar, 2015). The ethnic minority groups conventionally referred to as ethnic groups or tribal as Scheduled tribes who are

around 8% of country population. They have their own culture, tradition, customs, languages and they live in scattered habitations which are usually inaccessible hilly and forest areas of the country (Talukdar, R.R, 2013). The census of 2001 reveals the literacy rate of tribal's in Jammu and Kashmir is 37.5 which is very much lower when compared to the average literacy of tribal's at national level. *Andrabi in 2018*, in his study on development of education of Schedule tribes in Jammu and Kashmir has found that the high level of parental illiteracy among tribal families also constraints the education of tribal Children's. Some other factor he has mentioned is lack of parental support, poor learning environment at home.

Education is essential for all and fundamental for all around development which helps in determining the positive changes, upliftment of the understanding, reduces the exploitation of the people in a community and has impact on growth, health and social well being (Gupta and Priyanka, 2015). Tribal parents are mostly illiterates. They always show a very less attitude towards the education of their children at infancy in education. The parents of these students do not have any relationship with the society outside and unaware of the importance of education and teaching such students become herculean task and teachers too don't make efforts to improve the educational level of tribal students (Haseena and Mohammed, 2014). A study by Gupta and Priyanka in 2015 found several reasons for not going school by tribal e.g parents didn't allow in some cases, no employability, illiteracy, lower income of families, looking after siblings and parents etc. these are some of factors responsible for high school dropout rate among childrens of tribal's. Jayaswal et. Al (2003) determined the role of parental support on academic achievements of tribal school students and found that the parents of high achievers exerted significantly more support in their children's studies than the parents of low achievers students. The parents of high achievers are committed, concerned with quality of performance, more inclination in children's education and success while as parents of low achievers were not strongly ambitious, low self confidence and guidance for their children. Sudhakar, C in (1999), studied the enrolment and dropout trends in

school, family member's interest in their children education and found that school dropouts were highest among STs followed by SCs and then OBCs (as cited by Gupta and Priyanka, 2015). Bogunovic Blanka and Polovina Nandad (2007); Dinesh and Chandrashekar. (2015) in their studies found that educational encouraging environment inside family and optimistic approach towards schooling are most expected for the overall educational development of the child. Further their study found culture plays an important role and influence the choice made by individual though their own attitude and people in their close affinity. Buzdar, M.A and Akhtar, A. (2011) studied that generally it was observed that tribal parents are not inclined towards their daughter's education. He has attributed it to scarcity of resources, sometimes religion but in most of the cases it is due to problems of transportation, drinking water, electricity, school buildings etc.

Research objectives are: (1) To find how tribal parents find the significance of girl education; (2) To find out perception of parents towards education and surrounding environmental influence; (3) To find out gender disparity if any, among children's of tribal parents regarding education.

METHOD

The present study was conducted to ascertain the perception and awareness of tribal parents towards education of children. The data was collected from the parents of tribal area of District Anantnag. The sample for the study was collected from the residents of Pahalgam and Kokernag area of Anantnag District. For the study ten hamlets were selected for the collection of data and ten from each village namely Gawran, Wayal, Dandipora, Panjgama, Lidmo, Guddraman, Roli, Aadav and Frislan. The data was collected from 200 respondents. Out of the total number of respondents, 100 (50%) are males and 100 (50%) are females. Only those respondents were selected for the study who had one or more than school going child. The data collection tool for the study was questionnaire method consisting of declarations related to the importance and opinion of parents towards education. The respondents were asked to rate each statement on the basis of two point scale (where 1

signifies agree and 2 signifies disagree). Before collecting the final data for the study, authors frequently visited the field and interacted with the respondents so as to establish relationship for collecting the positive and honest responses.

Data Analysis and Interpretation

1. Age of the respondents

The Table 1 reveals the age of the respondents. It is evident from the Table 1 that the majority (52.5%) of the respondents were in the age group of 20-30 years followed by (32.5%) were in between the age group of 30-40 and very less (15%) of them were in the age group of 40-50 years. It is concluded from the Table 1, that the majority of the respondents belongs to the young age of 20-30 years.

Table 1. Age of the Respondents

Age of respondents	No. of respondents	Percentage (%)
20-30	105	52.5
30-40	65	32.5
40-50	30	15
Total	100	100.0

2. Educational Qualification of the respondents

Educational status of the respondents was divided into two categories i.e. illiterate and literate. Illiterate means when an individual is unable to learn 3R's Reading, Writing and Arithmetic. Literate means when the individual has achieved education up to 8th grade. Table 2 showed that maximum

(62.5%) of the respondents were illiterate and rest of (37.5%) of the respondents were literate All the parents agreed that only education can lead both boys and girls towards developments. As previous study of **Sujata (1994)** also revealed that only education can lead both boys and girls to development.

Table 2: Educational Status of Respondents

Educational Status	No. of respondents	Percentage (%)
Illiterate	125	62.5
Literate	75	37.5
Total	200	100.0

3. Parents perception towards the encouragement of their children towards study

Table 3; showed that huge majority (98%) of the parents are strongly agreed that they have encouraged their children to study irrespective of the fact whether the child is a

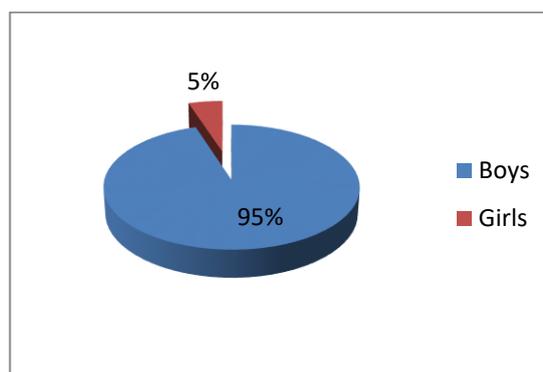
male or female, only (2%) of the parents are disagreed with the statements. This finding revealed that apart from living in far flung areas and importance of education, they always encourage their wards to become educate

Table 3. Parents perception towards the encouragements of their children towards study

Statement	Response	No. of Respondents		
		Boys	Girls	Total Percentage
Parents encourage their children towards study	Agreed	98	98	98%
	Disagreed	2	2	2%
	Total	100	100	100%

4. Perception of parents towards co-education

Figure 1 reveals that majority (95%) of the parents are of the opinion that they do not mind sending their boys to co-education, but they were not in favor of co-education of girls. Only (5%) of the parents favor of co-education for girls and they are ready to send their girls to co-education schools. Similar findings have been reported by Breen & Goldthorpe (1997) where they found that parents who agreed to enroll their girls in co-education were literate especially their mothers. Mothers who had succeeded to achieve education up to the primary or elementary level, they had experience and know the importance of girl education.

**Figure.1.** Perception of parents towards co-education

5. Influence of environment towards Education

Table 4 showed that all the (100%) parents are strongly agreed with the fact that environment has a great influence on educational development of the children, which is applicable to both boys and girls as well. Similar findings have been reported by Basu, Das and Dutta (2003) that environment had a great influence on the education development of children

Table 4. Influence of environment towards Education

Statement	Response	No. of Respondents		
		Boys	Girls	Total Percentage
Influence of environment towards Education	Agreed	100	100	100%
	Disagreed	0	0	0
	Total	100	100	

6. Equal attention and opportunities to both genders

The finding revealed that majority (90%) of the parents agreed that they provide equal attention and opportunities to both the

child as they feel that girl's education should not be neglected in terms of education because they are equal to boys in every aspect of life. Only (10%) of the parents did not agree with the statement and have a difference in boys and girls.

Table 5. Equal attention opportunities to both genders

Statement	Response	No. of Respondents		
		Boys	Girls	Total Percentage
Equal attention opportunities to both genders	Agreed	90	90	90%
	Disagreed	10	10	10%
	Total	100	100	

7. Child growth as an adult and school attended school

The study further observed that majority (85%) of the parents agreed that the

child grows as adults irrespective of the fact that they should attend the school or not. Only remaining (15%) disagreed with the statement. See Table 6 below.

Table 6. Child growth as an adult and school attended school

Statement	Response	No. of Respondents		
		Boys	Girls	Total Percentage
Child grows an adult, it hardly matters if children attended school	Agreed	85	85	85%
	Disagreed	15	15	15%
	Total	100	100	

8. Migration affects school education

Table 7 revealed that more than half (55%) of the parents feel that migration does not affect the school education as all the parents are living locally. As rest of the (45%)

parents are migrating frequently from one area to another, hence their children got affected and it is always difficult for them to search new schools for their children.

Table 7. Migration affects school education

Statement	Response	No. of Respondents		
		Boys	Girls	Total Percentage
Migration affects school education	Agreed	45	45	45%
	Disagreed	55	55	55%
	Total	100	100	

CONCLUSION DAN SUGGESTIONS

It was observed that generally, tribal parents had soft corner for their daughter's education. They are aware of significance of daughter's education, but in some cases the education of girls were affected by migration and negligence of girls from co-education. The important thing in all scenarios is that people in tribal area of Anantnag district want to educate their daughters. The major problem for majority of them is the absence of

schools; transportation, drinking water, electricity, school building and boundary walls are severe in tribal cum rural areas than settled areas. Special efforts of recommendations to refine girls school infrastructure basis.

The assessment associated to schooling and education of children has considerably enhanced as compared to past when due to illiteracy and negative mind set towards education were the main obstacles for sending children to educational institutions in

a tribal community. At present, the need and effect of education are constantly endorsed by people through determined efforts at the international, national and local level and increased awareness through different mass media and technology revolution. It was observed in the end that the family encouragement is the consequential of the influence of cultural and educational profile of the family and parental mind-set regarding education and achievements of their children. Further it was also found that migration had an effect on the education of tribal children's.

After studying "Perception and Awareness of Tribal Parents towards Education of their Children's" one of the positive points found was achievements of Government at different levels towards Universal Education among both tribal and non tribal communities. It is suggested that successive governments should work for the educational infrastructure upliftment in the tribal areas. They should come up with different schemes for the parents of tribal children's in order to encourage them for the enrollment of their children's in schools. Mobile schools in far flung and inaccessible areas can be one of the options for the favorable attitude towards studies of tribal children's.

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