

CHAPTER – V

MAJOR FINDINGS, CONCLUSION AND SUGGESTION

MAJOR FINDINGS:

After interpretation of the data the following findings were recorded –

1. The co-efficient of correlation of male students is ($r_1=-0.35$) which is negative, it means that socio-economic status of parents and attitude of students towards education is negatively correlated. It can be inferred that as socio-economic status improves, the attitude of male students of high schools does not increase.
2. The co-efficient of correlation of female students is ($r_2=+0.56$) which is positive, it means that the socio-economic status of the parents and attitude of students towards education is moderately correlated, it can be inferred that as the socio-economic status improves, the attitude of female students of high schools increases towards positive side.
3. The co-efficient of correlation of urban area students is ($r_3=+0.38$) which is positive, it means that the socio-economic status of the parents and attitude of students towards education is less correlated, it can be inferred that as the socio-economic status improves, the attitude

of urban area students of high schools does not increase.

4. The co-efficient of correlation of rural area students is ($r_4=+0.69$) which is positive, it means that the socio-economic status of the parents and attitude of students towards education is substantially correlated, it can be inferred that as the socio-economic status improves, the attitude of rural area students of high schools does not increase.
5. The co-efficient of correlation of English medium students is ($r_5=+0.55$) which is positive, it means that the socio-economic status of the parents and attitude of students towards education is moderately correlated, it can be inferred that as the socio-economic status improves, the attitude of English medium students of high schools also increases.
6. The co-efficient of correlation of Marathi medium students is ($r_6=+0.70$) which is positive, it means that the socio-economic status of the parents and attitude of students towards education is highly correlated, it can be inferred that as the socio-economic status improves, the attitude of Marathi medium students of high schools increases towards positive side.
7. The co-efficient of correlation of Urdu medium students is ($r_7=+0.83$) which is positive, it means that the socio-economic status of the parents and attitude of students towards education is highly correlated, it can be inferred that as the socio-economic status improves, the attitude

of Urdu medium students of high schools increases towards positive side.

8. Urban students are better in attitude towards education than rural students of high schools.
9. Male students are better in attitude towards education than female students of high schools.

CONCLUSION:

On the basis of the fact and figures gathered through a keen and careful survey and in the light of major findings and after analysing and interpreting the data the following conclusion is drawn.

1. Hypothesis no. 1 "There is negligible correlation between the attitude and socio-economic status of male students towards education" is proved. (Refer table no. 1, pg. 168 and major finding no. 1). Because the coefficient of correlation between the attitude and socio-economic status of male students is (-0.35), hence it can be safely inferred that there is negligible correlation between attitude of students and socio-economic status of their parents.
2. Hypothesis no. 2 "There is negligible correlation between the attitude and socio-economic status of female students towards education" is disapproved. (Refer table no. 2, pg. 169 and major finding no. 2). Because the coefficient of correlation between the attitude and socio-economic status of female students is (+0.56), hence it can be safely inferred that there is moderate correlation between

attitude of students and socio-economic status of their parents.

3. Hypothesis no. 3 “There is negligible correlation between the attitude and socio-economic status of urban area students towards education” is disapproved. (Refer table no. 3 pg. 170 and major finding no. 3). Because the coefficient of correlation between the attitude and socio-economic status of urban students is (+0.38), hence it can be safely inferred that there is low correlation between attitude of students and socio-economic status of their parents. But definitely there is small relationship between them.
4. Hypothesis no. 4 “There is negligible correlation between the attitude and socio-economic status of rural area students towards education” is disapproved. (Refer table no. 4 pg. 151 and major finding no. 4). Because the coefficient of correlation between the attitude and socio-economic status of rural students is (+0.69), hence it can be safely inferred that there is substantial correlation between attitude of students and socio-economic status of their parents. But definitely there is substantial relationship between them.
5. Hypothesis no. 5 “There is negligible correlation between the attitude and socio-economic status of English medium students towards education” is disapproved. (Refer table no. 5 pg. 152 and major finding no. 5). Because the coefficient of correlation between the attitude and socio-economic status of English medium

students is (+0.55), hence it can be safely inferred that there is moderate correlation between attitude of students and socio-economic status of their parents.

6. Hypothesis no. 6 “There is negligible correlation between the attitude and socio-economic status of Marathi medium students towards education” is disapproved. (Refer table no. 6 pg. 153 and major finding no. 3). Because the coefficient of correlation between the attitude and socio-economic status of Marathi medium students is (+0.70), hence it can be safely inferred that there is high correlation between attitude of students and socio-economic status of their parents.
7. Hypothesis no. 7 “There is negligible correlation between the attitude and socio-economic status of Urdu medium students towards education” is disapproved. (Refer table no. 7 pg. 154 and major finding no. 7). Because the coefficient of correlation between the attitude and socio-economic status of Urdu medium students is (+0.83), hence it can be safely inferred that there is high correlation between attitude of students and socio-economic status of their parents. But definitely there is dependable relationship between them.
8. Hypothesis no. 8 “There is no significant difference between the attitude of urban and rural area students” is disapproved. (Refer table no. 8 pg. 155 and major finding no. 8). Hence it can be inferred that urban students are better in attitude towards education than rural students.

9. Hypothesis no. 9 “There is no significant difference between the attitude of male and female students” is disapproved. (Refer table no. 9 pg. 156 and major finding no. 9). Hence it can be inferred that male students are better in attitude towards education than female students.

THE FOLLOWING CONCLUSION IS ON THE BASIS OF ATTITUDE OF THE STUDENTS ACCORDING TO THE SOCIO-ECONOMIC STATUS OF THEIR PARENTS:

The conclusion is drawn on the basis of the ‘Attitude’ of high school students of English, Marathi and, Urdu medium of urban as well as rural areas of Aurangabad district, towards education on the basis of the socio-economic conditions of their parents.

- ★ It was interesting to note that the students learning in English medium schools situated in urban localities were found to be more superior in ‘Attitude’, rather than students learning in Marathi and Urdu medium high schools in the same locality.
- ★ Similarly, the students of Marathi medium schools situated in urban localities were found to be better in ‘Attitude’, then, the students of Urdu medium schools situated in urban localities.
- ★ Where as the students of Urdu medium high schools situated in urban localities and rural localities were found to be categorically inferior.

There could have been number of factors responsible for the differences observed in between the students of English

medium schools located in urban localities and other medium schools located in urban and rural areas.

- ★ The home atmosphere is primarily responsible for low attitude in the students of Marathi and Urdu schools situated in rural localities because the parents themselves are illiterate and are too busy to earn their livelihood. They are also ignorant about the importance of education to their children; therefore, it is found that most of the parents never encourage their children to pay attention even towards their regular studies.

Therefore in the test of 'Attitude', they scored less.

- ★ On the other hand the parents of students studying in English medium schools situated in urban and even in the rural localities were found to be very conscious about their children's academic activities, as well as creative activities, they were found to be in full touch with the academic development of their children, since they are literate and their socio-economic condition is far more better than the parents of Marathi and Urdu medium students.
- ★ Parents of the students of English medium schools kept themselves aware of their children's performance in the school. They were keen in the all round development of their children. They knew the importance of education of their children, therefore the parents always tried to provide best possible efforts and environment to enhance the academic quality of their children. Therefore, attitude

was found to be more in the students of English medium, no matter where their schools are situated.

Therefore, the attitude of the English medium students was found to be more positive.

- ★ The activities provided to the students by the schools, were also responsible for the right type of 'Attitude' among the students. Those schools which emphasised more on the co-curricular or extra co-curricular activities of the students were found that their students had positive attitude towards education, compared to those schools which do not promote co-curricular or extra co-curricular activities properly. Generally the English medium schools of any locality were found to encourage co-curricular or extra co-curricular activities.
- ★ Poverty retards the development of women education. Poor parents give preference to the education of their sons but they cannot afford sending their daughters to school.
- ★ The attitude of urban female students is greater than the attitude of rural female students towards education, because in rural areas parents are narrow minded, they are hesitant to send their daughters to schools where there is co-education, they deprive their daughters school education or some times they discontinue their studies.
- ★ The attitude of Urdu medium students of Urban and rural areas is lower as compared to the other mediums students because Muslims in India do not form a social homogeneous community, they have uneven formations,

and highly unequal social stratification otherwise as well. A large part appears to be socio-economically no better than the other middle, lower middle and backward classes in the rest of the population.

SUGGESTIONS FOR DEVELOPMENT OF ATTITUDE:

There is a close relationship between the economic determinants and education. Each influences the other. Infact, economic determinants are at the root of the development of education. The higher the standard of living of the people the more will be the chances for their children to get education. On account of the economic value, education is considered as an instrument of economic development.

For inculcation of proper attitude among the high school students, the researcher decided to give suggestion on the basis of this research to teachers, parents, school administration, Government and also for girl's education, which are given as follows -

SUGGESTIONS FOR TEACHERS:

- ★ There should be good rapport between the teacher and the taught, teacher should always encourage the students and see to it that right type of attitudes are being developed in the students.
- ★ Teacher should be familiar with the students personally, teacher should be well aware of the economic condition of the students.
- ★ Teacher should be in close touch with the parents of the students, teacher should brief the parents regarding their

children's academic performance as well as non-academic activities.

- ★ Teacher should keep close watch on the wastage and stagnation of the students. Teacher should always try to find out the reason of wastage and stagnation and should solve the problems.
- ★ Teacher should always try to educate the illiterate parents about the importance of education in life, teacher should ask the parents to develop in their children right attitude towards education.
- ★ Teachers should visit the homes of the students who remain absent or their attitude towards education is not right, teachers should talk to their parents and inform them regarding their child's performance.
- ★ The teaching method should suit the children, teacher should use audio-visual aids in his teaching which helps in clearing the concept of the content and creates interest among the students towards studies.

SUGGESTIONS FOR PARENTS:

- ★ Parent's support towards their ward's education and inculcation of right attitude towards education is the key factor, during the research and especially while surveying in the rural areas the researcher found that the parent's attitude towards education was not right. Most of the parents were of the opinion that education of their children will not determine good jobs in future since already there is a huge problem of unemployment amongst the youth.

- ★ During the research it was found that the parents are ignorant about the objectives of education. Most of the parents were of the view that education is meant only for Govt. services or private services. Therefore it is suggested that Govt. should take the initiative in educating the parents regarding the objectives through mass media.
- ★ Parents in rural areas are not aware of the incentives given by the Government to the students who belong to poor families. Nowadays tuition fees, text books, meal, etc. is provided free of cost by the Government. Still many parents feel that education is a costly affair, therefore, they discourage their children from going to schools.
- ★ Parents should be held guilty and cognizable offence should be framed against them if they create obstacle in their child's education.

SUGGESTIONS FOR EDUCATIONAL INSTITUTIONS:

- ★ Schools should organize parent's day every month, the problems of the parents should be addressed properly, School authorities should give a patient hearing to the grievances of the parents and all possible help should be provided to the students.
- ★ School authorities should inform the parents regarding the academic achievements of their wards, and the results of the examinations should be handed over to the parents personally.

- ★ Schools should organise co-curricular activities like Independence day, Republic day, birth anniversary of freedom fighters, dramas, elocution competitions, etc. and students should be encouraged to take active participation in these programmes. Parents should also be invited to watch these programmes.
- ★ Schools should be well equipped with a library, museum, laboratories, audio-visual aids room, crafts room, etc., to develop interest and attitude among the students.
- ★ School should provide scholarships to the students belonging to lower socio-economic strata of the society.

SUGGESTIONS TO THE GOVERNMENT:

- ★ The concerned departments of the Government should keep record of the socio-economic conditions of the parents.
- ★ To stop wastage and stagnation, the Government officials should be in touch with the parents of the students who are prone to wastage and stagnation.
- ★ The schools, both Governmental and private, should be under constant surveillance by the Education office. The attendance of the students should be checked and verified.
- ★ Government should ensure that adequate staff is serving in Govt. and private schools, there should not be shortage of staff, the teachers should not be overburdened.

- ★ The teachers of Govt. and private schools should not be assigned work like census, election duty, pulse polio drive, etc. which may break the continuity of teaching.
- ★ The school syllabus should be according to the daily life situation of the students. In the state of Maharashtra there is a huge disparity in the urban and rural areas. The needs of the children residing in urban areas differ with rural children. Therefore, the attitude of rural students is not proper towards education, hence it is suggested that the syllabus should be different for urban and rural areas.
- ★ Adequate educational facilities should be created in the rural and backward areas. There should be one secondary school within a radius of one kilometre, one high school at the radius of two kilometres from every home; it should be within the walking distance of the child.

SUGGESTIONS FOR GIRLS EDUCATION:

- ★ All attempts should be made for the development of proper attitude for girl's education by educating the orthodox and custom ridden people about the necessity of girl's education.
- ★ Separate schools for girls at the middle and high-school stages should be established.
- ★ Public opinion should be changed in favour of girl's education in rural areas. Encouraging results will be obtained if there will be enrolment drives at the beginning of the academic session, social service camp, celebration

of girls education week, documentary films depicting the importance of girls education.

Government of Maharashtra is doing commendable job in this regard. The Govt. is providing free education, books, mid-day meal, uniform, etc. to the girls upto senior college level.

Factors influencing the development of attitude:

Attitudes are certain mindset in a particular direction so by adopting varied techniques such mindset may be created. Direct teaching does not produce important change in pupil's attitudes while on the other hand out of school, uncontrolled experiences are most important for developing attitudes.

Attitudinal change is the need of the day. Attitudes are no doubt uniquely organised in each person. Though certain attitudes may be held by many, each usually gives his own slant in expressing them. They are tinged with emotion and are personal and complex in character.

Attitudes and their organisation is product of individual's own reaction to his experience, various studies shows that younger children of low socio-economic status have similar attitudes as their parents, due to similarity of experience to which both the children and parents were exposed. Attitudes tend to decrease with increasing age of the child. Greater diversity of influences operates on older children and on adolescent causing divergence in the attitudes.

Hence, there may be need to change the attitudes of young children towards education, especially of the low

economic levels. Attitudes are not statistics or rigid entities. Loving teachers, lively classroom interaction, more participation and learning through play can change young learner's unfavourable attitude towards school and education.

Role of teacher for development of Attitudes:

A teacher has a greater responsibility in developing appropriate attitudes in the growing and developing children towards education.

Education plays a vital role in the society and teacher must understand themselves that they are no more expected to be simply an agent and the conservation of the traditional culture of the society. The newly emerging expectation and aspiration of the Indian society enjoin upon the teacher that they develop attitude in the children towards education by using their powers, skills, experiences and, by teaching methods.

Teaching should be helpful to the child to adjust themselves to the environment; the school can help the child to make successful adjustment by development healthy attitudes and right knowledge to meet the environment with its growing complexities through teaching.

Teaching enables the child to equip himself with such habits, skills, attitudes and knowledge which they need for their successful living in the environment.

The teacher is regarded not only as a giver of knowledge and information, but also as director of learning activities, socializer, character builder, developer of attitudes towards education. Not only the teacher is responsible but parents should also develop and change the attitude of the children by

giving them proper home environment and educational background.

Attitudes and Education:

Attitudes are mainly responsible for successful achievement as well as failure in life. They motivate the behavioural pattern of an individual. An individual's attitude towards a particular activity affects his efficiency in the activity. It is his positive attitude that compels him to start, continue, and complete a particular work and his negative attitude or dislike of a certain task motivates him to avoid it.

A child should not be left completely to do as he desires, rather he should be stimulated towards desirable activity through the development of positive attitude, for the activity, in him.

Constructive and positive attitude should be encouraged during childhood which will help him during adolescence and adult-hood.

Parents, teachers and, elderly persons should display such objectives, but also understanding of attitude which will inculcate good attitude for the child to imitate.

Development of character is very much essential; if at all education is to be made worthwhile. Character education should include development of right attitudes.

The child should be helped to appreciate the rules and regulations concerning good conduct and effective study habits in the light of their values to the individual and society.

AVENUES OF RESEARCH

Researcher has made a comparative study of the student's attitude towards education with reference to the socio-economic status of the parents of English, Marathi and, Urdu medium schools situated in urban and rural areas of Aurangabad district, but there are avenues of researches on the following areas.

1. To study the factors responsible for having high attitudes among the students toward education of English medium schools and low attitude among non-English medium schools toward education in urban and rural areas of Aurangabad district.
2. To study methods, means and, ways to develop attitude in the students of Aurangabad district.
3. To study the responsibility of the Government in developing attitude among rural children towards education in Marathwada region.
4. To study the role of educational societies and trusts in developing attitude among children belonging to the parents of lower socio-economic strata of the society in Aurangabad district.
5. A survey whether the educational cess imposed on the tax payers by the Government is really being used to impart education to the children belonging to the parents of low socio-economic status in Marathwada region.