CHAPTER – VI

FINDINGS, CONCLUSION AND SUGGESTION
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FINDINGS, CONCLUSION AND SUGGESTION:

6.0.0 FINDINGS:

6.1.0 COMPARISON BETWEEN FINDINGS OBTAINED IN THE PRESENT STUDY AND OTHER PREVIOUS ONE’S REVIEWED IN CHAPTER III.

Some of the principal findings of the present study may be stated as under:-

(i). About 64% of the tribal students under investigation responded who were facing academic problems ranging from a moderate degree (43%) to more serious/or a source of great worry levels (21%). This finding agrees with those in previous studies revealed by: Adisesha, M.S.; Das, K.K.; Gupta Das, N.K.; Pudiate, Rouchunga, L.H.; Vimal Shah, P.

(ii). Approximately 75% of the students under the study responded who were facing financial problems varying from a severe degree 40% to less severe degree 35%. This finding substantiates those in other studies conducted by: Singh, N.K.; Nagar, P.K.B.; Pudaite, Rochunga; Vimal Shah, P.

(iii). The present study revealed that 61% of the tribal students under investigation responded experiencing emotional problems. Some of these about 41% were problems which may be classified as not very
serious. While, about nearly 20% responded such problems which may be categorized as more serious. This finding has some degree of agreement with that obtained in previous studies conducted by: Singh, T.P.; Singh, N.K.; Nayer, P.K.B.; Dutch; Rath and Vimal Shah, P., who also mentioned emotional problems experienced by Students they had subjected to investigation.

(iv). About 69% of the tribal students under the study responded facing social problems varying from categories of a moderate nature (42%) to more stressful ones (27%). This finding is again supported by: Gori Gulab Khan; Rothanga, L.H.; Vimal Shah, P., their research conducted earlier which was reviewed in chapter-III of the present study.

(v). The present study indicated that about 79% of the students under investigation had expressed judgements related to poor facilities in Schools. About 35% of the problems were found to be sources of worry sometimes. While, about 44% stated that they had frequent worries. The results of this study are supported in the earlier studies reviewed by: Rath and Padaite, Rochunga revealed that they had studied problems with poor facilities in educational institutions.

(vi). A majority proportion (about 77%) of the tribal students in the present study responded experiencing health problems. In this proportion about 29% responded that these problems were severe,
while 47% belong to a moderate nature. A similar finding was found in a research study conducted by: Rathaniah, E.V.

(vii). The present study revealed that about 89% of the tribal students under investigation stated that they experienced language problems. Of this proportion 43% responded that this much has to be a difficult problem, while about 46% were of the view that it caused lesser degree of worry. Similarly, such kind of problems were also indicated in earlier studies reviewed, and those were conducted by: Das, K.K.; Christoph Von Furur Haimendorf.

(viii). Approximately, 74% of the students under the study responded experiencing worry about conditions in their homes; of this 35% considered to be a frequent or severe source of anxiety. Singh, T.P. et al; Nayer, P.K.B.; Roy and Rath; and Rathaniah, E.V., in their study reviewed earlier has also mentioned such problems.

(ix). Significant differences were identified between boys and girls tribal students in government and private schools, and between the five different tribes in the area of academic problems. Hence, this result suggested a possible association between these problems and the sex category of students or the type of school they attended.

(x). Differences in relation to financial problems were identified between the five (5) different tribes and also between students studying
in government and private schools. Again, it was suggested that a possible association between tribal backgrounds or the kind of School they attended may exist.

(xi). Significant differences between students studying in government and private schools were identified in the area of emotional problems.

(xii). Significant differences were identified in the area of social problems between boys and girls tribal students. This implied a possible association between the Sex category of the Students and the Social problems they had faced.

(xiii). Significant differences were identified between five(5) different tribal students groups in the area of facilities provide in Schools. Hence, this result suggested a possible between tribal backgrounds and their reactions to facilities provided in the School they attended.

(xiv). Differences with regard to health problems were identified between groups of boys and girls tribal students, between the five(5) different tribes, and between students in government and private schools. This may suggested that such problems may be associated with sex category of the students, and the tribal background.

(xv). Differences with regard to problems of language were identified between groups of students in government and private schools. This
has indicated that these problems were associated to a greater degree with government schools than their counterparts.

(xvi). Significant differences were observed between groups of students belonging to different tribes, and between students studying in government or private schools with regard to anxieties and worries regarding conditions in their homes. Hence, there may be again a possible association between these variables and their experience of problems related to conditions in their homes.

6.2.0 CONCLUSION:

Conclusion of investigation of differences between 3(three) different category of tribal students groups with regard to problems in 8(eight) domains:
### TABLE – 6.1

**3(THREE) DIFFERENT CATEGORY OF TRIBAL STUDENTS GROUPS WITH REGARD TO PROBLEMS IN EIGHT(8) DOMAINS**:

<table>
<thead>
<tr>
<th>Area of Problems</th>
<th>Groups between which significant differences were obtained</th>
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| **1. Academic**  | 1. Boys versus girls (girls means > boys students).  
2. Between 5 (five) different tribes. (Kuki means > the others).  
| **2. Financial** | 1. Between 5 (five) different tribes. (Kuki means > the other tribes).  
2. Government Schools versus Private Schools. (Government Schools means > Private Schools). |
| **5. Facilities in School** | 1. Between 5 (five) different tribes. (Kuki, Hmar and Lushei (Mizo) means > others). |
2. Between 5 (five) different tribes. (Kuki, Hmar and Lushei (Mizo) means > other tribes)  
| **8. Home**      | 1. Between 5 (five) different tribes. (Kuki and Paite means > the other tribes).  
Table no. 6.1, presented above indicates differences between these categories of tribal Student groups (boys/girls, different tribes, Government School/ Private School) with regard to problems experienced in eight (8) different domains. Chi-square test to investigate differences between these two groups have already been presented and discussed in the foregoing paragraphs.

To conclude, the Table given above seems to indicate that academic problems are associated with the Sex category (boys and girls) of these students concerned, the tribal backgrounds and the administering authority of the School (Government/Private). Financial problems seem to be associated with tribal backgrounds and with the condition, whether students are studying in government or private schools. Emotional problems in this investigation seem to be associated to the greater extent with students of government schools. Similarly, male students in this sample seem to have more frequent and intense problems in the social domain in comparison with the female counterparts. With regard to facilities obtained in schools some differences seem to be associated with the tribal backgrounds of the students under investigation. In the area of health problems the sex category of the students, the tribal backgrounds and the type of school they were studying in school, all seem to have some association with the experienced of problems in this area. Students in government
schools responded in greater proportions experienced in these domains. With regard to problems relating to conditions in the home tribal backgrounds and the type of high school students seem to be associated with the experienced of problems frequently or intensely.

6.3.0. SUGGESTION FOR ALLEVIATING SERIOUS PROBLEMS EXPERIENCED BY HIGH SCHOOL TRIBAL STUDENTS IN IMPHAL DISTRICTS, MANIPUR:

In the light of the findings of the present study the following suggestions may be submitted for consideration to minimize the problems investigated in this study:-

A. ACADEMIC:

In the academic area, the following suggestions may be submitted:

(i). Attempts may be made to schedule tests and examinations in a more systematic manner.

(ii). A greater effort of planning of the time-table to suit the convenience of both teachers and Students.
(iii). Teaching methods may be made more effective and interesting to draw the attention of the Students.

(iv). Attempts may be made to promote a more congenial atmosphere between students and teachers.

(v). Prescribed books should be more readily available in the library.

(vi). Libraries and laboratories should be well-equipped to meet the needs of the students.

B. **FINANCIAL**:

(i). The amount of scholarship and book grant should be increased by the authorities and these should be disbursed regularly to students.

(ii). Parents be made aware of the increasing expenses of students and encouraged to be more liberal to their daughters/sons who were studying in Imphal

C. **EMOTIONAL**:

(i). Better efforts may be made to alleviate doubts about ability to do well in life.

D. **SOCIAL**:

(i). In order to minimize the problems of social adjustment, out of class activities may be encouraged for students to participate.
Opportunities could also be explored for students to participate in functions organized in the school.

E. **FACILITIES IN SCHOOL:**

(i). Attempts should be made to provide a greater amount of physical comforts in the class-room, in the nature of more space, better furniture, etc.

(ii). Academic facilities may be provided- such as, lavatory, drinking water and enough provisions for games and sports.

F. **HEALTH:**

(i). While problems relating to the health of parents/or family members are not those which schools can undertake to minimize, Students anxieties about their own health can be tackled to some extent by schools-providing medical inspections/ or check-up, and health education programme.

G. **LANGUAGE:**

(i). Special tutorial classes in English and regional languages or crush courses would be helpful for overcoming language and communication difficulties.
H. HOME:

(i). Students complain about the inadequate facilities/ or conditions to enable them to study at home. This is a problem which concerns society as whole. However, Schools may explore the possibility of providing a period or time within the school time-table for students to complete their home-work or assignments or devote themselves to individual study.

(ii). A greater effort to spread literacy through informal education programmes may help to alleviate the anxiety young students feel about the illiterate state of their parents.

6.4.0. SUGGESTION FOR FURTHER STUDY / RESEARCH:

Attempts have been made in the present study to investigate the problems of high school tribal students in the institutions in Imphal, Manipur State. However, this present study/not involved students at all levels of the high schools. Hence, other studies may be undertaken including given as under:-

(i). This study was confined to tribal students studying in Classes IX and X. it is suggested that other researcher concerned with the problems of the students in Imphal, Manipur, may conduct investigations including samples drawn from other classes in high Schools.
(ii). This study obtained data from five (5) tribal communities (i.e., Paite, Hmar, Mizo, Kuki and Tangkhul) consisting the sample. No attempt was made to involve teachers or other authorities concerned with the welfare and development of students. Hence, it was difficult to assess the reliability of the data obtained. Future studies in this area may be recommended that a attempt may be made to gathered data from a wider sources, and attempt to to assess the reliability of the data procured.

(iii). This study was confined to few selected tribal students only in Imphal districts, the capital of Manipur. Other areas/districts may also be included such as, Churachandpur, Chandel, Senapati, Tamenglong and Ukhrul which may have sizeable tribal populations and students/children's belonging to these communities would have to be educated alongwith students from other backgrounds as in high school in Imphal.

It may be worthwhile if other investigators decided to conduct similar studies in these areas. Findings from these investigations could then be compared with those of the present studies.