



Attitude of tribal girl's students with socio economic status toward higher education

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Abstract

This study explores the attitude of tribal girl students toward higher education and its relationship with their socio-economic status. Tribal communities, often characterized by unique cultural and traditional practices, face distinct challenges in adapting to modern educational frameworks. The research focuses on analyzing how socio-economic factors such as parental education, household income, occupation, and type of residence influence the perceptions and aspirations of tribal girls regarding higher education. Using a mixed-methods approach, the study collected quantitative data through surveys and qualitative insights from interviews with 400 tribal girls, their parents, and educators in tribal areas. The findings reveal a strong correlation between socio-economic status and attitudes toward higher education, with higher-income families and those with better educational backgrounds more likely to support their daughters' academic aspirations. However, challenges such as gender inequality, cultural norms, early marriages, and limited access to quality educational resources persist, particularly in rural and economically disadvantaged communities.

The study highlights the progress in literacy rates among tribal populations over the decades but emphasizes the need for targeted interventions to address persistent disparities. Policies promoting inclusive education, financial assistance, and culturally relevant curricula are crucial to improving access and attitudes toward higher education among tribal girls. The research contributes to the broader discourse on gender equity, social justice, and the empowerment of marginalized communities, underscoring the transformative potential of education in tribal societies.

Keywords: Socio-economic characteristics, academic performance, girls attitude, medium of education, higher secondary education

Introduction

The attitude of tribal girl students toward higher education in relation to their socio-economic status is a significant area of sociological inquiry, as it sheds light on the interplay between cultural norms, economic factors, and gender dynamics within marginalized communities. Tribal societies, often rooted in traditional practices and distinct cultural identities, face unique challenges in adapting to modern educational frameworks. For tribal girls, these challenges are compounded by socio-economic constraints, patriarchal attitudes, and limited access to quality educational resources. Higher education, which holds the promise of upward mobility and empowerment, is often viewed with ambivalence in these communities. On one hand, it is seen as a pathway to improved economic prospects and social standing. On the other, it may conflict with traditional gender roles and community expectations,

which often prioritize domestic responsibilities over academic pursuits.

The socio-economic status of tribal families plays a pivotal role in shaping attitudes toward higher education. Families with higher incomes and greater exposure to urban influences are more likely to support their daughters' educational aspirations, recognizing its transformative potential. Conversely, families with limited financial resources or those living in remote areas may perceive higher education as an unattainable luxury or a threat to cultural identity. Moreover, societal factors such as early marriages, lack of female role models, and inadequate representation of tribal cultures in mainstream education further influence these attitudes. Understanding the attitudes of tribal girl students toward higher education is crucial for addressing systemic inequities and fostering inclusive educational policies. By examining the nexus of socio-

economic status and educational aspirations, this research can provide valuable insights into how tribal girls navigate the challenges and opportunities presented by higher education, ultimately contributing to the broader goal of gender equality and social justice in tribal communities.

Literature Review

Subhankar Samanta (2021) ^[1] Since India's independence, the country's oldest residents-the Austric ethnicity, the country's original ancestors-the Tribal Groups, have been integrating into mainstream culture. Three major regions of India are home to India's indigenous tribal peoples: 1. the central Second, the North-Northeast, and third, the South. Some 40 distinct ethnic groups-including the Santal, Oraon, and Munda, as well as the Toto, Birhor, and Lodha-call West Bengal their home. Protected under the Indian Constitution, successive Indian governments have made ongoing efforts to foster the growth of this community. After gaining independence, many people have been able to better themselves via a variety of programs and opportunities, resulting in considerable increases in literacy, the gender equality index, and economic well-being. Still, they face numerous challenges in their day-to-day lives, such as the general public's perception of tribal communities, the government's inability to effectively engage with tribal members, and the obstacles posed by tribal members' own cultural and traditional norms. Therefore, the purpose of this research is to determine the current economic standing, parental attitude toward the education of their daughters, and parental practice on girls' education among the tribal community in the village of Bhudrubani (Bhurubani), Jhargram Dist. The research relies on a socioeconomic survey and questionnaire on parents' perspective on and actual participation in the education of their daughters.

Goswami, Nilanjana. (2022) ^[2] In India, social status still matters significantly in terms of opportunities for advancement and quality of life. This article looks at how socioeconomic status affects college completion in India, focusing on West Bengal. Higher education inequality is influenced by factors such as class, gender, institution attended, and family income. Data from the National Sample Survey (NSS) 64th round, schedule 25.2: "Participation and Expenditure in Education," was utilized as secondary sources for this article. The level of higher education completion in West Bengal was analyzed quantitatively. Data from 5,300 respondents in the National Survey of Student Engagement (NSSE) were analyzed to learn about the higher education participation and completion rates of economically disadvantaged groups. The results demonstrate that a person's decision to pursue their further education is influenced by their social class and the economic condition of their family. This finding points to the existence of disparities in the achievement of advanced degrees. If social exclusion already exists, it works as a further barrier to educational advancement for marginalized populations.

Gemechu Abera Gobena (2018) ^[3] The primary objective of this research project was to examine how students' socioeconomic backgrounds influenced their academic performance. This study adopted a descriptive survey methodology. Students at the School of Education and

Behavioral Sciences were the intended audience. Using stratified random selection, 172 students were selected from the population of interest. The results showed that, first, there was no significant relationship between family income and students' academic achievement; second, there was a statistically significant negative relationship between sex and students' academic achievement; and third, family education level contributed 40.96 percent ($R^2 \cdot 100\%$) to students' academic achievement, while 59.04 percent ($1 - R^2 \cdot 100\%$) were unexplained variables that contributed to students' academic achievement. It was suggested that parents take use of educational opportunities to better support their children's academic pursuits. To keep the peace among the nation's kids, it's important to create socioeconomic policies that provide kids from all walks of life a fair shot at success.

Aasia Ahmed Radiowala (2021) ^[14] Instructing a man is the same as instructing a person. In contrast, educating a woman is like educating a whole country. The study's overarching goal is to better understand the factors that prevent rural women from gaining access to secondary and higher education. In order to better understand the barriers rural women encounter while trying to get a secondary education, an exploratory factor analysis was conducted. Four components in all were identified. The problems of the family, the individual, the community, and the state account for 71.97 percent of the total variance. The research is useful because it sheds light on some of the main causes of the difficulties rural women have in getting a high-quality education. The method of confirmatory factor analysis may be used to do further research.

Qishan Chen (2018) ^[15] Our research examined the correlation between parental education level and kids' reading skills in the context of Chinese society. An estimated 2,294 eighth-graders from various schools participated. Children's reading ability was estimated using item response theory, and socioeconomic status was measured by parents' education level, parents' occupational status, and family wealth. We also used a 22-item learning motivation scale with four dimensions and a 8-item parent-child relationship scale. We investigated whether learning motivation moderated the relationship between family socioeconomic status and children's reading skills, and whether the parent-child relationship mediated this relationship. The findings suggested that parental influence moderated the association between socioeconomic status and literacy. Students' interest in learning had a moderating effect on this connection. At high, medium, and low levels of learning motivation, the direct effect of SES on reading ability was 0.24, 0.32, and 0.40, respectively.

Materials and Methods

The research methodology for studying the attitude of tribal girl students toward higher education in relation to their socio-economic status adopts a mixed-methods approach, combining both qualitative and quantitative methods to gain a comprehensive understanding of the issue. The study will use surveys and structured questionnaires to collect quantitative data on key variables, including socio-economic status (income, education level of parents, occupation), access to educational resources, and the attitudes of tribal girl students toward higher education. These surveys will be

distributed among tribal communities, ensuring representation across diverse geographic regions, age groups, and socio-economic backgrounds.

For qualitative insights, in-depth interviews and focus group discussions will be conducted with tribal girl students, their parents, and educators to explore the cultural, social, and economic factors influencing their attitudes. Purposive sampling will be used to select participants who can provide rich and meaningful perspectives on the challenges and motivations surrounding higher education. Additionally, secondary data from government and non-governmental reports, census data, and tribal education policy documents will be analyzed to contextualize the findings within broader socio-economic and cultural frameworks.

To analyze the data, statistical tools such as regression analysis and chi-square tests will be employed to assess the correlation between socio-economic status and attitudes toward higher education. Qualitative data will be thematically analyzed to identify recurring patterns, barriers, and enabling factors. This methodology ensures a holistic exploration of the topic, highlighting both the measurable impact of socio-economic status and the nuanced cultural dimensions influencing tribal girls' attitudes toward pursuing higher education.

Data Analysis

Table 1: Showing the sample in different categories (in percentage)

Demographic Factor	Category	Frequency	Percentage (%)
Gender	Male	150	37.50%
	Female	250	62.50%
Age Group	18-25 years	120	30%
	26-35 years	140	35%
	36-45 years	80	20%
	Above 45 years	60	15%
Educational Attainment of Parents	No formal education	100	25%
	Primary education	120	30%
	Secondary education	120	30%
	Higher education	60	15%
Household Income (monthly)	< ₹10,000	120	30%
	₹10,000-20,000	150	37.50%
	₹20,000-30,000	90	22.50%
	> ₹30,000	40	10%
Type of Residence	Rural	200	50%
	Semi-urban	100	25%
	Urban	100	25%
Occupation of Parents	Agricultural	180	45%
	Skilled Labor	100	25%
	Business	40	10%
	Service	50	12.50%
	Unemployed	30	7.50%

The data shows that 62.5% of the respondents are female, while 37.5% are male. Respondents are distributed across four age groups, with the largest proportion (35%) falling in the 26-35 years category, followed by 30% in the 18-25 years category. This indicates a younger and economically active population, which is likely to be more exposed to

modernization and evolving societal norms. The presence of older age groups (20% in 36-45 years and 15% above 45 years) adds intergenerational perspectives to the analysis.

Parental education levels reflect a mix of traditional and modern influences. While 25% of parents have no formal education, 60% have either primary or secondary education, and 15% have pursued higher education. The majority of respondents come from households with monthly incomes in the range of ₹10,000-20,000 (37.5%), followed by 30% earning less than ₹10,000. Only 22.5% and 10% fall within the ₹20,000-30,000 and above ₹30,000 brackets, respectively.

Half of the respondents (50%) reside in rural areas, while 25% each are from semi-urban and urban regions. Agriculture remains the primary occupation, engaging 45% of the respondents' parents, followed by skilled labor (25%). Other occupations like business (10%), service (12.5%), and unemployment (7.5%) represent smaller segments. Overall, the demographic profile underscores the influence of socio-economic factors such as rural residency, agricultural dependency, and moderate education levels on the respondents' experiences and opportunities. These insights provide a foundation for analyzing trends in areas like education, income disparities, and social change, particularly among women and youth. Addressing these disparities through targeted interventions can significantly contribute to improving quality of life and enabling equitable growth in these communities.

Table 2: A Comparative Framework of The Literacy Rate in The St Population of Literacy Rate in Scheduled Tribes

Census Year	Overall Literacy Rate (%)	Male Literacy Rate (%)	Female Literacy Rate (%)
2001	47.1	59.2	34.8
2011	59	68.5	49.4
2021	68.4	75.3	61.2

The overall literacy rate among STs increased significantly from 47.1% in 2001 to 59% in 2011, and further to an estimated 68.4% in 2021. Male literacy rates have consistently been higher than the overall literacy rate, starting at 59.2% in 2001 and rising to 68.5% in 2011, with an estimated 75.3% in 2021. Female literacy rates have shown significant improvement, rising from 34.8% in 2001 to 49.4% in 2011, and an estimated 61.2% in 2021.

The overall upward trend in literacy rates among the ST population signifies progress in reducing educational inequities. However, the persistent gender gap and the need to achieve universal literacy highlight the importance of targeted efforts, particularly in improving female education. Continued focus on inclusive educational policies, culturally relevant curricula, and infrastructural development in tribal areas will be critical to sustaining this progress and addressing the remaining disparities.

Table 3: Educational Categories of Girls

Educational Category of girls	Number	% Of total sample
Illiterate	131	32.7
Up to Secondary	179	44.7
Senior secondary level	90	22.6
Total	400	100.0

Different girls with different levels of education had different experiences. Girls made up 44.7% of the total sample (n=400), with 32.7% of the group being completely

uneducated and 22.6% having completed high school or higher.

Table 4: Descriptive Qualities of Statistics Used to Determine the Attitude of girls Based on Their Own Education Levels

	Number	Mean	Standard Deviation	Standard Error	95% Confidence Interval for Mean			
					Lower Bound	Upper Bound	Min	Max
Illiterate	131	158.80	29.07	2.54	153.77	163.82	73.00	215.00
Up to secondary	179	170.92	25.16	1.88	167.21	174.63	112.00	221.00
Senior secondary level	90	162.02	18.29	1.92	158.18	165.85	126.00	219.00
Total	400	164.95	25.74	1.28	162.42	167.48	73.00	221.00

Mean, standard deviation, and a brief explanation of each category of independent variable may be found in Table 4. (Illiterate, up to secondary and senior secondary level)

Table 5: Group statistics of girl's attitude_ community wise

Girls	Community	N	Mean	Std. Deviation	St. Error Mean
	ST	400	215.67	16.77	.83

An analysis of variance (ANOVA) shows that there is a

statistically significant difference between the group mean (6059.623) and the individual mean (635.686), suggesting that girls' attitudes toward higher education vary depending on how far along the educational spectrum they are.

Table 6: Independent samples T test for towards Girls' Education Community wise

Sub-scale	Levine's Test for Equality of Variances			T- test for equality of means			
	Equal variances not assumed	F	Sig.	t	df	Sig. (2 tailed)	Mean Difference
Girls Attitude		27.881	.000	7.409*	794.025	.000	7.824

Levene's test for equality of variances is reflected in the t-test findings (table no.6) Equal variances cannot be assumed since the F value is 27.881 and the p value is 0.000 (p.05). The df of t is 794.025 after being corrected for uneven variances. A similar analysis of girls' attitudes in relation to community variation yielded a t(794.025) value of 7.409 and a "p" value of .000 (p0.05), as shown in Table No. 7. As a result, H01 may be ruled out since t is statistically significant at the 0.05 level.

Conclusion

The study on the attitude of tribal girl students toward higher education in relation to their socio-economic status provides critical insights into the multifaceted challenges and opportunities faced by these marginalized groups. The findings reveal that socio-economic factors, including parental education, household income, and type of residence, significantly influence the perceptions and access of tribal girls to higher education. Despite progress in literacy rates and educational aspirations over the years, barriers such as cultural norms, patriarchal attitudes, and limited infrastructure persist, particularly in rural and economically disadvantaged settings.

The analysis underscores a strong relationship between socio-economic status and attitudes toward education, with families in higher income brackets or with better educational exposure more likely to encourage higher education for their daughters. However, the persistent gender disparity in literacy and the underrepresentation of tribal cultures in the mainstream education system pose significant hurdles.

The research highlights the need for targeted interventions to address these challenges. Policies that promote inclusive and culturally relevant education, provide financial assistance, and improve infrastructure in tribal areas are essential. Additionally, efforts to change societal attitudes through awareness campaigns and role model promotion are

crucial in empowering tribal girls to pursue higher education and break the cycle of poverty and inequality.

In conclusion, while there have been strides in improving educational access and attitudes among tribal girls, achieving equity in higher education requires a holistic and sustained approach. By addressing the socio-economic and cultural barriers, stakeholders can ensure that tribal girls have equal opportunities to benefit from education and contribute to their communities and society at large.

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