



AWARENESS AMONG TRIBAL PARENTS ABOUT EDUCATIONAL FACILITIES OF THEIR GIRL CHILDREN

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Abstract

The study attempt to compare the awareness about educational opportunities of girls children of tribal parents with regard to their level of education and social setting. The sample for the study is total 150 tribal parents selected randomly for the study. An interview schedule for the parents is used to collect the information about the awareness of educational facilities of girls. The major findings of the study are literate tribal parents were more aware about educational opportunities of their children than illiterate parents. Further, educated parents were more aware about the educational opportunities of children than illiterate parents.

Keyword: Awareness, Educational Facilities, Students with Special Needs.

Introduction

India is a democratic country, which relies on equal rights equal opportunities. So, to ensure that the girls are accepted, respected and not discriminated upon in schools a follow up becomes necessary. Government and other stakeholders in women affairs should strive to create conducive enabling socio-political and economic conditions which will discourage societal preference for male children and the traditional belief that the position of a woman is in the kitchen (Albi and Albi, 2013). Society should well aware about the programme, provision and facilities of girl education. It is the form of learning in which knowledge, skills, abilities and habits of a group of people are transported from one generation to the next through teaching training, research or simply through auto-dictatism. India leads the world in the number of children and the majority of them are girls. While the enrolment of girls in public education has increased substantially since independence. In the present world, overall female participation in education at all levels is still below 50% (Miller, 2007). Oke (2000) Oladosu (2007) demonstrated that females still have low access to education, low participation and poor performance in many subjects, especially Mathematics and Science subjects. Many factors which are home, community and school based, continue to restrict developments in female education (Uremu, 2012). It seems that the nationwide campaign 'Beti Bachao, Beti Padhao' has failed to generate desired results in Odisha as over 55,000 adolescent girls are out of school in the State. (Odishatv, 2018).

Odisha being poverty stricken state with a sizeable number of tribal population needs special attention of government and non-government sectors for the provision of education and needs bases education for the employment of the children in general and children with girls in particular for the economic and social development of the state. So the present study is undertaken to find out the awareness level of parents having girls children about their educational facilities.

Parental involvement, attitude and level of awareness is important for fulfilling the educational demand of girls students. So far the tribal parents are concerned, they are less educated, literacy rate among tribal people is very less as compare to non-tribal people, so this tribal community is not so aware about the educational opportunities of their girls children. Hence, the present study is undertaken to find out the awareness level of tribal and non-tribal parents about the educational opportunities of their girls children.

Objectives of the study

1. To study the significant difference in awareness about educational facilities for girl children between illiterate and literate tribal parents.
2. To study the significant difference in awareness about educational facilities for girl children between illiterate and educated tribal parents.
3. To study the significant difference in awareness about educational facilities for girl children between literate and educated tribal parents.



Hypotheses of the Study

1. Literate tribal parents were more aware about educational opportunities of their girl children than illiterate parents.
2. Educated tribal parents were more aware about educational opportunities of their girl children than illiterate parents.
3. Educated tribal parents were more aware about educational opportunities of their girl children than literate parents.

Methods

Tools: The investigator developed interview schedule for the teachers. After the formulation of the questions, the investigator set the structure of questions in very simple and objective manners which were open and close ended. The content of the information schedule for teachers was constructed and to seek information from the teachers of secondary schools. The investigator at the initial stage prepared a set of 20 questions. After consulting the subject experts, administrators and headmasters the content validity was found and 10 questions were retained in final draft and 10 items were dropped from the interview schedule for the teachers of the schools.

Table-1: Significance of Difference between Illiterate and Literate Tribal Parents on Awareness About Educational Opportunities of Their Girl Children

Group of parents	N	Mean	SD	SED	t-ratio	Level of significance
Illiterate	50	77.67	3.44	0.71	5.54	0.01**
Literate	50	81.62	3.66			

The Table-1 revealed that the mean scores of illiterate and literate tribal parents on awareness about the educational opportunities of their girl children are 77.67 and 81.61 with SDs 3.44 and 3.66 respectively. The t-ratio came out from the above two groups is 5.54 which is significant at .01 level of significance. That means there is significant difference between above two groups on awareness about educational opportunities of girl children. Moreover, the mean scores of literate tribal parents is higher than illiterate parents. It indicates that literate’s parents were more aware about the educational opportunities of their children than illiterate parents. Thus the hypothesis (H-1) that the ‘literate tribal parents were more aware about educational opportunities of their girl children than illiterate parents’ is accepted.

Mean scores of illiterate and literate tribal parents on educational opportunities for their children as depicted in table-1 is represented by the bar Fig. 1

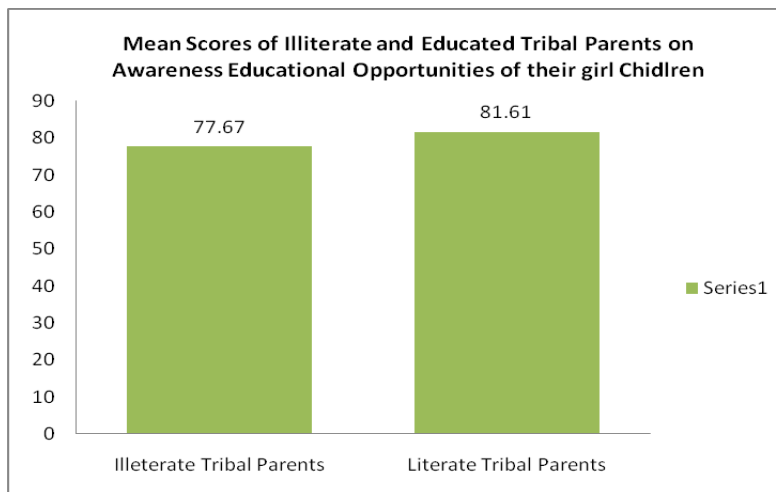




Table-2: Significance of Difference between Illiterate and Educated Tribal Parents on Awareness Educational Opportunities of Their Girl Children

Group of parents	N	Mean	SD	SED	t-ratio	Level of significance
Illiterate	50	77.67	3.45	0.74	6.46	.01
Educated	50	82.45	4.01			

The Table 4.27 revealed that the mean scores of illiterate and educated tribal parents on awareness about the educational opportunities of their girl children are 77.67 and 82.45 with SDs 3.45 and 4.01 respectively. The t-ratio came out from the above two groups is 6.46 which is significant at .01 level of significance. That means there is significant difference between above two groups on awareness about educational opportunities of their girl children. However, the mean scores of educated tribal parents are higher than illiterate parents. It indicates that educated parents were more aware about the educational opportunities of children than illiterate parents. Thus the hypothesis (H-2) that the 'educated tribal parents were more aware about educational opportunities of their girl children than illiterate parents' is accepted.

Mean scores of illiterate and literate tribal parents on educational opportunities for their girl children as depicted in table 4.2 is represented by the bar Fig. 2

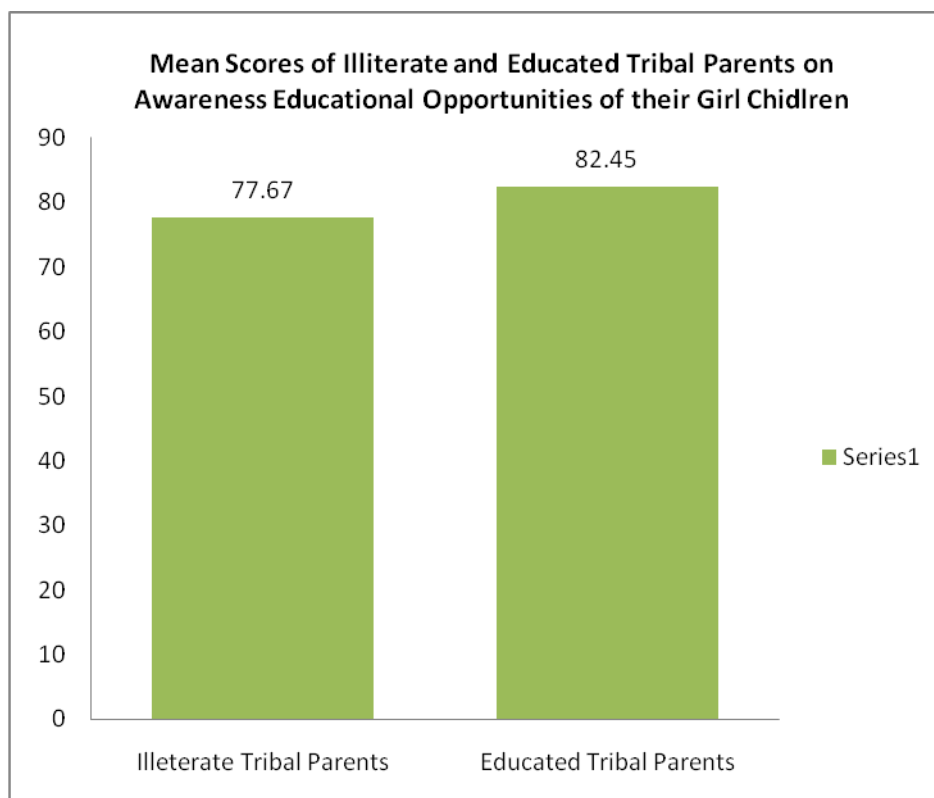




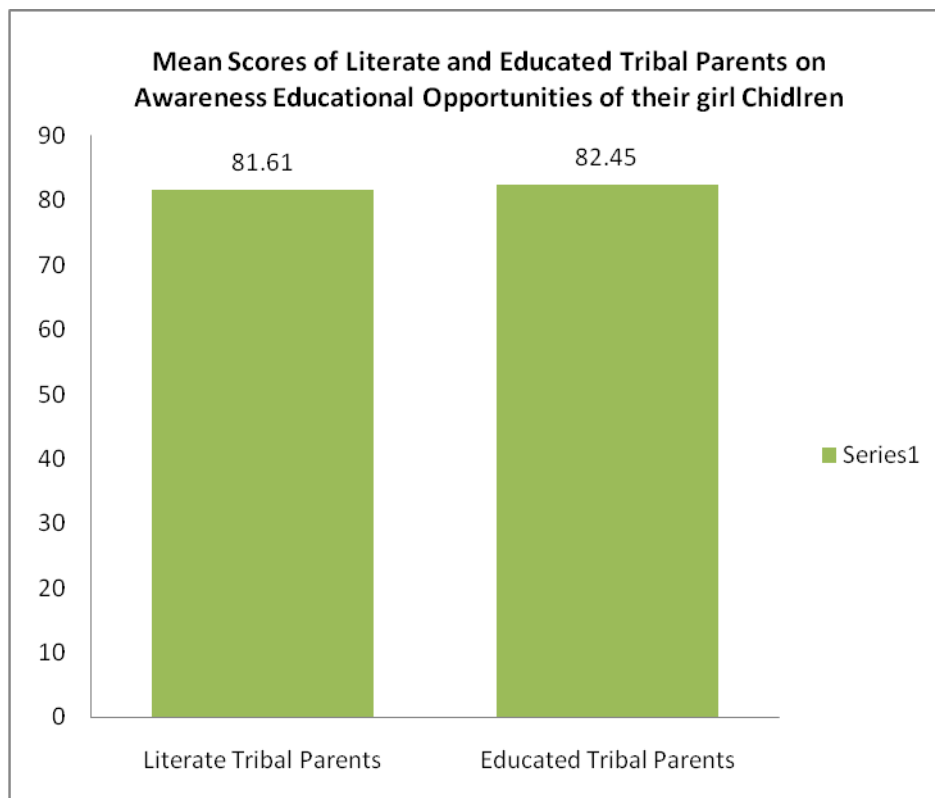
Table-4.3: Significance of Difference between Literate and Educated Tribal Parents on Awareness about Educational Opportunities of Their Girl Children

Group of parents	N	Mean	SD	SED	t-ratio	Level of significance
Literate	50	81.612	3.66	0.76	1.12	Not sig.
Educated	50	82.45	4.02			

The Table-3 revealed that the mean scores of literate and educated tribal parents on awareness about educational opportunities of their girl children are 81.61 and 82.45 with SDs 3.66 and 4.02 respectively. The t-ratio came out from the above two groups is 1.12 which is not significant at both level of significance. That means there is no significant difference between above two groups on awareness about educational opportunities of girl children. However, the mean scores of educated tribal parents is higher than literate parents. It indicates that educated parents were more aware about the educational opportunities of their girl children than literate parents.

Thus the hypothesis (H-3) that the ‘educated tribal parents were more aware about educational opportunities of their girl children than literate parents’ is rejected.

Mean scores of literate and educated tribal parents on educational opportunities for their girl children as depicted in table-3 is represented by the bar Fig. 3



Findings and Discussion

There is a significant difference among tribal parents about awareness about educational facilities of their girl children. So far educated parents are concerned they were more aware about the educational facilities than literate parents. Further, literate parents were more aware than the illiterate parents about the awareness of educational facilities of their children. Educational level of parents plays a significant role to get awareness about educational facilities of girl students. So, it is suggested that authority, administrator, stakeholders should create awareness



about different educational facilities and provision of girl students among illiterate parents through mass media, poster and drama (nukkad). There should be arranged parents meeting. Participate workshop, seminar about educational provision about girl education to make them awareness.

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