CHAPTER VIII

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS
Chapter-I : Introduction - Need for the study:

The Indian Constitution has made necessary provision for free, compulsory education for all children until they complete the age of fourteen years. In spite of the provision, only nineteen out of every hundred children enrolled in class I in the country in 1970-71, reached class IX during 1978-79. (Indian educational documents since independence P-49 editors Biswas and Agrawal).

The main hindrance in the educational achievement is the deprivation of the disadvantaged group of children. The scheduled class children, scheduled tribe children, children of agricultural landless labourers, children of slum dwellers, children of poor farmers and children of poor workers are the various categories of the disadvantaged children.

Many studies have been done regarding problems related to education of the scheduled class and scheduled tribes. Other disadvantaged categories have not attracted
ii) To investigate into the pattern of participation of these children in the co-curricular activities.

iii) To explore the factors within these children which affect their scholastic performance such as their intelligence, self-concept, adjustment and academic achievement in the earlier standard etc.

iv) To study the family background and other environmental factors such as neighbourhood, school which are conducive or otherwise to the academic performance of these children.

v) To study the relationship between the curricular and co-curricular performance of the children and (i) factors with the children and (ii) factors around the children - that are present at home or in the school.

vi) To suggest remedial measures to minimize the hindrances in the academic and personal development of these children.

Hypotheses:

1) There is a positive relationship between the children's curricular and co-curricular performance and factors within themselves.
2) There is a negative relationship between the congenial family background factors and the educational problems of the children.

3) There is a negative relationship between enriched home surroundings and educational problems of the children.

4) Unfavourable school factors have a positive relationship with the educational problems of the children.

Scope and limitations:

There are other cities in India where there are many textile mills. There are other groups of workers who are as disadvantaged as the textile mill workers. This research will be useful to them.

However, this study is also having the following limitations. The first limitation comes from the fact that only Marathi medium schools where forty or more such children are enrolled are selected for the study. The second limitation comes from the fact that only secondary school going children of textile mill workers are included and not those who attend primary or higher education.
Chapter-II : Review of Related literature and Research:

The chapter contained two sections. The first section is regarding a review of related literature. The second section is related to a review of related research.

Chapter-III : Methodology:

Method: As this study is a status study of the educational difficulties of mill workers' children, the normative survey method was used for this.

Sampling:

The total population of textile mill workers' children studying in VIII through X standards of recognized Marathi medium high schools in Solapur was 1165 in the year 1983-84.

The schools where less than forty such children were enrolled, were excluded from the study. Thus, the population under consideration came to 768. Forty per cent of these were selected by the random sample. However, till the completion of the study, one per cent students left for one or the other reason. As a result 300 students were available for the study.

Fifty out of these 300 students were selected by random sample with a view to interviewing their parents.
Fifty teachers from the selected high schools were chosen by random method to administer a questionnaire. Out of these fifty, twenty seven responded.

Eleven experts also were approached for the better insight into the problems.

Factors:

The study endeavoured to find out the relationship between the factors responsible for the creation of educational difficulties of the children and their achievement. These factors were grouped as follows:

1) Factors within the learner -
   i) Intelligence, (ii) Adjustment, (iii) Self-concept, (iv) Scholastic achievement in the previous class (v) Interest and aspiration regarding study.

2) Factors around the learner -
   i) Home (ii) Neighbourhood (iii) School facilities (iv) Teachers.

3) Achievement includes -
   i) Scholastic achievement (1983-84).
   ii) Participation in co-curricular activities (1983-84).

Tools:

The following tools were used to collect the relevant data.
1) For the factors within the learner.
   i) Raven's Standard Progressive Matrices (SPM) - for intelligence.
   ii) Adjustment Inventory by Palsane - for adjustment.
   iii) Self-concept Inventory by Jogawar - for Self-concept.
   iv) 'A' part of the questionnaire for the children - for scholastic achievement in the previous class and for interest and aspiration regarding study.

2) For the factors around the learner.
   i) 'A' part of the questionnaire for the children, parental interviews and interview of experts for home background.
   ii) 'B' part of the questionnaire for the children for neighbourhood.
   iii) 'C' and 'D' part of the questionnaire for the children, a questionnaire for the teachers, school gradation book-let prepared by S.I.E.Maharashtra - for school facilities and teachers.

3) School records for achievement score of the year 83-84, and 'E' part of the questionnaire for the children for co-curricular activities.
This information, which was obtained with the help of the above mentioned various tools, was tabulated in the context of six categories of the children. The six categories of 300 children were made according to their school gradation and economical and educational level of the family. These categories are as follows:

BH, BK, EI, CH, CM, CI.

Statistical Treatment:

The data were given the following statistical treatment -

1) Percentage
2) Chi-square
3) T-value
4) Correlation.

The above treatment helped the researcher to arrive at the conclusions.

Chapter IV: The Learner and his School Performance:

This chapter described regarding the learner and his school performance i.e. his performance in curricular and co-curricular activities.
Chapter V: Relationship of School Performance and Factors within the Learner:

This chapter provided in the beginning, information about such factors within the learner as intelligence, adjustment, self-concept, previous achievement and interest and aspiration for the study.

The latter part of the chapter tried to find out correlation between the factors within the children and their school performance.

Chapter VI: Relationship of School Performance and Factors Around the Learner - A.

This chapter consisted of the information about home background and neighbourhood of the learner.

Due consideration was given to the relationship of these two factors with the school performance of the learner.

Chapter VII: Relationship of School Performance and Factors Around the Learner - B.

The chapter included the information about school facilities and teachers of the learner and tried to find out whether these factors were related to school performance of the learner, if so, to what extent.
VIII.02: CONCLUSIONS:

1) It was hypothesised that -
   There is a positive relationship between the
   children's curricular and co-curricular performance and
   factors within themselves.

   The following conclusions regarding this
   hypothesis emerge from the data-

   i) The children's performance in the academic subjects
      is very poor.

   ii) The performance of 'B' grade school going children
       is better than 'C' grade school going children.

   iii) EI group shows the highest percentage among all
        and CI group shows the lowest.

   iv) Most of the schools, where these children study,
       are not performing all the expected co-curricular
       activities. 'B' grade schools show better
       percentages in this connection than 'C' grade schools.

   v) Half of the children willingly participate in the
       co-curricular activities. And half of them i.e.
       twenty five per cent only are properly guided by
       their teachers. It means majority children does not
       get the advantages of co-curricular activities.
       Forty per cent children are not satisfied with
       the organization of co-curricular activities.
vi) More children have no hobbies. 'B' grade schools show better performance than 'C' grade.

vii) Most of these children are deprived of the advantages of school excursions.

viii) They do not play the games purposefully. 'B' grade school going children play more than 'C' grade.

ix) The mean I.Q. of all the six groups is below average.

x) The I.Q. of higher groups is better than medium and medium groups is better than lower groups. 'B' grade school going children show better performance than 'C' grade.

xi) There is very low correlation between achievement and I.Q.

xii) Out of five areas, in the a) Home adjustment b) Social adjustment and c) Health adjustment areas the adjustment of these children is poor. In the d) personal-emotional adjustment area it is poor in a very minute percentage and in the e) Educational adjustment area it is good. It is clear that their adjustment is poor.

xiii) There is a low correlation between achievement and adjustment.

xiv) In social self, perceived self and ideal self the self-concept of this group is poor.
xv) In social self, perceived self and ideal self the self-concept of higher group is better than medium groups and the self-concept of medium groups is better than low groups. So also 'B' grade school going children show better performance than 'C' grade.

xvi) There is a low correlation between achievement and self-concept.

xvii) The mean percentage of achievement score of these children in the previous year is 50.3. 'B' grade school going children show better performance than 'C' grade.

xviii) These children have no interest in the study and have no aspiration for good vocations in the future.

The above facts show that the first hypothesis i.e., "There is a positive relationship between the children's curricular and co-curricular performance and factors within themselves" is verified.

2) It was hypothesised that -

There is a negative relationship between the congenial family background factors and the educational problems of the children.
The following conclusions regarding this hypothesis emerge from the data -

i) Most of the parents are low educated. The illiteracy is more in these families. The children are therefore unlucky to gain educational guidance from their family members.

ii) The economic condition of the textile mill workers is poor. The average salary of a worker is about Rupees 850/-. The size of family is large; the average number of members per family is six. They, as a result, cannot buy school material at the required time.

iii) The condition in which the workers work is unhygienic. Half of the workers' health is bad. Majority of workers works in shifts. All these conditions result into providing less and less contacts between workers and their children. This in turn disturbs the children emotionally.

iv) Their housing condition is poor.

v) The atmosphere in the homes does not initiate the children to study more. In most of the families, the topics of frequent discussion are of no use to the intellectual growth of the children. There are frequent quarrels among family members, which disturb the children and hampers their study. Most of the parents do not initiate personally their wards to take part in the co-curricular activities.
vi) The workers do not care much for their children's education.

vii) Majority of workers does not spend their leisure time properly.

viii) The workers' children do not read newspapers regularly and do not listen to school programmes of All India Radio. They read cheap and useless material.

ix) These children have to do a good deal of household work.

x) Half of the families do not perform any religious activity at home.

xi) Lower groups are having maximum number of illiterates in the family. They are least beneficiaries as far as guidance from the family members is concerned. The middle group is better and the higher one is the best of all.

xii) The following facts are found most in case of the lower group and least in case of higher group.

a) One room accommodation.
b) Un-congenial family discussions.
c) Paucity of school uniform.
d) Parental apathy for studies and for higher education of the children.
e) Trouble-some neighbourhood.
f) Dirty surroundings.
g) Less participation in co-curricular activities.
The following facts are found most in case of higher group and least in case of lower group.

a) Economic stability.
   b) Parental participation in proper ways of entertainment.
   c) Availability of place for study.
   d) Availability of facilities like newspaper.

xiii) Children from the lower group had minimum opportunity to interact with their parents.

xiv) The percentage of families wherein members do not quarrel decreases from higher to lower groups.

xv) Lower groups show the maximum percentage of non-participants in the co-curricular activities.

Taking into consideration the participation in co-curricular activities and the achievement score (83-84) and above facts regarding family background, the hypothesis i.e. "There is a negative relationship between the congenial family background factors and the educational problems of the children" is accepted.

3) It was hypothesised that —

There is a negative relationship between enriched home surroundings and educational problems of the children.

The following conclusions regarding this hypothesis emerge from the data:

i) Children are not satisfied with the neighbourhood.
ii) Seventeen per cent children answered that their neighbours quarrel often.

iii) Twenty five per cent children say that their neighbours are troublesome drunkers.

iv) Thirty three per cent children are disturbed in their study by their neighbours' radios.

v) The neighbourhood is dirty and uncongenial to study.

vi) Cultural programmes arranged in the neighbourhood are of mediocre quality.

vii) Half of the neighbours are unaware of the success of these children.

viii) A reading-room is not available in the locality.

ix) More than thirty percent children replied that their peer groups waste their leisure time.

x) Eighty two per cent homes were found where the surrounding is uncongenial from the educational point of view.

In short the neighbourhood where the children live is not suitable for the study.

Taking into consideration the performance in the co-curricular activities and the achievement score (83-84) and above facts, the third hypothesis of the study i.e. "There is negative relationship between enriched home surroundings and educational problems of the children" is accepted.
4) It was hypothesised that -

Unfavourable school factors have a positive relationship with the educational problems of the children.

The following conclusions emerge from the data, regarding this hypothesis:

i) There were seven schools in Solapur City where there were forty or above children in VIII, IX or X standards, whose parents were mill workers. Out of those seven schools, three are 'B' grade schools and four 'C' grade schools. In 1983-84 S.S.C. result of four schools is below forty, two schools range from fifty to sixty and only one school could reach 84.6 per cent. Five schools out of seven have fallen down in their S.S.C. result from 82-83 to 83-84. The mean percentage of results of these schools is 48.31. In short they do not get good schools.

ii) The class-rooms in which these children learn are good, big, properly ventilated, and there are sufficient benches.

iii) Their participation in the class-room is average.

iv) These children are weak in study competition.

v) There is a highly significant difference among higher medium and lower groups regarding weightage given to ideal teacher. Lower groups show more weightage to good teaching than behaviour of the teachers. Higher groups give least weightage to good teaching.
vi) The children are not encouraged in the study by their teachers.

vii) It was found that the laboratories of only two, out of seven, schools had adequate equipment. Ninety five per cent teachers do not use the various teaching aids.

viii) The teachers do not know the correlation of their subjects with the real life situations.

ix) The teachers think these children are different than other children because the teachers represent a middle class by birth or by profession.

x) The teachers think these children are weak in study.

xi) The teachers do not do the correction work methodically

xii) More than half teachers do not participate in any workshop or seminar.

xiii) Most of the teachers do not read reference books.

xiv) Half of the teachers never try to understand the difficulties of the children.

Taking in to consideration the participation in co-curricular activities and the achievement score (83-84) and above facts, the fourth hypothesis of the study i.e. "Unfavourable school factors have a positive relationship with the educational problems of the children." is accepted.
1) The social workers and the union leaders should promote the educational level of the workers by the adult education scheme. By the adult education programme the workers may be in a position to behave properly and may be in a position to show ideal behaviour before the children. It will have more impact on the children than verbal orders. Their topics of discussion at home will be intellectual and they will understand that the money spent on education is not an expenditure, it is an investment.

2) The social workers should emphasize the importance of not quarrelling at home, not drinking alcohol to the workers.

3) The medical check-up must be done of every worker by the mill at least once in every six months. It will result into good health of the workers which will ultimately result into good atmosphere at home and inspiration to the children for more study.

4) The respective mill should make the arrangements of coaching classes for standards VIII, IX and S.S.C. for the workers' children in a minimum fee.

5) The surrounding area...
6) The educational and vocational guidance to the workers' children is highly essential. By this they will not aim to claim a job in the mill after their parents' retirement. This provision should be made by the concerned mill with the help of the Welfare Officer.

7) The mill should provide two school uniforms in a year, all the textbooks and note-books in the beginning of a school year to every worker's children from primary to S.S.C. standard and should give scholarships for their higher education.

8) There are three categories of workers from educational and economical point of view viz. Higher, Middle, and lower. The welfare officer with the permission of the mill owner should give more advantages to the lower group than Middle group and more to the Middle group than the Higher group.

9) There are seventeen 'Kamgar Kalyan Kendras' in Solapur City. The welfare organizer of the centre should make it convenient the workers' children to study there. The colonies of workers where these 'Kendras' are nearby there is no problem of reading hall for the children. But where these 'Kendras' are not available nearby the concerned mill of those chawls should make a provision of a reading hall.
10) The welfare organizer of every 'Kamgar Kalyan Kendra' should make arrangements of newspapers, a radio and a Television set for educational programmes. If the 'Kendras' are not available nearby the colony, the concerned mill should make this provision.

11) The 'Kamgar Kalyan Kendra' should make a provision of game material and coaching to the workers' children.

12) The parent teacher organizations (PTO) should be formed in every school and these PTOs should help more to assist the workers in the educational matters.

13) The importance of education and the advantages of learning in relation to future life should be emphasized by the teachers to the parents.

15) The teachers of the school should guide these children regarding the selection of good books from the school library.

16) The schools should arrange the excursions to nearby visiting places by which it will be possible for the workers' children to participate.

17) The teachers should have more love, affection, and sympathy for these disadvantaged children.

18) There are many workers' colonies. There are many houses, huts or chawls in a colony. These colonies should register a society of all the workers living in a colony. This registered society, having various office bearers, should collect some monthly subscription. This society should help the workers by giving loans, keeping the surrounding clean, prohibiting to drink alcohol or to quarrel and should maintain the peace and harmony in the colony. So also it should organize various religious, cultural activities.
This study suggests many more problems for further study, some of these are listed below:

1) **A comparative study of the textile mill workers' children studying in the secondary schools, who have a congenial home background for education and who have not.**

2) **A critical study of the educational problems of power-loom and hand-loom workers' children studying at the primary level with a view to suggesting probable solutions.**

3) **To find out the reasons of wastage and stagnation, at the primary stage, in the disadvantaged children in the state of Maharashtra with a view to suggesting probable solutions.**

4) **A comparative study of the educational problems of textile mill workers' children and other children studying at the secondary stage in Solapur City with a view to suggesting suitable solutions.**