CHAPTER IX

SUMMARY, CONCLUSIONS AND SUGGESTIONS
9.1. SUMMARY

In modern era manpower is treated as human capital. The countries of the world which are over populated and have surplus manpower, export it to other developed countries with shortage of manpower. This transfer of manpower can be of two types. First type is the developed manpower. This may be treated as a problem of brain-drain. The second type of manpower transfer can be termed as undeveloped manpower. This might be due to the transfer of labour i.e. unskilled and semi-skilled persons.

Some societies of the world might be termed absorbent societies as they absorb the foreign manpower in their main stream quite easily. This phenomenon is termed as Americanisation in U.S.A. On the other hand some societies are quite delinquent to absorb foreign manpower into their own culture and thus are non-absorbent. This is the case with South East Asian Muslim countries.

In the same way the people who go to other countries of the world can also be called as absorbants i.e. those who mix up with the people in foreign countries and with the passage of time to get absorbed in the main stream of people in two or three generations. On the other hand, some of them are distinct and do not mix up with the local people to the extent that their identity is lost. Such type of people do not try to do away with the contacts with people in their own countries. At times they send their wards for the purpose of education to the schools of their mother
countries, so that they imbibe local habits, culture
and ethics. They want their children to continue to be
nationals of their own country and to live a life
which is deeply connected with their own people. Some
Indians also do alike and keep their identity. One of the
methods to do so is to send their wards to the schools of
their country and educate them there so that they imbibe
the culture, traditions, customs and values of their
own society. Indians settled abroad on different
missions i.e. business, agriculture, labour, teachers,
technicians and doctors, have a big chunk of such people
who want their children to learn Indian values and thus
send their wards to schools in India. Under all these
circumstances, Indians who want abroad were economically
quite well off and have a higher paying capacity. As such
they do not send their wards to ordinary schools but
in place send them to P.S. The P.S. in India are of many
variations from very high standard schools to the
standard of ordinary government schools. However, good
P.S. have tradition and conditions which are far superior
from ordinary schools. In India, these are thought to be
the legacy of the Britishers. In order to maintain their
identity, standard and entity these schools have
formulated a body known as Indian Public School Conference
and all P.S. which are real public schools become the
members of this body. The members are to abide by the
rules of the conference and to maintain standards laid
down by it. If some P.S. does not abide by the rules of
the conference, its recognition is withdrawn. In this way
they have been able to maintain standards of students, staff, facilities of the staff, curricular activities, indoor and outdoor games etc.

The first desire of the Indian based in foreign countries is to get admission in Indian P.S. The position of admission in such schools is difficult and it is practically impossible to get admission there. It is mere so at short intervals. It is almost at the time of the birth that one is to get his ward registered for admission in P.S. If one is to arrange a seat at a short interval then he is to look to P.T.S. The P.T.S. are such schools which claim to maintain standards equivalent to P.S. but are not the members of the Indian Public School Conference. Such schools may claim anything but the fact remains that most of these are poor substitutes of P.S. In most of the cases the main aim of these who run such schools is to make money and academic are ranked number two.

In India, there has been going on, a controversy over P.S. An influential group of the educationists, administrators and politicians have been in favour of the continuation of such schools, while a big chunk has been for their closure. The claim of the first is based on the quality and excellence is while of that of the latter has been on the plea of unequalisation of educational opportunities and widening
of gap between the poor and the rich. Different Education
Commissions, Committees, educationists and politicians
have been favouring one point of view of another. The
result is that nothing finally has been decided about the
fate of such schools. However, the fact remains that
these institutions are responsible for more than their
proportionate share of highly developed manpower in India.

The foreign based Indians who want to preserve
their identity and want their wards to imbibe Indian
culture, traditions and customs, send their wards to such
schools. It is being realised that P.S.P.S do face some
problems of adjustment in Indian conditions. In the same
way it was also felt that the students who come to Indian
P.S. from advanced countries faced different types of
problems than those whose parents lived in developing
nations. It was also visualised that those students
who studied in P.S. faced different types of problems
than those who studied in P.T.O. All this made the
research worker interested in a problem of foreign based
Indian students of public schools. He studied the related
literature but was not in a position to lay his hands
upon any such investigation except some comments made by
some commissions or individuals here and there and also
some articles published in some Journals, Magazines or
Newspapers. Thus he decided to conduct an investigation
on the problems of foreign based Indian students of
public schools.
THE PROBLEM

"A Study of the Problems of Foreign Based Indian Students of Public schools".

DELIMITATIONS:

1. The study was confined to those students whose parents lived in a foreign countries continuously for a period of at least three years.

2. The study was confined to the P.S. students of real P.S. and P.T.S. located in Himachal Pradesh.

3. The study was confined to adolescent students of both the sexes who had studied in such schools at least for a period of one year.

OBJECTIVES.

1. To identify the problems being faced by the students whose parents were settled abroad and were studying in Indian P.S.

2. To compare the problems of Indian and foreign based Indian students studying in P.S.

3. To compare the problems of male and female students studying in P.S.

4. To compare the problems of foreign based Indian students studying in P.S. and P.T.S.

5. To study of the problems faced by the students whose parents were settled in advanced countries and of those whose parents lived in developing countries were different.
Hypotheses

1. F.B.I.P.S.S. face different types of problems than the students whose parents reside in India.

2. The problems faced by the foreign based Indian students of both the sexes are not of the same type.

3. The problems faced by the students whose parents lived in advanced countries were different from those whose parents lived in developing countries.

4. The problem faced by the foreign based India students studying in real F.S. are less as compared to those studying in F.T.S.

Method and Procedure:

In all 13 schools which were either F.S. or F.T.S. were selected. These schools had the strength of 5,280 students, out of which only 356 were F.B.I.P.S.S. After proper screening a sample of 150 students was left for the investigation. On the basis of socio-economic schedule specially prepared for this investigation and intelligence test the pair groups were formulated. In all 100 pairs of the students i.e. 60 boys and 40 girls were equated. These equated pairs were given T.A.F and the problem inventory specially prepared for this purpose and processed for its reliability and validity.

In this investigation Indian Version of T.A.F by Dr. Uma Chaudhary was used. It formulated a set of
12 pictures separately for male and female students. The test was administered by the team of workers specially trained for this purpose under the direct supervision of the investigator on each student individually. The story made by students on each case pertaining to the few aspects of the picture were got written and included the information pertaining to: What do you see in the picture? How are the actors in the picture related with each other? What has happened earlier than the occurrence in the picture? and what will happen in future?

In case of any gap in the story, it was filled in by putting questions to the students by the investigator personally. In this way the stories was got completed.

The problem inventory prepared for 10 areas of the problems after taking steps for its reliability and validity and mixing up the items in its final form, was finalised for the areas of physical facilities, educational, sexual, social, economic, psychological, family, adjustment, health and physical fitness and cultural problems. It was also administered by the team of workers under the direct supervision of the investigator in all the pairs of students.

The stories of the TAF were evaluated after working out the validity of the scorer which was found to be quite high i.e. 82. Each story was evaluated on 15
needs i.e., emotional maturity, affiliation, social adjustment, achievement, autonomy, aggression, nurturance, exhibition, recognition, personal adjustment counteraction, harm avoidance, succourance and abasement.

In case of each of these variables S.D. means and difference between the means and the significance of difference between the means was worked out and the data was tabulated in different tables comparing IMPSS and PHNPS amongst males, amongst females and males of one group with the girls of other group and females of one group with the males of other group. In addition PHNPS's split up amongst M. and P.T. students were compared in all these sub groups. Similarly PHNPS were split up into those whose parents lived in developing countries and those whose parents were settled in advanced nations. The data so treated was tabulated, analysed and discussed and scientific inferences drawn.

For comparing total students, males with males and females with females on problem inventory, $\chi^2$ method was used. The comparison was made on each item and significant results were reported in the tables. The data so tabulated was analysed, discussed and inferences were drawn.
9.2 Conclusions

A. Comparison of FBIPSS and IEPSS on personality-needs.

Need-affiliation was more developed in FBIPSS as compared with IEPSS, need of emotional maturity was more developed in FBIPSS as compared to IEPSS, need of social adjustments was found to be more developed in FBIPSS as compared to IEPSS, personality-need achievement was more developed in FBIPSS as compared with IEPSS, need-autonomy was more developed in FBIPSS as compared to IEPSS, personality-need aggression was found to be more developed in FBIPSS as compared to IEPSS, need of nurturance was more developed in FBIPSS as compared to IEPSS, need-exhibition was more developed amongst FBIPSS as compared to IEPSS, need of recognition was found to be more developed amongst FBIPSS as compared to IEPSS, need for personal adjustment was comparatively more developed amongst FBIPSS whose parents lived abroad as compared to IEPSS, personality-need counter-action was comparatively more developed amongst FBIPSS as compared to IEPSS, personality-need harm-avoidance was comparatively more developed amongst FBIPSS as compared to IEPSS, personality need harm avoidance was comparatively more developed amongst FBIPSS as compared to IEPSS, personality-need succourance was found to be comparatively more developed amongst FBIPSS when compared with IEPSS and need of abasement was noticed to be comparatively more developed amongst the group of FBIPSS as compared to the group of IEPSS.
The hypothesis that FAIPs faced different problems than the students whose parents resided in India was supported by the data and was confirmed.

The other hypothesis that the problems faced by FAIPs of both the sexes were not of the same type, did not get support from the treatment of data and was rejected.

B. Comparison of personality-needs of FAIPs from Advanced and Developing Countries:

In the comparison of FAIPs split up in those who lived in advanced countries and those whose parents lived in developing nations, need-affiliation was more developed amongst the students of advanced countries, need of emotional maturity was more developed in the students of advanced countries, need of social adjustment was comparatively more developed in the group of advanced country students, need-achievement was more developed amongst those whose parents lived in advanced countries, personality need of autonomy was comparatively more developed amongst the students whose parents lived in advanced countries, need of aggression was comparatively more developed amongst those whose parents lived in advanced countries, need of nurturance was more developed amongst those whose parents lived in advanced countries, personality-need exhibition was comparatively more developed amongst those whose parents were settled in advanced countries, need of recognition was comparatively more developed amongst those whose parents lived in advanced countries.
developed amongst the students of advanced countries, personality need of counteraction was comparatively more developed amongst those whose parents were living in advanced countries, personality need of harm-avoidance was more developed in those whose parents were settled in advanced countries, need of blame-avoidance was comparatively more developed amongst those students whose parents were putting up in advanced countries, need of succourance was comparatively more developed amongst those belonging to advanced countries and need of abasement was comparatively more developed amongst those whose parents were settled in advanced countries.

The hypothesis that the problem being faced by those students whose parents lived in advanced countries were different from those whose parents lived in developing nations was confirmed. The other hypothesis that the problems being faced by FUPSS of both the sexes were not of the same type could not get support by the treatment of data and as such was rejected.

C. COMPARISON OF PERSONALITY NEEDS OF P.S.S. AND P.T.S.S.

The sample of FUPSS was split up amongst those who studied in P.S. and those who studied in P.T.S. and were compared on different personality needs. It was revealed that need of affiliation was comparatively more developed amongst the students who studied in P.S., need of emotional maturity was more developed in P.S.
students, need of social adjustment was more developed amongst P.S. students, need-achievement was more developed amongst the students studying in P.S., personality need of autonomy was more developed amongst P.S. students, need-aggression was more developed amongst P.S. students, need nurturance was more developed amongst P.S. students, need of exhibition was more developed amongst P.S. students, need of recognition was more developed amongst P.S. students, need of personal adjustment was more developed in P.S. students, need of counter-action was found to be more developed in P.S. students, need of harm-avoidance was comparatively more developed in P.S. students, need of blame-avoidance was comparatively more developed in P.S. students, need of succourance was more developed amongst the group of students studying in P.S. and need of abasement was comparatively more developed in P.S. students.

The hypothesis that the problem faced by FBIPSS studying in real public schools were comparatively fewer than the problem faced by FBIPSS, who study in P.T.S., was confirmed.

The other hypothesis that the problems faced by the FBIPSS of both the sexes were not of the same type, could not gather mass and was rejected.

D. Comparison of the Problems of FBIPSS and JIPSS:

In the area of physical facilities the total group of P.S. students was bothered on 7 out of 36 items.
However, FBPSS were more bothered than IASP on 21 items. The students of F.T.S. were more bothered on 12 items as compared to P.S. students. The students from developing nations were more bothered than the students from advanced countries on 13 items.

In the area of educational facilities the total group of the students felt the pinch on 28 items out of a total of 62. FBPSS were more bothered on 3 items as compared to IASP. F.T.S. students were more bothered on 10 items as compared to P.S. students. The students from advanced countries were more bothered on 2 items than students from developing nations.

In the area of sexual problems, the total group of P.S. students did not face any pinch. In the comparison of FBPSS and IASP the latter felt the pinch on 11 items. The comparison of P.S. and F.T.S. students did not show any significant difference. The students from advanced countries were more bothered than the students from developing nations at only one item.

In the area of social problems, the total group of P.S. students comprising of FBPSS and IASP, was bothered on 7 out of 61 items. In the comparison of FBPSS and IASP the latter faced more problems on 11 items. F.T.S. students were more bothered on 16 items than P.S. students. The students from developing countries were more bothered on 8 items as compared to students whose parents lived in advanced countries.
The students in the total group of Public Schools did not face problems of economic nature. LBPS were more bothered than FBIPS on all the 17 items pertaining to the area of economic problems. The students of P.T.S. were more bothered than the students of P.S. on 5 items. In the comparison of students from advanced and developing nations the latter were more bothered on 5 items.

In the area of problems pertaining to psychological problems of self and self concept the total group of the students of the study felt the pinch on only one item. However, LBPS were more bothered than FBIPS on 45 out of 56 items pertaining to the area. Again the students of P.T.S. were more bothered on 17 items in comparison with P.S. students. The comparison of the students from advanced and developing nations did not distinguish with each other.

In the area pertaining to problems the group of P.S. students was not bothered on any out of 13 items. However, in the comparison of FBIPS and LBPS, the latter was more bothered on 8 items. In the comparison of P.S. and P.T.S. students the latter were bothered on one item only. Again in the comparison of students from advanced and developing countries the latter group was more bothered on 2 items.

In the area of adjustment problems out of 116 items of the problem inventory problem existed only on 4 items with the total group of P.S. students. In the
comparison of FBSIPSS and IMSS, the former were bothered more on 4 items. In the comparison of FBSIPSS
split up amongst those who studied in F.S. and those who studied in F.T.S., the latter were bothered more on 18
items. In the comparison of FBSIPSS from advanced and developing nations the problem existed with the latter
on 18 items and the former on one item only.

None of the items of health and physical facilities bothered the students of Indian public
schools. FBSIPSS as compared to IMSS were more bothered on 9 items. F.S. students were bothered on 2 items more
than F.T.S. students while F.T.S. felt the pinch more on one item. The students from advanced countries were more
bothered than the students from developing nations on 2 items.

In the area of cultural problems the total group of the students of the study was more bothered
on 2 items out of a total of 47. In the comparison of
FBSIPSS and IMSS the former was more bothered on 15 items
while the latter on two items. F.T.S. students felt more pinch
than F.S. students on 8 items while F.S. students were more
bothered on 3 items. The students from advanced countries
were more bothered on 4 items than students from
developing nations, while the students of developing
countries were comparatively more bothered on 3 items.

The hypothesis that FBSIPSS face different
types of problems than the students whose parents reside
in India found support by the data and was confirmed.

Similarly the hypothesis that problems faced by the students whose parents lived in advanced countries are different from those whose parents lived in developing nations was supported by the results of the problem inventory and was confirmed.

In the same way the hypothesis that the foreign based Indian students studying in F.S. are less compared to those studying in F.T.S. was found to be consistent with the data thrown by the problem inventory and was confirmed.

E. Problems of Institutions from FSAISEs:

Because of the presence of FSAISEs, the institutions faced administrative, economic, foreign exchange, political, teaching, language social, cultural, disciplinary, adjustment and disciplinary problems.
9.3 SUGGESTIONS

(A). Suggestions for Further Investigation:

Some studies need to be conducted with other
techniques such as interview of students, case
studies and observations, so as to know more precisely
and minutely the problem being faced by FALPas. It can
perhaps be better known if their parents, peer groups and
guardians are also interviewed as many times they reveal
their mind to them clearly and in more details. Such
studies will in fact be able to paint the picture more
clearly and with precision.

Similarly some studies can be done in other
areas such as moral aesthetic, spiritual, personality,
adjustment, with some sophisticated tools so that the
problems of FALPas are studied in details and with better
understanding. Due to the education of the children in
Indian culture the parents of FALPas face some problems
which are of psychological, educational, moral and social
nature. These problems, in fact, might be due to the
problems of the children or the causes of some of the
problems of the children need to be studied in details.
In one investigation, and that too which is done with
an aim in mind, with limited resources of time and
money, it is not possible to locate all aspects of the
problems. It is for other research workers to take up
such an investigation so that the picture of the problem
of the students is painted more clearly for taking
appropriate steps for remodifying as many of these as possible. While working on the problems of parents, care needs to be taken that these should be pertaining to the difficulties and problems of the students. Some of ISIPSS do not live in hostels but live with close relations such as grand-parents, uncles, aunts or friends of the parents. It is not a truth that they do not feel the problems which are being felt by those living in hostel and studying in Indian P.S. In this investigation only the problems of those students who lived in hostels have been investigated. It is also desirable that the problem of such students who do not live either in hostels or with parents should also be investigated and reported so that the difficulties of these students are known to the educationists, administrators, politicians and parents.

Another area of vital research is the problem of foreign students being educated in India and studying in P.S. This is another category of students who live in other Asian and African countries but for one reason or the other send their wards to Indian P.S. They face different types of problems than ISIPSS. The problem of such categories of the students need to be investigated so that their difficulties are known and steps taken to decrease them if one cannot totally remove
the anguish of such students. Again these students are both from developing and also advanced nations. It is time that their difficulties should be properly understood. It is hoped that in the times to come this area is going to be exposed from many angles.

In the present investigation the problem of F.B.P.S has been investigated. Yet another type of category of the students is the wards of foreign based parents studying in ordinary type of schools. They also face certain type of problems which need the attention of research workers engaged in the area of research in education, psychology and sociology.

In the present investigation the students of school level have been made the subject of the investigation. In many cases such students go in for further higher studies in Indian colleges and universities. They also feel certain types of adjustment problems especially when they go to such countries so frequently and have the tastes of such societies. They face the problems of cross-cultural nature and need to be dealt with at research level so that some steps could be taken to know their difficulties. Similarly, the problems of such institutions along with the problem of their parents and teachers can also be looked into and reporte
In many cases the result of the problem of the students, institutions and parents sing a tune, the music of which is to be faced by the teachers of P.S. These teachers are to tackle the problems and to seek the help of the institutions, Headmasters, parents and guardians for the purpose. They face lots of difficulties and real pinch is to be faced by them. It is, therefore, essential that the problems of the teachers of P.S. and P.T.S. be investigated and reported so that some remedial measures can be taken.

Students from many countries of the world, especially African and Asian countries are coming to Indian institutions of higher learning. They are facing certain problems which are of cross-cultural nature and which need to be looked into so that these can be removed or at least decreased significantly. It is high time that these be looked into as it is visualised that in the times to come this area is going to be exposed to the extent that it might come up to be a vital area for earning foreign exchange for India and may prove to be an asset to her economy.

SUGGESTIONS FOR EDUCATIONAL IMPLICATIONS:

In order to improve upon the image of P.S. in India, in the eyes of both the foreigners and also those Indians who are settled abroad, it is essential
that the area of operation of Indian Public School Conference be increased substantially and it should embrace more schools and try to improve upon their working. It is a rather bad tendency that many teaching shops are coming up and are misusing the name of P.S. and many cases are cheating the public. In the recent past many such schools have come up and most of these institutions are being run by politically and administratively influenced persons who are in a position to get their recognition either from the local School Boards of Education or Central Board of School Education and thus to create an image of their being genuine. It can, however, be looked into if P.S. can hold their own examinations and award their own certificates and allow only those schools to make their students appear who are the members of Indian Public School Conference. This may to some extent remedy the ill of the misuse of the name of P.S. In nutshell what is needed is that the line of distinction between P.S. and P.T.S. should be blurred.

Indian Public School Conference should, in the interest of higher academics, not accept any grant or aid at the cost of political and administrative interference in their institutions as it is bound to lead to the lowering of the standards. On the other
hand, in the interest of democracy the politicians and administrators should provide social services to these institutions at least to the extent to which they do in case of other institutions. It is also desirable that the government should help these institutions which are members of the Indian Public School Conference to acquire land and to build buildings, for their purpose of education so that the higher standards of excellence are maintained by them and exceptional brain is groomed for building up a strong nation. In the near future it may not be possible to raise the standard of education in Indian schools as the emphasis is on quantity rather than quality and it has been noted with regrets that the standards have rather been going down. These institutions should be attuned to function as institutions of excellence so that after some times other should try to copy them. It may not be very wise to close these institutions on the basis of creating economic inequalities. In place ways and means should be found to inject socially and economically disadvantaged students in such institutions on the basis of their abilities. One such suggestion could be that these institutions should hold entrance examinations and an enactment be made to prohibit them from taking caution money and socially economically disadvantaged should be helped by the government financially. It is also desirable that a certain percentage of seats be reserved
both for those who are Indian and are settle abroad and also foreigners. They may be charged higher than the Indian students as mostly they have higher paying capacity so that the institutions continue to be viable units. In exchange their institutions should have cells for F.B.I.P.S. and foreign students in the schools to look after their difficulties and to remove them as far as possible. In the same way, the State Governments as well as the Government of India should have cells to look after the difficulties of such students so that it can be developed a foreign exchange earning source which can in time be utilised for nation building process. It will also enhance the prestige of India in the area of education, business and politics.

It is also essential that such schools should not be closed as these are to serve islands of excellence and in place should be provided facilities. However, mushroom growth of F.B.I.P.S. should be checked in an effective way and those institutions which are being run for economic gains only should not be allowed to do so. The government may go in for an enactment in this direction. There is weight in what A.I.R.M. R.K. and Chand, A.N. (1965) has said:

"Sometimes in the hope of something better what is already good is destroyed and 'promised better' does not ultimately materialise". Indian Public School Conference can play a vital role in this direction. It should in one way or the other try to influence these institutions.
In P.S. and P.T.S. the staff should have strict instructions not to accept any gifts from the students and not to buy foreign goods from them. This tradition has been establishing lower values and the respect of the teachers is being eroded. P.S. should take effective steps in this direction. In case, the teachers have strict instructions in this direction this menace can be done away with.

It was also noted that in most of the cases the different difficulties in the problems of the students were attributed to the differences in the facilities of the students being provided by the Institutions including the staff and the facilities provided to the staff. It is, therefore, recommended that in P.S. the facilities of the students as well as the staff should be properly adhered to.

As the students from different cultures come to attend such institutions so there should be quite a good number of teachers who should have background of the socio-cultural background of these countries. It can perhaps be possible if there is strong teacher-exchange programme and the teachers of P.S. get a chance to visit such countries and to know about their customs and traditions which will help in adjustment process of teachers as well as students.
It is revealed that there is a lot of difference in the educational technology being used in advanced countries and Indian P.S. Such schools should go in for up-to-date modern technology and equip the schools with modern teaching equipment. These schools should not be given an impression of being poorly equipped. This can perhaps be easily done if the foreign exchange being earned by such institutions is properly utilised. This will be very many parents who would love to help in this direction.

In P.S. the students should be provided more opportunities to know more of India and their tours in India should be increased. This will help them to take pride in their country and many problems of P.B.I.S.S will be solved to some extent. It will also help them to understand Indian culture and traditions in a better way.

In no case there should be any cut in the quality of the diet of the students. Once the school has charged for some items and the price of these items go up the school should provide these items even if it is to incur some loss in doing so. The tendency at the part of P.S. and especially P.T.S. to charge for protein rich diet and then to provide poor stuff in place of it needs to be curbed with a strong hand both by the Indian Public
School Conference and the institutions themselves. This lowers the status of school, the educational system and the people on the whole. There is nothing wrong if the charges which are incurred as loss in doing so are recovered from the parents, at a later stage in place of lowering the standard of the diet to be provided to the students.