CHAPTER VII

OBSERVATION, CONCLUSIONS AND SUGGESTIONS

7.0 INTRODUCTION

7.1 SUMMARY OF THE RESEARCH WORK

7.2 GENERAL OBSERVATIONS

7.3 STATISTICAL OBSERVATIONS

7.4 CONCLUSIONS

7.5 IMPLICATION OF THE STUDY

7.6 SUGGESTIONS FOR THE FURTHER RESEARCH
CHAPTER VII

OBSERVATION, CONCLUSIONS AND SUGGESTIONS

7.0 INTRODUCTION

Education plays an important role in the all round development of a child. It provides the way of life to the child through the teaching of various school subjects. Sanskrit is one of the subjects being taught at secondary school level. Sanskrit is an ancient language of India. Through it cultural heritage of India reaches from one age to the another. For this, students should acquire healthy attitude towards Sanskrit.

The attitude of students towards Sanskrit is the most significant factor. Attitude is generally accepted as acquired characteristics of an individual and is formed through the accumulation and integration of wide experiences encountered in the process of growing up. The pressures, forces and dynamics of one's environment are contributory
to the development of attitude. Positive attitude of student depends upon some variables.

In the present research there are three main independent variables viz., Parents' Caste, Parents' Occupation and Parents' Socio-Economic Status, while area and sex are the common independent variables.

The main issues explored in the present study are:

1) Whether the parents' caste bears significant relationship to the attitude of students towards Sanskrit.

2) Whether the parents' occupation bears significant relationship to the attitude of students towards Sanskrit.

3) Whether the parents' Socio-economic status bears significant relationship to the attitude of students towards Sanskrit.

The study was pivoted around the following objectives.

1) To construct a reliable and valid scale to measure attitude of secondary school students towards Sanskrit.

2) To study the attitude of secondary school students towards Sanskrit.
3) To study the attitude of students towards Sanskrit in relation to their area of the schools.

4) To study the attitude of students towards Sanskrit with respect to their sex.

5) To study the difference between the attitude of students towards Sanskrit in different standards.

6) To study the relation of parents' Caste with the attitude of students towards Sanskrit.

7) To study the relation of parents' Occupation with the attitude of students towards Sanskrit.

8) To study the relation of parents' socio-economic status with the attitude of students towards Sanskrit.

The summary of the research work, observations, conclusions and suggestions for further research are presented in this chapter.

7.1 SUMMARY OF THE RESEARCH WORK

This study consists of two parts: (1) Construction of attitude scale for Sanskrit, (2) Study of the attitude of students towards Sanskrit in relation to parents' Caste, Occupation and Socio-Economic Status.

The attitude scale for Sanskrit was constructed by
the investigator on the basis of the Likert Method of Summated Ratings.

The investigator had given a pool of 180 statements to the teachers of Sanskrit, heads of secondary schools, Principals of Education colleges and experts in the field of research. 120 statements were selected from the pool for the Pre-Pilot scale.

The pre-pilot scale containing 120 statements was tried out on a very small group of students, teachers of Sanskrit and teacher educators. After the tried out of pre-pilot scale the pilot scale was prepared and got printed. It was administered on the sample of 400 students of secondary schools.

The final scale items were selected with the help of 't' technique. The investigator had selected twelve favourable and twelve unfavourable statements for the final scale. Thus, final attitude scale was prepared of twenty four statements. The final scale was administered on the sample of 1080 students of secondary schools in Gujarat.

The investigator had used SES scale to measure independent variables viz., Parents' caste, Parents' Occupation and Parents' Socio-Economic Status. She had administered the SES scale at the time of administering the attitude scale.
The factorial design and ANOVA was used to study the effect of parents' caste, occupation and SES on the attitude of students towards Sanskrit. The $F$ test was used to test the significance of the effects of various factors.

The data and the procedure of analysis were explained in chapter VI.

7.2 GENERAL OBSERVATIONS

It was an essential and basic requirement to develop attitude scale to measure attitude of secondary school students towards Sanskrit. To construct a reliable and valid attitude scale, systematic procedure had been adopted. The observations made during this process are noted below:

1) While administering the scale, it required a good deal of time, patience and perseverance on the part of scale administrators.

2) The task of data collection was found much more time consuming. But the heads and teachers of the respective schools helped the investigator sincerely in the collection of data.

3) The investigator could administered the 1200 scale very well. But while scoring 1120 were found
fully responded by checking the statement and giving the complete bio-data. The investigator accepted 1080 scales for study looking to the equal representation in the sample.

4) The investigator visited all the schools selected in the sample personally. During the visit investigator received warm welcome from the heads, teachers and students of the schools.

Thus, the research study provided the investigator valuable opportunities to observe and enjoy the school climate.

7.3 STATISTICAL OBSERVATIONS

The following statistical observations were made during the investigation and data analysis.

1) Mean attitude score of the students of secondary school is 65.66 (table 4.9). The neutral value of the scale is 48. Hence, it can be concluded that the students of Secondary schools in Gujarat possess positive attitude towards Sanskrit.

2) The 't' value of area variable is 10.62 (table 4.10), which is greater than the significant t
value 2.58. This shows that the t value is significant at 0.01 level. It shows that there is significant difference between the attitude of students of the urban area and the rural area towards Sanskrit.

Hence, it is concluded that the area plays its role in the attitude of students towards Sanskrit.

3) The t value of sex variable is 0.84 (table 4.11), which is less than the t value 1.96. It is not significant. It shows that the difference between attitude of boys and girls of secondary schools towards Sanskrit is not significant at any level.

Hence, it is concluded that the sex difference does not prevail in the attitude of students towards Sanskrit.

4) The t value between VIII and IX grade students is 1.02, between IX and X grade students is 0.88 and between X and VIII grade students is 1.84 (table 4.12). All the t values are less than the t value 1.96. All the values are not significant. It shows that the difference between attitude of VIII, IX and X grade students is not significant. Hence, it is concluded that the grade difference does not prevail in the attitude of students towards Sanskrit.
Study-1: Parents' Caste vs Attitude

Data:

\[ F_{\text{obs}} = 1.48 \quad F_{\text{tab}} = 2.19 \text{ at } 0.05 \]

Observation: The null hypothesis is accepted.

Conclusion:
1. There is no significant difference between the attitude of students of non-backward class and backward class.
2. The parents' caste has no significant effect on the attitude of students towards Sanskrit.

Study-2: Area vs Attitude

Data:

\[ F_{\text{obs}} = 5.5 \quad F_{\text{tab}} = 3.96 \text{ at } 0.05 \]
\[ M_{A1} = 67.88 \quad M_{A2} = 62.62 \]

Observation: The null hypothesis is rejected.

Conclusion: The area of the school has significant effect on the attitude of students towards Sanskrit.

Study-3: Sex vs Attitude

Data:

\[ F_{\text{obs}} = 0.001 \quad F_{\text{tab}} = 3.96 \text{ at } 0.05 \]
\[ M_{B1} = 65.21 \quad M_{B2} = 65.29 \]

Observation: The null hypothesis is accepted.

Conclusion: The sex has no significant effect on the attitude of students towards Sanskrit.
Study-4: Parents' Occupation Vs Attitude

Data: \[ F_{\text{obs}} = 4.84 \quad F_{\text{tab}} = 3.96 \text{ at } 0.05 \]
\[ F_{\text{obs}} = 2.82 \]
\[ M_{\text{HO}} = 69.59, \quad M_{\text{MO}} = 63.56, \quad M_{\text{LO}} = 62.59 \]

Observation: The null hypothesis \( H_{0_{10}} \) is rejected, while the null hypothesis \( H_{0_{11}} \) is accepted.

Conclusion:
1. High occupation group is better than the middle occupation group in attitude towards Sanskrit.
2. There is no significant difference between the attitude of students of parents high-middle occupation group and parents' low occupation group.
3. The mean attitude of the students whose parents' were from high occupation is better than that of both middle and low occupation groups.
4. The parents' occupation has significant effect on the attitude of students towards Sanskrit.

Study-5: Area x Sex Vs Attitude

Data: \[ F_{\text{obs}} = 0.31 \quad F_{\text{tab}} = 3.96 \text{ at } 0.05 \]

Observation: The null hypothesis is accepted.
Conclusion: The interaction effect of area and sex on the attitude of students towards Sanskrit is not significant.

Study-6: Area x Parents' Occupation Vs Attitude
Data:
\[ F_{\text{obs}} = 1.12 \quad F_{\text{tab}} = 3.96 \text{ at } 0.05 \]
\[ F_{\text{obs}} = 2.95 \]
Observation: Both the null hypotheses are accepted.

Conclusion: The interaction effect of area and parents' occupation on the attitude of students towards Sanskrit is not significant.

Study-7: Sex x Parents' occupation Vs Attitude
Data:
\[ F_{\text{obs}} = 2.37 \quad F_{\text{tab}} = 3.96 \text{ at } 0.05 \]
\[ F_{\text{obs}} = 1.20 \]
Observation: Both the null hypotheses are accepted.

Conclusion: The interaction effect of sex and parents' occupation on the attitude of students towards Sanskrit is not significant.

Study-8: Area x Sex x Parents Occupation Vs Attitude
Data:
\[ F_{\text{obs}} = 3.80 \quad F_{\text{tab}} = 3.96 \text{ at } 0.05 \]
\[ F_{\text{obs}} = 0.11 \]
Observation: Both the null hypotheses are accepted.
Conclusion: The interaction effect of area, sex and parents' occupation on the attitude of students towards Sanskrit is not significant.

Study-9: Area vs Attitude

Data:
\[ F_{\text{obs}} = 10.34 \quad F_{\text{tab}} = 6.92 \text{ at } 0.01 \]
\[ M_{A1} = 70.29 \quad M_{A2} = 62.94 \]

Observation: The null hypothesis is rejected.

Conclusion: The area of the school has significant effect on the attitude of students towards Sanskrit.

Study-10: Sex Vs Attitude

Data:
\[ F_{\text{obs}} = 1.60 \quad F_{\text{tab}} = 3.96 \text{ at } 0.05 \]
\[ M_{B1} = 68.06 \quad M_{B2} = 65.16 \]

Observation: The null hypothesis is accepted.

Conclusion: The sex has no significant effect on the attitude of students towards Sanskrit.

Study-11: Parents' SES VS Attitude

Data:
\[ F_{\text{obs}} = 1.65 \quad F_{\text{tab}} = 3.96 \text{ at } 0.05 \]
\[ F_{\text{obs}} = 5.34 \]
\[ M_{\text{HSES}} = 70.28, \quad M_{\text{MSES}} = 66.69, \quad M_{\text{LSES}} = 62.87 \]
Observation: The null hypothesis \( (H_{021}) \) is accepted while the null hypothesis \( (H_{022}) \) is rejected.

Conclusion:
1. There is no significant difference between the attitude of students of parents' high SES group and parents' middle SES group.
2. The high and middle SES group is better than the low SES group in the attitude towards Sanskrit.
3. The parents' socio-economic status has significant effect on the attitude of students towards Sanskrit.

Study-12: Area x Sex Vs Attitude
Data:
\[
F_{\text{obs}} = 1.79 \quad F_{\text{tab}} = 3.96 \text{ at } 0.05
\]
Observation: The null hypothesis is accepted.

Conclusion: The interaction effect of area and sex on the attitude of students towards Sanskrit is not significant.

---

Study-13: Area x Parents' SES Vs Attitude
Data:
\[
F_{\text{obs}} = 0.08 \quad F_{\text{tab}} = 3.96 \text{ at } 0.05
\]
\[
F_{\text{obs}} = 1.09
\]
Observation: Both the null hypotheses are accepted.
Conclusion: The interaction effect of area and Parents' SES on the attitude of students towards Sanskrit is not significant.

Study-14: Sex x Parents' SES Vs Attitude

Data: $F_{obs} = 3.15$, $F_{tab} = 3.96$ at 0.05

$F_{obs} = 0.95$

Observation: Both the null hypotheses are accepted.

Conclusion: The interaction effect of Sex and parents' SES on the attitude of students towards Sanskrit is not significant.

Study-15: Area x Sex x Parents' SES Vs Attitude

Data: $F_{obs} = 0.30$, $F_{tab} = 3.96$ at 0.05

$F_{obs} = 0.36$

Observation: Both the null hypotheses are accepted.

Conclusion: The interaction effect of area, sex and parents' SES on the attitude of students towards Sanskrit is not significant.
7.4 CONCLUSIONS

Some of the major conclusions drawn from the present research study are mentioned in the following section.

1) Attitude of the Students
   The attitude of the students of secondary schools in Gujarat towards Sanskrit is positive.

2) Area and the attitude
   The area plays its role in the attitude of students towards Sanskrit. The area of the school has significant effect on the attitude of students towards Sanskrit.

3) Sex and the attitude
   The sex difference does not prevail in the attitude of students towards Sanskrit. The sex has no significant effect on the attitude of students towards Sanskrit.

4) Grade and the attitude
   The grade difference does not prevail in the attitude of students towards Sanskrit.

5) Parents' Caste and the attitude
   The parents' caste has no significant effect on the attitude of students towards Sanskrit.
6) Parents' Occupation and the attitude

The parents' occupation has significant effect on the attitude of students towards Sanskrit.

7) Parents' SES and the attitude

The parents' Socio-Economic Status has significant effect on the attitude of students towards Sanskrit.

7.5 IMPLICATIONS OF THE STUDY

The implications of the research study are self-evident and self-explanatory. However, the following implications of this study are worth noting.

1) The teacher should pay more attention to develop the attitude of the students towards Sanskrit in the rural area.

2) The sex of the students should not be taken into consideration while dealing with the students in the classroom at the time of teaching Sanskrit.

3) All the secondary school students do not differ significantly in their attitude towards Sanskrit. Hence, the teacher should pay equal attention to the students of all the grades.

4) The parents' caste has no significant effect on
the attitude of the students towards Sanskrit. Hence, the teacher should pay equal attention to the non backward class students and backward class students. The teacher should not pay any attention to the caste of the students while teaching Sanskrit.

5) The teachers should take care in developing the positive attitude of the students towards Sanskrit whose parents have middle and low occupation.

6) The teacher should also take care in developing the positive attitude of the students towards Sanskrit whose parents possess middle and low SES.

7.6 SUGGESTIONS FOR THE FURTHER RESEARCH

The present research was merely an exploratory effort based on a step-wise analysis of variance and ANOVA model. Hence, the recommendation can not be generalized beyond the sample. But more intensive and reliable research work is desired to be undertaken by the research worker in the directions suggested by the investigator. A few selected studies are suggested for the further research. They are as:
1) A study of the attitude of students towards Sanskrit in relation to their academic achievement.

2) A study of the attitude of secondary school students towards Sanskrit in context with their general ability.

3) A study of the attitude of secondary school students towards Sanskrit in relation to their creative thinking ability.

4) A study of the attitude of secondary school students towards Sanskrit in relation to their creative writing ability.

5) An Investigation into the attitude of secondary school students towards Sanskrit in relation to the temperament.

6) An Investigation into the attitude of secondary school students towards Sanskrit in relation to their parents' education.

7) To study the effect of the school climate on
the attitude of secondary school students towards Sanskrit.

8) To study the attitude of the secondary school students in relation to some psycho-social correlates.

These suggestions for further research work only mean that research on any subject has no end. Further research starts where the previous research stops.