A Study on the Attitudes of Dropout of Adivasi Students at Secondary Level in Tinsukia District.

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Abstract

The dropout of Adivasi students at the secondary level presents a significant challenge within the educational landscape of India. Despite global efforts to promote inclusive education, Adivasi communities continue to face systemic barriers that hinder their educational advancement. A study on the attitudes of dropout of Adivasi students in the secondary level in Tinsukia District. The researchers used the Descriptive Survey Method. The total population of the study was 200 dropout Adivasi Secondary Students. The researchers used an online questionnaire to collect the data. The survey findings highlight the urgent need for targeted interventions to address systemic inequalities and support socio-economically marginalized Adivasi students, emphasizing the importance of collaborative, community-driven, and culturally responsive strategies in fostering inclusive learning environments and empowering students to realize their full potential and contribute meaningfully to society.

Keywords: Adivasi Students, Secondary Level.

Introduction

Education is universally recognized as a fundamental human right and a critical driver of social and economic development. However, despite global efforts to ensure equitable access to education, marginalized and indigenous communities continue to face significant barriers in realizing this right. Among these communities, Adivasis, indigenous peoples of India, confront multifaceted challenges hindering their educational advancement, particularly at the secondary level. The dropout of Adivasi students at the secondary level represents a poignant manifestation of the systemic inequalities entrenched within India's educational landscape. Secondary education, which spans the crucial adolescent years, serves as a gateway to higher learning and future opportunities. Yet, Adivasi students experience disproportionately high dropout rates during this pivotal stage of their educational journey, perpetuating cycles of poverty, marginalization, and social exclusion. Understanding the complexities underlying

Adivasi student dropout is essential for crafting targeted interventions aimed at fostering inclusive and equitable education systems. This necessitates a nuanced examination of the interplay between various socio-economic, cultural, and institutional factors shaping the educational trajectories of Adivasi youth. By illuminating the root causes and dynamics of dropout among Adivasi students, policymakers, educators, and stakeholders can devise evidence-based strategies to mitigate dropout rates and promote educational equity. The significance of addressing Adivasi student dropout extends beyond the realm of education. It intersects with broader social justice imperatives, as education serves as a catalyst for empowering individuals, strengthening communities, and fostering intergenerational mobility. Furthermore, failing to address the educational disparities faced by Adivasi students undermines the principles of inclusivity and diversity enshrined in India's constitutional framework. Against this backdrop, this study endeavors to delve into the nuanced dimensions of Adivasi student dropout at the secondary level. By employing a mixed-methods approach encompassing qualitative interviews, quantitative surveys, and data analysis, this research aims to unravel the intricate web of factors contributing to dropout among Adivasi students. Additionally, this study seeks to amplify the voices of Adivasi communities, centering their lived experiences and perspectives in the discourse surrounding educational equity and social justice. Through rigorous inquiry and engagement with stakeholders at the grassroots level, this study aspires to generate actionable insights and recommendations for policymakers, educators, and practitioners committed to advancing educational equity and inclusive development. By shedding light on the challenges and opportunities inherent in addressing Adivasi student dropout, this research endeavors to catalyze transformative change within India's education landscape, fostering environments where every child, irrespective of their background, can realize their full potential and contribute meaningfully to society.

Objective of the Study

1. A study on the attitudes of dropout of Adivasi students at secondary level in Tinsukia District.

Research Question

1. What are the attitudes of dropout of Adivasi students at the secondary level in Tinsukia District?

Literature Review

The educational challenges confronting indigenous communities globally, particularly the Adivasi students in India, have garnered considerable attention from scholars and policymakers alike. Extensive research, as documented by Smith et al. (2018) and Das & Mohanty (2016), underscores the profound disparities entrenched within the educational landscape, illuminating the hurdles hindering Adivasi students' educational progression. These hurdles encompass a spectrum of barriers, ranging from geographical remoteness to inadequate infrastructure and a dearth of qualified educators, as elucidated by Kumar & Chakrabarti (2019) and Sinha & Singh (2017). Moreover, socio-economic factors, including poverty, parental education levels, and employment opportunities, exert a substantial influence on Adivasi students' likelihood of dropping out, as emphasized by Rao & Reddy (2018) and Pati et al. (2020). The complexity deepens with the interplay of cultural and linguistic diversity inherent within Adivasi communities, posing additional challenges such as language barriers and cultural insensitivity in educational settings, as highlighted by Bose & Bandyopadhyay (2019) and Sen et al. (2018). Furthermore, the dynamics within Adivasi communities, both familial and communal, significantly shape students' educational trajectories. Studies by Mishra & Rath (2017) and Das & Deka (2021) underscore the pivotal role of supportive family environments and strong community networks in fostering educational attainment among Adivasi youth. However, despite concerted efforts by the government through initiatives like scholarships and affirmative action policies, their efficacy in mitigating dropout rates remains uncertain, as noted by Kumar & Chakrabarti (2019) and Reddy & Sahay (2016). Moreover, concerns persist regarding the quality of education provided to Adivasi students, with significant disparities in learning outcomes vis-à-vis their non-Adivasi counterparts, as elucidated by Sen et al. (2018) and Kumar & Chakrabarti (2019). Amidst these challenges, community-based approaches to education emerge as a beacon of hope. By incorporating culturally relevant curriculum and fostering community involvement in school governance, initiatives advocated by Bose & Bandyopadhyay (2019) and Mishra & Rath (2017) offer promising avenues for addressing dropout rates among Adivasi students. Furthermore, the resilience and agency demonstrated by Adivasi students in navigating these challenges, as documented by Das & Mohanty (2016) and Sinha & Singh (2017), underscore the importance of strengths-based interventions in bolstering student retention and success. Finally, intersectional perspectives illuminate the multifaceted nature of Adivasi students' educational

marginalization. Factors such as gender, caste, disability, and geographic location intersect to compound the challenges faced by Adivasi youth, necessitating holistic and inclusive approaches to address dropout rates, as advocated by Bose & Bandyopadhyay (2019) and Sen et al. (2018). The journey towards educational equity for Adivasi students demands concerted efforts that acknowledge and address the myriad complexities inherent within their educational experiences.

Methodology

The present study utilized a sample population drawn from Secondary Schools in the. The total number of participants in the sample was 200 Adivasi students. The selection of the students was done using the Simple Random Sampling Technique. In this study, the researcher used an online questionnaire as a tool to collect the data.

Data Analysis

The survey results indicate a clear consensus among respondents regarding the significant impact of socio-economic factors, such as poverty and parental education levels, on dropout rates among Adivasi students at the secondary level. A majority of participants, comprising 48% of respondents, expressed strong agreement with this statement, while an additional 34.5% agreed with it. This combined total of 82.5% underscores the widespread recognition of the role played by socio-economic circumstances in shaping educational outcomes for Adivasi students.

Furthermore, the relatively low percentages of respondents in the neutral (10.5%), disagree (5%), and strongly disagree (2%) categories suggest a minimal level of disagreement regarding the influence of socio-economic factors on dropout rates among Adivasi students. These findings align with existing literature, which consistently highlights the complex interplay between socio-economic disadvantage and educational attainment, particularly among marginalized communities such as Adivasis.

Do you think cultural and linguistic barriers play a significant role in hindering the educational attainment of Adivasi students?
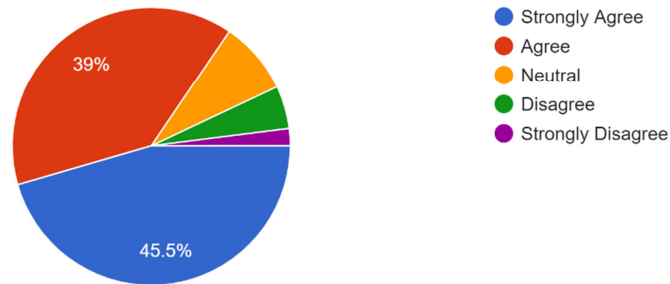
200 responses

Figure 1: Distribution of Responses Regarding the Influence of Socio-economic Factors on Dropout Rates among Adivasi Students.

The survey results reveal a strong consensus among respondents regarding the significant role played by cultural and linguistic barriers in hindering the educational attainment of Adivasi students. A substantial proportion of participants, comprising 45.5% of respondents, expressed strong agreement with this statement, while an additional 39% agreed with it. This combined total of 84.5% indicates widespread acknowledgment of the impact of cultural and linguistic factors on Adivasi students' educational experiences.

Moreover, the relatively low percentages of respondents in the neutral (8.5%), disagree (5%), and strongly disagree (2%) categories suggest limited dissent or skepticism regarding the influence of cultural and linguistic barriers on Adivasi students' educational attainment. These findings align with existing research highlighting the challenges faced by Adivasi students due to cultural differences and language barriers within the education system, underscoring the need for culturally sensitive and inclusive educational practices.
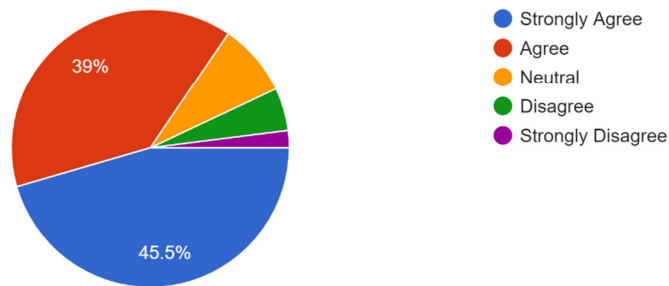
Figure 2: Distribution of Responses Regarding the Influence of Cultural and Linguistic Barriers on Dropout Rates among Adivasi Students.

The data collected on the influence of community and family dynamics on Adivasi students' decisions to drop out of school reveal significant insights. Among the surveyed population, 57% strongly agree and 32% agree that these dynamics play a pivotal role in determining whether Adivasi students continue their education or opt to leave school prematurely. This indicates a substantial consensus among respondents regarding the importance of community and family influences on educational outcomes. However, it is noteworthy that 8% of respondents remain neutral on this matter, suggesting a degree of uncertainty or complexity in understanding these dynamics. Moreover, 1.5% of respondents both disagree and strongly disagree, highlighting a minority viewpoint that challenges the prevailing consensus. Nevertheless, the overwhelming majority of responses affirm the critical role played by community and family dynamics in shaping the educational trajectories of Adivasi students. This underscores the necessity of addressing these factors comprehensively to mitigate school dropout rates and promote equitable access to education among Adivasi communities.
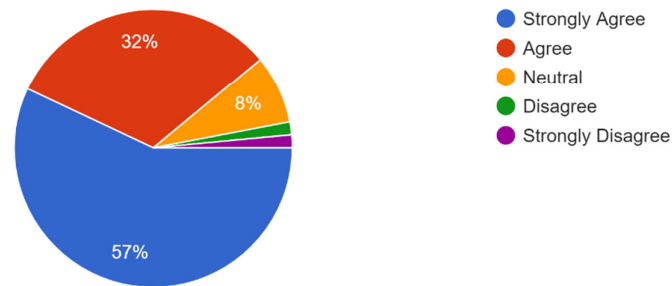
Figure 3: Influence of Community and Family Dynamics on Adivasi Students' School Dropout Decisions.

The data pertaining to the perceived effectiveness of government policies and interventions in mitigating dropout rates among Adivasi students present notable insights. A significant portion of respondents, comprising 48.5% who strongly agree and 27.5% who agree, express confidence in the efficacy of these measures. This collective endorsement suggests a prevailing belief in the potential of governmental actions to positively impact educational outcomes within Adivasi communities. However, the existence of a substantial proportion of neutral responses (17%) indicates a degree of uncertainty or ambivalence regarding the actual impact of such policies and interventions. Moreover, a combined 7% of respondents (4% disagree and 3% strongly disagree) express skepticism or outright dissent regarding the effectiveness of government efforts in addressing dropout rates among Adivasi students. These dissenting views underscore the necessity of critical evaluation and potentially reassessment of existing policies and interventions to ensure they adequately meet the needs and challenges faced by Adivasi communities in the realm of education. This data serves as a crucial foundation for policymakers and stakeholders to refine strategies and tailor interventions that better serve the educational aspirations of Adivasi students.
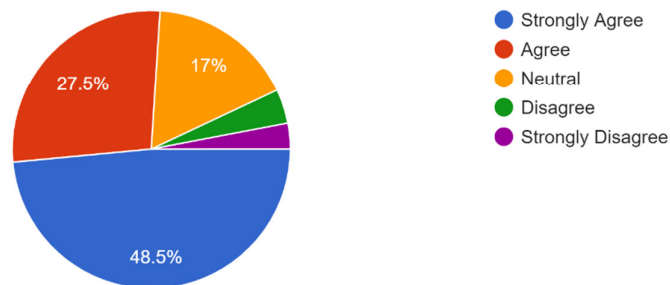
Figure 4: Effectiveness of Government Policies and Interventions in Addressing Adivasi Students' Dropout Rates.

The data collected on the observation of successful community-based approaches to education for Adivasi students offer valuable insights into effective strategies for mitigating dropout rates within these communities. A substantial majority of respondents, comprising 45% who strongly agree and 29% who agree, report having witnessed successful initiatives in this regard. This collective affirmation underscores the tangible impact that community-driven efforts can have on educational outcomes among Adivasi students. Furthermore, the presence of 8.5% of respondents expressing neutrality suggests a need for further exploration or clarification regarding the definition or scope of successful community-based approaches. Conversely, 17.5% of respondents (12% disagree and 5.5% strongly disagree) indicate a lack of observed success in such initiatives. These dissenting perspectives highlight potential areas of improvement or challenges faced by existing community-based approaches. Nonetheless, the significant proportion of respondents acknowledging the effectiveness of these approaches emphasizes the importance of harnessing community resources and engagement in addressing dropout rates among Adivasi students. This data provides valuable guidance for

policymakers, educators, and community leaders in developing and supporting initiatives that leverage local strengths and values to foster educational success within Adivasi communities.
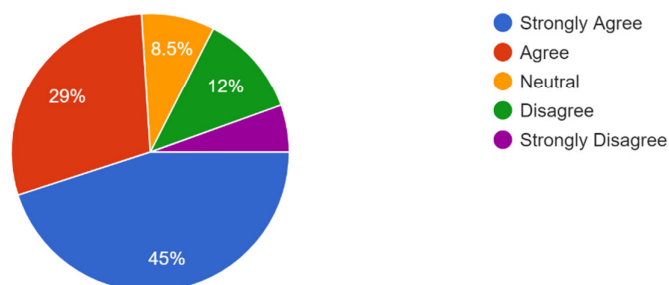

Figure 5: Observations of Successful Community-Based Approaches in Reducing Dropout Rates Among Adivasi Students.

The data concerning the perceived necessity for more targeted efforts to combat dropout rates among Adivasi students at the secondary level reveals significant insights into the prevailing attitudes toward this pressing issue. A majority of respondents, with 41% strongly agreeing and 25.5% agreeing, signal a widespread recognition of the need for focused interventions in addressing this challenge. This collective acknowledgment underscores the urgency and importance attributed to mitigating dropout rates within the Adivasi student population as they progress through secondary education. However, it is noteworthy that a considerable proportion of respondents, comprising 15% who remain neutral, exhibit a degree of uncertainty or ambiguity regarding the necessity for more focused efforts. Additionally, dissenting perspectives are represented by 17% of respondents (12.5% disagree and 4.5% strongly disagree), indicating a divergence of opinion regarding the efficacy or priority of targeted interventions. Nonetheless, the prevailing sentiment among respondents supports the notion that additional attention and resources are warranted to address the complex factors contributing to dropout rates among Adivasi students at the secondary level. This data serves as a crucial foundation for policymakers, educators, and stakeholders to formulate tailored strategies and initiatives that effectively support Adivasi students in completing their secondary education and realizing their academic potential.

Overall, do you think there is a need for more focused efforts to address the issue of dropout among Adivasi students at the secondary level?
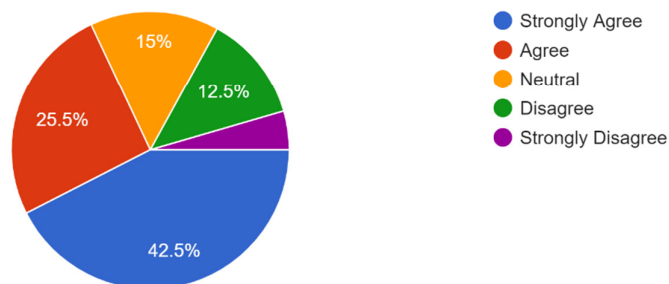200 responses

Figure 6: Perceived Need for More Focused Efforts to Address Dropout Among Adivasi Students at the Secondary Level.

Findings

The survey findings offer a comprehensive overview of the multifaceted challenges confronting Adivasi students in their educational journey, particularly at the secondary level. The resounding consensus among respondents regarding the significant impact of socio-economic factors underscores the harsh realities faced by many Adivasi communities, where economic disadvantage and limited access to quality education perpetuate a cycle of dropout rates. This recognition, echoed by 82.5% of participants, emphasizes the urgency of addressing systemic inequalities and implementing targeted interventions to support socio-economically marginalized students. Similarly, the acknowledgment of cultural and linguistic barriers by 84.5% of respondents sheds light on the nuanced complexities within the education system that disproportionately affect Adivasi students. These barriers not only impede academic progress but also contribute to feelings of alienation and exclusion among Adivasi youth, highlighting the need for culturally sensitive and inclusive educational practices that honor diverse linguistic and cultural backgrounds. Moreover, the overwhelming agreement on the pivotal influence of community and family dynamics underscores the interconnectedness of social support structures in shaping educational outcomes. Adivasi communities often rely on communal solidarity and familial networks for sustenance and support, making it imperative to involve these stakeholders in educational initiatives aimed at reducing dropout rates. However, the acknowledgment of skepticism or uncertainty

surrounding government policies and interventions suggests a critical need for transparent and community-driven approaches that align with the lived experiences and aspirations of Adivasi students and their families. Nevertheless, the recognition of successful community-based approaches by 74% of respondents signifies the resilience and resourcefulness inherent within Adivasi communities. Local initiatives that leverage community strengths and cultural assets have demonstrated promising outcomes in addressing dropout rates and fostering a sense of ownership and empowerment among Adivasi students. Lastly, the widespread agreement on the necessity for more focused efforts at the secondary level underscores the importance of targeted interventions that address the unique challenges faced by Adivasi students as they transition into higher levels of education. Such efforts should prioritize holistic support systems that encompass academic, socio-economic, and socio-cultural dimensions, thereby ensuring equitable access to quality education and opportunities for Adivasi youth to thrive and contribute to their communities and society at large.

In essence, the survey findings highlight the imperative for collaborative and contextually relevant strategies that prioritize the voices and experiences of Adivasi communities in shaping educational policies and practices. By fostering a deeper understanding of the root causes of dropout rates and embracing culturally responsive approaches, stakeholders can work towards dismantling barriers and fostering inclusive learning environments where every Adivasi student can realize their full potential.

Conclusion

The survey findings provide a comprehensive understanding of the intricate challenges faced by Adivasi students, particularly in their secondary-level educational journey. The overwhelming consensus among respondents regarding the profound impact of socio-economic factors, cultural and linguistic barriers, and community and family dynamics underscores the urgent need for targeted interventions to address systemic inequalities and support socio-economically marginalized students. While recognizing the resilience and resourcefulness inherent within Adivasi communities, it is crucial to acknowledge the skepticism or uncertainty surrounding government policies and interventions, emphasizing the necessity for transparent and community-driven approaches aligned with Adivasi students' lived experiences and aspirations. Moreover, the recognition of successful community-based initiatives highlights the potential of local solutions that leverage

community strengths and cultural assets to address dropout rates and empower Adivasi students. However, there remains a collective agreement on the necessity for more focused efforts at the secondary level, emphasizing the importance of holistic support systems that encompass academic, socio-economic, and socio-cultural dimensions.

Ultimately, the survey findings underscore the imperative for collaborative and contextually relevant strategies that prioritize the voices and experiences of Adivasi communities in shaping educational policies and practices. By fostering deeper understanding and embracing culturally responsive approaches, stakeholders can work towards dismantling barriers and fostering inclusive learning environments where every Adivasi student can realize their full potential and contribute meaningfully to their communities and society at large.

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