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CHAPTER 1

INTRODUCTION

1.0 Introduction

India's economy is essentially agricultural. Agriculture and allied activities account for 33 per cent of the country's national income and performance in this area has a direct impact on performance in the manufacturing sector, which accounts for a little less than a quarter of the national income. The agricultural sector absorbs nearly 69% of the country's work force, of which more than one third are agricultural labourers, who are generally illiterate and dependent on seasonal work. It has been estimated that more than one third of the total population of India live below the poverty line, that is, with a nutritional intake below the minimum requirement. To uplift the livelihood of Indian population, education is an important instrument. For the fast development of our country, each and every person should be educated. Education serves as a powerful instrument for the development of an individual as well as for social change. Life, whether of an individual or of society, is a process of constant change. Change is an inexorable law of history. It is a process of evolution or development and it is good and creative because it unfolds new energies, designs and aspirations, but downward march or decadence or stagnation is bad and harmful as it sooner or later conduces to dissolution. Education serves as a potent means of unfolding man's inherent creative energies, of making him what he is not, not only for his own development or evolution but also for the development of society through him. If individuals are good, honest, truthful, creative and sound, mental and moral strength, society will be termed good, viable and creative, otherwise it will be depraved, morbid and decadent society.
Education plays an important and decisive role in making individuals good or bad, creative or destructive and thereby shapes or mars verily the destiny of society.

By considering the importance of education after independence provisions have been made in the constitution for the protection of weaker sections of society against all kinds of exploitations as well as for the diffusion of education in them. The constitution directs the state to provide free and compulsory education for all children up to 14 years of age. It also provides for equal educational opportunity for all and special protection of religious and linguistic minorities.

Though the provisions were made in the constitution, seventy per cent of Indian population live in villages, some of them live in forest also. Diffusion of education in these interior areas are very difficult. Children of these people are also working with them in the field of farming and animal husbandry. To motivate and attract them in schools, our Government renders more facilities to them like free lodging and boarding, training of their profession etc. In these schools, training is imparted as per Ashram lifestyle. As the teaching method is 'Ashrami lifestyle', these schools are known as 'Ashramshalas'.

'Ashramshalas' means 'school in Ashram'.

In Ashramshala, basic education (nai taleem in the words of Mahatma Gandhi) is imparted to the children. The objective of this type of education is to develop the total personality of the child by providing instruction related to manual and productive work. In Ashramshalas, more importance is attributed to hard working. Because of these reasons, they are different from other institutions. There is a general feeling among academic circles that the scheduled tribes lag behind other
castes in the matter of different abilities. To know something about them and also to test above feeling, the present study was undertaken.

1.1 Significance of the Study

An important objective of education is the prosperity of learner. 70 per cent of Indian population live in villages. To develop the personality of the village people, education must be imparted to them. But it is very difficult to provide educational facilities to the people of remote and mountainous areas. Special provisions were made in our constitution for the education of the backward class after independence. Different types of schools were started by the State Governments and Gandhian workers to attract and motivate them to acquire education. Ashram schools are one of them, in which free lodging and boarding facilities and study materials are provided to the students. The students of Ashramshalas acquire Buniyadi education - education through udyog. They live 'Ashrami lifestyle' and get specific environment. In this school, more emphasis is laid to prayer, hard work, self-reliance, satya and ahinsa. This way, they differ from the students of other schools, therefore, it is interesting to know about the prosperity of the students studying in the Ashramshalas. There are some questions about the achievement and factors affecting the achievement of the students of Ashramshalas. To get the answer of these questions, this investigation is necessary and important.

Half of a century was passed after independence. Our Government spent lakhs of rupees after the education of the backward class students. Government is used to provide above mentioned facilities to the students of Ashramshalas. Eventhough these types of facilities are provided to the students, government has failed to
attract the children of these areas in schools and rate of literacy has not increased.

The findings of this investigation will help us to know whether we get the positive results of these expenses.

The researcher studied the related literature before undertaking this study. During the study, it is observed that there are not many more research works carried out on the backward class students and their education. Moreover there are rare research works, which were undertaken in the field of the students of the Ashramshalas. The researcher found a lot of research work carried out on Buniyadi Education, but particularly the research on the achievement of the students of Ashramshalas and the factors affecting their achievement was not found anywhere. Taking this matter into consideration, the investigator thought to work in this field of education.

Moreover, while studying in details, the researcher found that the factors affecting the achievement of the students such as students' personality, intelligence, creativity, self-concept and many more were not studied. Hence the following problem was undertaken for the study.

1.2 Statement of the Problem

The statement of the problem for the present investigation reads as under:

'A Study of Some Factors Affecting the Achievement of the Students of the Ashramshalas'.
1.3 Explanation of the Terms

It is necessary for the investigator to be clear about the definition of the terms stated in the problem. They are as under:

Some factors

In the present study, the investigator has selected:

Intelligence
Personality
Creativity
Self-concept and
School Climate

as the factors affecting the achievement of the students.

Intelligence

Oxford Advanced Learners' Dictionary\(^1\) defines the term intelligence as power of learning, understanding and reasoning.

Webster's New World Dictionary\(^2\) of the American language defines as 'the ability to learn or understand from experience', 'ability to acquire and retain knowledge', 'the ability to respond quickly and successfully to a new situation.'
C.T. Morgan

'Intelligence is the more general term, it refers to overall capacity for learning and problem solving.'

Peter Gordon and Denis Lawton

'Intelligence has been defined as general mental ability or the ability to see relationships or even what intelligence tests measure.'

In the present study, intelligence is considered as general ability as measured by G.A.T. of Dr. M.T. Patel.

Personality

According to Webster's New World Dictionary of the American language, personality means:

1. the quality of fact of being a person.
2. the quality of fact of being a particular person, personal identity, individuality.
3. habitual patterns and qualities of behaviour of any individual as expressed by physical and mental activities and attitudes, distinctive individual qualities of a person, considered collectively.
4. some of such qualities as impressing or likely to impress others.'
'Personality includes the totality of one's behaviour and hence both inner and outer (covert as well as overt) behaviour should be taken into consideration.'

In present study, personality measured by the Gujarati version of Junior Eysenck Personality Inventory of Sybil B.G. Eysenck. Gujarati version and standardisation of this inventory was done by Dr. K.G. Desai.

**Creativity**

Guilford

'Creativity is an ambiguous word, when it is used in the phrase it means qualities or traits of individuals that predispose them to produce novel ideas and effects.'

Taylor

'Creativity is the ability and initiative to create new ideas and/or things by the restructuring or redefining of past experiences into new forms.'
Creativity is the capacity or ability of an individual to create, discover or produce a new idea or object including the rearrangement or reshaping of what is already known to him.

Self-concept

A.S. Hornby in his Oxford Advanced Learners' Dictionary defines the term self-concept as follows:

'Self-concept : Self-esteem means good opinion of one's own character and abilities : high or low.'

Peter Gordon and Denis Lawton.

'Self-concept means self-image.'

An individual's self-concept is the way he sees himself.

School Climate

Surroundings of school, in which human relations are more important.

In present study, school's organisational climate was measured by the Organisational Climate Description Questionnaire developed by Dr. K.A. Gandhi.
Achievement

According to Webster’s New World Dictionary of the American language, 'Achievement means a thing achieved, especially by skill, work, courage etc.'

In this study, achievement has been considered in terms of performance of the students of Ashramshalas on the examination held by their District level Sangh. The percentage of the aggregate marks obtained at annual examination is taken as achievement.

Students

Peter Gordon and Denis Lawton -

'Formerly a term reserved for those pursuing a course of study in an institution of further or higher education, at a university or college of education. It is now often used interchangeably in schools with pupil.'

Ashramshalas

Vidyoot Joshi -

'Asramshalas means the schools opened under the Ashramshala plan started with the Article BCH 1653 dated 22nd December 1953 of Bombay State.'
In present study, only Uttar Buniyadi Ashramshalas are included.

Study

According to Oxford Advanced Learners’ Dictionary of Current English, study has been described as "... process of gaining knowledge of subject, especially from books, ... give one's time and attention to learning about, especially by reading, attending a University etc."

1.4 Objectives of the Study

The following are the major objectives of the present study:

i) To find out the relationship of achievement of the students studying in Ashramshalas with their intelligence, some factors of personality, creativity, self-concept and school climate.

ii) To study the individual contribution of intelligence, some factors of personality, creativity, self-concept and school climate in predicting achievement of the students studying in Ashramshalas.

iii) To study the joint contribution of intelligence, some factors of personality, creativity, self-concept and school climate in predicting achievement of the students studying in Ashramshalas.

iv) To compare achievement of the students studying in Ashramshalas in respect of their areas by taking intelligence and creativity as co-variates.
v) To compare achievement of the students studying in Ashramshalas in respect of their standard (8th and 9th) by taking intelligence and creativity as co-variates.

vi) To compare achievement of the students studying in Ashramshalas in respect of their sex (boys and girls) by taking intelligence and creativity as co-variates.

vii) To compare achievement of the students studying in Ashramshalas in respect of each factor of personality by taking intelligence and creativity as co-variates.

viii) To compare achievement of the students studying in Ashramshalas in respect of their self-concept by taking intelligence and creativity as co-variates.

ix) To compare achievement of the students studying in Ashramshalas in respect of their school climate by taking intelligence and creativity as co-variates.

1.5 Hypotheses

Correlational Studies

The hypotheses built in, taking into view the objectives, were:

H_{01} \quad \text{PE (Extroversion) is not significantly related to achievement of students of Ashramshalas.}
$H_{O_2}$ PN (Neuroticism) is not significantly related to achievement of students of Ashramshalas.

$H_{O_3}$ PL (Lie) is not significantly related to achievement of students of Ashramshalas.

$H_{O_4}$ CN (Number of responses in creativity test) is not significantly related to achievement of students of Ashramshalas.

$H_{O_5}$ CC (category of responses in creativity test) is not significantly related to achievement of students of Ashramshalas.

$H_{O_6}$ CU (Uniqueness scores in creativity test) is not significantly related to achievement of students of Ashramshalas.

$H_{O_7}$ CT (Total score of creativity test) is not significantly related to achievement of students of Ashramshalas.

$H_{O_8}$ Intelligence (IQ) is not significantly related to achievement of students of Ashramshalas.

$H_{O_9}$ SCon. (Self-concept) is not significantly related to achievement of students of Ashramshalas.

$H_{O_{10}}$ PE is not significantly related to PN of students of Ashramshalas.

$H_{O_{11}}$ PE is not significantly related to PL of students of Ashramshalas.


$\text{H0}_{12}$ PE is not significantly related to CN of students of Ashramshalas.

$\text{H0}_{13}$ PE is not significantly related to CC of students of Ashramshalas.

$\text{H0}_{14}$ PE is not significantly related to CU of students of Ashramshalas.

$\text{H0}_{15}$ PE is not significantly related to CT of students of Ashramshalas.

$\text{H0}_{16}$ PE is not significantly related to IQ of students of Ashramshalas.

$\text{H0}_{17}$ PE is not significantly related to SCon. of students of Ashramshalas.

$\text{H0}_{18}$ PN is not significantly related to PL of students of Ashramshalas.

$\text{H0}_{19}$ PN is not significantly related to CN of students of Ashramshalas.

$\text{H0}_{20}$ PN is not significantly related to CC of students of Ashramshalas.

$\text{H0}_{21}$ PN is not significantly related to CU of students of Ashramshalas.

$\text{H0}_{22}$ PN is not significantly related to CT of students of Ashramshalas.

$\text{H0}_{23}$ PN is not significantly related to IQ of students of Ashramshalas.

$\text{H0}_{24}$ PN is not significantly related to SCon. of students of Ashramshalas.
H025 PL is not significantly related to CN of students of Ashramshalas.
H026 PL is not significantly related to CC of students of Ashramshalas.
H027 PL is not significantly related to CU of students of Ashramshalas.
H028 PL is not significantly related to CT of students of Ashramshalas.
H029 PL is not significantly related to IQ of students of Ashramshalas.
H030 PL is not significantly related to S.Con. of students of Ashramshalas.
H031 CN is not significantly related to CC of students of Ashramshalas.
H032 CN is not significantly related to CU of students of Ashramshalas.
H033 CN is not significantly related to CT of students of Ashramshalas.
H034 CN is not significantly related to IQ of students of Ashramshalas.
H035 CN is not significantly related to S.Con. of students of Ashramshalas.
H036 CC is not significantly related to CU of students of Ashramshalas.
H037 CC is not significantly related to CT of students of Ashramshalas.
H038 CC is not significantly related to IQ of students of Ashramshalas.
HO\textsubscript{39} CC is not significantly related to S.Con. of students of Ashramshalas.

HO\textsubscript{40} CU is not significantly related to CT of students of Ashramshalas.

HO\textsubscript{41} CU is not significantly related to IQ of students of Ashramshalas.

HO\textsubscript{42} CU is not significantly related to S.Con. of students of Ashramshalas.

HO\textsubscript{43} CT is not significantly related to IQ of students of Ashramshalas.

HO\textsubscript{44} CT is not significantly related to S.Con. of students of Ashramshalas.

HO\textsubscript{45} IQ is not significantly related to S.Con. of students of Ashramshalas.

HO\textsubscript{46} PE is not significantly related to school climate of Ashramshalas.

HO\textsubscript{47} PN is not significantly related to school climate of Ashramshalas.

HO\textsubscript{48} PL is not significantly related to school climate of Ashramshalas.

HO\textsubscript{49} CN is not significantly related to school climate of Ashramshalas.

HO\textsubscript{50} CC is not significantly related to school climate of Ashramshalas.
CU is not significantly related to school climate of Ashramshalas.

CT is not significantly related to school climate of Ashramshalas.

IQ is not significantly related to school climate of Ashramshalas.

SCon is not significantly related to school climate of Ashramshalas.

Achievement is not significantly related to school climate of Ashramshalas.

Differential Studies

The adjusted means of achievement scores of the students of Ashramshalas belonging to seven districts will not differ significantly, when creativity and intelligence are taken as co-variates.

The adjusted means of achievement scores of the students of Ashramshalas having two standards (8th and 9th) will not differ significantly, when creativity and intelligence are taken as co-variates.

The adjusted means of achievement scores of the students of Ashramshalas having two groups—boys and girls according to their sex will not differ significantly, when creativity and intelligence are taken as co-variates.
$H_{O_{59}}$ The adjusted means of achievement scores of the students of Ashramshalas having three levels of the E scores will not differ significantly, when creativity and intelligence are taken as co-variates.

$H_{O_{60}}$ The adjusted means of achievement scores of the students of Ashramshalas having three levels of the N scores will not differ significantly, when creativity and intelligence are taken as co-variates.

$H_{O_{61}}$ The adjusted means of achievement scores of the students of Ashramshalas having three levels of the L scores will not differ significantly, when creativity and intelligence are taken as co-variates.

$H_{O_{62}}$ The adjusted means of achievement scores of the students of Ashramshalas having three levels (low, average and high) of their self-concept will not differ significantly, when creativity and intelligence are taken as co-variates.

$H_{O_{63}}$ The adjusted means of achievement scores of the students of Ashramshalas belonging to first, second and third type of school will not differ significantly, when creativity and intelligence are taken as co-variates.
The mean of the achievement scores of the students of district I will not differ significantly from those of the students of district II.

There will be no significant difference between the adjusted mean scores of district I and those of district II in respect of PE, PN, PL, CN, CC, CU, CT, Intelligence and Self-concept separately.

1.6 Limitations of the Study

The present study has the following limitations:

i) The study is limited to the students of the Uttar Buniyadi Ashramshalas.

ii) The study was undertaken only on the students of standard 8th and 9th of the Uttar Buniyadi Ashramshalas.

iii) All the districts of Gujarat state except two Dangs and Banaskantha were included in this study.

iv) The tools used in the study are not constructed by the investigator, but used for the present work with kind permission of their producers. These tools are standardised on the population of Gujarat State.
v) The percentage of the marks obtained by the students at annual examination of previous year are considered as achievement in the present study.

vi) In the present study, only intelligence, some factors of personality, creativity, self-concept and school climate were considered as factors affecting achievement of the students of Uttar Buniyadi Ashramshalas.

1.7 The Scheme of Chapterization

The first chapter is devoted to the general background of the study. The significance of the problem is discussed, key words are carefully explained, specific objectives and hypotheses are described and limitations of the study are given recognition. Thus, the first chapter strives to serve as a pre-view of the research study.

The second chapter deals with theoretical and conceptual background of Ashram Shalas.

The third chapter deals with the review of the past studies and the work done in the field. The rationale of the study is given at the end.

The fourth chapter is about the research planning and procedure of the present study. This chapter describes in detail the procedure adopted for the study.

The fifth chapter is about analysis and interpretation of the data. The chapter deals with the study of the achievement in respect of I.Q. factors of personality,
creativity, self-concept and school climate. The chapter also contains a number of tables, graphs and statistical inferences drawn from the various calculations.

The sixth chapter is the final chapter of findings and suggestions. The last chapter deals with the major findings of the study. Suggestions are also offered with a view to encourage further investigations into the area of the Ashramshalas and students of these schools.

Besides this, it also contains necessary graphs, tables, appendices and exhaustive bibliography at the end.
References


