

Migration and Education: A Comparative Study of the Rural and Urban Migrant Students from Nongpoh town of Ri-Bhoi District of Meghalaya.

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ABSTRACT

When we are looking at the unbalanced distribution of resources that motivate migration, education is one the popular reasons after employment these days particularly in the rural to urban migration. Migration and education are decisions that are indeed intertwined in many dimensions. Education and skill acquisition play an important role at many stages of an individual migration. The present study is conducted in Nongpoh area at Ri Bhoi District of Meghalaya where an attempt is made to compare the status of education of the migrant's population who came and resides in this particular area with the natives. For the study two schools are selected via... Alpha English Higher Secondary School (AEHSS) and Ri Bhoi Presbyterian Higher Secondary School (RBP HHS), as it has a high number of migrants concentrate in this institutes. The study focuses on the source, consequence and pattern of migration and its impact on the educational performance of the students, together with the level of participation of the students in academics and extra curriculum activities.

The study reveals that socialization plays a pertinent role in the development of child's personality which determines the performance of the students. The study establishes how the rural migrant students faced multiple problems in adapting with the changed academic environment at Nongpoh where they not only find it difficult to understand the lectures of the faculties and other academic expectation from them but they also could not mingle with urban students. Consequently they are reduced to secluded individuals filled with inferiority complex which act as a detrimental factor in the development of the personality and the academic performance of these students.

Keywords: 1.Migration; 2.Education; 3.Curriculum; 4.Schooling.

INTRODUCTION.

The factors that have influenced the mobility of people from one region to another are uneven distribution of population, unbalanced utilization of resources and variation in economic and cultural developments etc. When we are looking at the unbalanced distribution of resources that motivate migration, education is one the popular reasons after employment these days particularly in the rural to urban migration. Migration and education are decisions that are indeed intertwined in many dimensions. Education and skill acquisition play an important role at many stages of an individual migration. Differential returns to skills in origin and destination country are a main driver of migration. From the temporal point of view, the possibility of a later migration may also effect educational decisions in the home long before a migration is realize (Sjaastad, 1962).

The present study is conducted in Nongpoh area at Ri Bhoi District of Meghalaya where an attempt is made to compare the status of education of the migrant's population who came and resides in this particular area with the natives. For the study two schools are selected via... Alpha English Higher Secondary School (AEHSS) and Ri Bhoi Presbyterian Higher Secondary School (RBP HHS), as it has a high number of migrants concentrate in this institutes. The study focuses on the source, consequence and pattern of migration and its impact on the educational performance of the students, together with the level of participation of the students in academics and extra curriculum activities. The study is focused on mainly primary data that has been

collected from the principals, parents and students of both migrants and native population. The data is collected from principals of two schools and 10 parents and 20 students from both the schools. The respondents are selected with the help of stratified random sampling. The method of data collection is interview and observation, the tools of data collection are interview guide, voice recorders etc.

REVIEW OF LITERATURE. Education is the only way up and out of poverty. For a large segment of our population even with education life is difficult, but without education there is no hope at all. Individual youth with low educational accomplishments are the ones most likely to suffer from unemployment while person with higher educational attainments suffer the least (Majumdar, 1996). There is our time no well educated literate population that is poor and there is no illiterate population other than poor” (Galbraith, 1994). Blaug (1967), (1968), (1970) has assessed the contribution of education to economic growth and analyzed the efficiency of education system. Many studies have shown that education, occupational status and earning are positively co-related Jencks et al, 1979. . MC Pherson 1994, Nelson and Phelps (1966) Solmon (1987) Devison (1962); Psachoropoulos (1973), (1981), Harbison (1973); Varghese (1988). Nairs (1981) Blaug (1967), (1968), (1970) Blaug (1976); Becker (1960); Devison (1962); Schulz (1961); Griliches (1964); Froster (1987) have study the different aspects of education and migration.

ANALYSIS AND DISSCUSSION.

The study is conducted on 10 respondents and out of the total ten respondents (students) from each school more than half of the respondents 70% are from 18-19 age group in RBPHSS followed by 17-18 (30%) age group each. In case of AEHSS respondents the age group are from 17-18 (80%) followed by 18-19 (20%), and 50% of them are male and the rest are female. Moreover all of them are studying in class XII.

PROFILE OF THE PARENTS

The data reveals that out of the total ten respondents (parents) from each school more than half of the respondents (60%) are from 30-40 age group in RBPHSS school, followed by 41-45 (20%) and 46-50 % (20%) each. In case of AEHSS school the respondents are mostly from 41-45 age group (40%) followed by 36-40 (30%) and 46-50 (20%) age group. The data reveals that out of the total ten respondents’ parents from each school more than half of the respondents are male 60% and female with 40% from RBPHSS, in case of respondents from AEHSS 20% are male and 80% are female. As the data is collected using convenient sampling that share of male and female respondents are not equal.

The data reveals that out of the total ten respondents parents from each school 80% of them speaks Bhoi and 20% speaks others language In case of respondents parents from AEHSS 40% speaks Khasi, 30% speaks Hindi and 30% speaks other language, hence most of the interviewed parents are not multi lingual..

The religious background of the respondent’s parents from RBPSS 100% belongs to Christian the rest of the respondents parents from AEHSS are Christian (20%), 50% are Hindu, 20% are Muslim and 10% are Sikh, therefore the respondents from AEHSS practice more diverse religious practices than the RBPSS. The occupation of the respondents parents shows that from RBPHSS maximum 80% are working as agricultural laborer and 20% are working as teachers, whereas respondents from AEHSS 50% are working as Government servant, 30% as private job and 20% as teachers. The data reveals out of the total ten respondents (parents) from each school 100% of the parents from RBHSS their income is below Rs. 10,000 since only 20% of them are non agriculturalist the rest 80% are working as agricultural laborers. In the case of respondents parents from AEHSS 100% are earning above 10,000 since majority of them are working in Government job out of 100%, 50% are working in Government job, 30% in private job and 20% are teachers. Therefore we can clearly observe the disparity in the occupation and the income of the parents of both the schools.

SOCIAL BEHAVIOUR FROM BOTH THE MIGRANTS STUDENTS.

It has been found that migrant's students coming from rural areas are not that much active and hardly participate in extra curriculum activities 80%, only few of those who have interest in participating especially in extra curriculum (academic) 20%, it has been found that students of RBPSS spend less time in interactions with both teachers and fellow students mainly because of their introvert nature, as they hardly mixed up with other groups unlike the migrants students coming from urban place. The reason is that they have communication problems and shyness which comes out of an inferiority complex which makes them to stick or remain attach only among their own native villagers or sub community friends where they can communicate and share with their own regional language. This does not help them to become especially when it comes in academic field where they do not understand the teachings in the class due to problem of lack of command over English language and the problems of shyness and lack of confidence of individual is effecting their education since they cannot share or ask the problem of what they don't understand what the teachers is teaching in the class. The same thing can be observed in their participation or experience in extra curriculum in academic and sports activities they have the same feeling of shyness and lack of confidence.

It has been established from the data that all the migrant students coming from urban areas are interested in participating in both the extra curriculum i.e. academic and sport cultural activities, their participation is not affected by their winning or losing in the event, what has been found from the study is that they want to participate and get the experience and also motivate other friends to participate. A respondent asserts "*it was fun and joyful to get this type of experience in the school with friends*". Also when it comes in their social behavior it is quite much positive unlike the rural migrant students; they are more socialized in this environment not only among their peers groups but also towards the teachers. They are open minded while it comes in the interacting and discussion in the class room or can be the problem which they are having relates to the subject they are facing.

PROBLEMS FACED BY THE PARENTS RELATED TO EDUCATION.

The study reveals that there are both similarities and diversities in the problems encountered by the parents of rural and urban setting. The urban parents faced problem in sending their children for studying in Nongpoh, they also reported to have faced the problem of the inability of giving them their cultural socialization which children should follow as they grow up in the society. The study revealed that problems related with education with the parents from rural areas were mainly the lack of the availability of schools in their village and affordable fees structure motivated the parents to send their children to study in Nongpoh. The parents from rural areas faced financial problems for supporting their children to study at Nongpoh, they have to keep more effort and strength which force them to become a debtor to support their children for imparting education to their children since the trends have been changing unlike the time of their era where elder siblings have to help their parents in agriculture work to support the family income. At present every parent feels that education is the only key to shape the good future of the children. Hence they started sending their children to continue further studies especially to the elder children so that they can set example for the remaining younger siblings. The rural parents feel lonely leaving away from their children if everyone of them is staying in the new place because of education. Most of the parents from both rural and urban setting are satisfied of what the school is providing for the overall development of the students some are not satisfied since school environment tends to make their children dull and lack of interest reason is lacking of teacher's motivation which tends to make the students to lose interest in their studies.

PROBLEM FACED BY STUDENTS RELATED TO EDUCATION.

It has been found that mostly the rural migrant students move to Nongpoh because there is no good school in their village for their higher studies. It is also found that the reason which de-motivate the students especially the rural students from studying was lack of good teacher, the interest in searching a job than studying, followed by family problem where mostly the elder siblings have this type of problem which hindered the students to concentrate in studies because due to sudden increased of fees, books stationeries, uniforms etc. Moreover, when younger siblings come and study in Nongpoh more pressure and responsibilities is given to the elder one, which distract them from concentrating in their studies consequently it motivate them in search of a job to support the family's financial problem. The students faced problem during teachers explanation especially the rural migrants students because they have lack of command over English language since their previously khasi was the medium of instruction mostly and because of unscientific curriculum. Whereas, when we look at the problems faced by the urban migrant students they mainly highlighted the problem of communication with the peer groups since local students are not much interactive as compare to urban migrant's students and also problems of long hour's classes, problem in adjustment in the class since the total number of students are more cannot hear it properly especially the time when teachers are dictating notes. Migrants students coming from urban areas students found it hard to find private tutors or coaching classes outside their school particularly for Science and Commerce streams which mostly students background coming from cities and urban place. Lastly it has been found majority of the students says they are not satisfied with the overall developments which are given by the schools because the school curriculum didn't involve extra-co curricular activities like sports, games, art and craft. Also, they said the class schedule was quite hectic and the students didn't have much free time and there was much room for improvements in the quality of library facilities in the school. They also said that the teacher-student communication was not satisfactory. This was because there was language barrier, as most of the students were from rural areas and they face problems especially in learning subjects like English. To add to it, students also are of the view that since subjects like sociology and political science were new to them, they had problems in coping up with the classroom teachings.

CONCLUSION. Hence the study reveals that socialization plays a pertinent role in the development of child's personality which determines the performance of the students. The study establishes how the rural migrant students faced multiple problems in adapting with the changed academic environment at Nongpoh where they not only find it difficult to understand the lectures of the faculties and other academic expectation from them but they also could not mingle with urban students. Consequently they are reduced to secluded individuals filled with inferiority complex which act as a detrimental factor in the development of the personality and the academic performance of these students. Hence they need special care in the guise of counseling from both teachers and parents so that they can help them to adapt with these new challenges and expectations they are facing in this new phase of their life. Only then we can expect equal consequence of the education that is provided at these schools from these students.

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