CHAPTER : 1

Problem Statement and Importance of Study

1.1 Introduction
1.2 Problem Statement
1.3 Definitions of the key terms.
1.4 Importance of the study.
1.5 Objectives of the study.
1.6 Hypotheses of the study.
1.7 Variables under the study.
1.8 Limitations of the study.
1.9 Integration of the study.
1.1 Introduction :

Education is essential for human life and development and there for every experience of life can be called education. Infect, human life is an education. Education is a cultured process. In GITA, which was the source of inspiration for Gandhiji, Shree Krishna declares knowledge as scared and says "न हि ज्ञानेन संदर्श निविद्गिरं विधाने" Mahabharat says, "नापि विवासमेव चक्षु".

According to Plato's book 'The Republic', the purpose of education is manifestation of truth, and the truth is not unitary but overall and therefore it believes that physical, mental and spiritual development of everyone is necessary.

In ancient times, education was a way of attainment of liberation. At that time education was confined to a certain class of people. But, today the education is free for everyone. When the world has become a global village due to discoveries and research in recent time, the traditional occupations have become extinct now. Moreover, education is not now a tool of service to others but has become a necessity for economics gains.

In 21st century the school education has become inadequate to exist in society or to conform with the other countries of the world. In such circumstances, hire secondary education is as essential as a primary necessity. Formal education has become a necessity for educational institution. In fact, education institutions are the prime necessity for the development of a nation's life.

"Educational systems are the highest expressions of each people's national consciousness, culture and tradition. Since no one nation is identical to another, there are as many definition of educational problems as there are countries in the world".

Primary estimates of census-2011 suggest that India has crossed population mark of 1.15 billions. As adopted in the Indian constitution's article 45 and according to the right to education act, the children in age group of 6 to 14 yours must get free
and compulsory universal primary education, but after 65 years of independence, this has not been successfully implemented. So how can the government meet the demand of higher secondary education?

In developed and most developing countries 6% of total GDP is allocated for education whereas in India the total budget allocation for education is 3.4% of the total budget only and the major part of it is spend for primary education.

The information technology, bio technology and the internet revolution along with the development of the technology have compelled to view the necessities of the aspects and basics of higher education with new perspective. In such circumstances, it is obvious that the government can not allocate the expected and necessary funds for higher education. Day by day, the proportion of students in higher secondary education is increasing. As a result, the sources other than those of the government should be considered. Among these sources, the idea of self-finance institute have developed. In the whole of Gujarat, self-finance schools in the name of "Day Care" are increasing day by day.

Voluntary organization and other associations contribute to the higher education, but in numerical and economical terms, there comes a limit to the demand by the society. In a such circumstances, the students desiring for higher education have to pay fees to get education.

Self-finance institutions have been started in many states in recent years. After 1995, the self-finance institution were setup in Gujarat and are still on the rise. Recently in January 2011, under the "Vibrant Gujarat" program organized by government of Gujarat, many foreign educational institutions have invested in higher education, and many new schools and colleges, and universities will begin on...
basis of self-finance theme, which will give importance to the idea of self-finance in the field of the education.

In such circumstances, it becomes necessary to make a study on changes in opinions toward education in terms the personality of the students studying in granted schools. Thus, the researcher has taken up future question and made and attempt to the study the subject.

1.2 Problem Statement:

"Opinion of the students of granted and self-finance higher secondary schools towards education with reference to their personality"

1.3 Definition of key terms:

The definitions of the certain common words and key terms are given here by the researcher with the objective that the reader class can bring harmony to understand the research.

The definitions of the certain terms are as given below:

1.3.1 Granted:
An institution running with the financial help (grant) by the government and which is the managed by the representatives of the society and which is supervised by the government.

1.3.2 Self-Finance:
An institution which is run with the fund of its own, without taking any type of grant from the government and which does not have any involvement by the government and which is managed by the representative of the society.
1.3.3 Personality:

Personality means manifestation of an individual’s traits. It is an unique and consistent adaptation with the environment of an individual.

1.3.4 Extroversion:

Extroversion means the characteristic of an individual in which the whole behavior is external.

1.3.5 Neuroticism:

Neuroticisms means subjectivity. It is an aspect of an individual whose whole behavior is self-centered.

1.3.6 Education:

It is the educational environment, facilities, management and the teaching-learning process.

1.3.7 Opinions:

Opinion means a predictive thought, attitude, belief, perspective or feeling towards an object, individual, thing or situation.

1.3.8 Higher secondary school:

An institution having general stream and science stream of higher secondary level of 10+2 level.

1.3.9 Student:

A boy or a girl studying in higher secondary school.

1.3.10 Caste (Gender):

It is a physical difference suggested in terms of a girl students and a boy student.

1.3.11 Stream:

It mean student studying in a stream of education, such as general stream, science stream, uttar buniyadi stream and professional stream.
1.3.12 Education Board:

Gujarat Secondary and Higher Secondary Education Board, Gandhinagar, Gujarat

1.3.13 Type of family:

It means a student living in a type of family, such as undivided family or divided family.

1.3.14 Type of Residence:

A Student residing in an area such as urban or rural.

1.4 Importance of the study:

The Higher Secondary Schools as of on 31/10/2011

<table>
<thead>
<tr>
<th>Type of school</th>
<th>General Steam</th>
<th>Science Stream</th>
<th>Uttar Buniyadi Stream</th>
<th>Professional Stream</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>160</td>
<td>76</td>
<td>01</td>
<td>05</td>
</tr>
<tr>
<td>Granted</td>
<td>1683</td>
<td>407</td>
<td>39</td>
<td>35</td>
</tr>
<tr>
<td>Self-Finance</td>
<td>1520</td>
<td>568</td>
<td>01</td>
<td>00</td>
</tr>
<tr>
<td>Total</td>
<td>3363</td>
<td>1051</td>
<td>41</td>
<td>40</td>
</tr>
</tbody>
</table>

$$3363 + 1051 + 41 + 40 = 4495$$
Total number of 4495 higher secondary schools are running at higher secondary level, in which 70 Lakh students are studying. The proportions of students studying at higher secondary level is increasing in which only 6% of the students in the age group of 16 to 18 are taking the higher education and among which only 30% students belong to high income group whereas only 1% students belong to middle and poor class.

According to the new education policy of 1986, an idea of self-finance at higher education was developed with an intention to spend more for primary education and to spend less on higher education.

On 24th July, 1991, a new economic age of liberalization and privatization had begun with the announcement of new economic policy. In India's socialistic society, the government had allowed many entrepreneurs to develop in private sectors and the effect of changing environment was found in the education field. The aim of self-finance is now found in the foreign countries also. Moreover, the educationists have emphasized the necessity to reduce the financial pressure of higher education level and give importance to the primary education. This matter got support from everywhere, and the private colleges, the professional fields like medical and engineering came into existence in the other states also. The students of Gujarat were paying higher fees in such fields. In order to stop students going to other states, the government had decided in 1986-87 to allow self-finance schools and provide professional as well as higher education opportunities in the state of Gujarat and thus, the proportion of self-finance high secondary school began to increase in the state of Gujarat.

Some classes of the society feel that more money should be spent to provide higher education to children. Education can be obtained by spending more money. Moreover, children get educational environment with all the facilities. On the other
hand granted schools lack appropriate educational environment and teaching work is not satisfactory. As a result many day-care self-finance science stream schools are increasing day by day.

While some classes of the society feel that do the children get adequate returns after paying fees? Or, do they get proper environment, or the personality of the students is developed?

In all these questions, student is in a central position, student is important.

Considering this situation, the personality of students and their opinions towards education carry greater importance in terms of granted and self-finance schools. The researcher of this study has made an attempt to solve this problem so that people of various classes of the society, the government and the student community can get an appropriate role in the granted and self-finance institutions.

Today's student is tomorrow's citizen, The researcher's aim is to provide suggestions so that a healthy personality can develop in every student so that the student can adapt to the surrounding environment, can live life with less worries and struggles and can economically, socially and mentally be able to bring the educational level much higher.

1.5 Objectives of the study:

The study has been conducted by keeping in mind the following objectives:

1. To construct an opinionnaire to test the opinions of the students of granted and self-finance schools toward the education.
2. To standardize the opinions to test the opinions of the students of granted and self-finance schools towards the education.

3. To find out the correlation between the opinions towards personality of the students (extroversion and neuroticism) and education of the students of granted and self-finance schools.

4. To find out the difference between opinions on personality (extroversion and neuroticism) and education in terms of caste and educational stream of the students of granted and self-finance schools.

5. To find out the difference between the opinions on personality (extroversion and neuroticism) and education in terms of caste and area of the students of granted and self-finance schools.

6. To find out difference between the opinions on individual social variable (residence and type of family) and extroversion and neuroticism and education.

1.6 Hypotheses of the study:

Hypotheses are the eyes to scientifically see the problem. In a way, the hypotheses are a key to solve a problem. Construction of hypotheses helps in finding a way to problem. How to find data about a problem and how to see relations between the various data is determined on the basis of hypothesis.

*The hypotheses of the study are as follows:*

\[ H_{01} \] There will be no significant difference between the proportions of extroversion and neuroticism in the students of granted and self-finance schools.
There will be no significant co-relation between the opinions towards extroversion and education of the students of granted and self-finance schools.

There will be no significant co-relation between the proportion of opinions towards neuroticism and education of the students of granted and self-finance schools.

There will be no significant difference between the scores on extroversion of the students of granted and self-finance schools.

There will be no significant difference between the scores on extroversion of the male and female students of granted and self-finance schools.

There will be no significant different between the scores on extroversion of the students of general stream and science stream of the granted and self-finance schools.

There will be no significant difference between the scores on neuroticism of the students of granted and self-finance schools.

There will be no significant difference between the scores on neuroticism of the male and female students of granted and self-finance schools.

There will be no significant difference between the scores on neuroticism of the students of general stream and science stream of granted and self-finance schools.

There will be no significant different difference between the scores on opinions towards education of the students of granted and self finance schools.
HO_{11} There will be no significant difference between the scores on opinions towards education of male and female students of granted and self-finance schools.

HO_{12} There will be no significant difference between the scores on opinions towards education of the students of general stream and science stream of granted and self-finance schools.

HO_{13} There will be no significant difference between the scores on extroversion of the students of granted and self-finance schools of central Gujarat, South Gujarat and north Gujarat and Saurashtra.

HO_{14} There will be no significant difference between the scores on neuroticism of the students of granted and self-finance schools of central Gujarat, south Gujarat, North Gujarat and Saurashtra.

HO_{15} There will be no significant difference between the scores of opinions towards education of granted and self-finance schools of Central Gujarat, South Gujarat, North Gujarat and Saurashtra.

HO_{16} There will be no significant difference between the medium of the scores on residential area and extroversion of the students of granted and self-finance schools.

HO_{17} There will be no significant difference between the medium of the scores on extroversion of students undivided family, Divided family of the granted and self-finance schools.

HO_{18} There will be no significant difference between the medium of the scores on residential area and neuroticism of the students of granted and self-finance schools.
HO_{19} \quad \text{There will be no significant difference between the medium of the scores on neuroticism of the students of undivided and divided family of granted and self-finance schools.}

HO_{20} \quad \text{There will be no significant difference between the mediums of the scores on residential area and education of the students of granted and self-finance schools.}

HO_{21} \quad \text{There will be no significant difference between the mediums of the scores on opinions towards education of the students of undivided and divided family of granted and self-finance schools.}

1.7 \textbf{Variable under the study}:

An important aspect of a study is to identify and practically define various inclusive variables in a research problem.

Variable means a stimulant in which changes can occur. According to D.M.E Variable means a trait of a thing substance or a living being which can be measured "It does not talk about standard measurement but qualitative and quantitative measurements also. Thus, Variable is a factor whose value can be qualitatively and quantitatively changed.

1.7.1 \textbf{Independent Variables}:

The variables which can create effect on results of a study, which can be controlled by a researcher and in which an experimenter can make changes are called independed variables. In sort, the independent Variables are those
aspects of situation which are studied experimentally. The following are the in
depended variables under the study :

1. **Type of schools**: Granted and self-finance

2. **Caste (Gender)**: Male and Female

3. **Stream**: General stream, Science stream, uttar buniyadi stream and vocational stream


5. **Residential area**: Rural and urban

6. **Type of Family**: Undivided and Divided

**1.7.2 Dependent Variables** :

Changes occurring in behavior as a result of changes taking place in independent variables are called dependent variables. Here, there are three dependent variables. 1) Extroversion, 2) Neuroticism, 3) Education

**1.7.3 Controlled Variables** :

The variables which are brought under control during a research are called controlled variables. Controlled variable is the one which create effect on
independent variables, but a researcher has no control over it during the research so that its effect can be controlled or neutralized. The controlled variables are:

1. Type of school
2. Stream
3. Area
4. Residential area
5. Type of family

1.7.4 Intervening Variables:

Intervening variable is the one which cannot be directly seen or measured but its existence is indirectly proved such variables can create effect on dependent variables, and assumption or prediction can be made on such effect, which can be seen as under:

1. Prevalent social, religious, political and emotional incidences.
2. Tremendous progress in science.
3. Students bringing up and family environment
4. Method of manifesting individual traits.
5. Definite ideas and tradition of family, society and religion.
6. Attack of communication media.
1.8 Limitation of study:

Research is a continuous process and its work field is very vast. If we want to know and see a research deeply, it becomes necessary to continue a problem in terms of work field, so that a study can be possible in a time limit. The limitations of the study are as given below:

1. The strength of the student of granted and self-finance schools in the study is very vast, and so some students have been selected as a part under the study so that broad generalization of the acquired results can not do.

2. Thus study includes students of general stream and science stream, and students of other streams are not included.

3. This study is confined to certain regions like central Gujarat, North Gujarat, South Gujarat and Saurashtra.

1.9 Integration of the study:

In this study, the investigation has divided the whole educational research into different parts, but it has been integrated in such a way that the whole research work can be justified. The researcher has divided the research into following chapters:

Chapter - 2 Theoretical Role and Reference literature.

Importance of research literature in n educational research, to construct an opinionnaire to know opinions towards student's personality, its types and education. Moreover, to present summary of the opinions towards student's personality and education of the students of foreign universities and colleges and the overview of the researchers held on college students. Moreover, to explain how this study is different from other studies.
Chapter - 3  Foundations of the research and the research design

The importance of the sample has been shown by showing various methods of selection of scope and sample. Moreover, Research design and research tool like Izenk Modsley's personality inventory and opinionative (self - made) on education and techniques of data collection have been shown in this chapter.

Chapter - 4  Contraction and standardization of opinionnaire

In this chapter, the investigator has provided a layout of the study, Constructive of an opinionnaire, initial tryouts, pre-piloting, discussions on selected items by the guide and subject experts, changes as suggested by the guide and subject experts and primatry tryout. Keeping in mind the opinions and the problem faced by the students a primary opinionnaire was constructed, and was primarily tried - out, and the items were analyzed and the reliability and validity was tested after construction and standardization of the opinionnaire for final tryout.

Chapter - 5  Analysis and interpretation of data

This chapter is fundamental in the whole research. With the help of the standard scores of the opinionnaire and personality inventory, the statistical calculation was carried out the quantitative computation was done. The Significance on the opinions towards extroversion neuroticism and education of the students and their type of school, Caste and stream, area of residence and type of family was tested.

Chapter - 6  Summary, Interences and Recommendations of the study and future implication of the study.
References / Footnotes
