

# INTEGRATION OF TRIBAL YOUTH IN THEIR OWN CULTURE THROUGH EDUCATION

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## Abstract

School life has a perennial impact on children's life. Its positive impact on children manifests in learning better and responsible behaviour which finally makes them accomplished human beings. Punctuality and regular attendance in school is a prerequisite for children's achievement as a student. The child wants to go to school regularly when he finds school climate joyful and exciting. Truancy is a habit that develops among school children who find it difficult to sustain their interest in classroom activities. As a result they run away from the class and engage in unwanted and at times harmful activities outside the classroom and school..

**Keywords:** Education, Tribes, India.

## Introduction

Education is the cornerstone of development. The Indian Constitution identifies for special consideration certain ethnic minority groups, traditionally referred to as tribes who constitute around 8.2 per cent of the total population of the country. Education among tribal is given highest priority for the simple reason that it is key to socioeconomic development of the tribal. Education enables them to perform their role to be useful citizen in democracy. Despite the sincere and concerted efforts by the government for the overall development of the scheduled tribes, they are still far behind in almost all the standard parameters of development, including education. The reason for the educational backwardness of tribal people are varied and complex. There have been many studies and reports on different aspects of tribal education in India, using both primary and secondary data.

## Review of Literature

F.O. Ezeokoli, (2014) Performance in school examinations has remained one of the reliable indices of the quality of education in many countries. For over two decades in Nigeria, students' performance in most subjects on the school curriculum including Literature-in-English has been persistently declining. A number of explanations are offered for this unsatisfactory situation. Many students experience frustration in their efforts to study Literature due to poor proficiency in the English language as well as non-facilitative methods and strategies adopted by teachers. Studies on the teaching of Literature further revealed that the focus of research was on such issues as methods, strategies and problems of teaching Literature in the secondary school. Only a few studies centered on text possession while little or none seem available on whether the teacher's methods and pedagogical practices were sensitive

to students' extent of text possession. The study, therefore, investigated the extent of prescribed text possession by Literature-in-English students as well as whether the level of text possession by students influenced the teacher's methods and pedagogical practices. The descriptive survey research design was adopted in the study. Participants in the study comprised 100 Senior Secondary School II teachers of Literature-in-English and their 500 students in Ibadan metropolis. The participants were selected using purposive random sampling techniques. Three instruments used for the collection of data were: Questionnaire on Students' Possession of Prescribed Prose Literature Texts ( $r = .76$ ), Questionnaire on Teachers' Organization of the Teaching of Literature ( $r = .75$ ) and Classroom Observation Schedule for the Teaching of Prose Literature ( $r = .84$ ). Four research questions were answered. Data analysis involved the use of frequency counts and percentages. Results revealed that a majority of the students do not possess the prescribed Literature texts (60.2% and 65.5%) for African and non-African novels respectively. Teachers generally adopted the read aloud and explain method of teaching Literature (61%). This is followed by the teacher assigning chapters to be read from home and discussed in class (37%). There is also the use of the lecture method (27.18%). Results further indicate that when a majority or all the students possessed the prescribed texts, teachers used read aloud and explain method (43.1%) as well as the lecture method (25.8%) and discussion method (1.8%). Similarly, when either a few or none of the students possessed the prescribed texts, teachers used read aloud and explain methods (36.4%) followed by the lecture method (28%). It was concluded that lack of text possession by the students and teachers' inflexible use of methods in spite of varying contexts of teaching and learning are

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strong pointers to students declining performance in prose Literature. Government and parents should take realistic measures to provide prescribed texts for students while teachers should be encouraged to use innovative methods that are consistent with the teaching and learning contexts.

Linda Baker, (2003) This paper reviews the experimental investigations of children's prose comprehension, with special emphasis on the development of skills necessary for reading comprehension. The research is discussed under four major headings, corresponding to specific comprehension skills: identifying main ideas, understanding logical structure, making inferences, and using higher order knowledge structures (e.g. the story schema). A preliminary section of the paper deals with some of the measurement problems inherent in comprehension research. The paper concludes with a consideration of the research implications for reading comprehension instruction.

Dr. Jagabandhu Behera<sup>1</sup>, (2015) Out of various problems faced by the students, the problem of setting the proper level of Educational Aspiration is the most important. Not only Psychological factors but also various societal factors like culture, opportunities, family background of the students, their socio-economic status, task oriented attitude, educational system, school curricula, school environment and performance influence the formation of nature and fulfillment of educational aspirations. The entry of tribal students of Odisha into the higher education and their representation in various elite groups is very poor. The researcher assumed it is due to the improper level of educational and career aspiration of the people of tribal community. Keeping these in view, the researchers considered Educational Aspiration as an important variable to study and considered the problem titled "Category (Tribe and Non-tribe) as a Factor in Educational Aspiration: An Investigation". For this purpose, researchers selected 680 (N =680) Secondary School going students from different sections studying in schools running under the Board of Secondary Education Odisha. The Mazumder Educational Aspiration Inventory (MEAI) has been used to measure the selected variable. Descriptive statistics along with t-test have been employed to analyze the data. The category i.e. tribe and non-tribe was found an important factor in setting Educational Aspiration

Nicole Richardson, (2010) When students struggle with reading comprehension they are at a severe disadvantage. They do not retain what has been read and eventually become dissuaded by reading altogether. The purpose of this action research was to discover which guided reading strategies should

be implemented to help develop comprehension skills. Educational professionals and theorists have determined that focused intensive instruction of reading strategies will improve reading comprehension. The methods used in this study included pre-reading strategies, during reading strategies, and post-reading strategies specifically modified to improve comprehension. Over the course of eleven weeks multiple lessons and activities were tailored and implemented to fit the needs of a struggling reader, pre-reading strategies were found to have the greatest impact on comprehension.

Varama, S.K, (2001) The study observed the development of six classes in Southern Finland from the beginning of first grade to the end of sixth grade. One purpose was to investigate how pupils' reading comprehension skills develop during this period. The second goal was to determine if there are differences in the development of girls' and boys' reading comprehension skills. Four measurements were conducted during this period, and four tests were used as indicators. The results showed that in first and second grade there were significant differences in the pupils' reading fluency, reading comprehension skills, and vocabulary. After six school years several pupils still had great difficulties in comprehending different texts. Deriving the meaning of an unknown word from written context and making a summary of a text proved to be the most demanding tasks. The girls succeeded in all reading comprehension tasks better than the boys.

### **Internal Factors**

As a child's first exposure to education, there is debate around the language used for instruction and communication. Tribal children have limited contact with the state language, and tend to speak in their own local dialect. Government schools use the state language for teaching and communication, which is most often not familiar to a tribal child at the pre-primary and primary levels. They are thus unable to fully comprehend classroom teaching and activities, read in the state language or understand the texts properly.

The use of the tribal language in the initial years can develop a sense of comfort for the tribal child. It must be the first language and taught as a means of acquiring knowledge of tribal culture, ethnicity, literature and the arts. The child can be exposed to the state language steadily, which is imperative for integration into mainstream schools and society. Assuming that a tribal child receives bi-lingual education, an additional language (e.g. English) can be used in the first two years, solely for oral communication.

## Current Theoretical Perspective

How readers extract meaning from a text has long been a focus of attention because the process of extracting meaning gives learners invaluable information about readers' cognitive processes during reading. In addition, studies conducted on reading instruction and reading strategies indicate that strategy instruction with a focus on comprehension monitoring can help less skilled readers overcome their difficulties in reading. It appears that successful language students have the ability to orchestrate and combine particular types of strategies in effective ways according to their own learning needs. Thus, strategy teaching is an important part of teaching a second language and constructing meaning is the goal of comprehension. The recent research on comprehension has certainly provided increased understanding of the comprehension process and broad and general knowledge of what makes for effective instructional practice. The main aims of strategy training are monitoring understanding, enhancing understanding, acquiring and actively using knowledge, and developing insights. The points out that to be effective, students must have a wide array of reading strategies at their disposal and know where, when and how to use these strategies.

The literature on strategy instruction has shown that there are two different approaches to teaching reading strategies. These are explicit instruction and implicit instruction. According to Hall (2009), explicit instruction is a systematic instructional approach that includes a set of delivery and design procedures derived from effective schools research merged with behaviour analysis. Hall further points out that there are two essential components to well-designed explicit instruction:

1. Visible delivery features are group instruction with a high level of teacher and student interactions.
2. This concerns the less observable, instructional design principles and assumptions that make up the content and strategies to be taught. The explicit reading strategies instruction and engaging learners in interaction with the text promotes learners' reading comprehension ability.

In addition, Van Keer states that even when children do not use effective comprehension strategies on their own, explicit reading strategies instruction is a feasible tool for teaching learners to apply them successfully. The current study has been triggered by this view because it seeks to improve the reading comprehension and strategy use of disadvantaged learners. The literature reveals that explicit instruction in reading comprehension is the widely recommended method

of improving learners' reading comprehension and strategy use.

On the other hand, the other points out that implicit learning is acquisition of knowledge about the underlying structure of a complex stimulus environment by a process which takes place naturally, simply and without conscious operations. In addition, it is point out that implicit reading strategy instruction refers to a reading environment that provides the learner with a variety of embedded features that are designed to support individual learning needs whilst being sensitive to the interactive nature of the reading process. Dalton and Proctor further point out that those learners who struggle with creating meaning are supported in an apprentice model of reading strategy instruction where scaffolds decrease as learners' understanding and self-regulation improves.

## Integration of Tribal Youth in Their Own Culture

Tribal youth, even while they Study at the secondary and college levels, should, be encouraged not to jettison their own cultures and to remain integrated in their own societies. Once they become culturally and socially alienated, it is impossible for them to protect and lead their own societies and maintain traditions that may be essential to the viability of tribal cultures. Furthermore, tribal leaders often begin to imitate non-tribal peoples' exploitive tactics, even looking down on their own people. In some cases they treat tribal populations worse than non-tribal populations. Development in tribal societies should focus on educational programs that encourage keeping tribal youth genuinely integrated in their own culture.

## Conclusion

Among the various important factors of tribal education that influence integration into the national mainstream of life are the students and their teachers. Tribal students have different backgrounds from their non-tribal schoolmates and even the teachers, who are normally outsiders, do not understand the tribal students. To the teachers, tribal students appear untidy, reinforcing their biases against tribal. These biases are expressed in various forms of discrimination. Tribal youths have complained that teachers did not teach them in the schools because they believed that if they did, the tribal students would no longer be dependent on them. Tribal youths also feel that teachers endeavor to undermine the attitudes toward their own customs, mannerisms, language, or, toward their cultural heritage in general.

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