CHAPTER VI

DISCUSSION OF RESULTS

The results are discussed in the following pages to arrive at their educational implications and to make suggestions for better educational provisions:

6-1 DISCUSSION ON OUT-OF-SCHOOL FACTORS

6-1.1 Tribal Community

The family size, the occupation, the educational level and the income of the family are the main factors that influence the enrolment of children in schools. The large family size, the higher educational level, the occupations which go for more educational awareness and the higher monthly income of the family are conducive to higher enrolment of children.

It may be argued that people in occupations having more educational awareness have higher links, better facilities and congenial home environment that are favourable for educational expansion. 68 per cent of the tribals are satisfied with the school system, its management and functioning. The level of satisfaction among Bakerwals (49%) is quite low. It seems that some members of this community have either formed indifferent attitude or are not well informed about the functioning of
the schools. Some suitable measures to involve them in the process of education may be taken.

The tribals in the Jammu Region have a positive opinion about the educated members of their community and consider that they are playing a constructive role towards the development of the community. It suggests that education not only leads to the development of the individual but also is conducive to the development of other members of the community. The educated tribals are quite respectful to their culture according to 70 per cent of tribal community. It suggests that education is not considered a threat to tribal culture.

In the whole, working of the school, the role of educated tribals for improvement of their community and culture are good motivational factors for expansion of education among tribals. However, efforts may be made to further improve upon these factors.

Due to poverty or lack of economic resources the tribals have to engage their children in economic activities either at home or out in the fields. Mobility of the parents has also hampered the education of the children. It has also come to light that in some habitations the schools are not
available. The results also show that education among these tribes was further slowed down due to lack of interest of the children in studies and also due to their bad health. Illiteracy and ignorance were also found to be a hindrance in the expansion of education. It is concluded that constraints in the educability of the children are associated with factors related both to parents and children.

Most of the tribal parents are satisfied with the attendance of children in the schools. Those who are not satisfied have expressed that 'need of the parents to keep their children for household work or field work is the most important factor which impedes the regularity in attendance. It is followed by other factors viz 'child not interested in education', 'bad health' and 'mobility of the parents'. Most of the parents have adopted different approaches for motivating the children to attend the schools. The commonest one is 'telling the children to go to school' followed by 'reward and persuasion' and 'punishment'.

Parents have high aspirations for the education of their children and this is common in all the three communities.
among Sujjars and Sakherwals, 82 per cent and 68 per cent parents respectively say that their children are receiving financial help from the Government. Whereas no Gaddy parent says that his wards are receiving such type of assistance.

Occupational aspiration level of majority of the parents for their children is quite high. Parents have aspirations for vertical mobility of their children for which education is a must.

Mode of inducement adopted for sending and occupational aspirations for their children indicate the keenness and awareness on the part of the parents towards education.

It is evident from the results that the participation in the school programmes among Gaddies is high whereas among Sakherwals and Sujjars it is low. The low participation may be because of the lack of spare time or poor procedures of establishing contacts with them. The phenomena of low participation in the school programmes is not going to create much awareness among them. More and more participation will motivate the community to send their children to send their children to school.

Gaddy tribe is better placed as far as teacher-parent relationship is concerned, followed by
Gujjars but it seems that parent-teacher relationship is weak as far as Bakerwals are concerned.

It may be summed up that the role of parents in terms of participation in school programmes and their relation with the teachers, goes a long way in solving different problems faced by school for the expansion of education.

6-1.2 Tribal students

The age range of students studying in upper primary and secondary schools is between 11 and 19. The average age is 14.62 years. The ages of almost all the students correspond to the average age of different classes to which they belong.

It is gratifying to record that the children of the tribal community are by and large neither seeking admission at a higher age nor stagnating at any level.

It has been found that the size of the family has a great influence on enrolment as the majority of the school going children belong to medium or large size families.

It may be argued that parents in small families have a tendency to engage children in household chores or in fields, as such there is likelihood of their being not enrolled, whereas in
larger families, some of the children prefer—ably the older ones are engaged in household work, the younger children are sent to school as for them not much work is available at home.

First generation learners studying in upper primary and secondary schools are 65 per cent which indicates that education is spreading among under privileged sections of the society. These children are likely to face difficulties and some of them may not be able to achieve the optimum level.

Most of the school going students belong to the parents who are engaged in agriculture, animal husbandry, labour, service, skilled work and business.

76 per cent of the students have come from economically weak families. Their attending the schools at the upper primary level indicates that parents though poor are interested in the education of the children.

The enrolment percentage is 73 in the villages that have a school, 49 per cent in a habitation nearly 2 kilometers from a school and 17 per cent in the habitation beyond 2 kilometers from the school. It suggests that if a school is made available in every village/habitat that can provide 30 children, enrolment can go high.
97 per cent of students perceive the attitude of their parents much favourable for their education.

The motivating factors are 'chances of better employment', knowledge for its own sake and parental encouragement.

The aspirations for education among the tribals are quite encouraging. It being highest among Gujjars, is followed by Gaddies and Bakerwals.

Tribal students do not aspire for traditional occupations. It suggests that the occupational aspiration level of the tribal students has been influenced by social change. They might have seen people around them from professional occupations enjoying good socio-economic status. But actually it seems that they are not aware of the type and level of education needed for this upward trend in occupational plans.

Majority of Gaddy students preferred rural living whereas Gujjar and Bakerwal students preferred urban living.

There can be many reasons for that:
- Special facilities available to Gujjars and Bakerwals have made them ambitious and they intend to settle down in urban areas as more
job opportunities are available there.

- Gaddy community have not been provided with special facilities through reservations and finding it hard to compete with general pool of young boys and girls prefer to settle down in their traditional set up.

To conclude, it may be suggested that healthy attitude of the parents towards the education of their children, realistic educational and vocational aspirations of the students, right choice of rural or urban living according to the career they choose and the logical motivation for study, go a long way in the successful career planning of the students and utilization of existing educational services.

Non-availability of school in a village is a great constraint in the enrolment of tribal children as is evident from Table 5.26. Schooling facility is within approachable distance to a large majority of students belonging to the three communities. However, it is worth mentioning that still there remains a good chunk of students (26%) who have to travel a long distance to reach school (Table 5.29). 76 percent of the school going children are residing with parents and a good number of Gijjar
and Bakerwal students (31%) in hostels as the hostel facilities are available only to Gujjar and Bakerwal students and not to Saddies. Living with relatives in rented rooms for getting education, though a small percentage (31%) is a very healthy sign of consciousness about the importance of education.

All Gujjar and Bakerwal students are receiving financial assistance from the government for continuing their studies whereas Saddie students are not getting it.

Most of the tribal students are interested in and desirous to know more about their culture.

6-1.3 Teachers

There are 24.20 per cent teachers from the tribal category in schools located in the tribal areas. As far as female teachers are concerned the percentage is meagre (0.52) from general category and practically negligible (0.39%) from tribals.

45.90 per cent teachers are matriculates and an equal number of teachers among tribals are graduates and only a few are post-graduates.

Whereas among non-tribals the maximum number of teachers are graduates followed by matriculates and post-graduate and only a negligible
percentage is middle pass. Majority of the teachers, both among tribals and non-tribals, are professionally trained. Most of the teachers—tribal as well as non-tribal—working in these areas are experienced. There are only 43.65 per cent that have less than 5 years experience, others are well experienced.

Teachers of both the categories are well qualified and professionally trained which helps in the handling and teaching of students.

There is a general dissatisfaction among teachers regarding enrolment of tribal children in the schools. They attribute it to 'poverty', 'apathy of parents towards education of their children', 'lack of facilities in the school' and 'lack of interest for education among students'. These very factors were reported by parents too.

Majority of teachers (both tribal and non-tribal) express that 77 per cent parents are considerate for the education of their children and are also co-operative.

Less than half of the teachers feel that the tribal leaders take interest in educational activities whereas more than half of them feel that they do not take interest.

Most of the problems regarding educability
of tribal children have already been spelled out by parents, students and teachers at different stages and suggestions have also been extended regarding those problems excepting a few noted below:

i) Lack of transport facilities;

ii) Lack of pre-primary education; and

iii) Lack of Government 'will' to solve problems.

The Government is doing its best to develop the villages, hilly terrains and tribal areas. So gradually the roads will come up and transport facilities will increase and improve. This may help in increasing the enrolment, attendance and ultimately improving the education.

The Government seems to have the will to solve the problems of tribal communities as is clear from the various programmes, projects and plans launched by the Government for the tribal communities. The society plays an important role in launching certain programmes, adopting them and making them a success.

Community can play very effective role in the system and structure of education. Positive attitude of the parents towards education and interest of the tribal leaders in educational problems help to a great extent in the expansion
of education among the tribes and these may be exploited for their betterment.

After reviewing the results enumerated, the researcher verified the hypothesis and arrived at the following generalizations:

**Hypothesis (1)**

The out-school constraints may lower the chances of educability of children belonging to all tribes.

The results of the following out-school factors:

1) Family size and enrolment of children (Table 5.1);

2) Occupation and enrolment (Table 5.2).

3) Literacy level and enrolment (Table 5.3).

4) Income and enrolment (Table 5.4).

5) Satisfaction of parents with the working of the school (Table 5.5).

6) Reasons for not sending the children to school (Table 5.6).

7) Reasons of irregular attendance (Table 5.7).

8) Financial assistance from government (Table 5.8).

9) Educational aspirations of parents for their children (Table 5.9).

10) Occupational aspirations of parents for their children (Table 5.10).
xi) Parental Attitude towards the education of their children (Table 5.23).

xii) Prime Motivation of students for education (Table 5.24).

xiii) School location and Enrolment (Table 5.28).

xiv) Reasons for poor Enrolment (Table 5.39).

xv) Parents' attitude towards Education of their children (Table 5.40).

xvi) Interest of Tribal Leaders in the Educational Activities (Table 5.41).

Problems of educability perceived by teachers (Table 5.42).

a) Lack of Pre-Primary Education,

b) Lack of Government will to solve problems,

c) Lack of Transport Facilities,

indicate that the hypothesis concerning cut-

School factors acting as a constraint on the whole stands rejected except for the factor of distance (Table 5.28), Interest of Tribal Leaders (Table 5.41), involvement of children in the household or field work (Table 5.8), lack of pre-primary education, lack of Government will to solve problems and lack of transport facilities (Table 5.42) for which the hypothesis is accepted.
6-2 DISCUSSION OF IN-SCHOOL FACTORS

6-2.1 Tribal Community

Role structure and role performance of the teachers is important for the expansion and utilization of educational facilities. Then all the 'Out-school factors' are controlled, even this 'In-school' factor can lead to poor results. If children do not find the school environment helpful and the teachers' behaviour sympathetic and encouraging, they are likely to drop out of the school.

A large majority (75 per cent) of parents are satisfied with the progress of their children in school. There are about 25% parents who are either not satisfied or are undecided about it.

At the primary level the parents prefer mostly local language as the medium of instruction. Some parents prefer Urdu also as the medium of instruction whereas at secondary level Urdu occupies the first position and is followed by Hindi and Dogri in order of merit.

The tribal communities speak Gadki/Dojri/Fakerwali (local dialects) but none of these has its own script. Instead of one regional language this state has three - Kashmiri is
spoken in Kashmir Province, Dogri in Jammu Province and Ladakh in Ladakh and even none of these has a script of its own except Dogri. Therefore, at the elementary level the most suitable and workable medium of instruction is either Hindi or Urdu.

At secondary level the medium of instruction for Science and Mathematics is already English. It takes into consideration the nature of their terminology. There is option for medium of instruction in Social Studies. One who chooses Hindi as elective subject, opts for Hindi as medium of instruction in Social Studies and the one choosing Urdu goes for Urdu as the medium of instruction. English is the third medium of instruction available.

6-2.2 Tribal Students

The most popular school activity is games in which majority of the students are interested. It is followed by drawing, music, gardening and crafts.

Nearly half of the students are keeping pace with the class work. The other half, not keeping pace, express that Mathematics is the most difficult subject, followed by Science, English Language, Social Studies and Hindi/Urdu. Those who have expressed difficulty in the subjects
say that the difficulty has been experienced because of uninteresting nature of the subjects. The other reasons of difficulties are unsatisfactory achievement at the primary stage, followed by medium of instruction and impressive teaching by the teachers.

- The students have experienced difficulties in learning the subjects of Mathematics and Science. It may be that contents in these subjects have been made heavy at the secondary stage as a result of recent revision in the curriculum.

The rural and urban population have the same curriculum but not the similar environment and facilities.

There is dearth of teachers in Science and Mathematics. Even those who are subject specialists cannot explain the concepts well unless they refresh themselves through participation in some refresher courses in the subjects and have adequate preparation of the subjects before going to the class. Generally, the terminology of Mathematics and Science is difficult.

Moreover, the language used in the text books of these subjects is also difficult for the students. Many modules in these courses are quite tough and theoretical in nature which
these poor students are unable to understand.

There may be other reasons also and these can possibly be:

i) Lack of interest in the subject/subjects on the part of the students;

ii) poor teaching of the subject;

iii) nature of the subject and irregularity of the students;

iv) poor study habits;

v) non-availability of extra help and so on.

There is evidence of good inter-personal relations between teachers and students as far as Gaddies and Bakerwals are concerned. However, the perception is a little lower in the case of Gujjars. It is very encouraging that majority of tribal students show complete rapport with the teachers. Most of the students having no rapport with the teachers feel that it is due to shyness on the part of the students and unsympathetic behaviour of the teachers. A considerable number of students (27 per cent) do not find it necessary to have some inter-personal relations with the teachers.

Summarisingly, it may be stated that lack of provision for adequate socio-cultural activities in school, difficult curriculum, inability on
the part of the students to cope with it, poor rapport with the teachers are connected with the slow spread of education. In case, some socio-cultural activities are introduced on regular basis in schools, tribal students would be more willing to come to school.

6-2.3 Teachers
A large majority of the teachers have commitment to the profession which is a facilitating factor for the accessibility of tribal children.

It may be argued that newly appointed teachers (72%) were more committed to the profession but on account of many reasons it went down (50%) gradually. A considerable number (23.60 per cent) were keen to change to other comparable professions whereas the others have expressed their desire to continue. 27 per cent of the teachers belonging to tribal and non-tribal categories, wanted to change the profession at a certain stage but now they have reconciled with it and have attached their hopes and aspirations with it which is a healthy sign and facilitating factor.

It is satisfying that most of the teachers' native environment is similar to the environment found at the place of their postings. This helps in adjustment of the teachers and
ultimately adds to their efficiency in discharging their duties.

Largely the teachers have sought permanent accommodations in the villages where the schools are located. Seeking transfer from the present school may be due to the tendency to be placed in a more convenient and better communicated place.

A large majority of teachers (77%) have rural background. Almost two-thirds (67%) of the teachers have a house in the village of their posting. Nearly three-fifths (59%) of tribal and non-tribal teachers want to be transferred from the present school. Out of the teachers desiring transfer, all the tribal and most of non-tribal (79%) teachers want to be transferred within the tribal belt. Only one-fifth of the non-tribals want to go outside the tribal belt.

A large majority of teachers (78 per cent) have a stay in the present school upto 3 years and 22 per cent of them are continuing in the same schools for more than 3 years.

It may be summed up that service conditions and perks of the teachers be made attractive so that brilliant students may enter the profession, and have better commitment and aspirations to
serve the cause of education.

Most of the school teachers (86.5%) have expressed the desire for getting some orientation/training in teaching and dealing with such special groups of pupils.

Nearly 30 per cent of teachers prefer local language, an equal percentage prefer regional language and nearly same number go for Urdu (State Official language) as medium of instruction at primary level. While half of the teachers prefer Hindi, nearly one-third go for Urdu and one-seventh for regional language to be the medium of instruction at the secondary level.

The text books are not very suitable for the tribal children and this factor adversely affects the performance of the students and is thus a constraint for their educability.

Both tribal and non-tribal teachers lay emphasis on simple books according to local needs, use of local language in the text books and easy terminology with well explained facts. Thus the factors which hinder the expansion of education in the school are lack of special training for teaching the tribal students, unsuitable medium of instruction, not fitting
text books, vacation not depending on the requirement, curriculum not based on the local needs and poor teaching of the subjects.

**Hypothesis (2)**

The in-school constraints may reduce the chances of educability of children belonging to all tribes.

To verify the above hypothesis, the following in-school factors were taken to see their influence as constraints on the educability of tribal children:

(a) Teachers' attitude towards children (Table 5.43),
(b) Reasons for not getting on with the subject (Table 5.51),
(c) Report of tribal students with teachers (Table 5.52),
(d) Choice of the profession by the teachers (Table 5.53),
(e) Desirability to change the profession (Table 5.56),
(f) Stay of teachers in the present school (Table 5.59),
(g) Desirability of transfer from the present school (Table 5.60),
(h) Native place of the teachers (Table 5.57),
(i) Requirement of special training for teaching tribal children (Table 5.62).

The undertaken in-school constraints reveal
that the stated hypothesis is inconclusive. It means that most of the variables undertaken as constraints don't reduce the chances of educability. So far some variables, like attitude of teachers towards children, rapport between teachers and students, choice of profession and change of profession, desirability of transfer from the present school (out of the teachers desiring transfer 85% want to be posted within the tribal belt) and native place of the teachers (which is again helping and not hindering the educability of tribal students), the hypothesis is rejected. However, there are certain internal factors which act as constraints e.g. medium of instruction, transfer of teachers, stay of teachers in one school for a short time and desirability of professional enhancement through special courses. The hypothesis is accepted for these internal factors.

Hypothesis (3)
The hypothesis leads as such:

In a tribal set, the School system may not be adapted to the local conditions thus affecting the enrolment and educational attainments. Many variables were explored to ensure the status of this hypothesis. The researcher vividly
reached at this inference that the hypothesis stated is accepted. It conveys that the school system is not in conformity with the local needs of the children as discussed in the discussion of results.

**Hypothesis (4)**

The hypothesis reads as such:

Both internal (In-school) and external (Out-school) constraints may be different for children belonging to different tribes.

Table 5.1 and onwards indicate that both In-school and Out-school constraints are more or less similar for children belonging to all the communities viz. Saddies, Gujjars and Bakerwals. It means the hypothesis of having different constraints for different tribal groups stands rejected. Wherever the differences are, they appear to be marginal as far as In-school and Out-school constraints are concerned. The insignificant difference has been obtained in case of Bakerwals from Table 5.1 where in Bakerwals show no differences in enrolment with respect to the size of the family. Likewise Table 5.11 indicates that Saddies get no financial assistance and encouragement from the Government in comparison to Gujjars and Bakerwals.
Similarly, in one of In-School factors, children belonging to all communities prefer local language as medium of instruction at primary level (Table 5.45). In case of medium of instruction at secondary level (Table 5.46) 72% of Gaddi parents, 15% of Gujjar and none from Bakarwal parents prefer Hindi for it. 74% of Bakarwals, 56% of Gujjars and 25% of Gaddys parents prefer Urdu as the medium of instruction at the secondary level. So, this was the only one factor for which the hypothesis may be accepted.

**Hypothesis (5)**

The hypothesis ensuring the influence of many factors promoting the educability among tribes is accepted, keeping in view the results discussed under Out-School and In-School factors.