



Social Problems Faced by Secondary School Tribal Students of District Budgam Jammu and Kashmir

Dr. Mohd Shakeel, Associate Professor, Department of Education and Training, Maulana Azad National Urdu University, College of Teacher Education Srinagar

Abstract

The present study tried to find out the social problems of secondary school tribal students at District Budgam, Jammu and Kashmir. Tribal students in Budgam, particularly from Gujjar and Bakarwal communities, often face several issues in their life particularly in the field of Education. The method of the study was descriptive research where the data was collected through normative survey. In this study the investigator has used quantitative method. Self developed questionnaire namely Social Problems Questionnaire has been used by the investigator. A sample of 200 has been selected for the study through stratified sampling technique. Basic descriptive statistics such as mean, median, mode, standard deviation, skewness and kurtosis, Percentage analysis and Mean difference analysis was carried out to find out the Social Problems of tribal students. The study found that mean the Social problems faced by secondary school tribal students are generally in the average range.

Keywords: Social Problems, Tribal Students, Secondary School

Introduction

India is a country which holds the largest position to tribal population in the world. It includes 834 communities, the tribal population has historically delay behind the major population in all developmental pointer. Remoteness from homeland and consequential inaccessibility has been a major confront in condition of infrastructure, basic services and economic development. This has additional lead to the twisting of low educational level, chronic health issues and lack of opportunities for sustainable source of revenue. The ladies and offspring among the tribal are the pits affected ones among them.

To attain development of nation the government of India and concerned state governments have been worked had to uplift the inclusive society. As a result, the literacy rate has improved from mere 9% in 1961 to 59% in 2011 (Census, 2011). Currently, total 2.5 crore tribal students (10% of



total enrolment) are enrolled in schools and about 50% of them are girls (DISE, 2015-16). While enrolment has also improved considerably, high dropout rate upper primary onwards and low learning outcomes compared to general population continue to be a matter of concern. While efforts are being made for resolving the challenges in strengthening education of tribal by government, International Development Agencies and civil societies alike, the progress is very slow. Further, at the micro-level, the issues are much more complex, with socio-cultural factors and language barriers posing additional challenges. The solutions are more or less identified, but it is difficult to implement at the community level especially due to diversity amongst the communities. It empowers the human beings economically and socially. Every nation has given prime importance to education. Education has to prepare the child to grow with their full potentials. It also provides the means to participate fully in their communities (UNESCO, 2000).

Significance of the Study

Secondary School students from Tribal community in Budgam, mostly from Gujjar and Bakarwal communities, often face obstacle such as poverty, migration, language complexity, deprived infrastructure, and limited parental awareness. Investigating these problems will help identify the extent and nature of social problems faced by tribes at the secondary school level. The study will offer empirical data highlighting where and why tribal students lag behind, thereby contributing to the goal of equitable and inclusive education as envisaged in the National Education Policy (NEP-2020).. Hence the investigator observed that it is the time to identify the social problems of tribal students of district Budgam of Jammu and Kashmir.

Objectives of the Study

Following were the objectives of the study:

1. To Study the Social Problems faced by the tribal students of Budgam district in Jammu and Kashmir
2. To compare the Social Problems faced by the tribal students of Budgam district in Jammu and Kashmir with respect to gender
3. To compare the Social Problems faced by the tribal students of Budgam district in Jammu and Kashmir with respect to migration



Hypotheses of the study

1. There is no significance difference in the social problems faced by secondary school tribal boys and girls students
2. There is no significance difference in the social problems faced by tribal Migrants' and Non- Migrants' secondary school students

Operational Definitions of Key Terms

The operational definitions of key terms are following

Social Problem

A social problem is a condition or societal behaviour that negatively affects pupils learning such poverty and homelessness, social etc.

Methodology of the study

The method of the study was descriptive research where the data was collected through normative survey. In this study the investigator has used quantitative methods to find out the Social Problems Faced by Secondary School Tribal Students of District Budgam. Educational Problems were considered as the dependent variables of the present study. Migration (Students from Migrants and Non-Migrants) and Gender (Male and Female) categories were considered as independent variables for the study. Self developed questionnaire namely *Social Problems Questionnaire* has been used by the investigator. Secondary schools students of district Budgam of Jammu and Kashmir (District Rajouri); who belong to tribal communities were the population for the present study. Among the population, a sample of 200 has been selected as the sample for the study. Due representation was given to the subsamples of the study such as Migration and Gender. Hence stratified sampling technique was used for the study. For the purpose of data collection, the investigator had visited 20 schools in Budgam district. Basic descriptive statistics such as mean, median, mode, standard deviation, skewness and kurtosis , Percentage analysis and Mean difference analysis was carried out to find out the Social Problems of tribal students.



Discussions

The present study was to find out the social problem faced by the tribal students at district Budgam, Jammu and Kashmir. The detailed discussion of the data collected, organized, scored and interpreted is presented systematically in following paragraphs.

Table: 1

Data on Socio Problem of Tribal Students in Budgam Districts

Statistics	Social Problems
N	200
Mean	17.6
Median	17.0
Mode	15.0
Standard deviation	2.86
Variance	8.16
Range	29
Skewness	-0.0067
Std. error skewness	0.172
Kurtosis	6.54
Std. error kurtosis	0.342

Table 1 presents the data on social problems of tribal students in Budgam District. The mean score for social problems stands at 17.6. This concentration around the mid-range is further supported by the values of median and mode. The standard deviation for social problems is 2.86 and for educational problems, 2.28, although the wide ranges of 29 and 23 show that some students are in significantly different circumstances. The distribution of social problems is almost perfectly

symmetric, with a very low level of skewness of -0.0067 . In sum, although most tribal students in Budgam District face moderate and relatively uniform social challenges, a considerable minority faces disproportionately high socio difficulties and therefore requires targeted interventions and support mechanisms.

Figure: 1 Data on Social Problem of Tribal Students in Budgam Districts

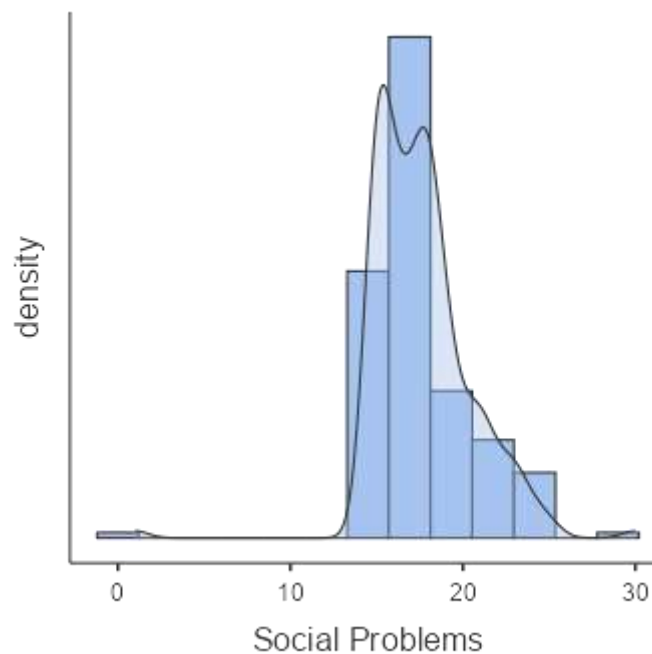


Table 2
Data of Social Problem of Tribal Students in District Budgam -Gender

Group	N	Mean	SD	t test	Level of Significance
Boys	108	17.90	2.56	1.233	Not significant
Girls	92	17.04	3.16		



The table 2 reveals the data related to the mean difference analysis of social problems faced by tribal students in secondary schools of Budgam district, Jammu and Kashmir based on their gender. The mean score of boys' students is 17.90 with standard deviation of 2.56, while the mean score of girl students is 17.04 with the standard deviation of 3.16. The tabulated t value shown as 1.233 which is less than the critical t value at 0.05 level of significance. So It evident that the observed difference in the means score of social problems faced in between boys and girls secondary school students is statistically not significant. Hence it can be inferred that there is no significant difference between the boys and girls in the social problems they face within their educational context among tribal students. As the result, the null hypothesis stating that there is no significance difference in the social problems faced by tribal boys and girls is accepted.

Table 3
Data of Social Problem of Tribal Students in District Budgam -Migration

Group	N	Mean	SD	t test	Level of Significance
Migrant	60	17.30	2.23	1.299	Not significant
Non Migrants	140	17.80	3.08		

The table 3 reveals the data related to the mean difference analysis of social problems faced by tribal students in secondary schools of Budgam district, Jammu and Kashmir based on Migration. The mean score of Migrants' students is 17.30 with standard deviation of 2.23, while the mean score of Non- Migrants' students is 17.80 with the standard deviation of 3.08. The tabulated t value shown as 1.299 which is less than the critical t value at 0.05 level of significance. So It evident that the observed difference in the means score of social problems faced in between the Migrants' and Non- Migrants' secondary school tribal students is statistically not significant. Hence it can be inferred that there is no significant difference between the Migrants' and Non-Migrants' secondary school tribal students in the social problems they face within their educational context. . As the result, the null hypothesis stating that there is no significance difference in the social problems faced by tribal Migrants' and Non- Migrants' secondary school students is accepted.

Table 4



Data of Different levels Social Problem

Level	Sample	% of Total	Cumulative %
Low Level	77	38.5%	38.5%
Medium Level	65	32.5%	71.0%
High Level	58	29.0%	100.0%

Table 4 shows the frequency distribution of tribal students according to levels of social problems. The results indicated that 38.5% of the students fall into the low level of social problems, meaning that a larger proportion of the sample has minimal difficulty in their social environment. Another 32.5% of the students fall into the medium level, indicating that about one-third have moderate social difficulties, while 29.0% of the students are classified into the high level of social problems, which is likewise a big proportion and this would mean that there is an appreciable segment that confronts heavy social difficulties. From the cumulative percents, it is seen that 71.0% of the students have low to moderate social problems, and 29.0% face high-level problems. In general, the data showed that even though the majority of tribal students experienced manageable social issues, a quite substantial section continued to face high levels of social problems, which underlined the need for specific support interventions.

Table 5

Data on Different levels Social Problem- Boys

Level	Sample	% of Total	Cumulative %
Low Level	39	36.1%	36.1%
Medium Level	33	30.6%	66.7%
High Level	36	33.3%	100.0%

Table 5 describes the distribution of social problem levels among tribal boy students and is rather evenly distributed across three categories. The data indicate that 36.1% of the boys fall in the low level of social problems, indicating that slightly more than one-third of the respondents have minimal social difficulties. The table also reveals that 30.6% students facing medium level social problems, while 33.3% percent confronting high level social problem in their socio educational



context. It is to give focus attention that 33.3 % that is one third of the sample experiencing high level social problems. There is need for huge social support in this regard.

Table 6

Data on Different Level Social Problem -Girls

Level	Sample	% of Total	Cumulative %
Low Level	38	41.3%	41.3%
Medium Level	32	34.8%	76.1%
High Level	22	23.9%	100.0%

Table 6 depicts the distribution of social problem levels among tribal girl students. It is observed that the majority of them experience low to moderate levels of social difficulties. It is noticed from the table that 41.3% of the girls fall in the low level of social problems, which reflects that the majority of the sample face minimal social difficulties in their day-to-day life and schooling. As many as 34.8% of the girls come under the medium level, which indicates that more than one-third of the sample faces moderate degrees of social difficulties that may occasionally affect their social interactions, emotional adjustments, and the like. Simultaneously, 23.9% of the girls fall in the high level of social problems, indicating that nearly one-fourth of the group faces serious social difficulties which may affect their confidence level, peer relationships, and overall socio-emotional adjustment. The cumulative percentages also indicate that 76.1% of the girls fall in the category of low to moderate levels of social problems and 23.9% constitute the meaningful group in facing high difficulties.

Table 7

Data on Different Levels Social Problem - Migrants

Level	Sample	% of Total	Cumulative %
Low Level	26	43.3%	43.3%
Medium Level	20	33.3%	76.7%
High Level	14	23.3%	100.0%



Table 7 depicts the distribution of social problem levels among tribal migrant students in Budgam district. The information shows that the majority of the migrant students face low to moderate levels of social problems. It is observed that 43.3% of migrant students fall within the low level of social problems, which indicates that almost half of the respondents have minimal social difficulties and appear to be managing themselves fairly well in their social environment. Further, 33.3% of the students fall in the medium level, reflecting that one-third of the group faces moderate social difficulties that may influence their social interactions, emotional stability, and adjustment processes. The notable point is that 23.3 % students are facing high level social problems.

Table 8

Data on Different Levels Social Problem - Non- Migrants

Level	Sample	% of Total	Cumulative %
Low Level	51	36.4%	36.4%
Medium Level	45	32.1%	68.6%
High Level	44	31.4%	100.0%

Table 8 reports the distribution of social problem levels among tribal non-migrant students, indicating a quite even spread across the three categories of social difficulty. The figures reveal that 36.4% of non-migrant students fall in the low level of social problems, suggesting that a little over one-third of the respondents experience minimal social challenges and appear to be managing satisfactorily within their social environment. Another 32.1% of the students fall in the medium level, reflecting that nearly one-third face moderate social difficulties that may occasionally affect their peer relationships, confidence, and social adjustment. Meanwhile, 31.4% of the non-migrant students are placed in the high level of social problems, which means that almost one-third of the sample faces significant social difficulties that could impact their emotional well-being, interpersonal behaviour, and overall school adjustment. The cumulative percentages reveal that 68.6% of the students fall in the low to moderate range of social problems, while 31.4% represent a sizeable group experiencing high levels of social challenges. Overall, the distribution suggests that although the majority of non-migrant students are coping satisfactorily with their social situations, a considerable section still faces serious social problems, making it necessary to implement specially targeted social support and school-based counseling interventions.



4. Findings of the Study

1. The mean score for social problems stands at 17.6 and for educational problems at 17.2, indicating that these problems faced by students are generally in the middle range.
2. The standard deviation for social problems is 2.86 and for educational problems, 2.28, which means that most students report very similar levels of problems.
3. Most of the tribal students in Budgam District face moderate and relatively uniform social challenges, a considerable minority faces disproportionately high socio problems and therefore requires targeted interventions and support mechanisms.
4. There is no significant difference between the boys and girls in the social problems they face within their educational context among tribal students.
5. There is no significant difference between the Migrants' and Non- Migrants' secondary school tribal students in the social problems they face within their educational context.
6. The results shows that 38.5% of the tribal secondary school students fall into the low level of social problems, meaning that a larger proportion of the sample has minimal difficulty in their social environment.
7. Among the sample 32.5% of the tribal secondary school students experience the medium level social problems.
8. The notable point is that 29.0% of the tribal secondary school students are fall into the high level of social problems, which is likewise a big proportion and this would mean that there is an appreciable segment that confronts heavy social difficulties.
9. The results shows that 36.1 % of the tribal secondary school boys students experiences low level of social problems, meaning that one third of the has minimal difficulty in their social context.
10. Among the sample 30.6% of the tribal secondary school boys students experience the medium level social problems.



11. The striking point is that 33.3% of the tribal secondary school boys students are fall into the high level of social problems, which is likewise a big proportion and this would mean that there is an appreciable segment that confronts heavy social difficulties.
12. Among the sample 34.8% of the tribal secondary school girls students experience the medium level social problems.
13. The striking point is that 23.39 % of the tribal secondary school girls students are fall into the high level of social problems, which is likewise a comparatively low proportion of sample having high level social difficulties.
14. The results shows that 43.3 % of the tribal secondary school migrant students experiences low level of social problems, meaning that major portion of sample has minimal difficulty in their social context.
15. Among the sample 33.3% of the tribal secondary school migrant students experience the medium level social problems.
16. The striking point is that 23.30 % of the tribal secondary school migrant students are fall into the high level of social problems, which is likewise a comparatively low proportion of sample having high level social difficulties.
17. The results shows that 36.4 % of the tribal secondary school Non-Migrant students experiences low level of social problems, meaning that major portion of sample has minimal difficulty in their social context.
18. Among the sample 32.1% of the tribal secondary school Non-Migrant students experience the medium level social problems.
19. The striking point is that 31.40 % of the tribal secondary school Non-Migrant students are fall into the high level of social problems, which is about one third of the of sample having high level social difficulties.

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