

## A Comparative study of Educational Problems of Tribal Female College Students at UG and PG Level

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### Abstract

The present study aims to find out the educational problems of tribal female students at under-graduate and post-graduate level. It has also tried to make a comparison of the educational problem between under-graduate and post-graduate level in respect of the Locality of the colleges, Medium and Type of colleges. For this purpose, the researcher has used both primary and secondary data. Primary data have been collected by using a structured questionnaire which was validated before final use. Secondary data have been collected by following different books, journals etc. The study's findings indicate that there is no discernible difference between the educational issues indigenous female students face at the under-graduate and post-graduate levels. In conclusion, tribal female students encounter a variety of issues that prevent them from continuing their education or from studying. Education must be seen as a liberating instrument, and steps must be done to eliminate barriers that prevent women from accessing both universal and high-quality education on their own.

**Keywords:** Tribal Female students; Education; Type of college; Locality

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## 1. Introduction

We The primary instrument for social reconstruction and change is education. Since education serves as the cornerstone of development, it is crucial to the growth of the whole nation. The nation's whole educational system must include higher education. It serves as a kind of link between school and college education. While college broadens knowledge, school provides the fundamentals of everyday living and opens the route to knowledge. It is essential for raising knowledge of socioeconomic situations and self-government, particularly among marginalized groups like tribal people, members of other backward classes (OBCs), and members of religious and linguistic minorities. In order to have greater access to and engagement in the school system, females seek out spaces. It has prompted a reevaluation of India's commitment to building the necessary technical workforce, new competencies, and competitiveness in the global market. (Renuka, 2017)

When we talk about educational challenges, we're talking about the reasons why indigenous girls drop out of schools and colleges and why they don't attend to schools and colleges consistently. These fall mostly into the categories of intellectual, political, social, and economic factors. Parental conservatism, the tribal community's disapproval of girls' education, financial difficulties in the family, the girls' home load, inadequate educational facilities, and a dislike of classmates are a few of these issues. (Rani, et.al.,2011)

## 1.1 Review of Literature

Previous research on educational challenges faced by tribal female students has broadly focused on several key areas. Sahu (2014) highlighted how socio-economic factors significantly impact tribal girls' access to higher education, particularly noting issues of poverty and traditional cultural norms as major barriers. This was further supported by Kumar and Singh (2016) who found that language barriers and adjustment issues were prominent among tribal female students pursuing higher education. The intersection of gender and tribal identity in educational settings was extensively studied by Mehta (2018), who documented how tribal female students often face double discrimination - both as women and as members of tribal communities. This creates unique challenges in their educational journey, particularly at higher levels of education.

Research by Patel (2019) specifically comparing undergraduate and postgraduate experiences of tribal female students found that while basic infrastructural challenges remained similar, academic pressures and financial constraints often intensified at the postgraduate level. This aligns with earlier work by Das and Sharma (2015) who noted that dropout rates among tribal female students tend to increase at higher levels of education. Language of instruction has been identified as a critical factor by several researchers (Sharma., 2021, 2023; Reddy, 2020), particularly noting how the transition from regional language instruction to English or other mainstream languages creates additional learning barriers for tribal female students.

Recent studies have also focused on the urban-rural divide in tribal female education. Roy (2021) found significant differences in the educational experiences of tribal female students based on college location, with urban institutions generally providing better infrastructure but presenting greater cultural adjustment challenges. Sujata M. (2014) conducted a study on "A study of the constraints of school education among tribal girls of Kalahandi district". The study demonstrated that the primary barriers to tribal girls' education include their family situation, parents' illiteracy, household burden, supporting parents in their line of work, carrying siblings, early marriage, lack of separate girls' schools, social taboos, gender discrimination, etc. Similarly, Renuka D. (2017) conducted a study and found that there are no appreciable differences in the issues facing tribal females in secondary schools in rural and urban areas. Secondary indigenous girls in rural areas have greater issues than those in metropolitan areas. There is greater infrastructure and amenities offered by metropolitan schools. Compared to rural schools, metropolitan schools get more attention. Tribal girls are more at ease at urban secondary schools, which provide all the amenities they need. The schools also organize events such as fairs and clubs, and parents are expressing interest in sending their daughters to these institutions. The primary reason why urban schools choose English as their language of teaching is another one. The issues faced by indigenous females vary from those of coeducational and exclusive secondary schools. The outcome in this case indicates that issues exist in both exclusive and coeducational secondary schools. The issues faced by indigenous females from educated and uneducated homes range significantly. When it comes to the education of their daughters', educated households have fewer issues than uneducated ones, who face more. The researcher's primary finding is that the general public's attitude towards tribal female education is unfavorable, especially in remote tribal communities. Most individuals are not interested in sending their kids to college. When compared to rural tribal communities, the researcher discovered that sentiments in urban tribal areas are more favourable and that the people there are aware of the need of education.

The goal of Emayavaramban M. et al.'s (2020) research was to determine the obstacles that tribal female students faced in completing their education. In the Salem district of Tamil Nadu, India, seven hill ranges were the site of a qualitative research using a semi-structured interview schedule. 21 small group discussions were held for parents of tribal girl students (n = 18), instructors who work in tribal regions (n = 31), and female tribal students (n = 50). It was

discovered that obstacles to educational success included a lack of public transit, subpar staffing, the absence of essential infrastructural amenities like roads, a curriculum that does not support their difficult economic circumstances, and a narrow scope for vocational education. It is determined that adequate public transportation, career training, steady employment, enough staffing, parental supervision, and the presence of local schools will increase educational achievement.

## 1.2 Rationale of Study

Even though education will be utilized to uplift the impoverished, marginalized elements of society, it is still a vital tool for indigenous females. Due to a variety of issues, tribal female students are unable to pursue further education or study. Education must be seen as a liberating instrument, and steps must be done to eliminate barriers that prevent women from accessing both universal and high-quality education on their own. The empowerment of indigenous women in the nation depends on their receiving a high-quality education. The current research is sufficiently noteworthy in this respect.

## 1.3 Objectives of Study

The present study aims to find out the educational problems of tribal female students at undergraduate and post-graduate level. It has also made an attempt to make a comparison of the educational problem between under-graduate and post-graduate Level in respect of the Locality of the colleges, Medium and Type of colleges.

## 1.4 Hypothesis of the Study

1. The educational challenges faced by undergraduate tribal female students do not significantly differ between rural and urban college settings.
2. Educational impediments experienced by students do not show substantial variation between co-educational institutions and women-only colleges.
3. The academic obstacles encountered by postgraduate tribal female students demonstrate no meaningful difference across rural and urban college environments.
4. At the postgraduate level, there is no substantial distinction in educational difficulties between students attending co-educational institutions versus those enrolled in women-exclusive colleges.

These null hypotheses serve to examine potential disparities in educational experiences across different institutional settings while considering both geographical location and college type as key variables of interest.

## 2. Materials and Methods

To fulfill the objectives of the study the researcher has used the descriptive survey method. It includes both the primary and secondary data.

### 2.1 Sample

By following the random sampling method, the researcher has selected a sample of 100 tribal female students, 50 from under-graduate level and 50 from post-graduate level.

### 2.2 Research Instrument

To investigate the educational challenges faced by indigenous female students across rural and urban educational institutions, the researcher developed a specialized assessment tool. The instrument took the form of a structured questionnaire comprising 28 distinct items. Each item

utilized a binary response format, where participants could select either 'Yes' or 'No' as their answer. In the scoring system, affirmative responses ('Yes') were assigned a value of 2, while negative responses ('No') were allocated a value of 1. The instrument demonstrated sound psychometric properties, with a reliability coefficient of 0.71. The intrinsic validity of the measurement tool ranged from 0.59 to 0.72, indicating acceptable levels of internal consistency and measurement accuracy for research purposes.

### 2.3 Statistical Techniques

Mean, SD and 't' test have been applied for analyzing the collected data.

### 2.4 Data Analysis and Interpretation

According to the numbers in the above table, females attending under-graduate college in urban areas have an average educational problem score of 35.04, while those attending college in rural areas have a score of 37.43. This proves that rural females deal with greater issues than their urban counterparts. At the 0.05 level, the t-value of 2.87 for colleges in both rural and urban areas is significant. Given that the t value is much less than the crucial value at the 0.05 level of signifi-

Table 1- Mean, SD and t values of Educational Problems tribal female students at under-graduate level

Groups	Subgroups	N	Mean	SD	t
Locality of the College	Rural	25	37.43	3.06	2.87
	Urban	25	35.04	4.81	
Type of College	Co-Ed	25	38.16	4.96	2.69
	Women's	25	37.54	5.84	

cance, the hypothesis that "there is no significant difference in the educational problem of under-graduate level tribal female students of rural and urban colleges" is accepted. However, further research reveals that the mean educational problem in coeducational colleges is 38.16, whereas in colleges for females, it is 37.54. This data indicates that females attending coed colleges have greater difficulties than those attending women's colleges. In this case, the critical value is far below the computed t value of 2.69. Therefore, it is agreed upon that there is no discernible difference in the educational issues faced by females and coed colleges students.

Table 2- Mean, SD and t values of Educational Problems tribal female students at post-graduate level

Groups	Sub-Groups	N	Mean	SD	t
Locality of the college	Rural	25	40.09	3.04	2.82
	Urban	25	38.01	4.20	
Type of college	Co-Ed	25	40.36	2.84	3.05
	Women's	25	38.27	4.72	

As per the above table the values, the mean value of educational problem in Urban college female students is 38.01 and Rural colleges female students is 40.09. Here this value showing the rural female has facing more problems than urban college female students. The t-value of rural and urban colleges is 2.82; this is significant at 0.05 level. The hypothesis "there is no significant difference in the educational problem of post-graduate level tribal female students of rural and urban colleges" is accepted since the t value is less than the critical value at 0.05 level of

significance. On the other hand, it is more shown that the mean value of educational problem in co-ed college is 40.36 and in women's college it is 38.27. This value showing the Co-ed college female students face more problems than the students of women's college. Here the calculated  $t$  value is 3.05 which is much higher than the critical value. So, the formulated hypothesis "There is no significant difference in the educational problems between post-graduate Co-Ed college students and the women's college students" is rejected.

### 3. Results and Discussion

The research investigation yielded several noteworthy findings regarding the educational challenges faced by tribal female students at both undergraduate and postgraduate levels, with particular attention to institutional settings and geographical locations.

First, the analysis revealed that tribal female undergraduate students encountered similar educational challenges regardless of whether they attended rural or urban colleges. This finding challenges the common assumption that urban educational institutions might offer better support systems or fewer obstacles for tribal female students. The consistency in educational problems across geographical locations suggests that the challenges these students face may be more deeply rooted in systemic or cultural factors rather than purely geographical considerations.

Second, the study demonstrated that the type of institutional setting – whether co-educational or women's colleges – did not significantly influence the educational problems faced by tribal female undergraduate students. This finding indicates that the presence or absence of male students in the learning environment does not substantially alter the educational challenges experienced by tribal female students at the undergraduate level. This suggests that the educational barriers these students encounter may be independent of the gender composition of their academic environment.

At the postgraduate level, the research revealed two distinct patterns. The first pattern showed no significant difference in educational problems between rural and urban college female students. This consistency across geographical locations mirrors the findings at the undergraduate level, suggesting that the location of the institution may not be a determining factor in the educational challenges faced by tribal female postgraduate students.

However, a significant finding emerged when comparing postgraduate students in co-educational institutions versus women's colleges. The study found meaningful differences in the educational problems experienced by female students between these two types of institutions at the postgraduate level. This contrasts with the undergraduate findings and suggests that the institutional setting may have a more pronounced impact on educational experiences at higher levels of education. This divergence could be attributed to various factors, such as different academic expectations, social dynamics, or support systems present in these distinct institutional environments at the postgraduate level.

These findings contribute valuable insights to our understanding of how institutional characteristics interact with tribal female students' educational experiences across different academic levels. They also highlight the importance of considering multiple variables when designing support systems and interventions for this student population.

### 4. Conclusion

Education represents a fundamental catalyst for social transformation, particularly for tribal women who have historically faced systemic disadvantages. While education serves as a powerful mechanism for elevating marginalized communities, tribal female students encounter numerous obstacles that impede their academic progress and educational continuity. These challenges often result in interrupted learning paths or complete discontinuation of studies. The educational framework must be reimagined as an emancipatory instrument, necessitating concentrated efforts to eliminate barriers that restrict women's access to learning opportunities. This approach requires addressing both universal educational access and individual quality considerations. The provision of high-quality education for tribal women holds particular significance as it serves as a cornerstone for their

empowerment within the national context. This educational empowerment not only enhances individual capabilities but also contributes to broader social development by enabling tribal women to participate more effectively in various spheres of society. The intersection of gender, tribal identity, and educational access creates unique challenges that require targeted interventions and sustained support mechanisms. By recognizing education as both a right and a means of empowerment, society can work toward creating more inclusive and equitable learning environments that specifically address the needs of tribal women, ultimately contributing to their comprehensive development and social integration.

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### Conflicts of Interest

The author declares no conflict of interest.

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