CHAPTER X

Summary, Conclusion and Recommendation

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Recommendations
Whether social structure influences the learning styles and the social behaviour dispositions of children?

Specifically, whether urban-rural difference, the caste, the socioeconomic status of parents and the sex of the child would affect its learning styles and social behaviour dispositions?

A survey of literature pertaining to the social structural influences on educational and social behaviour of the children amply testifies that it is plausible that urban-rural background, caste, socioeconomic status and the sex affect learning styles and social behaviour dispositions. The findings of the different studies also suggest that such influences are complex, subtle and researches are needed to analyse the influence of various structural factors on specific forms of learning styles as well as social behaviour dispositions. Specific hypotheses based on indepth analysis of the nature of variables investigated were framed to be empirically tested in this study.

The following instruments were selected to obtain statistics to be used for testing the relationships predicted by the hypotheses.
1. Personal Data Sheet
2. The Socioeconomic Scale
3. Children's Learning Behaviour Checklist
4. Social Behaviour Disposition Checklist
5. Draw - a - Man Test
6. Marks of individual child on three consecutive examinations (academic achievement)

The instruments were adapted to the present context and after the pilot study the main investigation was done.

The sample used in the present investigation comprises of 468 primary school children belonging to both the sexes. The children were drawn both from urban and rural schools. The children's castes were ascertained from the school records. The socioeconomic status of the children's families were determined using the socioeconomic status scale.

The data obtained in the study were ordered in a factorial arrangement involving 2 x 3 x 3 x 2 connoting urban-rural background, castes, socioeconomic status and sex. Analysis of Variance and Analysis of Covariance (statistically controlling intelligence measured in terms of scores on Draw - a - Man - Test), tests were appropriately used to test hypotheses relating to the effect of the social stratification variables on learning styles and social behaviour dispositions.
The findings of the investigation reveal:

Social stratification influences learning styles and social behaviour dispositions among primary school children. Specifically, urban-rural difference has a micro as well as macro influence on learning styles. Socioeconomic status influences learning styles at macro level. Both at micro and macro levels influences of social stratification are felt on social behaviour dispositions. Specifically, urban-rural background, caste, socioeconomic status and sex influence social behaviour dispositions among primary school children. The influences of social stratification on learning styles and behaviour dispositions are subtle and complex.

The following pictures emerge in the present study of the different categories of children:

Urban children have more faulty learning styles than rural children. In the learning situations they are more afraid to begin, assume role of dull child, have solitary and peculiar ways, do not concentrate, overactive fidgety, remain unpredictable, follow ways of evading, do not check errors, rely on charm, have hostile moods and suffer loss of concentration but have greater academic achievement in terms of getting marks in the examination. Children hailing from Scheduled Castes/Tribes, Backward Castes and Forward Castes do not differ among themselves.
in their learning style. In learning conditions children from high socioeconomic status are more mad, unpredictable compared to children from low socioeconomic status. Boys and girls do not differ with one another in their learning styles.

Urban children have greater social ascendance and social effectiveness (sociability), personal attractiveness, personal security and dependability. Backward Caste children have greater social ascendance and social effectiveness than the Scheduled Caste/Tribe Children. Forward caste children have greater social effectiveness than backward caste children. High socioeconomic status children have greater personal attractiveness than middle socioeconomic status children; they also have greater personal security than the low socioeconomic status children. Middle socioeconomic status children have more personal security than low socioeconomic status children. Children from high and middle socioeconomic status have greater social effectiveness than children from low socioeconomic status.

LIMITATIONS OF THE INVESTIGATION & RECOMMENDATIONS:

The present study has made a simple approach to understand the influence of social stratification on social behaviour disposition, learning style and also academic achievement. The study is confined to a very few variables of sociological interest. Urban-rural background, caste,
socioeconomic status and sex have been treated as stratification variables. Similarly, only a few of the social behaviour dispositions and a specific set of learning styles have been used in this investigation to understand the influence of social stratification on behaviour. The sample is confined to only one region and the age group of the pupils included is also confined to a narrow range. Only the primary school children have been used as Ss in this investigation. The study is essentially a cross-sectional investigation and the research herein attempted may be said to belong to that category of research called 'status research' in contrast to 'process research'. The statistical treatment of the data makes intra sample comparisons and this places some restriction on possible generalisation of the findings obtained in this study.

The limitations cited above stems from inherent nature of sociological researches in the field settings. The empirical researches need necessarily to limit their field of enquiry to well defined place and a meticulously defined sample. The limitations, as mentioned earlier, does not negate the possible contributions of the study to sociological body of knowledge, but, rather make the possible generalisations more pointed and pragmatic. The recommendations arising out of the present study need to be viewed with this backdrop.
Possibly the future research may concentrate on various other social stratification variables in their efforts. Linguistic distinctions, occupational classes, distinction between first and second generation learners, social marginality of parents, community beliefs and such other variables may be validly considered for research in social stratification in educational setting in future researches. It is also feasible to consider other social predisposition variables such as extraversion-introversion, internal-external orientation, and other well defined dispositions of individuals in researches to be undertaken in future. The learning styles are but only one set of variables that are subsumed under the broad category of disabilities called learning disabilities. A variety of learning disabilities, like the dyslexia (reading disability), dyscalculia (arithmetic disability), disgraphia (writing disability), minimal brain dysfunction (MBD) and hyperkinetic reaction syndrome (HKS) may be included in future investigations in this field.

Future researchers may turn to undertake longitudinal studies in the field of research here in conceived. A process oriented research might clarify the complex, intricate relationships that possibly exist among stratification and other variables. The heavy reliance on psychometry has its own assets and limitations and hence, it is recommended that future researchers may use innovative methods in their
researches on the problems studied. Caste study of few children belonging to different social strata or possessing distinct social behaviour dispositions or learning disabilities or academic achievement would go a long way to adduce meaningful knowledge in this field. Panel Method of research including sociologists, educationists, psychologists, psychiatric social workers, nurses, physicians is needed to have a breakthrough in understanding of learning disability.

Contrary to general expectation literature on the influence of social stratification on social and individual behaviour is still not available to the extent one might wish. Empirical work in this area is needed and recommended. The concept of learning disability is still a new conception in the field of educational sociology. Concerted effort is needed to propagate the concept among educationists, practitioners, parents and teachers. Agencies like UNICEF, Rotary International, Lion International, Inner Wheel and other agencies should come forward to educate the public and encourage the specialists to understand and fight learning disabilities. National Council for Educational Research and Training, The Regional Colleges of education and the universities should include learning disabilities in their course curriculums. Special seminars and conventions should be organised at different levels at Universities, Colleges and schools by University Grants Commission,
Indian Council for Social Science Research and other such agencies. Parent Teacher Associations may have a greater role to play in educating the public on learning disabilities. Mass media including newspapers, TV and radio may draw special programmes to educate people on the problems.

Researchers, educational practitioners, parents and the public should be educated on the influence of social stratification on their various facets of life. Government and voluntary agencies should make earnest effort to identify the possible deleterious effects of stratification on certain sections of individuals and chalk out ways and means of overcoming them. Only then the sources of inequality will be reduced to the minimum and welfare society will emerge. The role of educational sociologists in this regard is stupendous indeed!