CHAPTER-V

RESULTS AND DISCUSSIONS
This chapter is divided into seven sections. Major findings of the study have been presented in section 5.00 and discussed in section 5.01. Suggestions for checking wastage and stagnation are offered in Section-5.02. Section 5.03, 5.04 and 5.05 pertain to the discussion on educational implications of the study, limitations of the study and suggestions for further research. Lastly a brief epilogue on the study is presented in section 5.06.

**5.01: Major Findings**

**A. Findings on Wastage and Stagnation:**

- The number of enrolment of boys and girls was almost same in both urban and rural secondary schools. It can be interpreted that in Mizoram there is no gender discrimination by the parents in admitting their children in schools for education and they give equal emphasis for education of both male and female children.

- During the period under study (2004-2009), 974 (6.68%) students had dropped out from the sampled urban schools in class VIII, the number of boys was 578 (7.32%) and the number of girls was 396 (5.45%). In class IX, 779 (6.60%) students had dropped out, the number of boys was 461 (7.80%) and the number of girls was 318 (5.40%). Similarly, 757 (7.90%) students had dropped out in class X, the number of boys was 394 (8.49%) and the number of girls was 363 (7.35%). The percentage of boys drop-out during the five sessions across different classes varied from 6.38 in class IX during the session 2008-09 to 10.61 in class X during the session 2007-08. The percentage of girls drop-out during the 5 sessions across different classes varied from 4.41 in class IX in the year 2005-06 to 8.93 during the same session. Except in the year 2005-06 in class X, the boys dropped out more in comparison to girls. Though there is no definite trend in the rate of drop-out among boys and girls, the overall drop-out rate is found to be less during the session 2008-09.

- During the period under study, 940 (12.44%) students had dropped out from the sampled rural schools in class VIII, the number of boys was 511 (13.23%) and the number of girls was 429 (11.60%). In class IX, 597 (10.48%) students had
dropped out, the number of boys was 315 (10.85%) and the number of girls was 282 (10.11%). Similarly, 550 (10.53%) students had dropped out in class X, the number of boys was 273 (10.43%) and the number of girls was 277 (10.64%).

The percentage of boys’ drop-out during the five sessions across different classes varied from 8.61 in class X during the session 2005-06 to 14.57 in class VIII during the session 2007-08. The percentage of girls’ drop-out during the five sessions across different classes varied from 4.41 in class IX in the year 2005-06 to 8.93 during the same session. Except in the year 2005-06 in class X, the boys dropped out more in comparison to girls. Like urban secondary schools, though there is no definite trend in the rate of drop-out among boys and girls in rural secondary schools, the overall drop-out rate is found to be less during the session 2008-09 for classes VIII and X. But for class IX, the overall drop-out rate was highest in the year 2008-09.

- Drop-out in the secondary schools was a serious problem both in urban and rural areas.
- No definite trend in the rate of drop-out was found in the study. However, barring few sessions of some classes, the drop-out rate was significantly higher in rural areas.
- During the period under study (2004-2009), 2826 (19.37%) students had stagnated in the sampled urban schools in class VIII, the number of boys was 1412 (19.27%) and the number of girls was 1414 (19.47%). In class IX, 2267 (19.21%) students had stagnated, the number of boys was 1143 (19.33%) and the number of girls was 1124 (19.08%). Similarly, 1381(14.42%) students had stagnated in class X, the number of boys was 697 (15.02%) and the number of girls was 684 (13.86%). The percentage of boys stagnated during the five sessions across different classes varied from 13.91 in class X in the year 2004-05 to 22.16 in class VIII in the year 2006-07. The percentage of girls stagnated during the 5 sessions across different classes varied from 11.74 in class X in the year 2008-09.
to 23.23 during the session 2004-05. No definite trend in the rate of stagnation is revealed in the urban secondary schools.

- During the period under study, 1452 (19.21%) students had stagnated in the sampled rural schools in class VIII, the number of boys was 751 (19.45%) and the number of girls was 701 (18.96%). In class IX, 1064 (18.69%) students had stagnated, the number of boys was 531 (18.29%) and the number of girls was 533 (19.10%). Similarly, 1637 (31.35%) students had stagnated in class X, the number of boys was 821 (31.37%) and the number of girls was 816 (31.34%). The percentage of stagnated boys during the five sessions across different classes varied from 16.58 in class IX during the session 2005-06 to 36.97 in class X during the session 2007-08. The percentage of stagnated girls during the five sessions across different classes varied from 16.76 in class VIII during the session 2008-09 to 32.84 in the same year. Like urban secondary schools, there is no definite trend in the rate of stagnated among boys and girls in rural secondary schools.

- Stagnation in the secondary schools was a serious problem both in urban and rural areas.

B. Findings on Perceptions of Different Respondents relating to Causes of Wastage and Stagnation:

- There was no consensus among the various categories of respondents, both in urban and rural areas, relating major/minor/negligible problems/causes of wastage and stagnation in secondary schools of Mizoram.

- Out of the 60 probable problems/causes included in the study all the 12 categories of respondents recognized *unemployment of educated youth of the society* and *improper study habits of students* as major problem; and *corporal punishment in the schools, overage of students and alcoholic addiction of students* as negligible problems in urban secondary schools. In rural secondary schools *unemployment of educated youth of the society* was recognized as a major problem by all categories of respondents.
Distance of the school from home, communication barrier in attending the school, lack of school building, and lack of adequate classrooms, unattractive school environment, lack of proper sanitation, uninteresting school curricula, no parents’ teachers meeting, overcrowded classrooms, frequent absence of teachers, teachers’ unfavourable attitude towards low achievers, burden of home task, death of both parents, health problem of family members, death of family members, alcoholic addiction of the parent, burden of school fees, burden of providing dresses/uniforms, continuous illness of students, association with bad peer group, overage of students, alcoholic addiction of students, drug addiction of students, illegitimate pregnancy of students, disliking for some teachers and fear for examination were considered as negligible/minor problems by all categories of respondents in urban as well as rural secondary schools.

In urban secondary schools lack of playground, lack of play materials, too much stress on theory but less in practical, difficulty of some subjects, shortage of teachers, insincerity of teachers, lack of teaching aids, too much involvement in social activities, apathetic attitude of the society towards education, lack of parents’ education, lack of parents interest and attitude, lack of guidance of the parents, engagement in taking care of small children at home, lack of study facilities at home, poor economic condition of the family, supplementing the income of family, burden of providing study materials, financial problem to provide tuition facilities, early marriage, untimely indulgence in love affairs, failure, no specific ambition, low aspiration and medium of instruction (English) being difficult were recognized as major problems by one or more category of respondents. Shortage of teachers and drug addiction of the parents were perceived as negligible/minor problems by all categories of respondents in urban schools.

In rural secondary schools lack of playground, lack of play materials, too much stress on theory but less in practical, difficulty of some subjects, shortage of teachers, lack of teaching aids, too much involvement in social activities, apathetic attitude of the society towards education, lack of parents’ education,
lack of parents interest and attitude, lack of guidance of the parents, divorce of parents, single parent, step mother, step father, engagement in taking care of small children at home, lack of study facilities at home, poor economic condition of the family, supplementing the income of the family, helping parents in profession, burden of providing study materials, financial problem to provide tuition facilities, association with bad peer group, early marriage, untimely indulgence in love affairs, failure, no specific ambition, low aspiration, improper study habits and medium of instruction (English) being difficult were recognized as major problems by one or more category of respondents. Insincerity of teachers, teachers’ unfavourable towards low achievers, burden of home task, burden of school fees, burden of providing dresses/uniform and drug addiction of the parents were perceived as negligible/minor problems by all categories of respondents in rural schools.

C. Findings on Case Studies:

- In case of urban boys, the serious causes of wastage and stagnation were found to be unattractive school environment, too much involvement in social activities, their early marriage, drug addiction, lack of motivation in studies, effects of broken family, ill treatment of drunkard father, and poverty.

- In case of urban girls, the serious causes were found to be their involvement in love affairs, elopement, pregnancy, early marriage, lack of motivation in studies, helping in household works, and poverty.

- As revealed from the case studies, the serious causes of wastage and stagnation in case of rural boys were unattractive school environment, sarcastic behaviour of teachers and headmasters, lack of adequate teachers, frequent absence of teachers, insincerity of teachers, too much involvement in social activities, lack of motivation in studies, divorce of parents, fear for the examination, and poverty.

- In case of rural girls, the serious causes of wastage and stagnation were found to be distance of the school from home, unattractive school environment, uninteresting school curricula, sarcastic behaviour of teachers and headmasters,
over age, their involvement in love affairs, elopement, pregnancy, early marriage, lack of motivation in studies, helping in household works, and poverty.

D. Findings on Opinions and Suggestions of Different Respondents to Check Wastage and Stagnation:

Majority of all categories of respondents, both from urban and rural areas, expressed that:

- It was necessary to educate all the children.
- They felt pity on those who could not complete at least secondary school education.
- School students should have limited involvement in social activities in the interest of their studies.
- School students should have limited involvement in religious activities in the interest of their studies.
- Age limit for joining Young Mizo Association (YMA) should be raised in the interest of their education and it should be above 16 years.
- Age limit for joining KTP, TKP, etc (Youth Christian fellowship) should be raised in the interest of their education and it should be above 16 years.
- Mizo society should have vigilant eye on the teenagers sitting idle at house/just roaming around the street.
- Free nature of Mizo society had adverse effect on children.
- No girl child should be allowed to get married even if she had an illegitimate child accidentally until and unless she completes her secondary education.
- The parents should educate their wards relating sex/marriage and raise their morale.
➢ It was high time that parents/guardians should pay proper attention for the studies of their wards at home.

➢ In case of divorce, both the parents, particularly one having stable income, should be responsible and have the right to take care of the children, including education, instead of the prevalent system of claim only by the paternal side in Mizo society.

➢ Adolescents initially took liquors and drugs out of curiosity and later they became addicted.

➢ Social, political and religious leaders should try to reform some traditions and practices in the Mizo society for the interest of children’s education.

➢ Mizoram being a dry state, traffic of drugs and alcohols should be totally checked by the government.

➢ Due to lack of adequate and suitable amusement centres such as parks, indoor/outdoor stadium, cinema halls and other recreation centres the adolescents got frustrated.

➢ There was necessity of strengthening and proper functioning of Parent-Teacher Association in all the secondary schools.

➢ Hostel facilities in secondary schools would help in addressing the wastage and stagnation among secondary school students.

➢ There was necessity of regular and proper supervision of secondary schools.

➢ Award of stipends to needy students would check wastage and stagnation.

5.01: Discussion of Results

The number of enrolment of boys and girls was found in the study to be almost same in both urban and rural secondary schools. It can be interpreted that in Mizoram there is no gender discrimination by the parents in admitting their children in schools and they give equal emphasis for education of both male and
female children. Though, Mizo society is a patriarchal society like many other societies of our country, females take active part in all walks of life. Girls are not considered as liabilities; rather they are equally valued in the family like boys. There is no practice of dowry, rather there is practice of bride price, for which there is no incident of female infanticide in the society. Now a days females are more involved in economic activities like business, agriculture, and employment in both private and public sectors along with their traditional responsibilities of housekeeping. More importantly, their active participation in church and social activities emphasizes literacy. Government of Mizoram has implemented all centrally sponsored schemes of education for which there is no problem for access to education. Now Mizoram has the distinction of being the third highest literate state in the country. No empirical study of this kind was found to validate the present findings.

The study found that both drop-out and stagnation in the secondary schools were serious problems in urban as well as rural areas. Baring few sessions of some classes, the twin problems were significantly higher in rural areas. Everywhere in our country the rural areas differ from urban areas in many ways such as communication facility, sanitation facility, health care facility, recreation facility etc. Besides, the children differ in their exposure, outlook, aspiration, motivation, study facility at home, socio-cultural interaction and the like. In the urban areas, most people are educated and have definite source of income such as employment, business, skilled labour etc. But in rural areas, the picture is different. Particularly in Mizoram, due to mountainous region, people largely go for jhum cultivation, in which they get the returns much less to their efforts in comparison to plain areas. The jhum cultivation requires the support of almost all family members directly or indirectly. These factors may be responsible for more drop-out and stagnation in the secondary schools in rural areas in comparison to urban areas. Another factor which may be common for both urban and rural areas is that the emphasis that is given to literacy of the people is not the same for
secondary and higher education. No empirical study of this kind was found to validate the present findings.

5.02: Suggestions

A problem is a problem, whether it is major/ minor/ negligible; whether it causes wastage and/or stagnation for one individual/ group of individuals/ majority of individuals. The objective of education is both individual and social which implies to have development of society through the development of individual members. As such every future citizen should be made efficient to lay a constructive role in society/ nation building. Based on the responses of various respondents of this study and researcher’s own intuition, and literature the following suggestions are offered to check wastage and stagnation at secondary level, both in urban and rural areas of Mizoram.

- All members of the society- parents, teachers, and community leaders, irrespective of their place of residence and socio-economic status, should realise that it is necessary to educate all children and every child should complete secondary education.

- There should be proper harmony between the NGOs and the school. All concern should cooperate the school authorities in the process of enrolment and retention of children in the schools and in promoting quality education.

- Proper physical facilities should be made available in the schools in shape of infrastructure, furniture, library, toilets for boys and girls drinking water etc.

- Appropriate teaching aids should be made available in the schools for effective delivery of lessons.

- School students should have limited involvement in social activities in the interest of their studies.

- School students should have limited involvement in religious activities in the interest of their studies.
Age limit for joining NGOs should be revised in the interest of their education. There may be separate NGOs for students of various grade and age levels.

Age limit for joining Young Mizo Association (YMA) should be raised in the interest of their education and it should be above 16 years.

Age limit for joining KTP, TKP, etc (Youth Christian fellowship) should be raised in the interest of their education and it should be above 16 years.

Mizo society should have vigilant eye on the teenagers sitting idle at house/just roaming around the street.

Free nature of Mizo society has advantages as well as disadvantages. Secondary school students being at adolescent stage need to be guided properly at home, school and in society.

No girl child should be allowed to get married even if she had an illegitimate child accidentally until and unless she completes her secondary education.

The parents should educate their wards relating sex / marriage and raise their morale.

Parents/guardians should pay proper attention for the studies of their wards at home.

Settled married life should be encouraged and the divorce process should be complicated. Instead of following traditional divorce practices the legal procedure should be adopted which will, in the long run, help the society.

In case of divorce, both the parents, particularly one having stable income, should be responsible to take care of the children, including education, instead of the prevalent system of claim only by the paternal side in Mizo society.

Adolescents initially took liquors and drugs out of curiosity and later they became addicted. All concern should see that children do not get scope to
have access to such sources and it being a gang age, adolescents do not mix with such antisocial gangs. Both NGOs and government should take stringent action on such gangs.

- Adolescence education should be imparted in the secondary schools which would prevent the students from their indulgence in any undesired activities.

- In Mizo society leaders of social, political and religious organisations having concern for the people should critically examine the existing traditions and practices and should reform some such traditions and practices, if necessary, in the interest of children’s better education.

- It is a fact that officially Mizoram is a dry state, but in reality most people use to have it. The people belonging to higher socio-economic class take foreign costly liquors even paying more, but the poor people consume the country made which are more dangerous. The government may examine the excise policy. However, traffic of drugs should be totally checked by the government.

- There is lack of adequate and suitable amusement centres such as parks, indoor/outdoor stadiums, study centres, cinema halls and other recreation centres in the state as a whole. Keeping the need and interest of adolescents in view government of Mizoram should go for establishment of amusement centres such as parks, study centres, indoor and outdoor stadiums both in urban and rural areas where they can spend their leisure time and get amusement.

- Officially all schools have Parent-Teacher Associations which need to be strengthened and function effectively to attain the objectives.

- It is not possible to establish secondary schools in every hamlet as those are not viable. However, hostel facilities for both boys and girls in selected secondary schools at block, sub-division, and district levels would help in
addressing the wastage and stagnation among secondary school students. This opportunity will provide more conducive study atmosphere to students.

- Scholarships/ stipends to needy and deserving students should be provided on behalf of NGOs and government.

- Regular and proper supervision of secondary schools should be done by appropriate authorities not only to assess but also monitor teaching-learning processes.

- Secondary school teachers should be imparted training on guidance and counselling to help the students in the right way.

- Employment opportunities, both at private and public sectors, need to be generated.

5.03: Educational Implications

India is characterized by 3Ds- Demography, Diversity and Democracy. These are its strengths and may become its limitations if being interpreted. India is a union of 28 states and 7 union territories. India’s socio-cultural phenomena are the true pictures of unity in diversity. It is home to over 1.20 billion people of diverse origins, cultures and religions. All cherished goals of any nation are hoped to be realized through the classrooms only. The Butler Act of 1944 in U. K. had a nice line written on top: “What our schools are, the race shall be”. Similarly, in India, report of the Kothari Commission starts with: “The destiny of India is being shaped in her classrooms”. It implies that education is a man making process. This has more relevance to secondary education, since this level of education is the end of formal education for many. Every future citizen must have the basic education which no more to be limited to elementary education but to secondary education, if not to higher education, at present juncture.

The present study has important implications for students, parents, community leaders, teachers, administrators, and educational planners, and all
those having concern for Mizo society in particular, and our nation in general in the process of *secondary education for all*.

Students are the future of our society. At present there is tough competition every where to find a place in the job market and to get a scope to earn livelihood. Women are no more confined to the four walls of their houses. Their role is no more confined to wifehood and motherhood; they are equal partners in every sphere with men. During coming decades the world will be more competitive for which the youngsters, both boys and girls, have to prepare themselves, and for it there is no other means, except hard work. As such, students should dream, have realistic aspiration, develop intrinsic motivation, and put maximum effort coping with all difficulties that come on their way to make their ambitions fulfilled and to make their future life enjoyable and colourful.

Who can be the best well wishers of the children other than their parents? They should take note of the societal condition, dream for their children, provide all best possible scope for the education of their wards, and sacrifice as far as possible in the interest of their children. In the context of Mizo society, all family should develop emotional bond among the family members respecting each others’ boundaries, understanding each others’ difficulties, and coping each other so that families remain as families, and children grow up in pleasant and conducive home environment as children without any frustration and negative influence on their personality. In fact, it is the parents who make or mar the future of their children. They should understand their role from right prospective to make the future of their children bright.

Socialisation is a process that starts at home during the early years of life, and school and society socialise the child at later stages of life along with family. During school stage, particularly at secondary level, most of the social characteristics of an individual get final shape, though those use to be modified subsequently to some extent. Thus, society/ community play an important role in socialising the child. Mizo society is a well organised one in which NGOs
including the church play key role in not only socialising the child but also in inculcating socio-cultural values. Every Mizo is a member of such organisations. The study revealed the Opinions and suggestions of all categories of respondents regarding the age of involvement in such activities and majority opined that the age should be above 16 for active involvement of boys and girls in such organisations in the interest of their education i.e. after their secondary education. The leaders of NGOs need to critically think about it and take appropriate decision. Besides the NGOs should think of opening hostels for the needy students who dropout from the schools due to their poor financial conditions and other socio-cultural reasons. NGOs also can take measures in identifying and providing counselling to the wayward students. Thus, NGOs have vast scope to render their services to check wastage and stagnation in secondary schools for which the leaders need to decide, plan and execute as a part of their concern for the society.

In the schools teachers along with headmasters can play important role in checking wastage and stagnation. They can exert their influence on wayward students, can report their parents, can take remedial classes and can refer the students for counselling. Teachers should develop proper study habits with the students, and encourage them to maintain study hours at home. They should be regular and sincere in their duties and project themselves as role models to whom the students will not only admire but also imitate. The Saint and Educationist Sri Aurobindo has recorded *The first principle of true teaching is that nothing can be taught. A teacher is not an instructor of recruits or commanding fatigue squads. He is an assistant and a guide. His function is to suggest and not to impose.* It implies that students have to be critical and should learn how to learn. In this endeavour teachers can play the role of facilitators. But in spite of their best efforts, if students fail, they should not be blamed for the same.

Educational planners and administrators are required to take cognizance of the scenario and plan the educational system of the state so that wastage and stagnation in secondary level of education comes to zero. For this purpose they
should make the syllabi interesting, incorporate co-curricular activities, ensure regular supervision and monitoring, open hostels, provide stipends/scholarships and award rewards to sincere and dedicated teachers. Teachers should be trained with right kind of pedagogical approaches too. It is worth mentioning the findings of Maria Montessori as regards learning: *images are better than words, showing is better than telling, too much instruction is worse than too little, and positive reinforcement of what is done right is far more effective than when things are wrong.* In-service teacher education programmes are required to be regularly organized for updating the teachers with pedagogical skills.

The above discussion highlights the fact that everyone has a responsibility for checking wastage and stagnation in secondary schools. As such serious commitment is required by everyone and at everywhere.

**5.04: Limitations of the Study**

The investigator had tried to be scientific and objective in the process of investigation. However the study contained the following limitations:

- The sample of the study might have been limited. Though the schools were selected randomly, the subjects were selected purposively.

- The study was limited to Mizoram state only.

- For the collection of data no standardized tool was used. All the tools were developed by the investigator which might have some defects.

- The data were collected through questionnaire and interview techniques with assumption that the respondents will be honest, sincere and will interpret the same meaning of the items/questions as the investigator does. This could not be judged objectively.

- Due to lack of resources the investigator might not have gone through all relevant literature and research studies.
5.05: Suggestions for Further Research

Further researches may be undertaken in the following lines:

- Similar studies may be conducted with larger samples to validate the present findings.
- Similar studies may be conducted on higher secondary school students.
- Similar studies may be conducted on college and university students.
- Similar studies may be conducted in other states of our country.

5.06: Epilogue

Secondary education is a link between elementary education, on the one hand, and tertiary and higher education, on the other. Improved enrolment at the elementary stage has led to increased access to secondary schools. Secondary education is of special importance in the educational ladder in as much as its successful completion is a requirement for admission into institutions of higher education and at the same time, being a terminal stage, it caters to the needs of those who enter the world of work. Again, as stressed by the National Policy on Education, 1986, updated in 1992, *Secondary Education beings to expose students to the differentiated roles of science, the humanities and social sciences. This is also an appropriate stage to provide children with a sense of history and national perspective and give them opportunities to understand their constitutional duties and rights as citizens.*

A major challenge before educational planners, educational administrators, educational researchers, teachers and managers of education is to strengthen secondary education which would both widen access and ensure quality education. Making quality education available to all students at the secondary stage is the only way to develop their full potential for pursuing higher studies or seeking gainful employment and for nation building.
Mizoram, being a small state and predominantly inhabited by tribal people, should not deprive a single child from getting quality secondary education. All maladies should be addressed by appropriate organisations and all concern should extend cooperation for this purpose. If right steps are not taken at right time, Mizoram may lose its present status of one of the first developing states of the country. The researcher has a sincere hope that all concern would deliver their best in the interest of the future generations.