CHAPTER FIVE

OBJECTIVES OF SCHOOLING AND PURPOSE OF STUDYING

CONTENT

5.00 PARADIGM
5.01 INTRODUCTION
5.02 A) REASONS BEHIND ATTENDING SCHOOL
           B) Purpose of Studying
5.03 A) MEANING OF STUDY
           B) Source and meaning of study
5.04 CONCLUSIONS
PARADIGM FOR 'OBJECTIVES OF SCHOOLING' AND 'PURPOSE OF STUDYING'
CHAPTER FIVE
OBJECTIVES OF SCHOOLING AND PURPOSE OF STUDYING

5.01 INTRODUCTION

This chapter would throw light on students' understanding of the significance of schooling and also help to know the relationship of their background factors and their objectives of study. The objectives of education change from time to time, according to the needs of every society. If these objectives are made clear to the students, it would give direction to their studying. Hence, it is important to know what causes students have to report on their attending school and its correspondence to the 'why of schooling.' It is a matter which needs to be noted down in the discussion of problems of students about their study habits and study skills, because attitudes towards schooling would reflect on attitudes towards study, study habits and skills.

The student spends nearly 7500 hours in secondary school and nearly the same time in study at home. It means nearly 15000 hours might be a wastage if he has not understood the objectives of schooling and purposes of study. Taking into considerations the above factors
they were asked to record the purpose of schooling and their reasons for studying and their meaning of study.

This chapter is divided into following parts:
I) Reasons of attending school
II) Purpose and meaning of study
III) Sources helping their formation of concept of study.

5.02 A) REASONS BEHIND ATTENDING SCHOOL

The purpose of schooling according to students is reflected through their answers. The answers could show the extent to which the purpose of schooling is clear to them.

<table>
<thead>
<tr>
<th>Income group</th>
<th>$I_1$</th>
<th>$I_2$</th>
<th>$I_3$</th>
<th>$I_4$</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasons</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Obtaining knowledge</td>
<td>159</td>
<td>256</td>
<td>238</td>
<td>223</td>
<td>876</td>
</tr>
<tr>
<td></td>
<td>93.53</td>
<td>91.13</td>
<td>94.07</td>
<td>91.02</td>
<td>92.21</td>
</tr>
<tr>
<td>Getting jobs</td>
<td>23</td>
<td>36</td>
<td>38</td>
<td>29</td>
<td>126</td>
</tr>
<tr>
<td></td>
<td>13.53</td>
<td>12.76</td>
<td>15.01</td>
<td>11.84</td>
<td>13.26</td>
</tr>
<tr>
<td>Parents' wish</td>
<td>04</td>
<td>04</td>
<td>10</td>
<td>05</td>
<td>2.42</td>
</tr>
<tr>
<td></td>
<td>2.35</td>
<td>1.42</td>
<td>3.95</td>
<td>2.04</td>
<td></td>
</tr>
<tr>
<td>Did not have anything else to do</td>
<td>01</td>
<td>02</td>
<td>02</td>
<td>05</td>
<td>0.53</td>
</tr>
<tr>
<td></td>
<td>0.58</td>
<td>0.79</td>
<td>0.79</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From the above table, it is observed that 92.21% students attended school for getting knowledge i.e. content of school subjects. The percentage of students sharing the same purpose was almost the same in four groups i.e. all the four groups were on par regarding the purpose of schooling.

13.26% of the students attended school with a view to getting a job. The range of responses in this category is spread over from 11.84% to 15.01% in four groups.

The remaining two responses were as below:

a) Their parents sent them to school, so they attended school (2.42%).

b) They did not have anything else to do (0.5%).

From the above observations one can understand that, most of the students did not have an exact idea of objectives and purpose of schooling which are implicitly understood by society in general. If one takes them by their responses, one has to accept that the student is certain about the purpose.

However, the purposes are given in a broad way. What the students expected to learn or what they should have to learn was not reflected explicitly through their answers. Even after a probe in group discussions, they kept on saying that, they attended schools for knowing more, but they did not talk about the skills,
attitudes or values and even about the quality of knowledge.

Hence, from above responses, it is concluded that the real purpose of studying remains unknown to them even if they have completed their schooling up to VIII, IX or X. (Study - definition is mentioned in chapter one) They might have picked up the view of knowing more or 'Purpose of schooling' from their parents and teachers. Their parents and teachers might be always talking about the function of schooling as that of giving knowledge. Hence, the students are probably not aware that knowledge is different from mere information, and the present day examination is reinforcing only 'information', which alone never allows an individual to function efficiently.

It being so, the self-reliance in thought and action and their reflections in action plans through schooling are not reflected in their answers.

In the light of purpose of attending schools on the part of students; it is further felt that, the study of students' reactions, if they would get freedom of not attending schools, would help understand their comprehension of purposes and objectives of schooling.
The need to attend school for getting oneself prepared for life of work, was not felt by the students. With such inadequate expectations from school, what set of purposes, they would have for studying, becomes an interesting query.

5.02 B) PURPOSE OF STUDYING

With this background, it would be quite interesting to note their purposes of studying as tabulated in the table given below.

| TABLE No. 5.02 |
|===============|
| PURPOSES BEHIND STUDYING |

<table>
<thead>
<tr>
<th>Purpose</th>
<th>I₁</th>
<th>%</th>
<th>I₂</th>
<th>%</th>
<th>I₃</th>
<th>%</th>
<th>I₄</th>
<th>%</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Getting knowledge</td>
<td>71</td>
<td>41.76</td>
<td>164</td>
<td>58.16</td>
<td>160</td>
<td>63.24</td>
<td>83</td>
<td>33.88</td>
<td>478</td>
</tr>
<tr>
<td>2. Better job</td>
<td>37</td>
<td>21.76</td>
<td>97</td>
<td>34.40</td>
<td>15</td>
<td>5.93</td>
<td>44</td>
<td>17.96</td>
<td>193</td>
</tr>
<tr>
<td>4. Social status</td>
<td>11</td>
<td>6.47</td>
<td>-</td>
<td>-</td>
<td>05</td>
<td>1.98</td>
<td>20</td>
<td>8.16</td>
<td>36</td>
</tr>
<tr>
<td>5. Social service</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>06</td>
<td>2.37</td>
<td>17</td>
<td>6.94</td>
<td>23</td>
</tr>
<tr>
<td>6. Improving power of thinking</td>
<td>26</td>
<td>15.29</td>
<td>58</td>
<td>20.57</td>
<td>38</td>
<td>15.02</td>
<td>56</td>
<td>22.86</td>
<td>178</td>
</tr>
</tbody>
</table>
From the table given above, it is seen that roughly 50% students had noted down the purpose of studying as getting knowledge. In the intragroup comparisons the percentage of $I_3$ group stating knowledge as a purpose of studying was remarkably greater (63.24%). This difference may have occurred due to their parental education or social status or due to the surroundings of their houses i.e. cultural background. Taking all the background into consideration, the researcher could not explain the reason of difference in percentage of $I_3$ and $I_4$.

The remaining responses were as follows:

1) For improving the power of thinking (18.74%)
2) For higher education (14.21%)
3) For better job (20.32%)
4) For social status (3.79%)
5) For social service (2.63%)

From these responses, it can be said that most of the students did not understand the real purpose of studying, which is related to and reflected by the objectives of schooling. However, the need to improve the power of thinking is expressed by 18.74% i.e. almost 1/5th of the total sample and at least a small section of students have understood 'why to study'. What they meant by 'improving power of thinking' needs to be checked by collecting further evidence, so that factors related to this change in behaviour of a section of the student-population would
throw light on the building up of understanding of purposes of studying.

5.03 A) MEANING OF STUDY

Their meaning of study would throw light on the direction of their efforts and their study habits. The table below would show:

a) How many students had realized the concept of study and

b) How they had realized the concept.

TABLE No. 5.03
MEANING OF STUDYING

<table>
<thead>
<tr>
<th>Income group</th>
<th>Activity</th>
<th>I₁</th>
<th>%</th>
<th>I₂</th>
<th>%</th>
<th>I₃</th>
<th>%</th>
<th>I₄</th>
<th>%</th>
<th>TOTAL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td></td>
<td></td>
<td>No.</td>
<td></td>
<td>No.</td>
<td></td>
<td>No.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Home-work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>11.76</td>
<td>172</td>
<td>60.99</td>
<td>92</td>
<td>36.36</td>
<td>42</td>
<td>17.14</td>
<td></td>
<td>326</td>
<td>34.32</td>
</tr>
<tr>
<td></td>
<td>2. Acquiring new knowledge in the light of previous knowledge</td>
<td>17</td>
<td>10.00</td>
<td>05</td>
<td>1.77</td>
<td>-</td>
<td>-</td>
<td>34</td>
<td>13.88</td>
<td>56</td>
<td>5.89</td>
</tr>
<tr>
<td></td>
<td>5. Reading</td>
<td>42</td>
<td>24.71</td>
<td>16</td>
<td>5.67</td>
<td>44</td>
<td>17.39</td>
<td>55</td>
<td>22.45</td>
<td>157</td>
<td>16.53</td>
</tr>
<tr>
<td></td>
<td>6. Writing</td>
<td>24</td>
<td>14.12</td>
<td>12</td>
<td>4.26</td>
<td>29</td>
<td>11.46</td>
<td>08</td>
<td>3.26</td>
<td>73</td>
<td>7.68</td>
</tr>
<tr>
<td></td>
<td>7. Revision</td>
<td>23</td>
<td>13.53</td>
<td>17</td>
<td>6.02</td>
<td>65</td>
<td>25.69</td>
<td>21</td>
<td>8.57</td>
<td>126</td>
<td>13.26</td>
</tr>
<tr>
<td></td>
<td>8. Doing sums</td>
<td>8</td>
<td>4.71</td>
<td>10</td>
<td>3.55</td>
<td>22</td>
<td>8.70</td>
<td>-</td>
<td>-</td>
<td>40</td>
<td>4.21</td>
</tr>
</tbody>
</table>
From the table, it is observed that almost 1/3rd students (34.32%) meant completion of homework as study.

From above table, it is seen that some students knew about some of the study activities, but not all.

Again, not all the skills and habits were reflected in their description of the concept. This inadequacy in their understanding of the concept of studying provides a clue to much of their behaviour as a prey to the present day written examination which demands more reproduction from the memory, rather than their competencies of analysis, synthesis or evaluation.

It is also seen that some of the students (5.89%) were aware of some of the skills, all the rest had no idea of any or all of the various aspects of studying.

From the above, it is concluded that the patterns of study habits were not in existence. It is also concluded that there is no relation between students' social background and the patterns of study habits.

B) SOURCE OF MEANING OF STUDY

From the above observations, it is necessary to find out their sources of meaning of study - from where they made a concept of study. From the table below one would know the ways and nature of the guidance they obtained in their studying.
From the above table, it is seen that 52.84% students understood the meaning of study from their parents. In groupwise distribution the highest percentage of the parents is seen in $I_3$ group (60.47%). Next to it the parents of $I_4$ group (50.20%) gave guidance and $I_2$ (49.65%) followed $I_4$.

The students of 37.47% in the total sample gave the response that they got guidance from their teachers. The percentage has decreased gradually from $I_1$ to $I_4$ (42.35% to 31.43%).
Next to them, 28.21% students got guidance from their friends. This percentage in groups is spread out from 24.71% to 32.01% and lastly 9.89% students are guided by brothers, sisters or neighbours.

It can be concluded that teachers and parents are the primary source for guiding the students in study. The teachers are professionally trained whereas parents are not generally trained to impart education. Both these sources have a significant place in the education of students, one is at home i.e. in informal education and another at school i.e. in formal education. However, in their percentages from both the sources, there is a significant difference (52.84% for parents and 37.47% for teachers).

In groupwise distribution, it is seen that the group I has 60.47% students got guidance from their parents and 47.65% of the group I got guidance from their parents; for teachers' guidance, the percentage decreases gradually from I to I₄ i.e. 42.35% to 31.43%.

For finding out the reality of the hypothesis, the question was introduced in the questionnaire about the purpose and meaning of studying and the objectives of schooling.
From their answers like,  

1) Schooling and studying for knowledge  
2) For better jobs;  
3) For social status;  

It was disclosed that they did not have a proper knowledge about the purpose or objectives and meaning of studying and schooling. Not a single one could express the behavioural change in human being is the purpose of studying.

Hence the hypothesis is retained as below:

The majority of the students have no exact idea about  

a) Purpose of studying;  
b) Objectives of schooling.

5.04 CONCLUSIONS

Some conclusions could be drawn from the above discussion:

I) For the students, there were three main sources of obtaining the meaning of concept of objectives and purpose of studying.  
   a) Parents, b) Teachers and c) Student himself/his friend.

II) Most of the students did not understand the real purpose and meaning of study. So they did not acquire clarity in studying.

III) Majority of the students followed inadequate study methods.