

CHAPTER - V

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Probably, India is the only country and Hinduism is the only religion where large population was forcibly kept illiterate. Principles of Hinduism allowed formal education only to a particular community. Any effort made by a member of other community to obtain a formal education was sanctioned as a punishable act and punishments were so inhuman that the people were afraid, it created threat and fear in the minds of people. Finding first generation learners that too in unbelievably large number can be attributed to the customs, culture and religious sanction of Hinduism, in India.

In the absence of formal education most Indian school going children had grown up, they could not develop. It resulted in several problems, social, psychological, economic, and even academic. Present study is a small attempt to understand the study habits of first generation, and non-first generation learners, as well as deprived and non-deprived pupils. Attempts were also made to search the sex differences, as well as the differences on the basis of intelligence regarding the study habits developed, and the problems being faced by them. Standardised tools were used for measuring different variables of study. On the basis of the scores obtained on these tests the Ss were classified. For analysis, a factorial design was employed and data related to study habits, and problems were treated statistically. The first variable treated was concentration. This factor was observed associated with the generation of learners. Findings reveal that Ss from FGL had poor concentration than the Ss from NFGLs.

The other three variables namely sex, intelligence and degree of deprivation were found not associated with concentration. In fact study requires well disciplined behaviour. It is not inborn. It is developed through systematic training. The non-first generation learners probably got this training from the parents and other educated members of family. Since the Ss of first generation learners had illiterate parents, probably no one had trained them to concentrate systematically on study. As a result, they could not develop proper concentration. It is rather difficult to suggest rational arguments for the non-association of sex, intelligence, and degree of deprivation with the factor of concentration.

The second aspect of study habit relates to planning of subjects. There are no two opinions that for lower as well as higher studies planning of subjects helps to a great extent. However, unless the insight is developed, systematic planning of subjects is a difficult task. It was assumed that non-first generation learners had developed the ability of planning of subjects properly. However, findings failed to satiate this assumption. The probable reason might be most Ss incorporated in the study were coming from Arts stream, secondly they were studying at that standard in which there is a college examination or school examination. Probably, they were not much serious about their examinations, hence no difference in the generation of learners, as well as no sex differences were observed. But intelligent students were found more particular in planning their subjects. The possible explanation can be the more intelligent students might have developed the insight easily, the subjects with relatively less intelligence failed to develop the insight. It was assumed that atleast the degree of deprivation might be associated with the planning of subjects. Because, the parents of the non-deprived Ss are likely to help development of ability to plan the subjects, but findings of present study failed to show any such difference. It seems that the parents of both the deprived as well as non-deprived are relatively less concerned with the study habits of their pupils. Findings of study on planning of subjects kept many hypotheses unsatiated.

Preparation for examination is the third important aspect of the study habits assessed in the present study. It is a common phenomenon that most students in India are more concerned with the preparation for examination and not with the real purpose of study. Here the students are mostly examinees, they are not students in its real nature and function. As a result preparation for examination was found closely associated with most factors of the study. But, this awareness is not significantly more among the FGLs while it is significantly more among NFGLs was an important assumption. Findings supported this assumption to a great extent. Highly significant differences were observed between the first and non-first generation learners. The reasons are clear. The FGLs probably are not completely prepared psychologically as well as physically for educating themselves and they might have taken it more casually. In case of NFGLs there is indirect pressure of family background, family status etc. As a result probably the pupils from NFGLs had more significant preparation for examinations, than the FGLs.

Sex differences were found predominant. Compared to males, female respondents exhibited significantly less preparation for examination. One of the possible reasons might be career building or career orientation is believed mainly a function of males and not that of females. Now a days, this awareness is increasing among the females; but their number is still much less. This probable suggestion is a cause of such results.

Sharp and significant differences with regards to preparation for examination among HIQ and LIQ groups in fact do not need any special explanation, because the HIQ Ss are likely to be more serious about their career as compared to the LIQ Ss. These results were in accordance with the assumptions of the study; but deprived and non-deprived Ss failed to differ regarding preparation for examination. In fact, non-deprived Ss were expected

to show more preparedness for examination. However, results though had not gone contrary but are not even in line with expectation. Barring a few exceptions most assumptions related to (PE) preparation for an examination got good support.

General habits and interests are developed gradually. It all depend upon the environmental factors because the habits and the interests are developed through perception and imitation, they are learned. Assuming that the environmental factors of FGLs are not encouraging and stimulating the FGLs developed poor general habits and interests. The NFGLs on the other hand were believed having better environmental factors, develop relatively better general habits and interests. However, this assumption remained unsupported. The main effect related to generation of learner was non-significant. In other words the first generation learners as well as NFGLs had more or less similar general habits and interests. One possibility is that the data were collected in Mumbai and nearby area. So every individual had an opportunity of interacting with others. So the possibility of developing common habits and common interests cannot be ignored.

Not finding any significant sex difference is a phenomenon which apparently appears that it is difficult to discuss. However, if the present trend among the women is examined then development of similar habits and similar interests among boys as well as girls cannot be ruled out. Now a days sex discrimination is restricted to some areas of life only. In almost all the fields the females are working shoulder to shoulder with males. Probably because of this both male and female Ss might have developed more or less similar interests and habits.

Often it is observed that the intelligent persons develop different interests and habits, and the interests and habits of LIQ Ss are in general different. However, though the

difference was observed in general habits and interests, it was not significantly large. It means both HIQ and LIQ Ss had more or less similar general habits and interests specially regarding study habits.

Degree of deprivation clearly refers to the variations in social, economic, cultural, and various other dimensions. These factors are mainly responsible for developing the general habits and interests. Strong association of degree of deprivation and general habits and interests was observed in study. These results are in line with the assumption and expectation of the study. The deprived Ss had relatively poor general interests and habits than the non-deprived Ss. These data partly supported the assumption.

Importance or significance of school and college environment cannot be ignored in the study of study habits. Those which are well recognized schools or colleges develop discipline among the students. However, every pupil does not have an opportunity of getting enrolled in such institutions. Secondly, the parents and the pupils must know before hand about the significance of such institutions. This care is generally taken by the NFGLs and hence, the NFGL had better school and college environment than the FGLs. Supporting evidences were observed in the present study. The NFGLs were enrolled mostly in the reputed institutions, and among them only those were enrolled in other institution who could not get admission in the reputed institutions. In case of FGLs entering the educational institution is a great achievement above all, passing (S.S.C.) matriculation and entering college was much more to them.

Absence of sex differences regarding this factor is natural. However, finding no difference among HIQ and LIQ Ss is relatively difficult task to analyse, because it is a common phenomenon that generally HIQ Ss seek admissions in reputed institutions as a result

they get opportunity to discipline themselves, and the school and college environment help them in developing better study habits. In present study however no such difference was observed.

Degree of deprivation is directly related to the nature of educational institution where the pupils are admitted. The educational institutions providing better facilities are economically costlier than the institutions providing poor academic atmosphere. The deprived Ss had poor socio-economic and other backgrounds, obviously the parents might have enrolled their children to such institutions where the expenditure on fees and other items is less. Those who were non-deprived, were enrolled in the institutions where better academic and other facilities are provided. In the present study regarding school and other atmosphere the non-deprived Ss were significantly better than the deprived Ss. These results are well in accordance with the assumption.

Study habits are well connected with the home environment. In fact, it is the home environment that is mostly responsible for development of study habits that are favourable to achievement or unfavourable to achievement. In case of non-first generation learners good home environment is a remote possibility hence the FGLs might have shown unfavourable home environment, and the NFGLs might have shown favourable home environment. Results of the study failed to show significant difference in this regard. It means the FGLs as well as NFGLs both reported favourable home environment. Little difference is there, it is not large and hence discrimination cannot be made confidently. The probable reasons might be, now a days amenities are available even in the villages that are near to the cities, secondly, people became more conscious about their status and hence the amenities are purchased, sometimes on instalments and sometimes on loan. Thirdly, those who are studying, they are provided with the possible facilities by the family members. Hence, the earlier scenes of kerosene lamps are becoming rare. As a result of these both the FGLs and NFGLs probably had normal home environment.

Even today a female child is less respected than a male child in Indian families. More facilities are provided to male children compared to the female children. Results of present study reveals that significantly more number of female children reported, they had poor home environment, than the male. Those differences are significant. It was not very high but still the fact cannot be denied that the facilities provided to male children are more than what is provided to female children. In present study the same picture was observed.

Well in accordance with the assumption, the HIQ Ss had significantly better home environment than the LIQ Ss. In fact, development of cognitive ability depend to a great extent on the environmental factors. Some what confusing results were seen with regards to the degree of deprivation. Deprivation implies that the home environment is poor, in the sense that there are no adequate facilities available in the home but even the deprived subjects, in present study, reported that the home environment is satisfactory. Both deprived as well as non-deprived seem to have similar home environment. Findings related to this factor kept a few assumptions unsatiated.

The last one area of study habit was reading and notes taking. In fact this habit is to be developed purposefully. Many a times pupils developed the habit of reading but few developed habit of notes taking also. To this habit, generation of learner was found closely associated. The difference between the FGLs and NFGLs was very large. The NFGLs reported significantly better habit of reading and notes taking than the first generation learners. It is natural, the FGLs do not have ideas, they do not have models before them. On the other hand, the NFGLs have some models in their own family even. Obviously they imitate models and many a times the family members motivated them to develop the habit of reading and notes taking. Probably because of these reasons the FGLs and NFGLs differed on this factor significantly.

Sex differences had not shown any association with reading and notes taking, both male and female Ss had reported similar extent of reading and notes taking. This might have happened because since the last one decade there is much awareness among the females also, and they too have become conscious about their academic career. In fact, education has become a mean of earning life and day by day life has become complicated as a result both male and female Ss were found developing the habits that might assist their achievement. Contrary to the expectation no significant differences regarding reading and notes taking were observed between HIQ and LIQ Ss. In fact reading and notes taking habits should have been more predominant among the HIQ Ss, but it was not found so. HIQ and LIQ both the Ss had more or less similar extent of the habit of reading and notes taking.

Predominance of reading and notes taking was observed among the non-deprived Ss. This is natural also because those who are non-deprived, they have better family and academic background. Their parents and other members might have directly or indirectly helped the pupils in developing reading and notes taking behaviour or habits. Such efforts might have not been made by the parents and other members associated with the deprived Ss. Because, the problem of the deprived families are such that the parents find difficult to spare time to look after the studies of their pupils. On the whole, quite supporting evidences were brought by the findings.

After examining the study habits, four different types of problems faced by the Ss were studied. Among them the first one was family problems. Interesting to note that with different study habits many independent variables were not associated, but with problems they had shown close association, for e.g. with family problems generation of learners was closely associated. The FGLs were found facing significantly more family problems than the

NFGLs. It is natural also. Because most of the NFGLs were coming from the established families, in the sense that these families had already fulfilled their basic necessities. The NFGLs already fulfilled their basic necessities. The FGLs on the other hand hail from non-established families in the sense that most of their basic necessities are not fulfilled adequately. Obviously the family problems are more in the families of FGLs while they were significantly less in case of NFGLs.

Even today in Indian families, the females face more problems than the males. It is because of the structure and the function of family. The females are more attached to family affairs than the males. Naturally, the females have to face more family problems than the males. Males are relatively less concern with the family problems. Findings of present study are in accordance with the nature of family structure in India.

Intelligence is some times defined as an ability to solve the problem successfully and hence, the family problems do not bother much to those with HIQ. Those having relatively low intelligence they find it difficult to cope up with problematic situation. As a result the number and magnitudes of the problems in their case go on increasing. Results of the present study also show that the HIQ Ss had significantly less family problems than the LIQ Ss.

Association of degree of deprivation and family problems is an established fact. When there is scarcity of requirements, the problems are bound to be more. It was seen here in present study, that the deprived were facing significantly more family problems than the non-deprived.

School and college problems and generation of learners were closely associated. The FGLs had faced significantly more problems than the NFGLs. It is inevitable

also. The NFGLs are likely to find it difficult to adjust properly in the academic field; because in their family there are no educated individuals who could guide them. In case of NFGLs most of their problems might have been solved by the parents and other members which directly or indirectly might have helped them in adjusting properly. In fact the institutions extending formal education do not have natural functioning. The pupils have to behave in a different manner in that environment. That is why some one needs to guide them. To the NFGLs senior individuals are easily available to help them. Such facilities are not available to the first generation learners. If they find any difficulty in their studies there is nobody to help them in solving it. All these results in creating problems in their academic adjustment.

Sex differences were seen not associated with school and college problems. It is so because now a days in the educational institutions male and females are treated at the same par. So there is no need of having more problems in case of girls.

To some extent the LIQ Ss had more academic problems, however, the difference between the problems of HIQ and LIQ were not significant. It is mainly because the problems in studies might be easier for the HIQ Ss. But the other problems may be probably common to both LIQ as well HIQ.

As were expected, degree of deprivation was very closely related to the factor of school and college problems. Those who were deprived had significantly more problems than the non-deprived. There is no need of more explanation for this fact. Because, those who are deprived develop a kind of inferiority complex in the sense that they cannot speak the languages in their sophisticated form. They cannot observe the manners, better approved. It all happens because in the environment where they were born and brought up never provided this opportunity of learning them. In the educational institutions these are necessary. The

non-deprived are generally well equipped and hence they face relatively less problems. The deprived on the other hand face significantly more problems. On the whole, it is found that a particular level of behaviour or ways of manners are required to adjust properly in academic institutions. The NFGLs and the non-deprived get the opportunity to equip themselves with the behavioural characteristics necessary for proper adjustment. The FGLs and the deprived might have not got such opportunity to equip themselves.

Social factors and problems in fact should be common to all but in our country it is not so. The nature of social problems vary according to the community or individual. The NFGLs in Maharashtra are those who belong to down trodden communities. In cities and in villages even today directly or indirectly they have to face several social problems. It is because of the inherent structure and function of Indian community. In the educational institutions, the down trodden are seen behaving with restrictions though they are not overtly imposed upon them. Despite 50 years of independence, scientific, and technological advancement, Indians could not come over the bondage of caste consciousness. Obviously, the FGLs had to face significantly more social problems than the non-first generation learners.

It was assumed that females face significantly more social problems than the males, however, supporting evidences to this assumption were not found. The probable reason might be in Maharashtra both the girls and the boys are being treated more or less equally in the society. No doubt, little more restrictions are there on the girls but the overall picture is that the females are working shoulder to shoulder with the male in the society as a result, the females do not face significantly more social problems than the males.

No significant differences were observed between the HIQ and LIQ Ss with regards to social problems faced by them. It is because the age of respondent is such that the social problems faced by HIQ and LIQ are more or less similar.

Very close association was observed in social problems and degree of deprivation. The deprived Ss facing more problems is natural and common. For the better adjustment in the society the individuals need to be equipped with economic and other resources. The deprived Ss probably were not equipped economically, could not get proper training from their parents and elder people, because as they were busy in earning the bread for the family, they could not spare time for the development of their children. Being poorly equipped with economic resources and having inadequate guidance probably the deprived face significantly more social problems than the non-deprived. The non-deprived probably were trained properly by their parents and other elderly persons to adjust well in the society. Hence they face less social problems.

Personal problems and oversensitivity were found significantly more associated to the generation of learners. The child rearing practices adopted by the parents, and the culture and manners taught to the children help in developing the ability to adjust satisfactorily in the society. It also helps in reducing over sensitivity. The child learns to take many problems and difficulties casually. In the absence of proper education and proper training from the parents the children develop over sensitivity for simple problems. In case of FGLs it was seen, they were over sensitive and had many personal problems because of the immaturity in behaviour. The NFGLs on the other hand, probably had developed sufficient maturity to overcome oversensitivity and to solve the personal problems easily.

Compared to males the females had significantly more personal problems and also were more sensitive. This is a natural phenomenon. Secondly the opportunity of interaction with others is easily available to males than the females. Because of this, the personal problems and over sensitivity could be levelled down by the males.

Personal problems were found not having association with I.Q. Similarly oversensitivity was found more or less the same among L.IQ and HIQ Ss. However, it is rather difficult to suggest the probable explanation because the HIQ needs to face significantly less problems.

The deprived individuals in many respects are always disadvantaged. Obviously their problems are varied and many. The non-deprived on the other hand have many facilities to meet the challenges. As a result the number of personal problems faced by them are generally less.

Study habits, and personal problems are associated with many factors. Not only the generation of learners, sex, IQ and degree of deprivation, but many other factors are associated with study habits and personal problems. However, in a small study like the present one, it is not possible to incorporate all those factors. Still, some self explanatory examples are given here.

There are several languages in India. Each language is spoken in different manner by different communities. For example, the way Marathi is spoken by 'Kshatriyas' in Maharashtra is much different, than the way it is spoken by downtroddens. Both these are different from the way Marathi is written in books. In its correct form it is believed that; it is spoken by the Bramhim community. Those students who can't speak it in its correct form and pronunciations, develop little inferiority. In the later stage if it goes on accumulating it creates several problems in the development.

The non-deprived and educated parents who understand the importance of 'Sanskara' and discipline, take care of developing socially approved manners and habits in

their children. They take every day account of their children's study. But the illiterate and poorly educated parents find no time for such task, their time and energy are exhausted in earning their livings. Secondly, it is difficult for them to decide what habits are good and appropriate for the development of their children. In slums might is right. It is necessary for their existence. In civilized society timidity, politeness are respected more.

Numerous such examples could be cited which suggest that different norms of behaviour are approved in different communities living in the same locality. In the absence of proper guidance, the children fail to develop proper study habits, proper manners which ultimately result in developing more personal and social problems.

Unfortunately, the researchers in the field of sociology and psychology had not taken adequate cognizance of caste factor while studying social and psychological behaviour problems. The fact is that it is the caste and subcaste of Indians which determines the habits and manners the individual will develop. Even the problems faced by the individuals are determined in India by the religion, caste, and sub-castes too. Problems of Muslim students are different than that of Hindu students.

In sum, despite utilization of four independent variables, many relevant factors associated with development of study habits, and the problems faced by the students could be sought.

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