A study of school achievement among the Gujjar and Bakerwal tribes of Jammu and Kashmir

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Abstract: *Education is considered as the latent tool for the development of a nation. A modern society cannot accomplish its aim of economic growth, technical development and cultural advancement without fully exploiting the talents of its citizens. In the present scenario academic achievement poses a big challenge to the educationist and psychologists everywhere. It is especially of great concern in India where population explosion, multi-cultural societies and an extraordinary rush for education has led to marvellous quantitative growth of education at all the stages without consistent quality growth. Albeit the needs, strength and interest of each learner are unique and determined by their socio cultural and demographic background and circumstances. The differences in academic achievement of students may be determined by this background. In view of this fact, all the pupils who get enrolled themselves in schools and colleges can't be expected to achieve academic success in education in an equal measure. The autochthonous people of land having a totally different culture and language have not experienced the saga of education till now in a real sense, although there are various policies, plans, and projects already playing their role in the field situation but the literacy level of these societies are still in dilemma against the total literacy level of the country. In this paper an attempt has been taken to study the total educational achievement of the Gujjar and Bakerwal tribal students of Jammu And Kashmir State. The results clearly indicated that both the clans are still backward in their educational achievement, but the nomadic tribal Bakerwal Gotra and the Gujjar and Bakerwal tribal students of Kashmir division are still in a very poor educational situation than there counterpart Gujjars.*

KEY WORDS: Tribe, Gujjar, Bakerwal, School achievement

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Introduction:

Education is regarded as one of the most important and potential instrument for the development of a national. Contemporary society cannot accomplish its endeavour of economic growth, technical development and cultural progression without fully exploiting the abilities of its citizens. Educationists thus make every effort to develop fully the intellectual potential of the students and make efforts to see that their potentialities are fully acknowledged and channelized for the benefit of the individual in general and that of the society in particular. M.K Ghandhi precisely defines education as the all round drawing out of the best in child and man- body, mind and soul." (Cited in Saxena 2013) So, education is the process of bringing out the latent potentialities of an individual and to unfold the hidden natural abilities and interest before the society. This task of unfoldment is usually correlated with the temples of knowledge also known as schools, and the extent to which the competencies and potentialities has been developed in a child is accredited to its academic achievement. The nucleus of the entire educational growth is the Academic achievement of the individual which has pivotal important in the educational scenario. Societies adhere, academic achievement as a principle condition to evaluate one's overall potentialities and capacities. It forms the main basis of admission and promotion in a class. It is also important for obtaining a degree or getting a job. Therefore it is the need of the hour to have high academic achievement. For a student, value of academic achievement is important not only for higher education on one hand and finding valuable job on the other, but also for bringing personal satisfaction and social recognition.

Academic achievement is the product of the instruction supplied to the children in schools and is determined by the grades, or marks secured by the students in the examination. It generally indicates the learning outcomes of pupil which requires a series of planned and organised experiences. Academic achievement is the primary and persistent liability of every educational institution established by the society to promote whole scholastic growth and development of a child. The term academic achievement has been defined by various educationists according

to their experience and perception. Here i would like to omit some of the definitions and the various views of some great thinkers regarding the academic achievement.

Crow and Crow (1969)2 defines achievement as the degree with which a learner gets profit from instructions, in other words achievement is revealed as the acquisition of knowledge or skill by a person from the training imparted to him. Saxena and Dwivedi (1979)3 refers scholastic achievement as the attainment or accomplishment in the field where a subject obtains some instruction or training. Stagner (1962) defined achievement as a extent of aptitude or advancement made by student in the mastery of school subjects. Clifford et al. (1986), defines achievement as the task oriented behaviour that permits individual's performance to be evaluated according to some internally and externally imposed criterion. According to Rao (1980) achievement is concerned with the improvement of knowledge, understanding and acquisition of skills. In the words of Verma and Upadhyay (1981) achievement is the ability or achievement of an individual in a particular branch of knowledge after training. Singh (1976) pointed out that, academic achievement is

a very multifarious variable, a resultant of varied different kind's cognitive and non-cognitive factors, acting and interacting in a diverse direction.

Analysing the above definitions, we can conclude that academic achievement refers to the ability attained in academic work or acquired knowledge in school subjects which is measured by the grades, or marks secured by the students in the examination. Academic achievement is a measure of what has been learnt in the academic year. Academic achievement is determined by a student-teacher on a particular specified area of instruction. In line of the above discussion academic achievement of the student in the present study, is determined by considering the total percentage obtained in Eighth class examination.

Operational definitions:

School achievement: Academic achievement or (academic) performance is the outcome of education— the extent to which a student, teacher or institution has achieved their educational goals. Commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important — but in the present study the school

achievement is taken as the percentage of the marks achieved by the tribal students in the Eighth class examination of the Jammu and Kashmir state board of school education (JKBOSE).

Gujjar: The Gujjars are the tribal people residing mostly in the foothill of the Jammu and Kashmir state mostly found in the districts of poonch, Rajouri, Anantnag, kuphwara, Baramullah and in less abundance in the rest of the districts. The Gujjars are mostly settled, rearing buffaloes, cows, and in some exception cases few goats, engaged in agricultural farming possessing small lands on hilly terrains, mostly crop maize (Zea Maize), with a little evidence of wheat (in Jammu district). Gujjars are physically strong and tall persons, wearing traditional turban, khan dress (a kind of loose kurta with collar and a Patiala type pajama) for men and for women, frock type kamiz and a shalwar, with a typical head gayer usually home made out of spawn. All Gujjar females irrespective of their age are having decorated hair with narrow cord like designs usually mend by female of the clan. A kamer band (a type of cloth tied in the waist and linked to the head posteriorly usually for nourishing mothers for caring there young ones.

Bakerwal: Gypsies of Kashmir, these itinerant people of land usually nomadic in nature, rearing goats and sheep, moving from one place to another in search of pastorals land, fair health shorter than Gujjars, sober in nature, sharing the same dress code and language (Expect some Bakerwals which speak Pashto) as that of the Gujjar. Deprived of land some share (dokhs) grazing lands on which they tent up for some time till the grazing is over. Most of the Bakerwal's got dropout after class five because there need arises for the maintaining of herds, but still some carry on as there is provision for them to join school in both the regions without any formality, during their migration. Due to uneven circumstances in the Jammu and Kashmir, the number of Bakerwals adopted temporary settlements. Pasture scarcity, access to education and health services, unstable political atmosphere etc. were basic factors for settlement (Sofi 2013).

Objectives of the study:

1. To study the school achievement of the Gujjar and Bakerwal tribal students of Jammu and Kashmir.
2. To compare school achievement of tribal's on the basis of gender, clan, and region.

Methodology:

Collection of the data: The present paper is the part of a massive research work still under process at Aligarh Muslim University. The data has been collected in two phases over a period of six months. In the first phase the data has been collected from the Poonch and Rajouri district of Jammu region and in the second phase from the Anantnag and Kuphwara districts of the Kashmir region. The strategy for collection of the data was same for both phases. Initially the information regarding total number of schools, category wise enrolment and the number of tribal children enrolled in each school where drawn from the office of chief educational officer of the concerned districts. After scrutinizing the data schools where selected by convenient sample, i.e., schools having the significant tribal population of both the clans were selected. From these selected schools, samples were randomly selected.

Sample:

The total sample comprises of 626 tribal students comprising of 294 from Kashmir region and 332 from Jammu region. The overall sample description is given in table 1.1

Table 1.1 showing the description of total sample

Gender	Jammu		Kashmir		Total
	Gujjar	Bakerwal	Gujjar	Bakerwal	
Male	126	57	109	60	352
Female	85	64	71	54	274
Total	211	121	180	114	
Grand	332		294		626

Tools:

The academic achievement of the tribal students were taken from the school records of the schools visited, also a personal information sheet was used to obtain information from the respondents regarding their clan, district, region, and also the scores obtained from the previous year examination passed, which were counter checked at the school office.

Analysis and interpretation:

All the statistical techniques employed in the present study were calculated by the researcher himself by the aid of IBM SPSS statistics 20. In order to achieve the above objective all the eight subgroups were codified for the simplification and presentation of data. The codes were given as, "A" for Male Bakerwal Kashmir, "B" = Male Bakerwal Jammu, "C" = Female Bakerwal Jammu, "D" = Female Bakerwal Kashmir, "E" = Male Gujjar Jammu, "F" = Male Gujjar

Kashmir, "G" = Female Gujjar Jammu, and "H" = Female Gujjar Kashmir.

Objective 1: To study the school achievement of tribal students:

In order to study the academic achievement of various tribal groups descriptive statistical techniques were employed. Mean and SD of the various tribal sub-groups were calculated and tabulated as under.

Table 1.2 Descriptive statistics of school achievement of various sub groups:

Groups	N	Mean	SD
Male Bakerwal Kashmir (A)	60	47.93	10.825
Male Bakerwal Jammu (B)	57	51.47	8.183
Female Bakerwal Jammu (C)	64	53.09	8.485
Female Bakerwal Kashmir (D)	54	50.24	10.878
Male Gujjar Jammu (E)	126	60.58	13.601
Male Gujjar Kashmir (F)	109	52.82	11.636
Female Gujjar Jammu (G)	85	53.84	11.612
Female Gujjar Kashmir (H)	71	51.52	11.977
Total	626	53.59	11.994

Table 1.1 displays descriptive statistics of various tribal subgroups, the statistics comprises of mean, and standard deviation of the various groups. Glance at the table reveal that the total sample of 626 tribal students have the average mean school achievement of 53.59 with SD= 11.994.

The table also displays the mean and SD. of various subgroups. The highest average mean score is acquired by the male Gujjar students sample of the Jammu region i.e., M= 60.58 with SD 13.601, followed by female Gujjar students of the same region with M=53.84, SD= 11.612. The mean

school achievement of the female Bakerwal students of the Jammu region was found to be 53.09, with SD= 8.485. From the same table it is also evident that the mean score of Male Bakerwal students of Jammu and the female Gujjar students of the Kashmir region are approximately the same with mean 51.47 and 51.52, and SD of 8.183 and 11.977 respectively. The mean scores of male Gujjar students of Kashmir region was 52.82 with SD of 11.636 and that of the female Bakerwal students of the Kashmir region is 50.24, with SD= 10.878. The lowest average mean score is shared by the students of

Male Bakerwal tribe of Kashmir region i.e., M 47.93 with SD= 10.825.

Objective 2: To find out the significant difference between the various tribal subgroups.

Hypothesis 1: There is no statistical significant difference in the school achievement among the various tribal groups:

As there is one independent variable i.e., school achievement having eight subgroups A,B,C,D,E,F,G, and H. Therefore, one-way ANOVA was applied to test the above null hypothesis

Table 1.3 One way ANOVA

	SS	Df	MS	F	Sig.
Between Groups	9326.141	7	1332.306	10.218	.000
Within Groups	80583.701	618	130.394		
Total	89909.842	625			

Glance at the above table reveal that there is a statistical significant difference between the various sub-groups {F (7, 625) = 10.218; P<0.01}. A significant F-value clearly indicated the difference between the various groups thus rejecting the null hypothesis. The groups where formed on the basis of gender, region and clan, i.e., male female, Jammu region and

Kashmir region, and Gujjar and Bakerwals respectively. The ANOVA table only clarifies the presence of significant difference among the groups, but in order to identify specific significant difference among various groups, Scheffe's test (or s test) was applied between the possible pairs.

Table 1.4 Multiple Comparisons between Various tribal Groups on School Achievement

Groups	A	B	C	D	E	F	G	H
A		-3.540	-5.160	-2.307	-12.646[**]	-4.883	-5.902	-3.588
B			-1.620	1.233[*]	-9.106[**]	-1.343[*]	-2.362[*]	-.047[*]
C				2.853	-7.486[*]	0.277	-.742	1.573
D					-10.339[**]	-2.576**	-3.595	-1.280
E						7.763[**]	6.744[*]	9.058[**]
F							-1.019[*]	1.295
G								2.314
H								
*. The mean difference is significant at the 0.05 level. ** significant at 0.01 level								

The close perusal of the table 1.3 reveals that out of twenty eight possible combinations only twelve combinations were found to be statistically significant i.e., the mean differences between A&E, B&D, B&E, B&F, B&G, B&H, C&E, D&E, E&F, E&G, E&H, and F&G are found to be significant at 0.05 level. The mean scores of the school achievement of various sub groups of tribal sample are graphically shown in ascending order as in fig 1.1
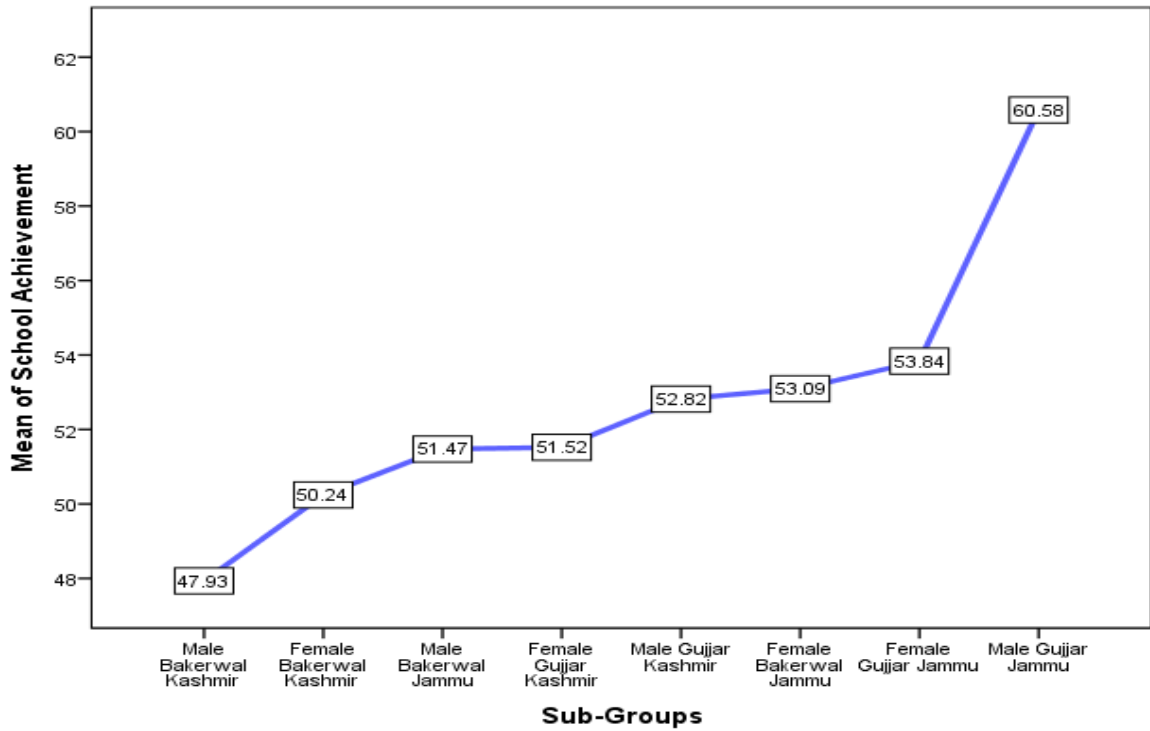
Fig 1.1

Findings of the study:

On the basis of analysis and interpretation, fallowing conclusions has been drawn

- It was found that majority of the tribal students possess low school achievement with an average of 53.59.
- The school achievement of tribal students of Jammu region was good as compared to their counter parts of Kashmir region.
- Male tribal students were comparatively high school achievement than the female ones
- Gujjar students have greater school achievement than the Bakerwal students.
- The male and female Gujjar of Jammu region has good academic achievement among all other tribal groups.
- Although all these tribal groups possess low school achievement but only less than a half of the possible combination where found to be statistically

significant. In the majority of the cases there is no significant difference between the means.

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