CHAPTER V

FINDINGS, IMPLICATIONS AND SUGGESTIONS

On the basis of results and their discussion given in the previous chapter, their findings have been further discussed here in some more detail. These findings can be generalised to the extent of representatives of the sample and methodology employed in the study. Keeping the major findings in view, the implications of the study have been worked out. But these findings and implications do not fit in all the corners of the study. As such some suggestions have been given for further research. This Chapter is, therefore, devoted to focussing on the findings of this study and for indicating their implications and suggestions for further research.

FINDINGS

Table-14 of the previous chapter presented the frequency distribution of attitude scores for Demographers by male and female alongwith their mean, standard deviation and skewness. It may be noted from the table that both male and female demographers are favourably inclined towards Population Education because their means are 383.3 and 393.5 respectively for male and female demographers which is higher than the neutral point (midpoint) in the attitude scale. It is also interesting
to note that female demographers have more favourable attitude than the male demographers (mean is higher for female). The overall frequency distribution is negatively skewed for both male and female demographers. This shows the gaps in the attitude score among the demographers of the same sex possibly because demographers constitute diverse group of people coming from different academic and research background. However, in summation they held a favourable attitude and this needs no explanation because demographers are the people who have real say in research and teaching of Population Education.

Table - 15 gave the frequency distribution of attitude scores for teachers (Male, Female and entire group). The means reveal a positive attitude of teachers towards population education and female teachers have an edge over their male counterparts. The distribution is negatively skewed showing the variations in attitude score among the teachers of the same sex. Again the heterogeneity of teachers in terms of qualification and experience may be the reason for such skewness in the distribution.

Table-16 furnished the distribution of attitude scores for parents. It may be seen from the table that parents both male and female hold a favourable attitude for Population Education. The means of attitude scores
are 386.5 and 389.7 respectively for male and female parents. Again similar to the other reference groups, the distribution of attitude scores for parents is negatively skewed and the reason lies in the nature of the constituents comprising the sample of parents.

In all the three referent groups (Table-17 to 28), females have higher means of attitude scores than males. This is a pointer to the fact that females are more favourably inclined towards the issues of Population Education. Reason being females have greater share in bearing and rearing of children and also have to suffer more on several accounts due to the activity of reproduction as compared to males. As a result they are more conscious and inclined towards population issues. However, if one looks at the various attitude scores among females within the respective reference groups, it is found that the skewness for females is larger than that of males in all the three groups. This may be due to the fact that among females the gaps in the social and economic characteristics such as education etc. are very wide compared to males.

To test the statistical significance of the differences in attitude scores between males and females of each reference group as well as between the three selected groups, the critical ratios (CR) have been
calculated for all possible differentials. It is to be noted that no differentials, either between sexes or between groups are statistically significant except for the differentials between males and females for demographers. Demographers are a group of people who are highly aware and active in the field of Population Education. The difference in opinion/attitude among them, including the difference by sex is possible because they are not expected to have a particular line of thinking as they are more knowledgeable as well as more actively engaged in research in the field of Population Education, whereas other groups are generally swayed by the considerations of benefits of lower Population Growth, and small family size, etc. Several Demographers also perhaps do not hold to the view that population growth is a necessary evil, which generally people do think in these terms. Thus, differences within demographers are likely whereas differences between the referent groups may not arise significantly. In order to further judge differences between the attitudes of various groups from their qualifications point of view, the investigator made a further attempt to find out the difference between attitude scores of those Subjects/Respondents who had graduation and those who had higher qualifications, than graduation.
From the study it is abundantly clear that the higher qualified Demographers, Parents and Teachers were more favourably inclined towards the concept of Population Education. Attitude scores of each groups are positively related with qualifications. This shows that irrespective of the group affiliation, the improvement in qualifications of definitely contributes towards greater positive attitude for Population Education.

Findings in Relation to Review

In the case of parents, the present study showed high attitude among male and female parents towards population education. Review of the earlier studies made by others Ganesh Lal Mehta (1974), K.R.Kalkar (1974), V.Hanumanulu (1976), Indira, V. (1982)) conforms to the findings of the present study in as much as higher awareness towards population education was noticed in these studies. However, M.J.Pathak (1974) claimed on the basis of the study that fathers of students of 10th Class of Varnama Village, Gujarat were not found aware of the consequences of large family size. Possibly this difference in findings may be due to the rural sample.

The review has further confirmed that there has been no study involving demographers, though demographers are an important component of any educational programme. Similarly, the review has confirmed that earlier studies on the concept of population education did not cover the three areas of Population Education - (1) Why Population Education, (2) How Population Education and (3) What should be taught in Population Education. Therefore, the present study is a small and humble contribution from the investigator towards the population education as a discipline.
IMPLICATIONS

The present study has its implications for policy makers in the matter of family planning. Demographers and all others connected with the field of Population Education are equally responsible for making strides in the matters. There is no doubt that because of the spread of Population Education bringing sufficient awareness amongst the masses through mass media communication, a lot has still to be done so as to further reduce the growth rate. The Educationists and the Policy Makers have to devise better curricula and more attractive models for truly spreading the concept of Population Education at the grass root level. In this gigantic task, involvement of all and sundry would be required.

SUGGESTIONS FOR FURTHER STUDY

The present study has been conducted under some constraints of time and sample etc. There is, therefore, ample scope for undertaking further studies in this field. Some suggestions for further research are given as under:

1) From the study in question which was limited to the four Districts towns in Haryana, it was averred that by and large demographers, teachers and parents are favourably inclined towards the
concept of Population Education. It was felt that more research need to be undertaken by involving different population strata, having rigorous controls and adequately selected samples.

ii) Population Education had been a new concept till 1970. Therefore, not much has been done on the demographic attitude studies. Therefore, it is suggested that more studies may be conducted by involving demographers at various levels.

iii) From the present study, it was discovered that there has been difference of opinion in the matter of Population Education amongst the lessor qualified persons and higher qualified persons. Therefore, more studies about Population Education can be conducted by taking education as a variable.

iv) Similarly more studies can be undertaken on the Population Education aspect on the basis of age group of various subjects because with more experience and advanced age the level of attitude towards Population Education increases.

v) More and more studies may be made in this field by directly involving rural folk.
vi) More research may be undertaken for intensively studying the human components and participants in the educational process.

vii) The human components of any educational programme are the students, teachers and the parents. For the success of Population Education Programme, a proper school climate must be prepared first and the teacher than parents must be duly consulted and taken into confidence by the school authorities and educational administrators.