CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS
CHAPTER V

SUMMARY AND CONCLUSIONS

This chapter consists of four sections. The first section deals with a brief summary of all the previous chapters including the major findings. In the second section, the conclusions are given. Recommendations and suggestions for further research are presented in third and fourth sections respectively.

5.1 Summary

The SCs, STs and OBCs besides the economically backward people belonging to the so called upper castes constitute the socio-economically disadvantaged section of the Indian population. It is no denying fact that inspite of the constitutional safeguards for the protection of the interest of these disadvantaged people and the measures taken by the central and state governments from time to time, this section of Indian society continue to remain backward due to various reasons. Even after 50 years of the commencement of our constitution about two-fifths of our total population is illiterate, which implies that quite a significant number of children are first generation learners.

First generation learners are the first in their family lineage to get formal education. They belong to the socio-economically disadvantaged communities. They appear to be the most disadvantaged among all learners since they have the double handicap of having class/caste disadvantage as well as illiterate home background. Thus, these children are quite different from other children in many respects. Hence, before taking any step for the upliftment of this disadvantaged group, it is necessary to understand them properly and how they differ from others.
Moreover, so far only a limited number of studies have been conducted on first generation learners. All these studies emphasized only a limited number of aspects. Comprehensive and indepth studies are yet to be conducted on first generation learners. Hence, it was considered necessary to undertake the present study. The findings of the study would be very useful for teacher, guidance workers and counsellers, policy planners and researchers besides contributing for expansion of knowledge in this field.

**Objectives of the Study**

The present investigation was conducted to study the:

i) socio-demographic background of first generation learners;

ii) physical facilities at home of first generation learners;

iii) educational problems of first generation learners;

iv) variation, if any, in social problems between first and non-first generation learners;

v) variation, if any, in emotional problems between first and non-first generation learners;

vi) variation, if any, in home environment between first and non-first generation learners;

vii) variation, if any, in emotional problems between boys and girls;

viii) variation, if any, between boys and girls in social problems;

ix) variation, if any, in self-concept between first and non-first generation learners;

x) variation, if any, in self-concept between boys and girls;

xi) variation, if any, between first and non-first generation learners in attitude towards education;

xii) variation, if any, in attitude towards education between boys and girls;

xiii) levels of educational and occupational aspirations of first and non-first generation learners;

xiv) variation, if any, in levels of educational and occupational aspirations between first and non-first generation learners;
xv) different areas/fields of occupation aspired by first and non-first generation learners;
xvi) persons and factors influencing educational and occupational aspirations of first and non-first generation learners;
xvii) comparative dropout and stagnation trend in Classes I-X between first and non-first generation learners;
xviii) variation, if any, in dropout and stagnation between first and non-first generation learners;
xix) difference, if any, between percentage of first and non-first generation learners successfully completing S.S.C. (Class-X) in ten years of schooling;
xx) causes of dropout and stagnation among first generation learners;
xxi) perceptions of parents of first generation learners about the concept and importance of education.

**Hypotheses of the Study**

To realise the objectives of the study, (except objective Nos. 1, 2, 3, 13, 16, 17, 20 and 21) the following hypotheses were formulated and tested.

i) There is no significant difference in social problems between first and non-first generation learners.

ii) There is no significant difference in social problems between boys and girls irrespective of type of learners i.e. first or non-first generation learners.

iii) There is no significant difference in social problems between first generation learner boys and girls.

iv) There is no significant difference in emotional problems between first and non-first generation learners.

v) There is no significant difference in emotional problems between boys and girls irrespective of type of learners i.e. first generation or non-first generation learners.
vi) There is no significant difference in emotional problems between first-generation learner boys and girls.

vii) There is no significant difference in home environment between first and non-first generation learners.

viii) There is no significant difference in home environment between boys and girls irrespective of type of learners i.e. first generation or non-first generation learners.

ix) There is no significant difference in home environment between first generation learners boys and girls.

x) There is no significant difference in self-concept between first and non-first generation learners.

xi) There is no significant difference in self-concept between boys and girls irrespective of type of learners i.e. first or non-first generation learners.

xii) There is no significant difference in self-concept between first generation learners boys and girls.

xiii) There is no significant difference in attitude towards education between first and non-first generation learners.

xiv) There is no significance difference in attitude towards education between boys and girls irrespective of type of learners i.e. first and non-first generation learners.

xv) There is no significant education in attitude towards education between first-generation boys and girls.

xvi) There is no significant difference between percentage first and non-first generation learners as paid for different levels of education.

xvii) There is no significant difference between percentage first and non-first generation learners aspired for different levels of vocations.

xviii) There is no significant difference between percentage of first and non-first generation learners aspired for different areas/fields of occupations.

xix) There is no significant difference between first and non-first generation learners in percentage of
a) drop-out and stagnation (combined) in each class separately (Classes I to X),
b) total dropout (dropout in Classes I – X taken together),
c) total stagnation (in Classes I – X taken together),
d) total dropout and stagnation (both dropout and stagnation taken together in Classes I – X).

xx) There is no significant difference between percentage of first and non-first generation learners successfully completed S.S.C. (Class-X) in ten years of schooling.

**Operational Definitions of Variables/Terms**

The meaning of different variables/terms as used in the present study are given in the following paragraphs.

i. *First Generation Learner*

A first generation learner is a school student or a school dropout whose forefathers had not received any formal education. In other words a first generation learner is the first in the family lineage to receive formal education.

ii. *Drop-out*

Premature withdrawal of a child from the school cycle before the completion of the prescribed school years is considered as a drop-out (prescribed school years is 10 years in the present study).

iii. *Stagnation*

Stagnation means the retention of a child in the same grade/class for more than one year before completion of the prescribed school years (10 years in the present study).
iv. **Socio-Demographic Variables**

In the present study, age, gender, caste, religion, language (mother tongue) and place of residence of the first generation learners were considered as socio-demographic variables.

v. **Home Background**

The home background of a first generation learner includes the following:

a) physical facilities at home;
b) facilities for study at home;
c) facilities for entertainment/use of leisure time;
d) family members and relationship among them;
e) occupation and economic status of parents and siblings;
f) involvement of children in various activities at home.

vi. **Educational Aspiration**

Educational aspiration of a child is the specific educational qualification he/she aspires to acquire.

vii. **Occupational Aspiration**

Occupational aspiration refers to the specific occupation a child aspires to enter after leaving school.

viii. **Self-Concept**

In the present study, Self-concept Questionnaire (SCQ) by Saraswat was used to measure the self-concept of the subjects. The self-concept dimensions included in the questionnaire are: physical, social, temperamental, educational, moral and intellectual. The sum total of scores obtained by an individual in the SCQ was considered as his/her the self-concept score.
ix. **Educational Problems**

Educational problems in the present study refer to the difficulties faced by the students relating to their study in school as well as at home.

x. **Social Problems**

The term 'social' is used with reference to the relation of an individual to other individuals in society. Social problems include: 'insecurity and loneliness', 'feeling of inadequacy' and inferiority and shyness.

xi. **Emotional Problems**

Emotion is a complex state of organism by strong feeling and usually an impulse towards a definite form of behaviour. Emotional problems include: hypersensitivity, feeling of discouragement, hurt feeling and irritability, fear and rage, grief and sorrow, jealousy and anger.

xii. **Attitude Towards Education**

Attitude towards education is operationally defined as the sum total of scores obtained by a student on the standardized form of the Attitude Scale Towards Education by S.L. Chopra.

xiii. **Home Environment**

The human elements around a child in the family is called home environment. In the present study, home environment includes the following:

a) Interpersonal relations
b) Freedom at home
c) Attention and care
d) Acceptance
e) Peace and harmony at home.
Scope and Delimitation of the Study

The investigator delimited the study on the various aspects as follows:

i. Only four such schools having Classes I to X and having high concentration of first generation learners were included in the study.

ii. The pupils registered in Class-I in the academic year 1987-88 were considered to study drop-out and stagnation trend. For this purpose only two schools were included.

iii. Students of Classes-VIII and IX (both the sexes) were considered for administration of written self-report tools.

iv. All the written self-report tools except the EPQ and HBQ were administered on both first and non-first generation learners in each school. EPQ and HBQ were administered only on first generation learners.

v. Only some of the respondents belonging to different categories of subjects selected and agreed to participate were interviewed.

vi. Only 58 illiterate parents were interviewed to collect data relating to objective No. 21 of the study.

vii. Data relating to causes of stagnation were collected only from the teachers and academically backward first generation learners.

viii. Only 29 teachers agreed to participate in the study.

The findings of the study would be generalized to the first generation learners studying in other schools of Salcete Taluka in particular and other schools of Goa provided the characteristics of the pupils remained the same as that of the subjects included in the study.

Methodology

A descriptive comparative survey approach was followed in conducting the present study. It was both qualitative and quantitative in nature. The accessible population of the study consisted of all the first generation learners studying in all the secondary schools in Salcete taluka in Goa in the academic year 1997-98. Four schools with high-concentration of first generation learners from among the schools of the taluka
were selected purposively as sample of schools. First generation learners were identified from among the students of Classes VIII and IX by interviewing the students individually with the help of school teachers. For the purpose of comparison, from the same school it was decided to include a nearly equal number of non-first generation learners. The data producing sample consisted of 253 first generation learners (146 boys and 107 girls) and 286 non-first generation learners (166 boys and 120 girls). However, it needs to be mentioned here that all the 509 students were not present during the administration of all the data-gathering tools. Hence, the number of students slightly varied from one tool to another.

Data relating to dropout and stagnation were collected from two schools. Indepth interviews were conducted with different categories of subjects. The investigator also visited the homes of some of the first generation learners. A detailed breakup of different other categories of data producing samples is given in the Table below:

<table>
<thead>
<tr>
<th>Category of Sample</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of children studied for dropout and stagnation</td>
<td>219</td>
</tr>
<tr>
<td>No. of first generation learner homes visited</td>
<td>60</td>
</tr>
<tr>
<td>No. of parents of first generation learners interviewed</td>
<td></td>
</tr>
<tr>
<td>- Both father and mother</td>
<td>30</td>
</tr>
<tr>
<td>- Only father</td>
<td>16</td>
</tr>
<tr>
<td>- Only mother</td>
<td>12</td>
</tr>
<tr>
<td>No. of teachers interviewed</td>
<td>25</td>
</tr>
<tr>
<td>No. of head-teachers interviewed</td>
<td>4</td>
</tr>
<tr>
<td>No. of first generation learner dropouts interviewed</td>
<td>30</td>
</tr>
<tr>
<td>No. of parents of dropouts interviewed</td>
<td>30</td>
</tr>
<tr>
<td>No. of first generation learners interviewed</td>
<td>40</td>
</tr>
<tr>
<td>No. of low achieving first generation learners (failed in different classes) interviewed</td>
<td>36</td>
</tr>
<tr>
<td>No. of non-first generation learners interviewed</td>
<td>40</td>
</tr>
</tbody>
</table>
The following data gathering tools were used to collect data for the present study.

- Home Background Questionnaire.
- Socio-Emotional Problems Inventory for School Children.
- Attitude Scale Towards Education by S.L. Chopra.
- Self-Concept Questionnaire by R.K. Saraswat.
- Educational Problems Questionnaire.
- Home Environment Inventory.
- Information Schedule.
- Educational and Occupational Aspirations Questionnaire.
- Interview Schedule for First Generation Learners.
- Interview Schedule for Parents of First Generation Learners.
- Interview Schedule for First Generation Learner Dropouts.
- Interview Schedule for Parents of First Generation Learners Dropouts.
- Interview Schedules for Low Achievers (First Generation Learners)
- Interview Schedule for Non-First Generation Learners.
- Interview Schedule for Teachers and Head-Teachers.
- Observation Guide.

Data were collected in four phases as follows:

**Phase I:** Collection of data from School records.

**Phase II:** Administration of the following self responding tools on the students.
- Home Background Questionnaire.
- Education Problems Questionnaire
- Self-Concept Questionnaire
- Socio-Emotional Problems Inventory for School Children.
- Home Environment Inventory.
- Attitude Scale Towards Education.
- Educational and Occupational Questionnaire.
Phase III: Interview with the teachers, parents of first generation learners, the dropouts, the repeaters, the first and non-first generation learners.

Phase IV: Home visits and observation.

The data collected using various tools/techniques were analysed using frequency contents and percentage analysis, content analysis, t-test (significance of difference between two percentages), one way ANOVA and two way ANOVA.

5.1.1 Major Findings of the Study

The major findings of the study are given in the following pages:

i) Socio-Demographic Background

- The age-group of the first generation learners varied from 12 years to 19 years. Nearly three-fifths of the first generation learners were more than 14 years old. Sixty-two percent of the first generation boys were 15 years old and more, whereas 51.4 percent of the girls were from this age-group.

- About four-fifths of the first generation learners included in the study were residing in rural areas and one-fifth were from urban locality.

- Ninety-six percent of the first generation learners were from Konkani speaking families. Remaining had Hindi or Marathi or Kannada as their mother-tongue.

- Highest percentage (86.9 percent) of first generation learners were from the Catholic community. Only 11.1 percent and 2.0 percent respectively were Hindu and Muslim.
Catholic Gaudas formed the largest segment (70.2 percent) of the first generation learners who participated in this study. The next largest group were the Catholic sudras (16.3 percent). The remaining were from Hindu Sudras (7.9 percent), Hindu Scheduled Caste (2.8 percent), Hindu Maratha (0.8 percent) and Muslims (2 percent).

ii) **Home Background**

a) **Size of Family**

- About 19 percent of the first generation learners were from small families, 33.7 percent of them were from medium size families and were from large and very large in size families.

b) **Physical Facilities at Home**

- There were only one or two rooms in about 53 percent of the first generation learners. In 24.2 percent of the houses there were three rooms. In the remaining 22.6 percent of the houses there were four rooms. Six percent of the children stated that their houses were not electrified. Of the house having electricity connection, about one-third of them were without fan.

- In only 16 percent of the houses, water tap connection was available. About 24 percent of the families avail of well water. Others use the public tap or other sources.

c) **Facilities for Study at Home**

- Six percent of the first generation learners had none of the facilities like chair, table, electric light. Only 20.4 percent
had chair, table, light and fan. 28 percent had chair, table and light. The remaining had either one or two of these facilities.

About 15 percent of the students had no facilities for keeping/storing study materials at home. Ten percent had bookshelf, 18.1 percent had box and 32.3 percent had bag to keep study materials. Twenty-five percent used to keep their study materials on table.

d) Access to Various Facilities

So far as the access to facilities at home was concerned it was found that 74 percent had access to radio, 34.4 percent had taperecorder, 20.4 percent had T.V., 10.8 percent had newspapers, 3.2 percent had magazines and only 2.8 percent had telephone. The percentages of first generation learners had access to such facilities in their neighbourhood include in order 76 percent, 50.4 percent, 81.2 percent, 38.4 percent, 19.2 percent and 17.2 percent. None of them had access to computer.

e) About Parents

Only in 67.5 percent of the cases, father was living the family. In 6.8 percent of the cases father was in Gulf countries, in 7.2 percent of the cases there was separation between parents, in 11.3 percent of the cases father was dead and 7.2 percent of the first generation learners did not know whereabouts of their father.

The fathers of 50.2 percent of the children were working as agricultural labourers. Others were working as labourer in
factories, ships, and in Gulf countries. Some other were working as carpenter, mason, baker, toddy tapper, wood cutter etc.

- Except 12.8 percent (who were housewives), all the mothers of the first generation learners were working as agricultural labourer (50.2 percent) fish monger (8.5 percent), vegetable seller (9.4 percent), maid servant (6 percent), labourer (7.2 percent) and cook (2.5 percent).

- About 67 percent of the learners stated that their father used to consume liquor. About 10 percent stated so about their mother. Nearly 48 percent of fathers and 4.3 percent of mothers resort to violence at home. A few of the children admitted that their parents where involved in criminal activities.

- In 28.4 percent of he cases, the father of the first generation learners had bad or very bad relationship with the neighbourers, 40.5 percent had bad/very bad relationship with the mother of the first generation learners and 27.7 percent had bad/very bad relation with the children. Also according to the perception of the children, 15.2 percent, 48.8 percent and 8.6 percent of the mothers had bad/very bad relation respectively with the neighbours, fathers of the first generation learners and the children.

f) Work/Activities of Children After School

- The first generation learners stated that they were engaged in different types of works/activities at home and outside such as cleaning/sweeping (73 percent), washing clothes
(63.1 percent), cooking (59 percent), work in the field (55 percent), washing vessels (32.4 percent), selling vegetable (5.4 percent), cooking fish (3 percent), shopping (25.2 percent), kitchen work (2.3 percent), bringing water (28.4 percent), looking after brothers/sisters (27 percent) etc.

- After school hours and on holidays the first generation learners engaged themselves in various activities such as household activities (96 percent), study (85.2 percent), discussion with parents/elders (8 percent), entertainment (25.2 percent), games and sports (6.4 percent), tuition classes (29.2 percent), reading (14 percent), religious instructions (16.4 percent), and music classes (1.2 percent).

- Help from Family Members

- Help received in different forms by the first generation learners from their family members include: providing study materials on time (45.2 percent), giving money whenever needed (16.1 percent), helping during study (12.9 percent), helping in getting ready for school (22.6 percent), reach to school (2.4 percent). About 39 percent of the children stated that they received no help from their family members.

- About 41 percent of the first generation learners stated that they feel most free to discuss their problems/difficulties with their mothers 15 percent, 17.6 percent, 14.3 percent and 4.9 percent used to feel. So with their father, brother, sister, and grand-parents respectively. About 65 percent of these children mentioned that they feel least free with their father.
iii) Educational Problems

- Only 22 percent of the first generation learners stated that they like all the school subjects, whereas 78 percent did not like all the school subjects.

- About seventy percent of the first generation learners stated that they were weak in some or other subjects. Most of these students mentioned that they were weak in Mathematics. Many were also weak in Science and English. Higher percentage of boys (73.9 percent), than girls (65.1 percent) were weak in different school subjects.

- About three-fourths of the first generation learners felt that extra coaching is needed in those school students in which they are weak. More girls than boys among first generation learners felt the need for tuition to overcome the difficulties in different school subjects.

- About 54 percent of the first generation learners stated that their teachers did not provide any extra help or coaching to them in the subjects/topics in which they were weak. Higher percentage of girls than boys expressed this view. Moreover, 40.8 percent of the first generation learners stated that their teachers did not help them whole-heartedly whenever they approach them with academic problems.

- According to 59.1 percent of the first generation learners, school textbooks were difficult. They also mentioned that Mathematics and English textbooks were most difficult. The difficult words and complex sentences were beyond their comprehension and the illustrations were not as simple as they were supposed to be.
Nearly 40 percent of the first generation learners were of the view that the teaching methods followed by teachers were unsuitable. There was no individual attention and the language/vocabulary used by the teachers were of higher level. Nearly equal percentage of both boys and girls expressed these views.

About 59 percent of the first generation learners expressed that they were discriminated against by their teachers. Higher percentage of boys than girls felt so. Moreover, 46.3 percent of the first generation learners felt that they were victims of caste/class bias by the teachers and higher percentage of girls than boys expressed this view.

Sixty-five percent of the first generation learners felt that they were given punishment by the teachers without understanding their problems/difficulties. Higher percentage of boys than girls felt so.

About 54 percent of the first generation learners mentioned that they had failed in one class or the other. Many of them also mentioned that they had failed in more than one class and more than once in some of the classes.

None of the first generation learners had all the facilities for study at home such as chair, table, electric light, fan and table lamps. Only 25.6 percent had the facilities of chair, table fan and electric light, and 28 percent had only chair, table and electric light. About 21 percent had no other facilities except electric light. And 6 percent had none of the facilities mentioned.

Sixty-three percent of the first generation learners had all the required study material, while the remaining 37 percent did not
have all the required study materials. Moreover, 29.3 percent of these children state that their parents/guardian do not provide them the necessary study materials on time.

- Nearly 40 percent of the first generation learners stated that their family members do not help them in any form at their studies. Higher percentage of girls than boys stated so.

- About 36 percent of first generation learners stated that their parents used to compare them with high-achieving students, which make them feel embarrassed.

- Thirty-nine percent of the first generation learners mentioned that their parents never encourage them to study well to show better performance.

- About 21.3 percent of the first generation learners felt that their parents did not want them to attend school regularly. Also, 20 percent of the children stated that their parents do not want them to do homework regularly. Instead of providing them the facilities to do so, then want them to be engaged in domestic work.

- About 50 percent of the first generation learners stated that their parents had very high expectation from them. These parents except their children especially from boys to score as high as possible at the examinations.

- Only 42 percent of the first generation learners could complete regularly homework and assignments given to them. The remaining 58 percent mentioned that due to their engagement in domestic and field works, lack of proper study environment at
home and difficulty in following the instructions given in school, they could not complete homework and assignment regularly. Moreover, 44.6 percent of the students stated that they find homework/assignment very difficult particularly in the subjects of Mathematics, Science and English.

- As high as 70.4 percent of the first generation learners were not attending tuition classes. Fifty-one percent of these children considered private tuition as a necessity. But due to their financial problems they could not afford it.

- About 34 percent and 42.9 percent of the first generation learners mentioned that on an average they used to study one and two hours a day respectively. Only 9 percent used to spend 4-5 hours a day on an average for study purpose at home. It was also found that higher percentage of girls were found spending less time for study compared to boys. About 69 percent of the children were of the view that their parents used to assign them other works during study hours. Moreover, 85 percent of the first generation learners mentioned that they had to help their parents in domestic work and higher percentage of girls than boys stated so. It was also found that 30 percent of these children were engaged in different types works to earn to support their family.

iv) Social and Emotional Problems

- First generation learners did not have significantly more social problems than the non-first generation learners.

- Irrespective of education background of parents, adolescent girls had more social problems than boys.
First generation learner girls had more social problems than their boy counterparts.

The first generation learners had more emotional problems compared to their non-first generation counterparts.

Irrespective of the educational background of the parents, girls had more emotional problems than boys.

First generation learner girls had more emotional problems than the boys.

**v) Home Environment**

Non-first generation learners had better home environment than the first generation learners. More specifically, in all the five areas of home environment considered in the study, viz; interpersonal relation, freedom, peace and harmony, acceptance, and attention and care, the non-first generation learners were better than their first generation learner counterparts.

**vi. Self-Concept**

The first generation learners had lower self-concept than that of the non-first generation learners.

Irrespective of type of learners (first and non-first generation) no significant difference was found between boys and girls in their self-concept.

The first generation learner girls had better self-concept than their boy counterparts.
vii) **Attitude Towards Education**

- Both first and non-first generation learners had equally high favourable attitude towards education.
- Irrespective of type of learners, both boys and girls had equal attitude towards education.
- Both first generation learner boys and girls had equally favourable attitude towards education.

viii) **Educational and Occupational Aspirations**

- Highest percentage (55.1 percent) of first generation learner aspired to study upto S.S.C. (Class-X). About 21 percent, 5.2 percent and 8.9 percent of the first generation learners had educational aspirations upto Class-XII (+2), graduation and post-graduation respectively. About 10 percent had not decided about their higher studies beyond high school. On the other hand, 16.5 percent, 21.1 percent, 46.1 percent and 15.5 percent of the non-first generation learners respectively had aspired to study upto S.S.C., +2, graduation and post-graduation.

- The first generation learners had significantly lower levels of educational aspiration compared to their non-first generation counterparts.

- Highest percentage (73.3 percent) of the first generation learners had aspired for low level of occupations. Only 5.7 percent and 5.3 percent respectively had aspired for average (medium) and high levels of occupations. But 45.7 percent of the non-first generation learners had aspired for low level of occupations, and 25.8 percent and 20.8 percent respectively had aspired for average and high levels of occupations. About 8 percent of the non-first generation
learners and 15.8 percent of the first generation learners were undecided about their would be occupations.

- Significantly higher percentage of first than non-first generation learners had low level of occupational aspiration.

- Significantly higher percentages of first than non-first generation learners had aspired for occupational areas such as services, outdoor, artistic and musical, protective and, sales and business. But significantly higher percentages of non-first than first generation learners had aspired for areas of occupations like teaching and welfare, medical and health, engineering and literary.

- Persons who influenced the first generation learners the most to study upto a particular level include (in order) peers, brothers/sisters, parents, relatives and teachers. Persons who influenced non-first generation learners the most include (in order) parents, brothers/sisters, peers, relatives and teachers.

- Persons who influenced the most the first generation learners in aspiring for a particular field/level of occupation include (in order): peers (32.3 percent), relatives (18.2 percent), brothers/sisters (15.5 percent), teachers (10.8 percent), and parents (9.6 percent). A significant percents of the first generation learners stated that they were not influenced by any person. On the other hand, 65.5 percent of the non-first generation learners were influenced by their parents followed by their brothers/sisters (20 percent), relatives (8.2 percent), peers (4.6 percent).

- Factors which influenced the educational aspirations of the first generation learners include: social status (50.5 percent),
employment opportunity (20.4 percent), personal interest (18.3 percent). Among the non-first generation learners, the factors that influenced them include: employment opportunity (51.2 percent), social status (25.6 percent) and personal interest (21.3 percent).

According to 42.2 percent of the first generation learners social status was the most important factor that influenced their occupational aspiration. Financial consideration was the factor that affected the occupational aspiration of the remaining 57.8 percent of the first generation learners. About 45.1 percent of the non-first generation learners considered social status, 40.1 percent considered financial benefits as the important factors affecting their occupational aspirations. The remaining 14.6 percent aspired for different specific occupations due to personal interest.

**ix) Dropout and Stagnation**

- Highest percentage of dropout occurred in Class-VIII followed by in Classes IX, X, VII, II, V, III and I among the first generation learners. There was higher dropout rate in all classes except Class-III among first generation learners compared to non-first generation learners. Higher percentages of first generation learners dropped out in higher classes than in lower classes.

- Among the first generation learners highest percentage of stagnation occurred in Class-X followed by Classes VI, V, IV, VII, VIII and IX. In the case of non-first generation learners highest percentage of failure was reported in Class-X followed by in Classes IX, VIII, VI, VII and IV.

- Significant higher percentages of first than non-first generation learners dropped out and stagnated in Classes IV, V, VI and X.
No significant differences in percentage of dropout and stagnation between first and non-first generation learners were found in Classes I, II, III, VII, VIII and IX.

No significant difference in percentage of total dropout (students dropped out in different classes before completing Class-X examination) was found between first and non-first generation learners.

No significant difference was found in percentage of total stagnation (in Classes I-X taken together) between first and non-first generation learners.

Significantly higher percentage of first generation learners compared to their non-first generation counterparts dropped out and stagnated in different classes (Classes I-X) before completing S.S.C. (Class-X).

The percentage of first generation learners who completed successfully S.S.C. in ten years was significantly lower than percentage of non-first generation learners who completed S.S.C. successfully in ten years of schooling.

The external factors (causes) associated with dropout among the first generation learners were: Poverty, parental indifferent attitude towards education and lack of interest, lack of interest of children in study, lack of proper facilities and study environment at home and differentiation of sexes by parents and family disunity.

The internal factors (causes) found associated with dropout were: Defective curriculum, defective teaching methods, medium of
instruction, differential treatment by teachers to first and non-first generation learners.

- The external factors (causes) associated with stagnation (poor performance) among the first generation learners were: Lack of proper physical facilities and study environment at home, lack of adequate study materials, engagement of children in domestic work, irregularity in attendance, lack of interest in studies.

- The internal causes of stagnation found were: Heavy/difficult syllabus, defective methods of teaching, language difficulty, indifferent attitude of teachers towards academic problems of low achievers.

x) Perceptions of Parents About Education

According to most of the parents of the first generation learners, education is meaningful only when it help a person in getting a job or making him/her better self-employed.

5.2 Conclusions

Based on the findings of the study, the following conclusions were drawn:

- Majority of the first generation learners and higher percentage of boys than girls studying in Classes VIII and IX are more than 14 years of age (higher than the ideal age group of 13-14 years). It happens because of repeated stagnation in different classes of these children.

- In this study most of the first generation learners belong to rural catholic community.

- Almost all the first generation learners are from the backward castes.
- The first generation learners are mostly from large size families.

- Most of the first generation learners do not have good physical facilities like pucca house and adequate number of rooms at home. Many houses lack electric fan and suitable water facilities.

- Many first generation learners are not provided with necessary facilities for study at home.

- Most of the first generation learners do not have access to facilities like TV, newspaper, magazines and telephone at home.

- Many of the first generation learners are from disintegrated families wherein the parents are either separated or the whereabouts of the father is not known or the father is dead.

- Parents of the first generation learners mostly work as labourer on daily wage basis and have very low income.

- Most of the fathers of first generation learners consume liquor and become violent at home. Many of them are also involved in gambling. Some of the mothers also consume liquor and become violent at home.

- Many parents of the first generation learners do not have good relation among themselves, with the neighbours and with their own children. Comparatively, mothers are better than the fathers in this respect.

- The first generation learners get very little help from the family members relating to their studies.
After school hours and on holidays the first generation learners perform many kinds of household works, which adversely affect their academic as well as their participation in leisure time activities. Few get the opportunity for utilizing their leisure time for the purpose of entertainment, games, and sports, music and dance, reading etc.

The first generation learners feel most free to discuss their problems/difficulties mostly with their mother and least free with father.

Most of the first generation learners do not like all the school subjects. Also they are weak in one or the other of the subjects taught in school. Boys out number girls in these respects.

Most of the first generation learners need extra coaching in those subjects in which they are weak. But the teachers do not provide the same even whenever the students approach them. Moreover, the teachers discriminate girls in providing such help.

Many of the first generation learners find the school textbooks difficult. Boys out number girls in this respect.

Many of the first generation learners (equal number of boys and girls) find the methods of teaching followed by teachers unsuitable as the same do not cater to their academic needs.

Many of the first generation learners, more number of boys than girls, are discriminated by teachers on the basis of their caste/class. They are also punished by teachers with valid reason.

Most of the first generation learners are academically weak.
- Many of the first generation learners face many hardships relating to study due to lack of facilities for study at home and lack of required study materials.

- Most of the first generation learners and more so the girls get little help/no help and encouragement from their family members relating to study. Even many of the illiterate parents do not allow their children to attend school and do homework regularly.

- Most of the first generation learners fail to do their homework regularly due to various genuine difficulties. Many of them also find the homework/assignment very difficult.

- Private tuition/coaching is considered necessary by many of the first generation learners.

- Very little time to spend for study, assignment of other works by parents during study time, engagement in domestic work and part time employment to support the family by the children are the factors that affect adversely the academic work of first generation learners.

- Both first and non-first generation learners do face the same social problems.

- First generation learner girls have more social and emotional problem than their boy counterparts.

- Adolescent girls irrespective of parents education background have more social and emotional problems than their boy counterparts.
First generation learners face more emotional problems than non-first generation learners.

First generation learners have poor/inferior home environment compared to the non-first generation learners. Good inter-personal relation, freedom, peace and harmony, acceptance and attention and care are less prevalent at home of the first than non-first generation learners.

First generation learners possess lower self-concept compared to their non-first generation counterparts.

First generation learner girls possess higher self-concept than their boy counterparts.

First and non-first generation learners do not differ in their attitude towards education. Both the groups of children have equally high favourable attitude towards education.

Both boys and girls have equally favourable attitude towards education.

First generation learners aspire for lower levels of education and occupation compared to their non-first generation counterparts.

First generation learners mostly aspire for occupational areas like outdoor, protective, services, sales and business, and artistic and musical. While the non-first generation learners aspire mostly for occupational areas like engineering, medical and health, protective, teaching and welfare and literacy.

First generation learners are mostly influenced by outside persons i.e. persons other than the family members, whereas the non-first generation
learners are influenced by their family members in aspiring for a particular level of education or occupation.

- The factors that influence the educational aspiration of first generation learners include (in order): improvement in social status, employment opportunity and personal interest. On the other hand, the factors that influence the educational aspiration of non-first generation learners are (in order): employment opportunity, improvement in social status and personal interest.

- Improvement in social status and financial gains are the factors that influence occupational aspiration of first generation learners. On the other hand, the factors that influence the occupational aspiration of non-first generation learners include (in order): improvement in social status, financial gain and personal interest.

- Higher percentages of first generation learners dropout in higher classes than in lower classes.

- Higher percentages of first generation learners stagnate in lower classes (except in Class-X) whereas higher percentages of non-first generation learners stagnate in higher classes.

- Higher percentages of first than non-first generation learners dropout and stagnate in Classes IV, V, VI and X.

- Wastage and stagnation (between Classes I-X) among first generation learners is more compared to the non-first generation learners.

- Lower percentage of first than non-first generation learners complete successfully S.S.C. (Class-X) in ten years of schooling.
The causes of dropout among first generation learners are:

a) **External**: poverty, parental indifferent attitude towards education and lack of interest, lack of interest of children in study, lack of proper facilities and study environment at home, differentiation of sexes by parents, family disunity/broken families.

b) **Internal**: defective curriculum/textbooks, defective teaching methods, medium of instruction, differential treatment by teachers to first and non-first generation learners.

The causes of stagnation/academic backwardness among first generation learners are:

a) **External**: lack of proper physical facilities and study environment at home, lack of adequate study materials, engagement of children in domestic work/economic activities, irregularity in attendance, lack of interest of children in study.

b) **Internal**: heavy/difficult syllabus/courses, defective teaching methods, language difficulty, indifferent attitude of teachers towards academic problems of low achievers.

- Illiterate parents give more importance to earning rather than higher studies.

### 5.3 Recommendations

Keeping in mind the findings of the study, the following action points have been suggested for implementation.

#### 5.3.1 Action Needed to be Taken by Teachers

- The teacher must be sympathetic and affectionate towards the first generation learners.
They should not discriminate the first generation learners on the basis of their caste/class. Instead of punishing them indiscriminately whenever they do not complete the task/homework/assignments given, the teachers need to find out the reasons behind the same and if they have failed to do the work due to the reasons beyond their control, then they should not be punished.

The teachers should provide wholeheartedly extra academic help/coaching to the first generation learners. Besides they should also create a conducive environment and encourage them to come forward with their problems/difficulties and provide them with all possible help.

The teachers should pay as far as possible individual attention in the class. They should explain the concepts, principles etc. by using simple language, examples and appropriate illustrations keeping in mind the mental and awareness levels of first generation learners. While giving homework/assignments, detailed and clear-cut instructions/directions/explanations should be provided. Moreover, since these children get little time for study at home, homework assigned to them should be as few as possible and necessary.

**5.3.2 Action Needed to be Taken by School Authorities**

- Orientation programmes should be conducted in schools to orient and sensitize the teachers about the socio-demographic and home-background of first generation learners. They should also be made aware about the problems faced by these children relating to their studies at home and in schools and the steps to be taken by teachers in this direction.

- Diagnostic tests in subjects like Science, Mathematics, and English should be developed and administered on the students to diagnose the recurring learning difficulties of the first generation learners in these subjects.
Remedial teaching should be arranged for these children to overcome their weaknesses in these subjects.

- Counselling services should be provided to first generation learners in general and the girls in particular to overcome the social and emotional problems faced by them. Suitable measures should be taken to enhance the self-concept of the first generation learners. Teachers should be given appropriate training for this purpose.

- Talks on Educational and Occupational opportunities should be arranged in schools involving the teachers and outside experts to broaden the Educational and Occupational Awareness of the first generation learners. Magazines, newspapers, books on general knowledge etc. should be made available in schools and the children should be trained and encouraged to use the same effectively to widen their horizons of knowledge.

- Proper rapport should be established between the school authorities/teachers and the illiterate parents. The parents should be invited to attend various socio-cultural programmes in school.

- Meetings should be arranged with the illiterate parents in regular intervals and they need to made aware and convinced about the necessity for providing adequate facilities and suitable environment for study at home. Importance of educating their children should be impressed upon them. Moreover, the parents should be made aware about the progress of their children regularly.

- The overall environment in school should be tuned in such a way that the first generation learners will feel very homely and psychologically secure while in school.
5.3.3 Action Needed to be Taken by Government of Goa (Directorate of Education and Goa Board of Secondary and Higher Secondary Education)

- As far as possible the Government should provide free textbooks and school uniforms to the first generation learners. Stipends should be given to them irrespective of their cast affiliations.

- The medium of instruction throughout the school stage may be changed from English to Konkani (the mother tongue of the children). Meanwhile, the school may be directed to use bilingual method of teaching (Konkani along with English).

- Instead of using the NCERT textbooks at the secondary stage, the Government of Goa should take steps to produce textbooks keeping in mind the local needs for this stage. In line with other States in India, the Government of Goa need to set up a State Board of Textbooks Production

- The existing curriculum may be reviewed to make necessary modifications keeping in mind the needs of first generation learners.

- Emphasis needs to be given on vocationalisation of education at the secondary stage itself. The existing vocational stream at the Higher Secondary stage may be expanded to all the Higher Secondary schools in Goa.

5.4 Suggestions for Further Research

1) The same study may be replicated on a larger sample to substantiate the findings of the present study.

2) Psycho-social study of first generation learners studying in primary schools may be conducted.
3) Comparative psycho-social study between first generation learners of Goa and other states may be conducted.