



ISSN: 0975-833X

Available online at <http://www.journalcra.com>

INTERNATIONAL JOURNAL
OF CURRENT RESEARCH

International Journal of Current Research
Vol. 11, Issue, 10, pp.7477-7479, October, 2019

DOI: <https://doi.org/10.24941/ijcr.36866.10.2019>

RESEARCH ARTICLE

STUDY OF TRIBAL WOMEN'S (BHOI TRIBE) ATTITUDE TOWARDS THEIR CHILDREN'S EDUCATION IN RI-BHOI DISTRICTS OF MEGHALAYA

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ARTICLE INFO

Article History:

Received 14th July, 2019
Received in revised form
29th August, 2019
Accepted 15th September, 2019
Published online 30th October, 2019

Key Words:

Education, Tribal,
Women, Attitude,
Children.

ABSTRACT

Education gives us knowledge of the world around us and changes it into something better. It develops in us a perspective of looking at life. It helps us build opinions and have points of view on things in life. Education creates awareness within people i.e. discovering themselves and around, acts as the major catalyst and prime factor for bringing out the social change and transformation. Though, a lot of work has been done by different agencies to bring social changes through education for the Bhoi tribe still it seems inadequate in terms of area spread and the quality. The people are mostly The objective of this study is to find out the attitude of the tribal population of Ri-bhoi District towards education and to find out the obstacles which hinder the process of learning, which is the prime enabler for socio-economic, socio-cultural development and overall upliftment and development. The descriptive survey research method was used for this study; the sample consisted of 100 respondents which was selected by using of a simple random sampling technique. The findings of the study revealed that there was a mixed attitude of the respondents towards educating their children and there was no significant correlation between the education level of tribal women with their attitude towards education of their children.

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Citation: Dasiewdorshisha Sanclay. 2019. "Study of tribal women's (bhoi tribe) attitude towards their children's education in ri-bhoi districts of meghalaya", *International Journal of Current Research*, 11, (10), 7477-7479.

INTRODUCTION

Education is an input not only for economic development of tribes but also for inner strength of the tribal communities which helps them in meeting the new challenges of life. It is an activity, or a series of activities, or a process which may either improve the immediate living conditions or increase the potential for future living. It is the single most important means by which individuals and society can improve personal endowments, build capacity levels, overcome barriers, and expand opportunities for a sustained improvement in their well-being. Ri-Bhoi is an administrative district in the state of Meghalaya in India. The district headquarters are located at Nongpoh. The district occupies an area of 2378 km² and has a population of 192,795 (as of 2001). As of 2011 it is the second least populous district of Meghalaya (out of 7), after South Garo Hills Ri-Bhoi District covers an area of 2448 km². The headquarters of the District is at Nongpoh located at 53 km away from the state capital Shillong and 50 km from Guwahati.

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In 2006 the Ministry of Panchayati Raj named Ri-Bhoi one of the country's 250 most backward districts (out of a total of 640). It is one of the three districts in Meghalaya currently receiving funds from the Backward Regions Grant Fund Programme (BRGF). The main Language spoken in Ri-Bhoi is Karew which is spoken in Nongpoh and its surrounding localities and the other native spoken languages are Iapngar in Ri-Bhoi Mihngi, Nongtung in Far Eastern Ri-Bhoi, Mynar in Far Western Ri-Bhoi and Jirang area. The literacy rate in Ri-Bhoi District is 77.22% (Wikipedia, 26 September, 2019). The Bhois of Ri-Bhoi District are the Sub – group of the main Khasi Tribe. The majority of the Bhois speak the Bhoi dialect, although they use the Khasi dialect as a major subject in their schools. Some speak and write Khasi too. The Bhois follow the matrilineal system. Children bear the title of the mother and she is the safe keeper of all properties owned by her parents (Government of Meghalaya, 19 August, 2019). This research will provide insight to a new out-look to why are there less numbers of children who completed full education even though there has been an initiatives by the Government and the Private organization in imparting education towards the weaker section of Meghalaya especially in Ri-Bhoi district.

The results based on the attitudes of the population involve in this study might help the Government and Policy makers to come out with a new way to develop the education in these areas. It has also been observed that the people in these areas are prone to get married at a very young age and most of them quit their schooling without completing even matriculation. The results based on the attitudes of the population involve in this study might help the Government and Policy makers to come out with a new way to develop the education in these areas.

Objective

- To ascertain the socio-economic profile of the respondents.
- To find out the attitude of the women towards education of their children.
- To find out the significance relationship between education and attitude of the respondents.

Hypothesis: There is no significance relationship between attitude and education level of the respondents.

RESEARCH METHODOLOGY

For this research study a total number of 100 female respondents were selected. Out of 103 villages, 5 villages were selected purposively for the studies i.e. based on one or two of the children who are attending school from each family in that particular village. The villages selected were Nongbirthem, Umrit, Umsong, Umkadhor and Sohkyrbam Dompplang. 20 respondents from each village was selected by using a non-probability sampling which is a convenience sampling. Semi-structured interview scheduled was used to collect the data. Statistical calculations were used accordingly.

RESULTS AND DISCUSSION

From the table above it is therefore concluded that majority of the respondents accounted for 60.00 per cent are of low socio-economic category, 30.00 per cent were of medium level and 10.00 per cent were of high socio-economic level. This indicates that most of these respondents were poor family. They send their children in the Government L.P School available within the village itself. Due to their low-socio-economic they are unable to send their children to a better school in the city. Similar finding was also found by Aniedu, (2016). From the table above it is inferred that majority of the respondents accounted for 55.00 per cent were having mixed attitude towards educating their children. 33.00 per cent of the respondents were having an unfavourable attitude and only 12.00 per cent were having a favourable attitude.

The respondents with mixed attitude were unable to decide whether educating their children might bring development in their well-beings. The respondents with unfavourable attitude thinks that education is just a waste of money and time since most of them depend in agriculture so it is much better if their children will have more working skills to apply in the agriculture land than attending school. The few members who have the favourable attitude are those who favoured that every child should go to school and get good amount of education to bring a change in the society. But there are hindrances that prevent them to send their children to school and complete

their education until they get a good job. These hurdles are the lack of finance and resources that are not good enough at the grass root level. A similar finding was also found by Ogunsumi and Omobolanle (2011). From the table above the "r" value is 0.142267 which shows no significance relationship at 0.05 per cent level of significance. Therefore, the null hypothesis is accepted and alternate hypothesis is rejected.

A. Socio-economic profile of the respondents: n=100

Variables	Frequency	Percentage
A. Age		
Young(20 to 35 years)	30	30.00
Middle (36 to50 years)	60	60.00
Old(51 to 65 years)	10	10.00
B. Educational Status		
Illiterate	70	70.00
Primary education	20	20.00
Middle school	10	10.00
C. Religion		
Christian	98	98.00
Other(Khasi)	2	2.00
D. Caste		
ST	100	100.00
E. Marital status		
Married	96	96.00
Widower	4	4.00
F. Family Type		
Nuclear	40	40.00
Joint	60	60.00
G. Family sizes		
Small(1 to 5 members)	20	20.00
Medium (6 to 10 members)	40	40.00
Large(Above 10 members)	40	40.00
H. Occupational Status		
Agriculture only	85	85.00
Agriculture plus business	10	10.00
Agriculture plus other in service	5	5.00
I. Annual Income		
Low (Below 30000)	40	40.00
Medium(30001 to1 Lakh)	50	50.00
High(Above 1 Lakh)	10	10.00
J. Types of house		
Hut	30	30.00
Semi-cemented	40	40.00
Cemented	30	30.00
K. Farm size		
Small(Below 1 hectare)	80	80.00
Medium(1-2 hectare)	15	15.00
Big(Above 2 hectare)	5	5.00

B. Bover-all socio-economic characteristics level of the respondents

Sr. No.	Category	Frequency	Percentage
1.	Low (11 to 18 Score)	60	60.00
2.	Medium (19 to 25 Score)	30	30.00
3.	High (26 to 33 Score)	10	10.00
Total		100	100.00

C. Cover-all attitude level of the adopters and non-adopters

Sr. No.	Category	Frequency	Percentage
1.	Unfavorable (1 to 12 score)	33	33.00
2.	Mixed attitude (13 to 24 score)	55	55.00
3.	Favourable (25 to 36 score)	12	12.00
Total		100	100.00

D. Significance relationship between attitude of the respondents and education

Sr. No.	Education	Attitude	Correlation Co-efficient "r"
1.	70	33	
2.	20	55	0.142267
3.	10	12	
Total	100	100	

This shows that even though the level of education of the respondents were mostly illiterate but their attitude towards

education is positive even though they shows to have a mixed attitude towards educating their children but at some point or the other their level of attitude is not decreasing due to the decreasing in their level of education. It can be concluded that the people attitude can be made into a favourable one if proper guidance and knowledge will be provided to them .The proper infrastructure is needed to be intruded in order to bring about a change in the mind set of the people.

Conclusion

It is concluded from the study that majority of the respondents were of low socio-economic level. It was found that the majority of them were having a mixed attitude in regarding of educating their children. There is no significant relationship between the education level of the respondents and their level of attitude. Due to the lack of proper infrastructure like financial support from the Government, lack of employment opportunities etc., the parents are unable to send their children to school. They think that schooling is just a waste of time and their children should better learn more about farming than getting education. And even though some parents have a positive attitude towards educating their children but their poor economic status hinder them to send their children to school until they can attend higher level of education.

The children will only end up to lower primary level of qualification. Their children in the later stage of growth was found to get married at a very young age which is most probably at 15 years of age girls and 17 years for boys. This same attitude is then passed to them that sending their children to school is just a waste of time and money.

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