CHAPTER – V

SUMMARY OF FINDINGS, RECOMMENDATIONS AND SUGGESTIONS

V.1. Introduction

In the present study, the investigator analysed the problems faced by the children of fisherfolk in continuing education, attitude towards education among fisherfolk children and their socio economic status. In the first chapter, the investigator has given an introduction about the fisherfolk population, dropouts, dropout rates, community development, socio economic conditions of fisherfolk. The second chapter deals with the review of related literature. In the third chapter, the investigator discusses the design of the study. The fourth chapter analyses the data which are given in tabular form and interpretations are also given. This chapter deals with the findings, discussion, educational implications, suggestions for further research and conclusion.

V.2. Findings of the study

1. It is found from the present study that 76 to 100 percent of the children of fisherfolk could not continue their education because of family circumstances, lack of money for schooling and lack of infrastructure facilities at home.

51 to 75 percent of the children of fisherfolk could not continue their education because of becoming child labour due to situation, compulsion to take care of siblings, more number of siblings at home, poor transport facilities, compulsion to help mother, parent’s inability, shouldering the family responsibilities and seasonal works.
26 to 50 percent of the children of fisherfolk could not continue their education because of the household work, failure in examination, not allowed by parents to study, far away schools, switching over to traditional occupations, ignorance of parents, thought of unemployment after studies, transfer of parents, fathers’ habit of drinking alcohol, interest in seashore activities and feeling sick often.

01 to 25 percent of the children of fisherfolk could not continue their education because lack of interest in studies, disliking teachers, peer group’s drop out, interest in being with opposite sex, disliking the behaviour of educated persons, thinking that school education won’t help in real life, sexual harassment, communal problems, feeling difference in physical appearance with peer group, fear of physical punishment by the teacher, loss of parents, parent’s illiteracy, early marriage, disinterestedness in studies, lack of self confidence, shyness in interpersonal relationship, language problem, genetic disorders and dislike of school environment.

1. It is found out from the study that 62.4 percent (N= 312) of the sample are having medium level of problems in continuing education. 20.6 percent (N = 103) and 17.0 percent (N= 85) are having low and high levels of problems respectively in continuing education.

2. a. It is found that the female children of fisherfolk are having the problems, lack of money for schooling, household work, circumstances, compulsion to take care of siblings, more number of siblings at home, failure in examination, not allowed by parents to study, far away schools, poor transport facilities, disliking teachers, compulsion to help mother, ignorance of parents, peer group’s drop out, disliking the behaviour of educated persons, seasonal works, feeling sick
often, thought of unemployment after studies, sexual harassment, transfer of parents, fathers’ habit of drinking, communal problems, loss of parents, lack of infrastructure facilities at home, parents’ illiteracy, early marriage, lack of interest in studies, shyness in interpersonal relationship, language problem, genetic disorders, dislike of school environment, due to parents inability and shouldering the family responsibilities more than their counterpart in continuing education.

The male children of fisherfolk are having the problems such as becoming child labour due to environment, lack of interest in studies, switching over to traditional occupations, interest in being with opposite sex, thinking that school education won’t help in real life, feeling difference in physical appearance with peer group, fear of physical punishment by the teacher, lack of self confidence and interest in seashore activities more than female children.

It is found that the females are having more problems in continuing education than male children of fisherfolk.

2. b. It is inferred that the married children of fisherfolk are having the problems such as household work, lack of interest in studies, compulsion in taking care of siblings, more number of siblings at home, not allowed by parents to study, compulsion to help mother, ignorance of parents, peer group’s dropout, interest in being with opposite sex, disliking the behaviour of educated persons, thinking that school education won’t help in real life, sexual harassment, fathers’ habit of drinking, loss of parents, lack of infrastructure facilities at home, early marriage, language problem, genetic disorders and due to parents inability, more than unmarried dropouts in continuing education.
The unmarried children of fisherfolk are having the problems such as lack of money for schooling, becoming child labour due to environment, circumstances, failure in examination, far away schools, poor transport facilities, switching over to traditional occupations, disliking teachers, seasonal works, feeling sick often, thought of unemployment after studies, transfer of parents, communal problems, feeling difference in physical appearance with peer group, fear of physical punishment by the teacher, parents’ illiteracy, lack of interest in studies, lack of self confidence, shyness in interpersonal relationship, dislike of school environment, shouldering the family responsibilities and interested in seashore activities more than married dropouts in continuing education.

It is found that the married children were having more problems in continuing education than unmarried children of fisherfolk during their study.

2. c. It is inferred that the children of fisherfolk whose family’s annual income is upto Rs.20,000 are having the problems such as becoming child labour due to environment, household work, lack of interest in studies, compulsion in taking care of siblings, more number of siblings at home, failure in examination, not allowed by parents to study, switching over to traditional occupations, compulsion to help mother, ignorance of parents, interested in being with opposite sex, seasonal works, thinking that school education won’t help in real life, fathers’ habit of drinking, loss of parents, lack of infrastructure facilities at home, due to parents inability and interest in seashore activities, more than the children whose family income is between Rs. 20,000/- to Rs.50,000/- per year in continuing education.
The children of fisherfolk whose family income is between Rs. 20,000/- to 50,000/- per year are having the problems such as lack of money for schooling, circumstances, far away schools, peer group’s dropout, disliking the behaviour of educated persons, feeling sick often, thought of unemployment after studies, sexual harassment, transfer of parents, communal problems, feeling difference in physical appearance with peer group, fear of physical punishment by the teacher, parents’ illiteracy, early marriage lack of interest in studies, lack of self confidence, shyness in interpersonal relationship, language problem, genetic disorders, dislike of school environment and shouldering the family responsibilities more than their counterparts in continuing education.

It is found that there is no significant association in the problems faced by the children of fisherfolk in continuing education with reference to the variable ‘Family Income’.

2. d. It is found that the children of fisherfolk with the educational qualification ‘primary level’ are having the problems such as lack of money for schooling, household work, more number of siblings at home, failure in examination, disliking teachers, compulsion to help mother, ignorance of parents, sexual harassment, transfer of parents, fathers’ habit of drinking, feeling difference in physical appearance with peer group, fear of physical punishment by the teacher, loss of parents, lack of infrastructure facilities at home, early marriage, lack of self confidence, language problem, due to parents inability and shouldering the family responsibilities than the children with the educational qualifications ‘upper primary’ and ‘above IX’ in continuing education.
The children of fisherfolk with the educational qualification ‘upper primary’ are having the problems such as becoming child labour due to environment, lack of interest in studies, not allowed by parents to study, interest in being with opposite sex, thinking that school education won’t help in real life and dislike of school environment in continuing education more than the children with the educational qualifications ‘primary’ and ‘above IX’.

The children of fisherfolk with the educational qualification ‘above IX’ are having the problems in continuing education more than the children with the educational qualifications ‘primary’ and ‘upper primary’, such as circumstances, compulsion in taking care of siblings, far away schools, poor transport facilities, switching over to traditional occupations, peer group’s drop out, disliking the behavior of educated persons, seasonal works, feeling sick often, thought of unemployment after studies, communal problems, parents’ illiteracy, lack of interest in studies, shyness in interpersonal relationship, genetic disorders and interested in seashore activities.

It is found that there is significant association among the children of fisherfolk whose educational qualification is primary, upper primary and above std IX in the problems of continuing education.

2. e. It is found that the children of fisherfolk whose mother’s educational qualification is illiterate are having the problems in continuing education such as lack of money for schooling, becoming child labour due to environment, circumstances, compulsion in taking care of siblings, more number of siblings, more number of siblings at home, failure in examination, not allowed by parents to study,
switching over to traditional occupations, sexual harassment, transfer of parents, lack of infrastructure facilities at home, lack of interest in studies, lack of self confidence, shyness in interpersonal relationship, due to parents inability and shouldering the family responsibilities more than the children whose mother’s qualifications’ primary’ and ‘upper primary’.

The children of fisherfolk whose mother’s educational qualification is ‘Primary’ are having the problems in continuing education such as household work, lack of interest in studies, far away schools, peer group’s drop out, disliking the behavior of educated persons, seasonal works, thinking that school education won’t help in real life, fathers’ habit of drinking, communal problems, feeling difference in physical appearance with peer group, loss of parents, early marriage, language problem and genetic disorders, more than the children whose mother’s qualifications are ‘illiterate’ and ‘upper primary’.

The children of fisherfolk whose mother’s educational qualification is ‘upper primary’ are having the problems in continuing education such as poor transport facilities, disliking teachers, compulsion to help mother, ignorance of parents, interest in being with opposite sex, feeling sick often thought of unemployment after studies, fear of physical punishment by the teacher, parents’ illiteracy, dislike of school environment and interest in seashore activities more than the children whose mother’s qualifications are ‘illiterate’ and ‘primary’.

It is found that there is significant association with the problems faced by the children of fisherfolk whose mothers’ qualifications are illiterate, primary and upper primary in the problems of continuing education.
2. f. It is found that the children of fisherfolk whose father’s educational qualification is illiterate are having the problems such as becoming child labour due to environment, household work, compulsion in taking care of siblings, more number of siblings at home, failure in examination, ignorance of parents, interest in being with opposite sex, fathers’ habit of drinking, feeling difference in physical appearance with peer group, lack of infrastructure facilities at home, lack of interest in studies, lack of self confidence and dislike of school environment more than the children whose father’s qualifications are ‘primary’ and ‘upper primary’ in continuing education.

The children of fisherfolk whose father’s educational qualification is Primary are having the problems such as lack of money for schooling, circumstances, not allowed by parents to study, far away schools, poor transport facilities, switching over to traditional occupations, disliking teachers, compulsion to help mother, peer group’s drop out, disliking the behavior of educated person, seasonal works, thinking that school education won’t help in real life, thought of unemployment after studies, sexual harassment, transfer of parents, communal problems, loss of parents, parent’s illiteracy, early marriage, shyness in interpersonal relationship, language problem, genetic disorders, due to parents inability and shouldering the family responsibilities, more than the children whose fathers’ qualifications are ‘illiterate’ and ‘upper primary’, in continuing education.

The children of fisherfolk whose fathers’ educational qualification is ‘upper primary’ are having the problems such as lack of interest in studies, feeling sick often, fear of physical punishment by the teacher and interest in seashore
activities, more than the children whose fathers’ qualifications are ‘illiterate’ and ‘primary’ in continuing education.

It is found that there is significant association with the problems faced by the children of fisherfolk whose fathers’ qualification is illiterate, primary and upper primary in the problems of continuing education.

2. g. It is found that the children of fisherfolk whose religion is Hindu, are having the problems such as lack of money for schooling, circumstances, more number of siblings at home, failure in examination, not allowed by parents to study, disliking teachers, ignorance of parents, disliking the behavior of educated persons, feeling sick often, sexual harassment, transfer of parents, fathers’ habit of drinking, communal problems, lack of infrastructure facilities at home, early marriage, lack of self confidence, shyness in interpersonal relationship, language problem, genetic disorders, dislike of school environment and shouldering the family responsibilities more than the children belonging to other religions in continuing education.

It is found that the children of fisherfolk whose religion is Christianity, are having the problems such as becoming child labour due to environment, household work, compulsion in taking care of siblings, switching over to traditional occupations, compulsion to help mother, peer group’s drop out, seasonal works, thinking that school education won’t help in real life, thought of unemployment after studies, feeling difference in physical appearance with peer group, parents’ illiteracy, lack of interest in studies, feeling difference in physical appearance with peer group, parents’ illiteracy, lack of interest in
studies and due to parents inability more than the children whose religions are Hindu and Muslim.

It is found that the children of fisherfolk whose religion is Muslim, are having the problems such as lack of interest in studies, far away schools, poor transport facilities, interested is being with opposite sex, fear of physical punishment by the teacher, loss of parents and interested in seashore activities in continuing education more than the children whose religions are Hindu and Christianity.

It is found from the ‘F’ test and Post Hoc test that there is significant mean difference among the problems faced by the children of fisherfolk in continuing education with reference to religion. The children of fisherfolk, who are Hindus, are facing more problems in continuing education.

2. h. It is found that the children of fisherfolk who are having siblings up to 3 are having the problems such as lack of money for schooling, becoming child labour due to environment, circumstances, poor transport facilities, peer group’s drop out, feeling sick often, thought of unemployment after studies, communal problems, feeling difference in physical appearance with peer group, fear of physical punishment by the teacher, lack of interest in studies, lack of self confidence and interest in seashore activities more than their counterparts in continuing education.

It is inferred that the children of fisherfolk who are having siblings 3 to 6 are having the problems such as lack of interest in studies, far away schools, disliking teachers, disliking the behavior of educated persons, shyness in
interpersonal relationship, language problem, genetic disorders and dislike of school environment, more than their counterpart in continuing education.

It is inferred that the children of fisherfolk who are having siblings above 6 are having the problems such as household work, compulsion in taking care of siblings, more number of siblings at home, failure in examination, not allowed by parents to study, switching over to traditional occupations, compulsion to help mother, ignorance of parents, interest in being with opposite sex, seasonal works, thinking that school education won’t help in real life, sexual harassment, transfer of parents, fathers’ habit of drinking, loss of parents, lack of infrastructure facilities at home, parents’ illiteracy, early marriage, due to parents inability and shouldering the family responsibilities, more than their counterpart in continuing education.

There is significant association found in the problems faced by the children of fisherfolk who are having siblings up to 3, 3 to 6 and above 6 in the problems of continuing education.

3. It is found out from the study that 68.8 percent (N= 344) of the sample are having medium level of attitude towards education. 19.6 percent (N = 98) and 11.6 percent (N= 58) are having low and high levels of attitude respectively towards education.

4. a. The female children of the fisherfolk are having more positive attitude than the male children towards education.
4. b. There is no significant difference between married and unmarried children of fisherfolk in the attitude towards education.

4. c. There is significant association in the attitude of the children of fisherfolk towards education with reference to the variable ‘family income’.

4. d. There is significant association in the attitude of the children of fisherfolk towards education with reference to the variable ‘Qualification’.

4. e. There is significant association in the attitude of the children of fisherfolk whose ‘Mothers’ qualifications are Illiterate, Primary and Upper Primary towards education.

4. f. There is significant association in the attitude of the children of fisherfolk whose ‘Fathers’ qualifications are Illiterate, Primary and Upper Primary towards education.

4. g. There is significant difference among the attitude of the children of fisherfolk whose ‘Religion’ is Hindu, Christian and Muslim towards education. The children of fisher folk, who are Hindus, are having more positive attitude in continuing education.

4. h. There is significant association in the attitude of the children of fisherfolk who are having siblings ‘up to 3’, ‘3 to 6’ and ‘above 6’ in the towards education.

5. It is found out from the study that 53.0 percent (N=265) of the sample are having medium level of Socio Economic Status. 27.8 percent (N=139) and 19.2 percent
(N= 96) are having low and high levels of Socio Economic Status (SES) respectively.

6. a. There is no significant difference in the Socio Economic Status of the children of fisher folk with reference to the variable ‘Gender’.

6. b. There is no significant difference in the Socio Economic Status of the children of fisher folk with reference to the variable ‘Marital status’.

6. c. There is no significant association in the Socio Economic Status of the children of fisher folk with reference to the variable ‘family income’.

6.d. There is no significant association in the Socio Economic Status of the children of fisher folk with reference to the variable ‘Qualification’.

6.e. There is no significant association among Socio Economic Status of the children of fisher folk whose ‘Mothers’ qualifications are Illiterate, Primary and Upper Primary.

6.f. There is no significant association among Socio Economic Status of the children of fisher folk whose Fathers’ qualifications are Illiterate, Primary and Upper Primary.

6.g. There is no significant difference among the Socio Economic Status of the children of fisher folk whose ‘Religion’ is Hindu, Christian and Muslim in continuing education.

6.h. There is no significant association among socio-economic the attitude of the children of fisher folk who are having siblings ‘up to 3’, ‘3 to 6’ and ‘above 6’.

7. It is found that there is significant positive correlation between the problem of the children of the fisher folk for continuing education and their attitude towards education.
8. It is found that there is no significant positive correlation between the problems of the children of the fisherfolk in continuing education and their Socio-Economic Status.

9. It is found that there is no significant positive correlation between the attitude of the children of the fisherfolk in continuing education and their Socio-Economic Status.

V.3. Discussion on Findings

1. It is found out from this study that 76–100% children of fisherfolk could not continue their education mainly because of family circumstances, lack of money for schooling and lack of infrastructure at home.

1-75 percent of fisherfolk children could not continue their education because of becoming child labour due to situation, compulsion to take care of siblings, more number of siblings at home, poor transport facilities, compulsion to help mother, parent’s inability, shouldering the family responsibilities and seasonal works.

Household work, failure in examinations, for away schools, traditional occupation, thought of unemployment after studies, transfer of parents, parents habit of drinking alcohol, interest in sea-shore activities and sick are also the reasons for inability of some children of fisherfolk in continuing education (25 to 50%).

A few children of fisherfolk (0 to 25%) express that they could not continue their education because of lack of interest in studies, disliking teachers, peer group’s drop out, interest in being with opposite sex, dislike the behaviour of educated persons, thinking that school education won’t help in real life, sexual harassment, communal problems, feeling difference in physical appearance with peer group, fear of physical punishment by the teacher, loss of parents, parent’s illiteracy, early marriage, disinterestedness in studies,
lack of self confidence, shyness in inter personal relationship, language problem, genetic disorders and dislike of school environment.

The reasons found out in this study are the reasons found out by some other researches done on the children of different types such as child labours in hotel (Chenniappan 1997), home based industries (Desai, Kiran and Raj, Nikhil 2001), hosiery Industries (Yamuna and Jeya 2001), chrome leather manufacturing unit (Jayaranjan, J. 2002), hotel workers, domestic servant, shop workers, sweepers, rag pickers etc. (NIPCCD report 2003), Brick kiln workers (Ruma- 2004), brassware industry labours (Sekar, Helen R – 2007). This shows that the exploitation are same everywhere and always irrespective of the people it is forced. But Thomas, Jessy (1989) found that education had not directly influenced the skills of those engaged in fishing and related activities.

Some of the reasons found in some foreign studies are different in nature. Some of them are single parents. (Jones, Gwendolyn Hayes, 1989), caste collision (Rosales Kufrin, Rosario Salas 1989), teenage pregnancy (Wallace, Barbara Catherine 1989, and Hallman 2006) and disruptive behaviour, suspension and social withdrawal (Jenifer, William Albert 1989). This shows the cultural difference.

1. b. It is found out from the study that 62.4 percent (N = 312) of the sample are having medium level problems in continuing education. 20.6 percent (N= 103) and 17.0 percent (N = 85) are having low and high levels of problems respectively in continuing education. It is to be noted that only 20.6 percent of sample is having less problems in continuing education. This may be because of the negligence of politicians and ignorance of fisherfolk.
2. Female children of fisherfolk are found to face lot of problems which make them not to continue their education such as the compulsion, lack of money for schooling, household work, circumstances, compulsion to take care of siblings, more number of siblings at home, failure in examination, not allowed by parents to study, far away schools, poor transport facilities, disliking teachers, compulsion to help mother, ignorance of parents, peer group’s drop out, disliking the behaviour of educated persons, seasonal works, feeling sick often, thought of unemployment after studies, sexual harassment, transfer of parents, fathers’ habit of drinking, communal problems, loss of parents, lack of infrastructure facilities at home, parents’ illiteracy, early marriage, lack of interest in studies, shyness in interpersonal relationship, language problem, genetic disorders, dislike of school environment, due to parents inability and shouldering the family responsibilities.

This finding is in agreement with the findings of the study done by Jayaranjan J. (2002), Zakir Hussain (2004), the report of Global March Against Child Labour, New Delhi (2006), Rogeau, James Louis (1989) and Hallman (2006).

Male children are found to have the problems such as becoming child labour due to environment, lack of interest in studies, switching over to traditional occupations, interested is being with opposite sex, thinking that school education won’t help in real life, feeling difference in physical appearance with peer group, fear of physical punishment by the teacher, lack of self confidence and interested in seashore activities more than female children. Yamuna and Jeya (2001) also found that the female are having more problems than male in continuing education. These findings related to male and female children show that the problems faced by the female children have not changed inspite of various steps taken by the government.
2. b. It has been observed by the researcher that the children of fisherfolk discontinued their education because of early marriage. So, the marital status was also taken as one of the variables.

The more number of married children of fisherfolk expressed that they could not continue their education because of household work, lack of interest in studies, compulsion in taking care of siblings, more number of siblings at home, not allowed by parents to study, compulsion to help mother, ignorance of parents, peer group’s drop out, interest in being with opposite sex, disliking the behaviour of educated persons, thinking that school education won’t help in real life, sexual harassment, fathers’ habit of drinking, loss of parents, lack of infrastructure facilities at home, early marriage, language problem, genetic disorders and due to parents inability.

But more number of unmarried children expressed that they could not continue their education because of lack of money for schooling, becoming child labour due to environment, circumstances, failure in examination, far away schools, poor transport facilities, switching over to traditional occupations, disliking teachers, seasonal works, feeling sick often, thought of unemployment after studies, transfer of parents, communal problems, feeling difference in physical appearance with peer group, fear of physical punishment by the teacher, parents’ illiteracy, lack of interest in studies, lack of self confidence, shyness in interpersonal relationship, dislike of school environment shouldering the family responsibilities and interested in seashore activities.

The mean score in the t – test show that married children have more problem than unmarried children of fisherfolk. The problems are the problems faced by them during
their study. This finding shows that early marriage or the eagerness for early marriage make the fisherfolk children discontinue their education.

2. c. It has been found in many studies that the low income of the family is also one of the reasons for dropouts. So, family income is taken as one of the variables in the present study. It is found that the children of fisherfolk, whose family income upto Rs.20,000 per year, are having the problems such as becoming child labour due to environment, household work, lack of interest in studies, compulsion in taking care of siblings, more number of siblings at home failure in examination, not allowed by parents to study, switching over to traditional occupations, compulsion to help mother, ignorance of parents, interested in being with opposite sex, seasonal works, thinking that school education won’t help in real life, fathers’ habit of drinking, loss of parents, lack of infrastructure facilities at home, due to parents inability and interested in seashore activities.

But children from family with more income also could not continue their education. The reasons told by them are becoming child labour due to environment, household work, lack of interest in studies, compulsion in taking care of siblings, more number of siblings at home failure in examination, not allowed by parents to study, switching over to traditional occupations, compulsion to help mother, ignorance of parents, interested in being with opposite sex, seasonal works, thinking that school education won’t help in real life, fathers’ habit of drinking, loss of parents, lack of infrastructure facilities at home, due to parents inability and interest in seashore activities.

However it is found through chi – square test that there is no significant association in the problem faced by the children of fisherfolk in continuing education with reference to the variable ‘family income’.
2. d. The investigator found that the children of fisherfolk left after education at various levels. It is, therefore, felt by the investigator that educational qualification of the sample should also be studied as a separate variable.

It is found that the children who left their education their primary level expressed that the reasons for their dropout are lack of money for schooling, household work, more number of siblings at home, failure in examination, disliking teachers, compulsion to help mother, ignorance of parents, sexual harassment, transfer of parents, fathers’ habit of drinking, feeling difference in physical appearance with peer group, fear of physical punishment by the teacher, loss of parents, lack of infrastructure facilities at home, early marriage, lack of self confidence, language problem, due to parents inability and shouldering the family responsibilities.

The children who could complete their education up to upper primary level expressed that they could not continue their education, because of becoming child labour due to environment, lack of interest in studies, not allowed by parents to study, interested in being with opposite sex, thinking that school education won’t help in real life and dislike of school environment.

But some children could continue their education even after upper primary level but they could not complete their SSLC. They expressed circumstances, compulsion in taking care of siblings, far away schools, poor transport facilities, switching over to traditional occupations, peer group’s dropout, disliking the behavior of educated persons, seasonal works, feeling sick often, thought of unemployment after studies, communal problems, parents’ illiteracy, lack of interest in studies, shyness in interpersonal relationship, genetic
disorders and interested in seashore activities are the reasons which make them not to continue their education more than the children with the qualification are primary and upper primary.

It is also found through chi – square test there is significant association among the children of fisherfolk whose educational qualifications are primary, upper primary and above std IX in the problems of continuing education.

2. e. Experiences have taught that the mothers are the important influencing factor of children’s education. So mothers’ qualification is also taken as one of the variables in this study. It is found that the children of fisherfolk whose mothers’ educational qualification is illiterate are having the problems such as lack of money for schooling, becoming child labour due to environment, circumstances, compulsion in taking care of siblings, more number of siblings, more number of siblings at home, failure in examination, not allowed by parents to study, switching over to traditional occupations, sexual harassment, transfer of parents, lack of infrastructure facilities at home, lack of interest in studies, lack of self confidence, shyness in interpersonal relationship, due to parents inability and shouldering the family responsibilities in continuing education more than the children whose mothers’ qualifications are primary and upper primary.

It is found that the children of fisherfolk whose mothers’ educational qualification is primary are having the problems such as household work, lack of interest in studies, far away schools, peer group’s drop out, disliking the behavior of educated persons, seasonal works, thinking that school education won’t help in real life, fathers’ habit of drinking, communal problems, feeling difference in physical appearance with peer group, loss of
parents, early marriage, language problem and genetic disorders in continuing education more than the children whose mothers’ qualification are illiterate and upper primary.

It is found that the children of fisherfolk whose mothers’ educational qualification is upper primary are having the problems such as poor transport facilities, disliking teachers, compulsion to help mother, ignorance of parents, interest in being with opposite sex, feeling sick often thought of unemployment after studies, fear of physical punishment by the teacher, parents’ illiteracy, dislike of school environment and interested in seashore activities in continuing education more than the children whose mothers’ qualification are illiterate and primary.

The significant association is also found in the problems faced by the children of fisherfolk whose mothers’ qualifications are illiterate, primary and upper primary in the problems of continuing education. From this study, it is understood that children of illiterate mothers are more vulnerable to becoming child labour, compulsion in taking care of children, sexual harassment, etc.

2. f. Fathers’ qualification also plays vital role in children’s education. It is, therefore fathers’ qualification is also taken as one of the variables. It is found out from the study that children of illiterate fisherfolk father are having less problems than the children of father with primary education. This shows that illiterate parents understood the importance of education, but they could not send their wards to school for the reasons like child labour, household work, habit of drinking alcohol, etc.
It is found through chi-square test that there is significant association in the problems faced by the children of fisherfolk whose father’s qualification are illiterate and primary education.

2. g. The children of fisherfolk selected for the study are belonging to different religions such as Hindu, Christianity and Muslim. The researcher observed that some reasons for discontinuing education are more among the children of particular religion. Religion is, therefore, taken as one of the variables for this study.

21 reasons such as lack of money for schooling, circumstances, failure in exam, genetic disorder, early marriage, etc are found more among the children of Hindu fisherfolk. Peer group’s dropout, seasonal work, parents’ illiteracy, lack of interest, etc are found to be reasons more among the Christian children of fisherfolk.

Lack of interest in studies, poor transport facilities, far away schools, interest in sea shore activities, etc. are the reasons found more among the muslim children of fisherfolk.

F-scores and post-hoc test show that the children of fisherfolk who are Hindu are facing more problems in continuing education. This may be because of the unity among the Muslim people and the cares taken by church authorities to impart education for Christian students.

2. h. Number of children in the family also determines its financial status which ultimately determines the children’s education. No.of siblings is, therefore, taken as one of the variables. It is found that more problems are faced by the children of fisherfolk, who are having siblings above 6 than their counterparts. Particularly the problems like household work, compulsion to taking care of siblings, compulsion to help mother, loss of parents,
transfer of parents, lack of infrastructure facilities at home, early marriage, shouldering the family responsibilities, etc. are more among this group of children.

The chi – square score also shows that significant association is found in the problems faced by the children of fisherfolk who are having siblings upto 3, 3 to 6 and above 6 in the problems of continuing education.

This may be because of the reasons that the family with more members has to share earning among themselves. They may not be in a position to afford money for their children’s education.

3.  It is found from the study that 68.8 percent (N= 344) of the sample are having medium level of attitude towards education. 19.6 percent (N = 98) and 11.6 percent ( N= 58) are having low and high levels of attitude respectively towards education. It is to be noted that only 11.6 percent of the sample is having high levels of attitude towards education. This may be because of the ignorance of fisherfolk on education and the existing mismatch between educational qualification and earning among the fisherfolk.

4.  a.  It is found out from the study that female children of fisherfolk are having more positive attitude towards education than the male children. It may be because of the reason that female children are longing for education.

4.  b.  It is found that significant association is in the attitude of children of fisherfolk towards education with reference to the variable family income. It shows that the financially sound family can afford money for education.
4. c. It is found that significant association is found in the attitude of children of fisherfolk towards education with reference to the variable educational qualification. It shows that the educational qualification of the individuals is the factor determining the attitude towards education.

4.d. It is found that significant association is found in the attitude of children of fisherfolk whose mothers’ qualifications are illiterate, primary and upper primary towards education.

4.e. It is found that significant association is found in the attitude of children of fisherfolk whose fathers’ qualifications are illiterate, primary and upper primary towards education. These findings show that educational qualification of parents also determine their wards’ attitude towards education.

4.f. Significant difference is found among the attitude of children of fisherfolk whose religion is Hindu, Christian and Muslim towards education. The Hindus are having more positive attitude than their counterpart. They are also found to have more problems in continuing education. This shows that the more the problem, better were their attitudes.

4.g. It is found that significant association is found that the attitude of the children of fisherfolk who are having siblings up to 3, 3 to 6 and above 6 towards education.

5. It is found from the study that 53.0 percent of the sample are having medium level of socio economic status. 27.8 percent and 19.2 percent are having low and high levels of socio – economic status respectively. It is to be noted that only 19.2 percent of the sample is having high levels of socio economic status. This may be because of the poor standard of living found among the fisherfolk.
6. Significant positive correlation is found between the problem of the children of the fisherfolk for continuing education and their attitude towards education. The more, the problems in continuing education, the better the attitude towards education. This shows that the children of fisherfolk do not discontinue their education not because of the negative attitude towards it.

V.4. Recommendations / Educational Implications

Based on the findings discussed above the following programmes of actions are recommended for implementation as educational implications.

V.4.a. Recommendation for parents

♦ Parents should give importance to their children’s education.

♦ The coastal people spend their money in various entertainment and festivals. So they are asked to save the money for the welfare of their children’s education.

♦ By participation in voluntary agencies, NGOs, paramedical workers and several other voluntary health organization, the parents will create awareness on alcoholism and importance of education among fisherfolk.

♦ Understanding their responsibility, the parents should not be depending on their children’s earnings. They should keep their wards from compulsion to take care of siblings, help mothers in household activities, early marriage and family responsibilities.

♦ The special counseling programmes may be organized for the fisherfolk children emphasising the parenthood, family responsibility and significance of education.

V.4.b. Recommendation for Fisherfolk children

♦ The children should understand the importance of education.

♦ They should be made familiar with evil effect of over interest in opposite sex.
They should be kept away from the attractive sea-shore activities so that they will not leave their school because of interest in sea-shore activities. The children should be made to feel that it is only momentary.

**V.4.c. Recommendation for the Policy Makers**

- The government should effectively enforce the legislations against child labour, child marriage, sexual harassment and communal disharmony.
- The Govt. TASMAC shops can be totally segregated from the inner coastal hamlets.
- The fisherfolk are generally very orthodox in their religion. They depend on parish priest more. But the priests are more concerned about their religious activities rather than education. So it is the prior duty of the priest to give equal importance to education as well as other religion.
- Normally, fisherfolk family size is very big. Economical maintenance of the family also depends upon the children’s earnings. So the Government health department will give prior importance in coastal hamlets in family planning practices.
- The fisherfolk are to be sensitised regarding small family norms, evil effect of early marriage and importance of education.
- In many coastal villages, too many NGOs are working. They are concentrating on vocational trainings rather than primary/upper level education. Hence, the work giving priority to primary education must be encouraged in this area.
- NGOs do their awareness programmes in town/cities. The NGOs are encouraged and sponsored to provide education awareness programmes in coastal villages also. NCLP/SSA are already operating many residential schools.
for dropout children in agricultural slums. So this can be extended to coastal villages also.

- Eminent personalities in coastal areas give prior importance to PTA. Through PTA they could economically support education

- More funds are to be granted for implementing many educational researches in coastal areas.

- The infrastructure of the schools in this locale should be developed.

- The concept of nearby schools can be fully implemented so that the fisherfolk children need not discontinue their education because of far away schools and lack of transport facilities.

- The government may take initiatives to provide breakfast and special scholarship also for this children so that they need not leave their education because of poverty and parent’s inability.

- The services like health, provident fund, storage facilities, etc. may also be extended to this sector so that the children need not leave their education prematurely because of feeling sick often, seasonal work, etc.

- The specially trained teachers in the psycho, socio and economic conditions of fisherfolk may be appointed in this region so that fisherfolk will not leave their education earlier because of lack of interest in studies, failure in examination, disliking teachers, disliking behavior of educated persons, fear of physical punishment by teachers, lack of interest in studies, lack of self – confidence, skyness in interpersonal relationship, language problem, and dislike of school environment. The inservice programme may also be arranged for the teachers working in this sector every now and then.
In coastal areas, some research stations (CMFRI, CIFT, FCRI, MPEDA) are concentrating only fisheries landings. But they must give equal importance to fishermen children’s education also.

At present so many thermal power stations, industries, etc. are established in coastal areas. They are concentrating their workers’ welfare under CSR. In near future they must concentrate fisherfolk children’s education under CSR.

Guidance and counseling may be given to the required children of fisherfolk.

Reward act as a powerful motivators which may be in the form of certificate, medals, cash etc. should be presented specifically and promptly to the eminent persons in fisherfolk community.

V.5. Suggestions for further studies

The studies may be undertaken to find out some other factors like interest in the education, personality traits of the fisherfolk children, etc.

The study can be extended to other coastal district of Tamilnadu.

The study can be extended to other community children also.

Comparative studies between the fisherfolk community and non-fisherfolk community may be done to find out how far these students differ in the attitude towards education and the problems faced by the children to continue their education.

Suitable attempts may be made to understand the position of fisherfolk community children in education compared with other children.

A few action researches may also be done to solve the problems faced by the fisherfolk.

Only a few variables are taken in this study. The studies may be conducted including some other variables.
The speculative reasons given for the findings of this study may be tested empirically.

**Conclusion**

“India is free nation with a rich variegated history, an extraordinary complex cultural diversity and a commitment to democratic values and well – being for all”. (National Curriculum Framework 2005). ‘Mahatma Gandhi had visualized education as a means of awakening the conscience to injustice, violence and inequality entrenched in the social order. After independence, the concerns of education articulated during freedom struggle were revisited by different National Commissions. What matters most to a nation’s well – being is the education of its citizen. But our country could not get 100% literacy still. Even among the literate people, the functional literacy is not upto the expected level. As visualized by SSA, 100% students could not be retained upto 10th standard. The reasons are to be found out from very bottom level. When things are solved locally, the same would ultimately be solved globally. The present study is undertaken having this principle in mind. The problems met out by the children of fisherfolk, thus, are found out. The suitable recommendations for implementations are also given. The present research, thus, serves as the eye- opener. If the researches like this are undertaken, and the recommendations given implemented, India would soon get 100% literacy and become a developed country as dreamt by the farmer president of India A.P.J. Abdul Kalam.