CHAPTER II

- THE PROBLEM AND ITS NEED OF STUDY -
CHAPTER II

THE PROBLEMS AND ITS NEED OF STUDY

2.1 NEED OF THE STUDY

Education undoubtedly serves as the main agent and component of overall social, political and economic developments of a nation. Education is a major factor for achieving the diversified goals of development. By inculcating social, economic, political, technological and cultural competencies in people - education converts man into productive and competent 'human capital' to undertake various developmental tasks. If education has to play a significant role in a society, it has to assist in the creation of new values and attitudes in place of the old so that, the obstacles in the path of modernisation may be removed. But as the parents of the First Generation Learners are illiterates, they are unable to guide their children in right track to have desired academic achievements.

Family background is one of the important social factors for bringing up children well. To make them valuable assets of the society, the parents must play a significant role. The experiences one undergoes during childhood are of paramount importance as they have far-reaching influence on personality development. Ignorance of the illiterate parents do not allow them to realise the real worth of education. In this situation the guardians prefer to employ their children in some job then to send their children to schools. Some parents want their children to earn even when they do not cross their
infancy stage. This attitude of the illiterate parents is a big hindrance in their children's education.

Low occupational and educational status of parents, prevalence of traditions among families such as early marriage, unwillingness of parents to send grown up girls to co-educational schools are some of the social factors which contribute to the growth of wastage and stagnation. In Assam these prejudices are found mainly among the illiterate parents.

Poverty of parents also is to a great extent responsible for their children's education. The specific cause works in two ways—firstly parents have to bear direct cost for educating their children in the form of examination fees, books, stationery, school dress etc. Secondly they have also to bear indirect cost by lowering the income that children would have otherwise earned, had they not been sent to school. The girls are withdrawn because they have to assist the over worked mothers at home. The attitude of literate and illiterate parents towards the education of their children and actual steps taken by them to educate their children have vast differences. So the investigator felt the need of studying the affect of parents' education on the academic achievement of their children.

Three great hurdles in achieving the goal of universal primary education are—non enrolment, premature withdrawal of children from school before completing the
course of study and grade repetition

Non enrolment means the children of school going age i.e. 6 years of age, do not enrol their names in primary school. So the children who should have been in schools are growing without school education. Premature withdrawal or dropout means children leaving primary school before successfully completing the four years of Lower Primary education. Grade repetition or stagnation means the failure to get promotion to the next higher class by the pupils.

In this study it has found that the wastage rate is more in First generation Learners than the Non-First generation Learners. Only 4.95% and 3.5% of First generation Learners of Advance and Backward classes respectively completed primary education in stipulated time of four years. Whereas in Non First Generation Learners 78.7% of both Advance and backward classes completed primary education in stipulated time of four years.

In reviewing different literatures and in this study it has found that the non-enrolment, premature withdrawal or dropout and grade repetition or stagnation etc. happen mainly due to the illiteracy of the parents. Illiterate parents do not take much interest in admitting and sending their children to the school in time and regularly. Moreover the children of illiterate parents donot have regular study at home due to the lack of guidance of their parents at home. The worst sufferers are the First Generation Learners because they neither get proper guidance of their
parents nor they get proper environment of education. Therefore the children whose parents are illiterates are naturally coming from a quite different type of environment, then the children of literate parents. The First generation learners are to face so many difficulties in getting academic achievement are not due to the intentional negligence of their parents but due to their ignorance and value system in which they are familiar of.

So the mass failure of the First generation Learners in academic achievement is a big problem for a developing country like us which is the one of the main problems that stands in the way of making all people literate. The wastage is more among the backward classes where First generation Learners are more. By observing these difficulties that mainly hamper in the universalisation of primary education, the investigator felt the need of the study to find whether the social classes or economic status or education of the parents, mainly influences on the academic achievement of the First generation Learners.

2.2. TITLE OF THE PROBLEM:

"The impact of socio-economic status on the academic achievement of the First generation Learners (FGLS)"

2.3. OBJECTIVES:

1. To study the influence of social classes i.e., Advance class and Backward class, on the academic achievement of the FGLS.

2. To study the effect of economic status i.e., HIL, MIL and LIL on the education of the children.
3. To study the academic achievements of the FGLS and NFGLS of the Advance class.

4. To study the academic achievements of the FGLS and NFGLS of the Backward class.

5. To have a comparative study of the academic achievements of the FGLS and NFGLS of the Advance and backward classes,

6. To find out the extent of wastage and stagnation between the FGLS and NFGLS of Advance and backward classes to have a comparative study.

7. To study the values and attitudes of the literate and illiterate parents with a view to find out their affect on the learning process of their children.

8. To find out the nature of parental life style of the FGLS.

9. To study the problems faced by the FGLS of different social classes and economic groups.

10. To evolve remedial measures to solve the problems faced by the FGLS in their academic success.

2.4. HYPOTHESES

1. There is no significant difference between the academic achievements of the FGLS of Advance and backward classes.

2. There is no significant difference in academic achievements of the children of different income levels.

3. There is significant difference in the academic achievements between the FGLS and NFGLS of the Advance class as well as of the Backward class.

4. There is no significant difference in academic achievements of FGLS and NFGLS between Advance and Backward classes.
5. There is no significant difference in wastage and stagnation of the FGLS between Advance and Backward classes and also of the NFGLS between Advance and Backward classes.

6. There is significant difference in wastage and stagnation between FGLS and NFGLS of Advance and Backward classes.

7. There is significant difference of values and attitudes between the literate and illiterate parents that affects their children's education.

8. There is significant difference in respect of support and facilities received by the FGLS and NFGLS in academic aspect from their parents.

2.5. RATIONALE OF THE HYPOTHESES

1. Parental illiteracy may be the cause for which the children due to the lack of proper environment of education leave school before completion of at least four grades of primary education for which they relapse into illiteracy.

2. High rate of grade repetition among the FGLS is due the lack of proper guidance of their parents and also their attitude and value system.

3. Studies done in all India level, state level, regional level and in district level reveal a number of cases which can be the categorised under parental education has influence on the family income, source of income, size of the
family etc. Which affects the academic achievement of the children.

4. From the experience of visits to families, interviewing parents and children it is hypothesized that the FGLS are mainly coming from the socially and economically backward section of people either of Advance class or Backward class get less facilities and support from their parents due to the ignorance of the parents regarding right type of facilities and to maintain right type of environment for education.

5. The aspirations of illiterate parents regarding their children's education may be high but their attitude and value system affect the education of their children, which the investigator hypothesized from the experience of interviewing parents.

2.6. DELIMITATION OF THE PROBLEM

1. The samples of the study are confined to the government and provincialised Assamese medium schools only. Therefore, from private, venture and English or Hindi medium primary schools - samples are not collected although FGLS are also studying in these schools.

2. Regarding academic achievement the study is limited to the completion of the lower primary level (from class I to IV) only. Because after completion of lower
primary education - students go to high or middle schools for upper primary education, for which the same cohort will be dispersed to different high or middle schools. Moreover, if a child completes four years of schooling successfully, he is expected to retain literacy for the rest of the life.

2.7. MEANING OF THE TERMS:

Terms used in the study are as follows:

2.7.1. FGLS (First Generation Learners):

The primary schoolgoing children whose parents are illiterates are termed as First Generation Learners.

2.7.2. NFGLS (Non-First Generation Learners):

Primary schoolgoing children whose one or both parents are literates are termed as Non-FGLS.

2.7.3. Academic Achievement:

Here academic achievement indicates completion of the 4 years of primary education or lower primary school successfully.

2.7.4. Dropouts. (D):

Pupils who left school without completing the lower primary education is considered as a case of dropout.

2.7.5. Grade Repeaters (GR):

Pupils who failed in a particular grade or class and repeat the grade or class are termed as grade repeaters.
2.7.6. Stayins:

Pupils who are continuing in schools.

2.7.7. Parents and Guardians:

Father of the child here used to mean both parents and guardians.

2.7.8. True Cohort:

The batch of fresh entrants (enrolled for the first time) in a particular year (Base year) in class I (one)

Thus true cohort (X) -

\[ X = RP + GR + D - e. \]

\( X = \) Number of children in the cohort.
\( RP = \) Number of children that completed successfully the 4 years course in stipulated time or regular promotee.
\( GR = \) Number of grade repeaters in the cohort.
\( D = \) Number of dropouts from the cohort
\( e = \) Number of cases of death, transfer from one school to another.

2.7.9. Base Year:

The year in which the true cohort enrolled in grade I. The base year of the present study is 1992.

2.7.10. Grade and class:

Grade and class are used to indicate I, II, III and IV classes of primary education.
2.7.11. Stagnation:

Stagnation is used to mean the percentage of grade repeaters in the cohort to the total enrolment in the cohort.

A considerable wastage of money and time occur due to stagnation. The percentage of stagnation \( S \) here calculated as:

\[
S = \frac{\text{Number of grade Repeaters in the cohort}}{\text{Total number of children in the cohort}} \times 100
\]

Excluding Death and transfer cases

2.7.12. Gross Wastage or Wastage:

Wastage here used to mean both dropouts and grade repeaters.

\[
W = WD + WS
\]

where,

- \( WD = \) Wastage due to dropout.
- \( WS = \) Wastage due to stagnation or grade repetitions.

Taking into consideration of the major objective of primary education i.e., attainment of permanent literacy, the cases of drop outs are considered as those children who are enrolled in class I and withdrawn from school before passing class IV examination. Detention in a class or grade implies non-achievement of the educational objectives set forth for the grade. So whatever be the number of years the child spent in school, if he is withdrawn before
completion of the four year course he would be considered as a case of dropout. Gadgil's conclusion of the need of completion of 4 years course in school to ensure permanent literacy is used. (1)

The rate of wastage due to dropout (WD) is calculated as:

\[
WD = \frac{\text{Number of Dropouts from the cohort}}{\text{Total number of children in the cohort excluding Death and transfer cases}} \times 100
\]

2.7.13. Primary education and primary stage:

These terms are used to denote 4 years course of grade I to IV. In Assam after completion of this stage a child enter to a secondary or middle school. Because in most cases primary stage and secondary stage are not in the same school. Class V to VII though is called upper primary are in secondary schools or middle schools. Elementary education is from class I to VII of which I to IV is termed as lower primary stage. This study confined to lower primary stage which is refered in the study as primary stage and primary education.

2.7.14. Regular Promotee (RP):

The pupils who completed the 4 years course of primary education in stipulated time are the regular promotee (RP) of the cohort. Rate of regular promotee is calculated as:

\[
RP = \frac{\text{Total number of regular promotee}}{\text{Total number of children in the cohort(excluding death and transfer cases)}} \times 100
\]

2.7.15. Economic Condition:

This term is used here to indicate the monthly income of the family which includes - Salary, Wage, Sale proceeds etc.

If the total monthly income of the family is -

i) Above Rs. 3500 p.m. (Rupees Three thousand Five hundred per month) then it is used here as HIGH INCOME LEVEL (HIL)

ii) Below Rs. 1500 p.m. (Rupees One thousand five hundred per month) then it is used here as LOW INCOME LEVEL (LIL)

iii) From Rs. 1500/- p.m. to Rs. 3500/- p.m. (Rupees One thousand Five hundred per month to Rupees Three thousand Five hundred per month) as MIDDLE INCOME LEVEL (MIL)

To determine these income levels the investigator has done one sample study where the investigator has interviewed 50 families from four sides of Kamrup District as- North Kamrup 11 families, East Kamrup 12 families, West Kamrup 11 families, South Kamrup 16 families. Table 5 shows the number of families in different income levels in 4 areas of Kamrup District.
Table - 5

Number of families in different income levels in 4 areas of Kamrup District for sample study.

<table>
<thead>
<tr>
<th>Sides of KAMRUP District</th>
<th>Income levels (Per month) in Rupees.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>900/- 1300/- 1700/- 2100/- 2500/- 2900/- 3300/- 3700/- 4100/- 4500/-</td>
</tr>
<tr>
<td>NORTH</td>
<td>2  2  1  1  2  0  1  1  1  0</td>
</tr>
<tr>
<td>EAST</td>
<td>2  3  0  0  3  1  1  1  1  0</td>
</tr>
<tr>
<td>WEST</td>
<td>3  2  0  1  3  0  0  1  1  0</td>
</tr>
<tr>
<td>SOUTH</td>
<td>1  2  1  1  2  2  2  1  2  2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>8  9  2  3  10  3  4  4  5  2</td>
</tr>
</tbody>
</table>

Total = 50

Income levels have been ranging from Rs. 900 to Rs. 4800 per month. Frequency distribution table was constructed where class interval contains the Income levels from Rs. 900 to Rs. 4899 per month and 400 was taken as the length of each class interval. Number of families were entered in different income levels by giving tally marks. Again these tallies were converted into numerical figures to get the frequencies. From this frequency distribution table
the $Q_1$ and $Q_3$ values were computed by applying the following methods and these values were taken as norm in this study to determine the income levels.

\[
Q_1 = L + \frac{\frac{N}{4} - \text{cumfl}}{f_q} \times i
\]

\[
Q_3 = L + \frac{\frac{3N}{4} - \text{cumfl}}{f_q} \times i
\]

Where

$L = \text{Exact lower limit of the class interval where} \ \frac{N}{4} \ (\text{in case of } Q_1) \ \text{and} \ \frac{3N}{4} \ (\text{in case of } Q_3) \ \text{fall.}$

$N = \text{Total frequencies.}$

$\text{Cumfl} = \text{Cumulative frequency below the frequency which contains} \ L.$

$f_q = \text{Frequency on which} \ \frac{N}{4} \ (\text{in case of 1st quartile}), \ \frac{3N}{4} \ (\text{in case of 3rd quartile}) \ \text{fall.}$

$i = \text{Length of the class intervals.}$

Accordingly the values of $Q_1$ and $Q_3$ are found as 1499.5 and 3549.5 respectively.

The investigator has taken the income level below $Q_1$ as low income level and above $Q_3$ as High income level. Between $Q_1$ and $Q_3$ has taken as Middle income level. The $Q_1$ and $Q_3$ values were rounded into nearest hundred and thus Low income level (LIL) considered for this study as below Rs. 1500 per month. High Income level (HIL) considered for this study as above Rs. 3500 per month and Middle income
Level (MIL) for this study considered from Rs. 1500 per month to Rs. 3500/- per month.

2.7.16. Social Class :

Here social class means Advance class and Backward class.

2.7.17. Advance Class :

Advance class used here to mean the people belong to the caste not under any reservation i.e., Brahmin, Goswami, Kayastha, Kalita, Mohanta etc.

2.7.18. Backward class :

Backward class used here to mean at the people belong to the castes under reservations such as Scheduled castes, Scheduled Tribe, Other Backward Classes etc.

2.7.19. Socio-economic status :

Socio economic status here means the socio-economic status of the parents.

2.8. SCOPE OF THE STUDY :

The problem has been undertaken with a view to ascertain accurately the percentage of regular promotee among the First generation Learners. Wastage and stagnation cause major hindrances in fulfilling the national objective of introducing free and compulsory primary education to all children of 6 to 14 years age group to achieve literacy. Although we see different studies that took place from time to time on tribes, backward classes etc. where mainly
First Generation Learners are found, yet very little is known so far about the educational aspect particularly of the children of the illiterate parents, i.e., First Generation Learners.

The parental education is highly responsible for the high rate of wastage and stagnation among the primary school going children. Because education and economic conditions are intimately related. So lack of education indicates poverty which also influences on the attitude and value system of the parents which affects the education of their children.

Low percentage of Regular promotee among the Backward section of people is mainly due to the high rate of illiterate adult population.

The actual problems faced by the First Generation Learners regarding their education and other situations are to be studied to know about the problems and look for remedial measures.

In the present investigation emphasis is being laid on accurate calculation of the regular promotee and also the extent of Wastage (WD + WS) among the FGLS of Advance and Backward classes and also in different income levels viz-HIL, MIL, LIL.

In the study the data are collected by direct method. Mostly face to face interview with the respondents.
This helps the investigator to visualise the problems in a realistic manner. The investigator visited some schools to interview the Headmasters, teachers, pupils and to know the condition of school. As it is not possible to visit all the schools personally therefore the investigator also entrusted some reliable persons to fill up some interview schedules prepared by the investigator by contacting the Headmasters of the schools.

House to house survey was done to see the living environment and to collect informations by direct interview with the parents, where many aspects of their lives came to the notice of the investigator.

The sample is drawn from North, South, East and West parts of Kamrup district. To have a normalise view samples are collected randomly from different localities and areas. Only large samples i.e. \( n > 30 \) are used in the present study for which the findings of the study can be extended to represent the situation of all FGLS of Assam.

True cohort method is used for calculation of wastage and stagnation among the FGLS and NFGLS, which is the most scientific method so far. Moreover carrier of each and every child of the cohort is followed for 4 years until they left school either by completing the primary course or prematurely before completing the course or failed to get promotion from one class to another. Children here had to be
Photo.3. 761 parlee Dina Balika L.P. School, Palasbari, West Kamrup.

Both the Schools are in the same campus. The conditions of the buildings are good.
followed for 4 years from 1992 to 1995.

The findings will help the teachers, educationists, educational planners and administrators to play their roles more effectively in connection with the education of the First Generation Learners - irrespective of caste and economic background. The findings of the study will give new perspective for formulation of curriculum, method of teaching and text books to relate education to life and aspirations of people which is an objective of the National policy of Education.

The findings of the study will indicate remedial measures to reduce wastage and stagnation among the FGLS and to achieve academic achievement by the FGLS.

Illiteracy is a very big problem of our country today and this study wants to reveal the rate of illiteracy among Advance and Backward classes and thereby wants to reveal where and among whom the problem of illiteracy is acute and why the rate of illiteracy is higher in one group than the other. After finding out the answers of these questions the remedial measures that will be given by the investigator surely will help in fulfilling the need of the society i.e., in iradicating illiteracy, in adopting special measures for the First generation Learners to improve their rate of Academic achievement.
Present study being the first one to explore a very important area i.e. the problem of education of the First Generation Learners, it is expected that the findings will unveil many important realistic facts which will guide the planners to plan action plans to improve the educational standard of the FGLS. Moreover the outcome of this investigation will reveal many other avenues for further research.

2.9. LIMITATIONS OF THE STUDY:

1. To have an intensive study the study has been limited to the Government and Provincialised Assamese medium primary schools of Kamrup District.

2. In selecting the sample though originally it was planned to draw sample from the area where centres of non-formal education exist, yet as it was not convenient for the investigator to contact all the centres of non-formal education therefore the areas have been changed from non-formal centres to primary schools from south, North, East and West parts of Kamrup District.

3. The study is confined to the lower primary stage only i.e., class I to IV and not the entire primary stage i.e., elementary stage from class I to class VII, though universalization of elementary education is a national goal.
4. The parents of all the FGL and NFGL samples collected here could not be interviewed for the want of time and inconvenience. Moreover delinking between parental aspirations and attitude towards the education of their children and also evolving more suitable method to motivate the parents towards education of their children need further investigation.

5. The gross wastage which affects the academic achievement of the FGLS and NFGLS was computed from the percentage of wastage due to dropout (WD) and percentage of wastage due to stagnation (WS). Here calculation of stagnation did not cover the years used by each stagnated case. Only if one fails in a class is considered here as a case of stagnation. Moreover a dropout case before dropping out cause stagnation, which was not included in the study. Here investigator wants to find out the academic achievement of the FGLS, so the rate of regular promotee is very strictly computed to show the academic achievement of the First Generation learners (FGLS).

6. Regarding income levels the study is limited to the income levels suited only to the people of Assam residing in rural and urban areas, who send their children to Assamese medium primary schools. The samples collected are divided into three levels on the basis of the sample study as shown under economic condition i.e., 2.7.15.
on page 43. These income levels are suitable only for the present study because in different places the income level may be different for these different levels. Moreover India is one of the poorest countries of the world and the percapita income is very unevenly distributed.