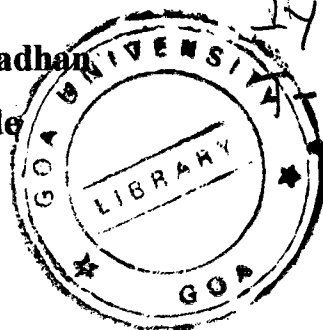


A PSYCHO-SOCIAL STUDY OF FIRST GENERATION LEARNERS

A Thesis Submitted to the
Goa University in fulfillment
of the requirements for
the Degree of

DOCTOR OF PHILOSOPHY IN EDUCATION

Dr. G.C. Pradhan
Guide



Miss Geeta Mahadevan Iyer
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P.G. DEPARTMENT OF EDUCATION
NIRMALA INSTITUTE OF EDUCATION

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CERTIFICATE

Certified that the thesis entitled “A Psycho-Social Study of First Generation Learners”, submitted by Miss. Geeta Iyer for Ph.D. Degree in Education, is her own work carried out under my guidance and is worthy of examination.



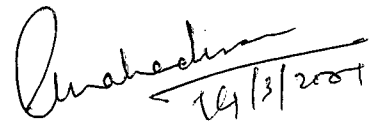

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DECLARATION

I, Miss Geeta Iyer solemnly declare that the thesis being submitted by me for Ph.D. degree in Education is my own research work on, "A Psycho-Social Study of First Generation Learners" under the guidance of Dr. G.C. Pradhan.

I do further declare that to the best of my knowledge and belief, the research work embodied in the thesis is original and has not yet been submitted in part or full for any Diploma or Degree of this or any other University.

A handwritten signature in black ink, appearing to read 'Geeta Iyer', with a horizontal line underneath it. Below the line, the date '16/3/2007' is written.

(Geeta Iyer)

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ACKNOWLEDGEMENT

I express my deep sense of gratitude to Dr. G.C. Pradhan for his day to day supervision and guidance all through the study. His support at all stages of study indeed enabled me to complete my research work successfully.

I owe my gratitude to Dr. (Miss) Jennifer Fonseca, Ex-Principal, Nirmala Institute of Education, Panaji, for her encouragement all through the study. I am also thankful to Dr. (Miss) Rita Paes, Principal, Nirmala Institute of Education, Panaji for her keen interest in my study.

I am grateful to the Principal, Staff and Students of the Schools included in the study, for their co-operation in conducting the study. I am very much thankful to Mrs. Antonieta Noronha, Head Mistress, Saviour of the World High School, Loutolim, for her kind support throughout the study.

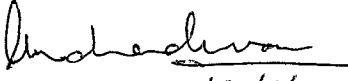
I am indeed thankful to all my family members, especially my mother, Mrs. Parvathi Mahadevan for the constant support.

My thanks to Mrs. Megha Naik, Ex-Librarian and Miss Padma Halvegar, Librarian, Nirmala Institute of Education, Panaji, for their kind help.

I am indebted to Mr. Sudhir Parsekar, for doing the typing and other computer related work patiently.

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14/3/2001

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CHAPTER I

INTRODUCTION

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INTRODUCTION

1.1 Background of the study

1.1.1 The Disadvantaged People in India

The disadvantaged people are those who are from the lower caste or class or both. This group comprise of the scheduled castes, scheduled tribes and the OBCs (other backward classes). Apart from these three groups, there are those who belong to the so called upper castes, but are below the poverty line (economically backward). Most “social scientists” identify the following categories of Indian population as disadvantaged (Gandhe, 1999, p. 3).

- Scheduled castes.
- Scheduled tribes.
- Woman living in villages (small towns).
- The rural poor: landless agricultural labourers, marginal farmers, small farmers, general artisans, traditional fishermen, shepherds, vagrants, monks and mendicants.
- The urban poor: slum dwellers, rickshaw pullers, beggars, prostitutes, roadside vendors, casual labourers, child-labourers etc.
- People living in hills, deserts, forests.
- Handicapped.

The term ‘scheduled’ caste/tribe is originally from the provision in the Government of India Act, 1935. The act contained an official schedule or list of castes/tribes in need of special Governmental assistance and protection. The term “Other

Backward Classes” was first used by a Committee appointed by the then Government of Bombay in 1928. Later the Kaka Kalekar Commission (known as Backward Classes Commission) finalised a list of communities to be considered as OBC’s. Then the Mandal Commission appointed by the Government of India made several recommendation for extending many constitutional benefits to the OBCs.

“About 580 million or almost 60 percent of India’s estimated population of 1998 belongs to the disadvantaged groups”. (Gandhe, 1999, p. 3). It means that about 40 percent of the Indian population enjoys most of the socio-economic-political benefits. Paulo Freire addressed himself to the problem of illiteracy among peasants in Brazil. He attacked the culture of silence’ inhabited by the peasants. He advocated a system of education wherein the learner had to win back his right to say “his own word”, and to “name the world”.

In India, the dilution in status of the Shudras will take centuries, it appears. While the progressive upper caste persons show their willingness to share their cake with the backward classes persons, the orthodox upper caste persons would like to eat the cake and have it too. “The orthodox new Brahmins shared the political objectives of the liberal new Brahmins. But unlike the latter they refused to countenance social action which was designed to weaken the traditional structure of Indian society. Politically the concept of equality has struck roots but in practice the renaissance sought by the liberal Brahmins never came”. (Gore, 1994, p. 8). On the part of the institutions, the ideals with which it starts off is left behind compromising a slow progressive growth in favour of the backward for a quick growth in favour of the urban student. This deal is struck in terms of curricula too. For example, One of the objectives of IGNOU is to extend education to the disadvantaged sections of the Indian population. But the truth is that almost 85 percent of its enrolment is from urban dwellers and almost 70 percent are registered for two programs above viz: management and computers both being relevant to urban-corporate life (Gandhe, 1999, p. 5).

As per 1996 census, the total population of Goa is 11,69,793 and the scheduled caste population is 24,364 which is 2.08 percent of the total population. Five communities (Bhangi, Mahar, Chambhar, Mahyanshi, Mang) have been notified as scheduled castes by the Government of Goa. There is no scheduled tribes notification at all, but 376 ST persons (not of Goa origin) live in Goa.

The Gaudes, Velips, Dhangars, Kunbis, Dhobhis, Nhavi, Koli, Nathjogi, Gosavi, Kumbhar, Teli, Shimpi, Christian Mahar, Kalaikar/Blacksmith/tin smiths/Pagui/Gabit, Christian barber, Satarkar and Bhandari Naik are declared as socially and educationally backward for providing them protection under Article 15(4) (no discrimination) and Article 16(4) (reservation).

In theory the access to education through the reservation policy of the Central and State Government for the SCs, STs and OBCs sounds good enough. But in the real sense, access to education has meaning only if those who enter are able to continue at the same pace as others. Otherwise, undesirable tension retards their absorption in the mainstream of education. The problem of disadvantaged children are often rooted much deeper in their childhood environment-home and social.

1.1.2 Constitutional Safeguards for the Disadvantaged People in India

There is no denying that for centuries the disadvantaged sections of Indian society were trampled and oppressed by the educated and so called high castes and upper classes. The Indian constitution recognized this fact and it considers all equal in the eyes of the law and at the same time certain special provision have been made for the protection of these disadvantaged sections of the society. The interests of these classes are safeguarded to bring them upto the level of other advanced communities in India. Part-III of the Fundamental Rights containing Articles 14 to 16 ascribes the Right to Equality. Article 14 assures equality before and equal protection by the law. However, the fact is that the articles promising equality before and equal protection by the law is yet to be materialised—in the real sense even after 50 years of the commencement of the constitution. Even today we have habitations of people living in hovels, using a pavement

for cooking and a roadside tap for their personal needs. Nearly one-half of our total population has never been to school. Article 15 prohibits discrimination on grounds of religion, race, caste, sex and place of birth. But the contemporary scenario gives a different picture. In the caste-ridden Indian society, incidents of violence and atrocities against the lower castes and dalits is not uncommon. Article 16 provides for equality of opportunity in matters of public employment. At the same time the constitution made provisions for reservation of jobs for SCs and STs. In recent years such provision have been extended to the other backward classes with the exclusion of the advanced sections or the creamy layer among the backward for the reservation of jobs after implementation of the Mandal Commission recommendations. Article 17 stresses for abolition of untouchability. But till today there are certain states in India which have a very strong caste hegemony. Untouchability prevails very much in these states. "Untouchability and caste discrimination exists not only among illiterate rural folk but at the highest level of bureaucracy and government. IAS Officers, Superintendents of Police and Income-Tax Commissioners all complained of discrimination. These officials have not been promoted, have been labelled corrupt or subject to harassment because of their caste" (Kumar, 2000, p. 39).

Traffic in human beings and beggars and other similar forms of forced labour are prohibited under Article 23 and any contravention of this provisions is an offense punishable in accordance with the law. However, with organised mafia in cities it would be difficult to believe that organised beggary is not taking place. Labour contractors are well known in port cities and industrial cities. It is an open secret that this law is violated in its various forms.

Though Article 24 states that no child below the age of 14 years shall be employed to work in any factory or mine or engaged in any hazardous employment, it has been observed that child labour very much exists in India. It is a well known fact that India has a bad record of violation of children's rights. There are about 44 million children in India who are employed in different occupations. "Children as young as three are found in the labour force. They weave carpets from dawn to dusk. Others work in

dangerous chemical factories. They work 15 or more hours a day, frequently in poor lighting. They are preferred to adults because they are compliant and work for less payment". (Myron, 1995).

Further the Directive Principles of State policy which are fundamental in the governance of the country contain several articles relating to welfare of children and the weaker section of society. Article 39 directs the states to make policy in such a manner that all men and women would have the right to an adequate means of livelihood and that the children are not forced by economic necessity to enter a vocation unsuited to their age or strengths, and that childhood and youth are protected against exploitation. It may be mentioned here that the UN convention organised on November 20, 1989 emphasized the need for protecting the rights of children. It laid down certain provisions emphasizing the need to extend special care to the child as stated in the Geneva Declaration of Rights of the Child 1924 and adopted by the General Assembly on November 20, 1959, and recognized in the Universal Declaration of Human Rights (Article 23 & 24). The Government of India recognized the Rights of the child adopted at the convention of the United Nations (November 20, 1989) and acceded to the same on December 11, 1997. In the Declaration of the Rights of the child it is stressed that the child being of tender age and by reason of his/her physical and mental immaturity deserved special safeguards including legal protection.

The Indian constitution further stresses that the children be afforded opportunities and facilities to develop in a healthy manner and in the conditions of freedom and dignity and that the childhood and young are protected against exploitation and against moral and material abandonment. And Article 45 states that free and compulsory education for all children till the age of 14 should be provided within ten years of the commencement of the constitution.

Moreover, Article 46 emphasizes the need for protection of educational and economic interests of SC, ST and other weaker sections. However, due to several obstacles the desired objective is yet to be realised even after 50 years of the

commencement of our constitution. Today there are about 12 million out of school children in India and the fact is that all these children are from the SC, ST and other backward communities. It is a known fact that those in a disadvantaged position once continue to remain so. In spite of the several measures taken by the Central and State Governments children belonging to the backward communities continue to remain out of the school due to various compulsions.

1.1.3 First-Generation Learners – The Disadvantaged Group

First Generation Learners are the first in their family lineage to get formal education. They generally belong to the socio-economically disadvantaged communities like Scheduled Castes (SCs), Scheduled Tribes (STs) and Other Backward Classes (OBCs). The ancestors of such learners were deprived of education due to various reasons. While the caste system trampled on their right to be educated, the right of equality guaranteed to them by the constitution remains mostly on paper. In reality the backward communities have a miserable life, distant from possibilities of being educated. It has been observed that they drop-out and stagnate often and if in case they reach SSC they do not absorb enough to compete with the privileged groups for further studies or employment.

The First Generation Learners have a number of handicaps while entering the school. They unlike the second or third generation learners basically do not get the necessary motivation to pursue academic studies. Their families acknowledge the value of education but do not have the sustained enthusiasm to educate their children. Such children mostly participate a great deal in domestic work and have poor exposure to the outside world. They suffer from many problems arising out of poverty and ignorance such as poor health, poor self-confidence, malnutrition etc.

The Governments (both Central and State) are providing many facilities such as free education, merit scholarships, free uniforms, mid-day meals, free rice grain etc to the children from disadvantaged communities in order to bring them at par with the

advantaged. Apart from these, the NGO's do make efforts to make education accessible to the disadvantaged groups.

From time to time, various commissions have made several recommendations for removal of inequalities in educational opportunities among the different sections of societies. The Education Commission (1964-66) described the widening distinctions in educational facilities for the "classes and the masses". It considered the their existing educational system as undemocratic and inconsistent with the ideals of an egalitarian society. The commission suggested that special attention be paid to the education of scheduled castes, scheduled tribes and other backward classes. The National Policy of Education 1986, and its Program of Action (PoA) specially emphasizes "investment in the development of the young child, particularly from sections of the population in which first-generation learners predominate", (Part-V, 5.1). The NPE – 1986 further states, "First Generation learners should be allowed to set their own pace and be given supplementary remedial instruction".

1.2 Need and Significance of the Study

First generation learners appear to be the most disadvantaged among all learners. They have the double handicap of having class/caste disadvantage as well as a totally illiterate background. These factors cripple the healthy learning of the first generation learners. Though the educational system promises benefit for all, generally the privileged sections and middle class reap the benefits. Though 70 percent of the country's population live in the villages, text books, teaching methods, the curriculums, teacher etc. suit mainly the urban middle classes. The National Policy of Education (1986) and its Program of Action (POA) subsequently modified in 1992 suggest several measures to be taken for learners from socially, economically and educationally disadvantaged groups. It states, "first generation learners should be allowed to get their own pace and be given supplementary remedial instruction". This is perhaps for the first time the Government of India has considered first generation learners as a priority group. There are no two views about the fact that before taking any step for the upliftment of this disadvantaged group,

we must understand them properly, their requirements and how do they differ from other sections of the society, and it is research that helps us in this direction.

To the best of the knowledge of the investigator so far only a limited number of studies have been conducted on first-generation learners (Kothari, 1964; Patil, 1989; Ramakrishnan, 1991; Mrinal et. al., 1994; Iyer, 1995; and Pradhan and Iyer, 1996).

Patel's (1989) findings revealed that the unhealthy family climate did not permit the first generation learners to perform well in school. However, in a similar study, Ramaskrishnan (1991) found that the overall academic achievement of first generation learners was better than non-first generation learners. Though the two studies were conducted on different samples the contradictory findings necessitates further research in this area.

Mrinal et. al. (1994) found that first generation learners differed from non-first generation learners on family problems, school/college problems, social problems, and personal problems. But no further researches of this type have been conducted so far to substantiate these findings.

Iyer (1995) studied the educational and vocational aspiration among first generation learners and found that the majority of them had average and above levels of educational and occupational aspirations.

Pradhan and Iyer (1996) conducted a comparative study of educational and vocational aspirations of first and non-first generation learners. Though they found no significant differences between the two groups in educational aspirations, the non-first generation learners exhibited significantly higher vocational aspirations than the first generation learners. However, from only one study it is not possible to draw valid conclusions about the variation in educational and vocational aspirations between first and non-first generation learners. Moreover, both the above studies were purely quantitative in nature and standardized tools were used to measure the educational and

vocational aspirations of the subject. No attempts were made to find out the levels of educational and vocational aspirations in qualitative terms. Hence, in order to get a better comparative picture about educational and vocational aspirations between first and non-first generation learners it is necessary to conduct qualitative studies.

From the above mentioned studies it is evident that comprehensive and in-depth studies covering important psycho-social variables are yet to be conducted on first generation learners. All the studies conducted so far emphasized only a limited number of aspects. Hence, it was considered important to undertake the present study which is very in-depth and comprehensive.

The present study besides contributing for expansion of knowledge in the field, is also expected to be useful for the policy makers, teachers, counsellors and researchers.

Considering that the literacy rate of India is 52 percent (1991 census) a large number of first generation learners are present in the current student population of India. This large group should be given due importance by policy planners in education.

The findings of the present study would help the policy makers in deciding about the appropriate steps to be taken to retain these children in schools and the type of education most relevant for this group. The study would aid teachers to plan for appropriate learning experiences of the first generation learners. It would also facilitate the teachers in understanding the psychology of the learner and his adjustment to the school environment. The study will help guidance workers, counsellors in guiding the first-generation learners effectively. Children suffer from nightmares due to an unsuitable curriculum, hostile peers and unsympathetic teachers. The counsellors can help the child in adjustment to the school environment and facing the ordeals of school while emerging victorious in academic studies.

Researchers working on this disadvantaged section of society have much to benefit from this study. The findings of the study would generate interest among

researchers working in this area for further on first generation learners. The dividing line between literate and illiterates determines many factors, which may be relevant for research.

Above all much has been studied about disadvantaged sections of Indian society in general but little about first generation learners. However, this study though on a modest scale is expected to add to an important but much neglected area of research.

1.3 Specification of the Problem

1.3.1 Objectives of the Study

The present investigation was conducted to study the:

- 1) socio-demographic background of first generation learners;
- 2) home background of first generation learners;
- 3) educational problems of first generation learners;
- 4) variation, if any, in social problems between first and non-first generation learners;
- 5) variation, if any, in emotional problems between first and non-first generation learners;
- 6) variation, if any, in home environment between first and non-first generation learners;
- 7) variation, if any, in emotional problems between boys and girls;
- 8) variation, if any, between boys and girls in social problems;
- 9) variation, if any, in self-concept between first and non-first generation learners;
- 10) variation, if any, in self-concept between boys and girls;
- 11) variation, if any, between first and non-first generation learners in attitude towards education;
- 12) variation, if any, in attitude towards education between boys and girls;
- 13) levels of educational and occupational aspirations of first and non-first generation learners;

- 14) variation, if any, in levels of educational and occupational aspirations between first and non-first generation learners;
- 15) different areas/fields of occupation aspired by first and non-first generation learners;
- 16) persons and factors influencing educational and occupational aspirations of first and non-first generation learners;
- 17) comparative dropout and stagnation trend in Classes I-X between first and non-first generation learners;
- 18) variation, if any, in dropout and stagnation between first and non-first generation learners;
- 19) difference, if any, between percentage of first and non-first generation learners successfully completing S.S.C. (Class-X) in ten years of schooling;
- 20) causes of dropout and stagnation among first generation learners;
- 21) perception of parents of first generation learners about the concept and importance of education.

1.3.2 Hypotheses of the Study

To realise the objectives of the study (except objective Nos. 1, 2, 3, 13, 16, 17, 20 and 21) the following hypotheses were formulated and tested.

- 1) There is no significant difference in social problems between first and non-first generation learners.
- 2) There is no significant difference in social problems between boys and girls irrespective of type of learners i.e. first or non-first generation learners.
- 3) There is no significant difference in social problems between first generation learner boys and girls.
- 4) There is no significant difference in emotional problems between first and non-first generation learners.

- 5) There is no significant difference in emotional problems between boys and girls irrespective of type of learners i.e. first generation or non-first generation learners.
- 6) There is no significant difference in emotional problems between first-generation learner boys and girls.
- 7) There is no significant difference in home environment between first and non-first generation learners.
- 8) There is no significant difference in home environment between boys and girls irrespective of type of learners i.e. first generation or non-first generation learners.
- 9) There is no significant difference in home environment between first generation learner boys and girls.
- 10) There is no significant difference in self-concept between first and non-first generation learners.
- 11) There is no significant difference in self-concept between boys and girls irrespective of type of learners i.e. first or non-first generation learners.
- 12) There is no significant difference in self-concept between first generation learner boys and girls.
- 13) There is no significant difference in attitude towards education between first and non-first generation learners.
- 14) There is no significance difference in attitude towards education between boys and girls irrespective of type of learners i.e. first and non-first generation learners.
- 15) There is no significant difference in attitude towards education between first generation learner boys and girls.
- 16) There is no significant difference between percentage first and non-first generation learners aspired for different levels of education.
- 17) There is no significant difference between percentage first and non-first generation learners aspired for different levels of occupation.
- 18) There is no significant difference between percentage of first and non-first generation learners aspired for different areas/fields of occupation.

- 19) There is no significant difference between first and non-first generation learners in percentage of:
 - a) drop-out and stagnation (combined) in each class (Classes I to X);
 - b) total dropout (dropout in Classes I – X taken together);
 - c) total stagnation (in Classes I – X taken together);
 - d) total dropout and stagnation (both dropout and stagnation taken together in Classes I – X).
- 20) There is no significant difference between percentage of first and non-first generation learners successfully completed S.S.C. (Class-X) in ten years of schooling.

1.3.3 Operational Definitions of Variables/Important Terms

The meaning of different variables/terms as used in the present study are given in the following paragraphs.

i) First Generation Learner

A first generation learner is a school student or a school dropout whose forefathers had not received any formal education. In other words, a first generation learner is the first in the family lineage to receive formal education.

ii) Drop-out

Premature withdrawal of a child from the school cycle before the completion of the prescribed school years is considered as drop-out (prescribed school years is 10 years in the present study).

iii) Stagnation

Stagnation means the retention of a child in the same grade/class for more than one year before completion of the prescribed school years (10 years in the present study).

iv) *Socio-Demographic Variables*

In the present study age, gender, caste, religion, language (mother tongue) and place of residence of the first generation learners were considered as socio-demographic variables.

v) *Home Background*

The home background of a first generation learner includes the following:

- i. physical facilities at home;
- ii. facilities for study at home;
- iii. facilities for entertainment/use of leisure time;
- iv. family members and relationship among them;
- v. occupation and economic status of parents and siblings;
- vi. involvement of children in different activities at home.

vi) *Educational Aspirations*

The educational aspiration of a child is the specific academic goal he/she sets for himself/herself. In other words, it is the specific educational qualification a child aspires to acquire.

vii) *Occupational Aspiration*

The occupational aspiration of a pupil is the specific career goal that the pupil sets for himself/herself. In other words, it refers to the specific occupation a child aspires to enter after leaving school.

viii) *Self-Concept*

Self-concept refers to an individual's own way of looking at himself/herself. It includes what a person comes to know about himself/herself through experience, reflection and feedback from others. "The self-concept is an organised, cognitive structure comprised of a set of attitudes, beliefs and values that cut across all facets of experience and action organised and tying together a

variety of specific habits, outlooks, abilities, ideas and feelings a person displays (Wenar, 1985, p. 4505).

In the present study, Self-Concept Questionnaire (SCQ) by Saraswat was used to measure the self-concept of the subjects. The self-concept dimension included in the questionnaire are physical, social, temperamental, educational, moral and intellectual. The sum total of scores obtained by an individual student in the SCQ was considered as his/her self-concept score.

ix) Educational Problems

Educational problems in the present study refer to all the obstacles/difficulties faced by the students relating to their study in school as well as at home.

x) Social Problems

The term 'social' is used with reference to the relation of an individual to other individuals in society. Social problems include: 'insecurity and loneliness', 'feeling of inadequacy' and inferiority and shyness.

xi) Emotional Problems

Emotion is a complex state of organism by strong feeling and usually an impulse towards a definite form of behaviour. Emotional problems include: hypersensitivity, feeling of discouragement, hurt feeling and irritability, fear and rage, grief and sorrow, jealousy and anger.

xii) Attitude Towards Education

By attitude we mean positive or negative feelings that an individual holds about objects, persons, or ideas.

“An attitude is an emotion or affect that is directed towards a specific person, object or situation” (Beck, 1996). In the present study, the feelings of a student towards education is considered as attitude towards education. Sum total of scores obtained by a student on the standardized form of the Attitude Scale Towards Education by S.L. Chopra is considered as his/her attitude score.

xiii) Home Environment

The human elements around a child in the family is called home environment. In the present study, home environment includes the following:

- Interpersonal relations
- Freedom at home
- Attention and care
- Acceptance
- Peace and harmony at home.

1.3.4 Scope and Limitation of the Study

The scope of the present study is very wide. It intended to study the socio-demographic background, home background, socio-emotional problems, educational problems, educational and occupational aspirations, self-concept, home environment, attitude towards education of the first generation learners in Goa and comparing them with non-first generation learners on these variables. It also investigated the comparative dropout and stagnation trend among first and non-first generation learners including the causes associated with the same along with the perception of the illiterate parents about the concept and importance of education. The findings of the study can be generalized to the first generation learners studying in other schools of Salcete Taluke in particular and other schools of Goa in general provided the characteristics of the pupils and the context remained the same as that of the subjects included in the study.

The limitations of the study are as follows:

- 1) Only four schools having Classes I to X and having high concentration of first generation learners were included in the study.

- 2) Only the pupils registered in Class-I in the academic year 1987-88 were considered to study drop-out and stagnation trend. For this purpose only two schools were finally included. (Other schools did not co-operate in the matter).
- 3) Students of Classes VIII and IX (both boys and girls) were considered for administration of written self-report tools.
- 4) All the written self-report tools except the Educational Problem Questionnaire and Home Background Questionnaire were administered on both first generation learners and non-first generation learners in each school. Home Background Questionnaire and Educational Problem Questionnaire was administered only on the first generation learners home background.
- 5) Interviews were conducted only with some of the subjects belonging to different categories of subjects selected for the purpose and agreed to participate.
- 6) Only 30 parents of first generation learners were interviewed to study their perceptions about the concept and importance of education.
- 7) Only 29 teachers agreed to participate in the study.
- 8) Data relating to the causes of dropout were collected by interviewing the teachers, dropout children and their parents. However, data relating to the causes of stagnation were collected only from the teachers and academically backward first generation learners.

CHAPTER II

REVIEW OF RELATED LITERATURE

CHAPTER II

REVIEW OF RELATED RESEARCHES

2.0 Introduction

Before conducting research in any area it is necessary that the researcher reviews the literature available in that area so as to familiarize himself/herself with the area and to plan his/her own study precisely and systematically. Review of literature is an extensive, thorough, detailed and an evaluative process aimed at obtaining detailed information concerning a particular area of interest.

“Every research project should be based on relevant thinking and research that has preceded it. When completed it becomes a part of the accumulated knowledge in the field and so contributes to the thinking and research that follows”. (Fox, 1969, p. 111). Research takes the advantage of knowledge which has been accumulated in the past as a result of constant human endeavour. A careful review of research literature on the problem area to be investigated is one of the important steps in the planning of any study. Review of research literature serves the following specific purposes.

- i) It makes the researcher up-to-date on the work which others have done in the area and thus enables the researcher to define his/her problem, delimit the area, and states the objectives and hypotheses clearly and concisely.
- ii) By reviewing the related research literature the researcher can avoid unfruitful and useless problem areas.

- iii) Through the review of related literature the researcher can avoid unintentional duplication of well-established findings.
- iv) It gives the researcher an understanding of the research methodology that can be followed in conducting similar studies. It helps him to know about the tools and techniques which proved to be useful and promising in the previous studies.

All the studies conducted so far in India in the area under the present study were reviewed. The studies conducted on disadvantaged children in general and first generation learners in particular are presented in the following pages.

2.1 Psycho-Social Studies on Disadvantaged Children

Nomani (1965) studied problem Adjustment of Adivasi students taking a sample of 150 male and 50 female students selected randomly from different colleges and schools of Ranchi and Sindega. Hindi adaptation of Bell's Adjustment Inventory was used to collect data. The main findings of the study are given below.

- i) No significant difference existed between male and females in adjustment.
- ii) No significant difference was found in adjustment between the students from Ranchi and Sindega.
- iii) Male and female students did not differ significantly in different areas of adjustment.
- iv) Significant difference in health adjustment between the students of Ranchi and Sindega was noticed. Sindega sample showed poor adjustment.
- v) Ranchi school students tended to have better health adjustments than their Sindega school counterparts.
- vi) Social adjustment in general was not satisfactory.

Aikara (1979) conducted a study entitled "Educating Out-of-School Children: a Survey of Dharavi Slums". Twenty percent of the out-of-school children and 5 percent of the in-school children were selected randomly as sample. The major findings showed that

the out-of-school children had relatively poorer educational, occupational and economic background compared to their in-school counterparts. Poverty and poor educational background were the main reasons for dropout and failure. By and large the parents of the out-of-school children were eager and willing to send their children to an educational program that would be suitable and convenient to them. An educational program that combines literacy with vocational training was the most acceptable for the out-of-school children.

Also it was observed that, the parents of the majority of children wanted the medium of instruction to be the mother tongue.

Chitnis (1981) conducted a survey covering 15 states in India to find out how the various types of facilities providing for promoting education among the scheduled castes and scheduled tribes children had been made use of and what kinds of problems were faced by these children in the process of education. The study was conducted in two phases. In the first phase, a statistical profile indicating demographic characteristics of the SCs and STs in the state and facilities open to them and Government and voluntary agencies working for their advancement. The second phase consisted of a field study on several aspects of the students lives. The major findings of the study were as follows:

- i) The SC students were unable to escape their low caste identity and their classmates behaviour towards them was affected by this knowledge.
- ii) They belonged to poor uneducated family but were able to overcome all shortcomings in their backgrounds and were able to progress without failure to high school and college.
- iii) The respondents had a poor exposure to mass media, a low level of politicization and an inclination to cling to protected positions and they rarely participated in extra-curricular activities.

A comparative study of personality patterns of Scheduled Caste and Higher Caste students in the State of Haryana was conducted by Pal (1984). The sample consisted of

200 SC students (100 boys and 100 girls) and 200 high caste students of Class IX belonging to 60 government as well as aided high and higher secondary schools. The students were administered the Cattell High School Personality Questionnaire, the Allport-Verman and Lindzey Inventory of Values, the Deo Personality Word List Raven's Standard Progressive Matrices and Rao Socio-Economic Status Rating Scale. The major findings are given below.

- i) When the influence of age and grade were controlled SC students differed significantly from their high caste counterparts on six out of 14 personality factors. They were more reserved, expedient shy, tough-minded, tense and had undisciplined self-conflict. On the other hand, high caste students were more outgoing, conscientious, venturesome, tenderminded controlled and relaxed.
- ii) SC students possessed lower theoretical and social value and higher economic value, whereas the High Caste students were found to have higher theoretical and social value and lower economic value.
- iii) SC students possessed poor social self-concept whereas Higher Caste students in comparison to their SC counterparts possessed better social self-concept.
- iv) There was no significant difference in intelligence between SC and Higher Caste students.
- v) SC boys were phlegmatic, shy and had undisciplined self-conflict whereas high caste boys were excited, venturesome and controlled.
- vi) SC boys possessed poor self-concept as compared to high caste boys.
- vii) SC girls were more reserved, shy and toughminded. They had undisciplined self-conflict and were more tense than the high caste girls. High caste girls in comparison to SC girls were more outgoing, venturesome, tenderminded, controlled and relaxed.
- viii) SC girls possessed poor social and ideal self-concept as compared to High caste girls.

A comparative study of various Naga Tribal pupils in relation to their self-perception, socio-economic status, vocational and educational Aspirations and Academic achievement was conducted by Chand (1985). The study was conducted on 674 pupils (353 boys and 321 girls) of Class IX from 10 high schools of three districts of Nagaland. Tools used include Deo-Jogawar Self-Concept Inventory, a modified version of Kuppuswamy SES Scale and Kamat's Educational Aspiration Scale, Vocational Aspiration Scale, Vocational Prestige Value Scale, Achievement Vocational Prestige Value Scale and an Achievement Test in General Science and Mathematics for pupils of Class IX. The study revealed that, while the some pupils were found to be significantly different from the Angami and Ao in respect of Self-perception, the pupils belonging to Angami and Ao tribes appeared similar.

Social Attitudes and Problems of scheduled caste and scheduled tribe girls in secondary schools was studied by Raghavakumari (1986). The sample included 850 SC, 194 ST, 783 Non-SC/ST girls drawn from 45 secondary schools of three districts of Karnataka employing the method of stratified random sampling. Rao's Social Attitude scale and Money Problem checklist were the tools used to collect data. Also information about SES was collected along with bio-data of the individuals Achievement marks were noted from the office records. The major findings are as follows:

- i) The SC group had better attitude to manual group (AMW) than ST groups.
- ii) SC and ST groups had more problems in five problem areas than the non SC/ST groups.
- iii) In all the three groups AMW was better in Urban schools than in rural schools and vice versa for attitude towards family planning. The urban SC group experienced more problem than its rural counterpart in four problem areas. But the rural ST and non-SC/ST groups seemed to have more problems in a majority of the areas than the urban group.
- iv) SC and ST students in government schools faced more problems than those in private schools in most of the areas.

- v) The majority of problem areas had significant relationship with demographic and organismic variables in the SC and ST groups. But in the non-SC/ST groups though some of the problem areas showed significant relationship with these variables this group differed from SC and ST groups.
- vi) Only in non-SC/ST group did the majority of the problem areas had significant relationship with academic achievement.

Srivastava (1986) designed a comparative study of tribal and non-tribal stagnates with reference to their mode of stagnation, academic achievement, personality traits, socio-economic status and intelligence. The sample consisted of 210 stagnates from 5 tribal groups and 250 stagnates from non-tribal people residing in the same regions. Jalota's Group General Mental Ability Test, Cattell's HSPQ Kulshrestha's SES Scale (Rural) were used to collect datas. Marks secured by the stagnates in the annual examination were used as criterion of academic achievement. The major findings were as follows:

- i) Bhotia and Jaunsari tribal students were more intelligent than the non-tribal students.
- ii) Bhotia and Jaunsari students exhibited positive attitude towards most of the personality factors.
- iii) Thoru, Boxa and Raji tribals showed negative attitude towards personality traits.
- iv) The stagnates of Bhotia, Thoru, Jaunsari and Boxa did not show any significant difference from the non-tribal students.
- v) The stagnates from the Raji tribes had comparatively poor SES background.
- vi) Bhotia and Jaunsari students showed better academic performance than the non-tribals.
- vii) Academic performance of Thoru, Jaunsari and Raji tribals was inferior to that of non-tribals.

Tripathi (1990) conducted a study on academic performance of tribal and non-tribal high school students in relation to their self-concept, level of aspiration and academic motivation. Academic performance was found significant but negatively correlated with self-concept and level of aspiration. But no such relationship was found between academic performance and academic motivation except on one of its dimension i.e. desire for self-improvement. But this relationship was positive in the case of tribal high-achievers. The researcher also found that the tribals had low level of aspiration as compared to their non-tribal counterparts.

Verma and Sinha (1990) conducted a study to find out whether significant differences existed among higher castes, backward castes and scheduled castes adolescent students in their cognitive ability, academic achievement and study habits. A sample of 150 male adolescent students studying in 12th grade in different senior secondary schools in Lakhimpur Kheri (UP) was included in the study. Socially advantaged group comprised of 50 higher castes students while two socially disadvantaged groups comprised of 50 backward castes students and 50 SC students were selected.

“Samanya Manasik Yogita Pariksha” developed and standardized by Joshi (to measure cognitive ability) and the Hindi version of “The study Habits Inventory” by Krishnan (to assess study habits of the students) were used as data collection tools. The Intermediate examination marks were taken as academic achievement. The findings showed that the students belonging to higher caste obtained significantly greater mean intelligence scores than the students belonging to backward caste as well as SC students. Moreover, higher caste students were superior to backward and SC students in scholastic achievement. Even backward caste students showed higher achievement than SC students.

Raina (1992) studied the responses of SC and ST students to schooling in Rural India. The investigator considered for his study the village “Mota-fo Faliya” of Vadodara district of Gujarat. Using information schedules information from school records

regarding the enrolment of SC and ST students and their performance. The study revealed that, the number of SC and ST pupils had increased during the past decade (1973-84), and academic performance of SC and ST students did not differ from other pupils.

Khobragade (1993) studied the vocational aspirations and interests of SC and ST students. The sample of the study comprised of 196 SC boys, 184 SC girls, 116 ST boys and 104 ST girls. The tools used were: questionnaire, intelligence test, SES scale, information proforma and interview schedule. The major findings of the study are as follows:

- i) ST boys had less adequate facilities (physical and transport) at their homes compared to SC boys.
- ii) The SC and ST girls had equal facilities (physical and transport as that of the SC and ST boys.
- iii) Home, School, surroundings, SES of students were bearing on vocational choices. Also vocational maturity influenced vocational aspirations and interest of students.
- iv) Most of the girl students showed disinterest in extra-curricular activities. They use their leisure in domestic work.
- v) Very few SC and ST boys and girls were aware of vocational avenues available.
- vi) The higher achievers aspired medicine, engineer, Scientist career whereas second choice was teaching. Lower achievers preferred to be primary teachers.

Uma Chitra, Thiagarajan and Santhanakrishnan (1993) studied the psycho-socio-educational factors of SC girl students in higher secondary schools. The tools used to collect data were Multi-dimensional Personality Inventory (Agarwal), Test of 'g' Culture Fair Scale 2 (Form A) (Cattell and Cattell, 1973) , Occupational Aspiration Scale (Srivastava), Bogardus Social Distance Scale modified by Kuppaswamy, Socio-economic Status Scale (Aarou, Marihal & Malathesha). One questionnaire was also prepared and

used by the investigator to find the awareness of facilities extended to the SC students. The sample consisted of 104 SC girls and 100 non-SC girl students. The major findings are given below:

- i) There was significant difference in SES between SC and non-SC students.
- ii) The academic achievement of students correlated negatively with their personality.
- iii) The academic achievement correlated positively with Intelligence.
- iv) The SES correlated positively with Academic Achievement.

Chandrashri, Daftner and Anjali (1994) made a socio-Psychological study of level of aspiration of Harijan students. The study examined the levels of aspiration of Harijan students from a socio-psychological perspective. Four hundred male students of Classes IX to XII were chosen as the sample of the study. The ages of these students ranged from 14 to 18 years. The tools used were a questionnaire, interview schedule and Cantril's level of Aspirations Scale. The collected data were processed using percentages and chi-square test. The major findings were:

- i) When Harijan students were asked to state their hopes and wishes for future, a large number of boys expressed a desire to have opportunity for better employment, more land and better agricultural facilities and more facilities for higher education, a few wanted opportunities for commerce and trade.
- ii) The main obstacle in the way of happiness of Harijan students was money factor, followed by want of employment, want of education and want of bare necessities.
- iii) Regarding fears of their future a majority of them stated fear about uncertainty of future employment followed by fear about successful completion of education, economic insecurity and want of sympathy.

- iv) Factors that made Harijan students unhappy were problem of money followed by social approval, uncertainty about getting suitable jobs and illness.
- v) On the level of aspirations the Harijan students stated that they looked with confidence to the future and had great aspirations they wanted to rise and reform their social and economic conditions.
- vi) There was discrepancy between the achievement and aspiration levels of Harijan students.
- vii) On Goal Discrepancy, scores of past, present and future, all were found to be positive indicating a complete confidence of Harijan students for their future.

Lakshmi (1996) studied the problem of scheduled castes, scheduled tribes and non-scheduled caste girls of secondary schools in relation to a few social and psychological factors. The sample of the study comprised 700 girls covering 43 STs, 209 SCs and 448 non-SCs from the secondary schools of Bangalore city. Proportionate stratified random sampling method was used to draw the sample. The tools used were Adolescent Girls Problems Inventory by Sudha, Educational and Vocational Aspiration Scale by Sudha and Satyanarayana, Culture-Fair Intelligence Test by Cattell et.al., Self-Esteem Inventory by Coopersmith, Socio-Economic Status Scale by Kuppuswamy and Personality Scale by Sudha. The collected data were analysed using t-test and two-way ANOVA. The major findings were:

- i) The scheduled castes girls reported significantly more problems than non-SC girls in its seven different dimensions.
- ii) Girls with high intelligence had more problems than girls with low intelligence in its eight different dimensions.
- iii) Scheduled castes girls with high educational aspiration had more problems than SC girls with moderate Educational Aspirations, while ST girls with low educational aspirations had lowest in its five dimensions.

- iv) STs girls belonging to low SE Status had more problems in its five dimensions.
- v) SC girls from high SE status had more problems in its two dimensions.
- vi) SC girls with high intelligence had more problems whereas ST girls with low intelligence had least problems in its five dimensions.
- vii) Girls with personality traits of low ascendancy, high responsibility and low emotional stability, had more problems than their counter groups in its one dimension.
- viii) ST girls with low ascendancy, low emotional stability, high responsibility had more problems in its one dimension.

2.2 Studies on First Generation Learners

Kothari (1984) studied the development of moral concepts among first generation learners and second generation learners in Indore city. Moral concept test was used for measuring moral concepts. The major findings are as follows:

- i) Parents educational level was significantly related with the development of moral concepts of their children.
- ii) Mother's and father's academic qualifications had a significant impact on the existing moral concepts of the child.
- iii) Better interpersonal relationships with the parents encouraged the development of moral concepts among the children.
- iv) Better interpersonal relationships with the teachers encouraged the development of moral concepts among the children.
- v) Better interpersonal relationships with the peers helped formation of the moral concepts among the children.
- vi) Treatment given in the form of instructional materials were found to be more effective in developing the selected moral concepts among the first generation learners than the second generation learners.
- vii) Treatment in the form of instructional materials were found to be superior to the traditional method of teaching in developing the selected moral

concepts among the first generation learners and second generation learners.

Academic problems of first generation learners was studied by Sahoo (1987). The sample consisted of 24 first generation learners (12 boys and 12 girls) and equal number of non-first generation learners. The study was conducted on students of Std. II, III, IV and V. The tools/techniques used in the study included questionnaire for the students, interview with the teachers, and school records. The major findings of the study were as follows:

- i) The first generation learners differed from the non-first generation learners so far as their academic problems were concerned.
- ii) There was no significant difference between first generation learner boys and first generation learner girls in their academic problems.
- iii) The parents of first generation learners, were found indifferent towards the education of their children whereas the parents of non-first generation learners were very careful about the education of their children.
- iv) None of the first generation learners received encouraged and guidance from their parents whereas 71.6 percent non-first generation learners received necessary encouragement and guidance from their parents.
- v) About 21 percent of first generation learner parents engaged their children in tuition while 96 percent non-first generation learner parents engaged their children in tuition.
- vi) All the non-first generation learner had requisite schooling facilities like books, slates, paper, pencils, bags etc. while only 12.5 percent of first generation learner had all these facilities.
- vii) There was marked difference in attendance between first generation learner and non-first generation learner. The non-first generation learner attended classes regularly while the first generation learner were careless in attending classes.
- viii) The non-first generation learners showed better academic performance than the first generation learners at school examinations.

- ix) The first generation learners did not show much interest in activities like Puja, Debate and song, while the non-first generation learner showed much interest in these activities. However the first generation learner proved better than non-first generation learner in gardening, cleaning, fencing and repair work.

Patel (1989) conducted a study on the problems of first generation learners studying in primary schools. The first generation learners were found in large numbers in the primary schools of Ahmedabad Municipal Corporation. The researcher tried to find out the proportion of first generation learners in the various sections of society. Their problems have been classified and ways and means to solve them have been suggested. The important findings are as follows:

- i) There were more first generation learners among girls than among boys.
- ii) The number of first generation learners is large among scheduled castes, scheduled tribes and backward classes.
- iii) The first generation learners were found suffering from a number of health problems.
- iv) Faced with new problems, the bulk of these first generation learners get nervous.
- v) All of the first generation learners had economic difficulties.
- vi) The homes of the first generation learners do not have a congenial educational environment.
- vii) The first generation learners had many social and economic problems.
- viii) Although the parents of first generation learners send their children to school they were not able to provide facilities to them for conducting their studies properly.
- ix) The first generation learner children were quite conscious of their limitations.

Ramakrishna (1991) made an experimental study of the achievement of first and non-first generation learners. The sample of the study consisted of pupils of class IV to VIII in the age-group of 9-13 years of Vivekananda Residential School in Karinanagar. The findings revealed that the achievement of first generation learner was higher than non-first generation learners when achievement of all subjects were put together. The achievement of first generation learners in language and non-language subjects did not differ significantly. Moreover, no difference in achievement in the half-yearly and quarterly exams was reported between first and non-first generation learners.

A cross-cultural comparative study between Tribals and Non-Tribals of first generation and traditional learners in relation to their social maturity and educational adjustment was conducted by Agnihotri (1991). The researcher found that learning by tradition was a contributive factor to their social maturity. The tribal group had more problems of emotional adjustment than the non-tribal group.

Mrinal, N.R., Rekha, and Shanti, Y., (1994) studied the family problems, school/college problems, social problems and personal problems of first generation learners. The sample for the study consisted of 54 first generation learners (27 males and 27 females) and an equal number of non-first generation learners from junior college students of Nagpur. The major findings were:

- i) The first generation learners differed significantly from non-first generation learners on all form problem areas.
- ii) Male and female subjects did not differ significantly on any area of youth problems.
- iii) The first generation learners perceived their parents as careless, non-helping, critical, over-demanding, indifferent, dominating, partial, rejecting and highly strict.
- iv) The first generation learners were mostly poor-achievers. Their areas of included college activities, teachers, parental attitudes, rejection and indifference.

- v) Poor social conditions among the disadvantaged children were found to be the main cause for their under-achievement.
- vi) The first generation learners had problems like illogical fears and depression, health constitution, attractiveness, manners and habits.

Iyer (1995) studied the educational and vocational aspirations of first generation learners. A sample of Students of Std. IX and X from 3 schools in Salcete Taluka in Goa, was for the study. Tools used for the study were Socio-Economic measure by Bharadwaj *et. al.* Otis self-administering tests of Mental Ability - Intermediate examination: Form B, for secondary schools, Education Aspiration Scale (Form D) by V.P. Sharma and A. Gupta (1980) and Occupational Aspiration Scale by J.S. Grewal (1984). The major findings were:

- i) Ninety three percent of the subjects had average and above average level of educational aspirations.
- ii) About 80 percent of the subjects had average and above average level of vocational aspirations.
- iii) Only 2.6 percent of the subjects possessed average intelligence and the remaining subjects exhibited below average, low and very low level of intelligence.
- iv) Only 7.8 percent of the subjects in the study possessed average academic achievement scores and all the remaining subjects had below average academic achievement scores.
- v) There existed no significant correlation between educational aspiration and vocational aspiration of first generation learners.
- vi) There existed no significant correlation between educational aspiration scores and intelligence of first generation learners.
- vii) There existed no significant correlation between vocational aspiration scores and intelligence of first generation learners.
- viii) There was no significant correlation between educational aspiration and academic achievement of first generation learners.

- ix) There existed no significant correlation between vocational aspiration and academic achievement of first generation learners.
- x) First generation learner boys had significantly higher vocational aspirations than their girl counterparts.
- xi) There was no significant difference in educational aspirations between boys and girls.
- xii) There was no significant difference in educational aspiration between the high, middle and low SES first generation learners.
- xiii) The first generation learners from high, middle and low SES did not differ significantly in their vocational aspiration.
- xiv) There was no significant positive change in educational aspiration of first generation learner after one academic year.
- xv) There was significant positive change in vocational aspiration of the first generation learner after one academic year.

Pradhan and Iyer (1996) conducted a comparative study of Educational and Vocational Aspirations of the first generation and non-first generation learners in relation to Academic Achievement and sex.

The sample of subjects consisted of 77 first generation learners (50 boys and 27 girls) and 85 non-first generation learners (51 boys and 34 girls). The data gathering tools used were Education Aspiration Scale (Form P) by V.P. Sharma and A. Gupta (1980) and Occupation Aspiration Scale by J.S. Grewal (1984). The statistical techniques like Product moment co-efficient of correlation (r) and 't' test were used to analyse the data and testing the hypotheses.

The conclusions were as follows:

- i) There is no significant correlation between educational aspiration and vocational aspiration.
- ii) There is significant correlation between educational aspiration and academic aspiration.

- iii) There exists no significant correlation between vocational aspiration and academic achievement.
- iv) There is no significant difference between first-generation and non-first generation learners in educational aspirations.
- v) The non-first generation learners possess higher vocational aspiration compared with the first generation learners.
- vi) There is no significant sex difference in educational aspirations of the first generation learners. However, the non-first generation learner boys exhibit higher educational aspiration compared to the girls.
- vii) Both first generation and non-first generation learner boys possess significantly higher vocational aspirations compared with their respective girls counterparts.

2.3 Implication for the Present Study

From the studies presented in the proceeding pages, it is clear that though several psycho-social studies have been conducted on disadvantaged children in general, very few studies on first generation learners have been reported. It shows that studies on this disadvantaged groups is neglected. Moreover, in all these studies only a limited number of variables were considered. Comprehensive and indepth studies on first generation learners are yet to be conducted by educational and social science researches.

CHAPTER III

DESIGN OF THE STUDY

3.0 Introduction

Research Design is a systematic, purposeful scheme of action proposed to be carried out in a sequence during the process of research focussing the problem to be investigated. A research design once laid down tells us what observation to make, how to make them, how to analyze the data, interpret the results and make generalizations. Thus, it includes all the sequential steps that are followed in solving a research problem. “A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.” (Selltrr *et. al.* 1962, p. 50). The various aspects of the research design followed in the present study are explained under different heads in the following pages.

3.1 The Research Approach

Considering the nature of the present study a descriptive – comparative survey approach was followed. Descriptive survey research can be divided into two broad categories viz. Qualitative and Quantitative. Qualitative research is used to describe events, persons and so forth, scientifically without using statistical techniques. Quantitative research is appropriate when the data are in quantified form and there are hypotheses to be tested statistically.

The objective of employing descriptive survey approach in the present investigation was not only to analyze, interpret and report the present characteristics of the first-generation learners, but also to suggest solutions to ease their problems that

could be applied at local level. A comparison of first generation learners with non-first generation learners was made to get a comparative picture of the two groups of subjects on the variables under study and the extent to which the first and non-first generation learners differ from each other.

3.2 Population and Selection of Sample

The accessible population of the study consisted of all the first generation learners studying in all the Secondary schools of Salcete Taluka in Goa in the academic year 1997-98. Four schools with high concentration of first generation learners from among the schools of the Taluka were selected purposively as sample of schools. First generation learners were identified from among the Standard VIII and Standard IX students by interviewing the students individually. The school teachers also helped the investigator in identifying the first generation learners. For the purpose of comparison, from the same schools it was decided to include a nearly equal number of non-first generation learners. The detail break-up of the data producing sample is given in Table 3.2.1.

TABLE 3.2.1

Distribution of Sample of Subjects

Learner	First Generation	Non-First	Total
Gender	Generation		
Boys	146	166	312
Girls	107	120	227
Total	253	286	539

However, it needs to be mentioned here that all the 539 students were not present during the administration of all the data gathering tools. Hence, the number of students slightly varied from one tool to another. Also in the case of some of the tools, some of the subjects (students) did not respond to all the items. As a result, the number of subjects also varied from one item to the other. Out of the four schools, one was a Government

The investigator also visited the home of 60 first generation learners. This was done to supplement the data collected from the children as well as to personally assess the facilities available at home and to understand the problem/difficulties actually faced by the students at home. Also the parents of the first generation learners either father or mother or both (depending upon their availability) were interviewed. Moreover, the investigator also interviewed 40 non-first generation learners in order to get a comparative picture between first and non-first generation learners relating to some of the aspects/variables under study.

A detail breakup of different categories of samples described in the preceding paragraphs is given in Table 3.2.2.

TABLE 3.2.2

Different Categories of Data Producing Samples of the Study

Category of Sample	No.
No. of children studied for drop-out and stagnation	219
No. of first generation learner homes visited	60
No. of parents of first generation learners interviewed	
- Both father and mother.	30
- Only father	16
- Only mother	12
No. of teachers interviewed	25
No. of head-teachers interviewed	4
No. of first generation learner drop-outs interviewed	30
No. of parents of dropouts interviewed	30
No. of first generation learners interviewed	40
No. of low achieving first generation learners (failed in different classes) interviewed	36
No. of non-first generation learners interviewed	40

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No. of non-first generation learners interviewed	40

3.3 Data Gathering Tools and Techniques

Many tools are used in research. They vary in their design, administration and interpretation. Each tool is appropriate for a particular purpose in a specific situation. In order to collect data for his/her study, a researcher may either select the tools and techniques from among the available ones or construct/design on his/her own, depending upon the purpose of the study and the nature of the data to be collected.

In the present study, the following data-gathering tools and techniques were used:

- i) Home Background Questionnaire
- ii) Home Environment Inventory
- iii) Socio-Emotional Problems Inventory for School Children
- iv) Educational Problem Questionnaire
- v) Information Schedule
- vi) Educational and Occupational Aspiration Questionnaire
- vii) Interview Schedules for First Generation Learners
- viii) Interview Schedule for Parents of First Generation Learners
- ix) Interview Schedule for First Generation Learner Dropouts
- x) Interview Schedule for Parents of Dropouts
- xi) Interview Schedule for Low Achievers (first generation learners)
- xii) Interview Schedule for Non-First Generation Learners
- xiii) Interview Schedule for Teachers including Head-teachers
- xiv) Observation Schedule
- xv) Attitude Scale Towards Education by C.L. Chopra (1982)
- xvi) Self-Concept Questionnaire by R.K. Saraswat
- xvii) Vocational Aspiration Classificatory Schedule by Chadha et al.
- xviii) Interview
- xix) Observation
- xx) Taperecorder

Tool Nos. 1 to 14 were developed by the investigator herself.

Before preparing the items for the tools, the researcher went through available literature in the field to identify the different aspects that needed to be included in each tool. She also got the opinion from experts in the field of education. Detailed description of the tools are given in the following pages.

3.3.1 Home Background Questionnaire (HBQ)

First of all, after identifying the different aspects and sub-aspects keeping in mind the nature and type of data to be collected in consultation with experts a matrix (Table 3.3.1) was prepared and the specific points to be included under each aspect/sub-aspect were listed.

TABLE 3.3.1

Different Aspects and Sub-Aspects included in the HBQ

Sr. No.	Aspects	Sub-Aspects	Specifications
1.	Personal details	Self (Students)	Name, date of birth, sex, religion, caste, mothertongue, languages known, place of residence.
2.	Details of family members	Mother	Income, occupation, habits, relationship with others.
		Father	Income, occupation, habits, relationship with others.
		Siblings	Age, income, educational qualifications, relationship with siblings
3.	Facilities	Physical facilities	Type of house, electrification, number of rooms, water, light
		Availability of gagets/ media	Newspapers, radio, T.V., Tape-recorder, Telephone
		Facilities for study	Chair, table, fan, lamp, mat
4.	Practices at Home	Language	Languages spoken,
		Help	Help given to and received from
		Activities	family members, activities/practices at home, festivals.

All the items for the HBQ were prepared based on the matrix. Most of the items prepared were of restricted response and multiple choice types. Some of the items and sub-items were of short answer supply type. Only a very few open-ended but restricted response type items/sub-items were included.

The investigator selected a panel of four experts and administered personally the first draft of the questionnaire on them for their critical comments to improve upon the items in the questionnaire. They were also requested to suggest for inclusion of new items if necessary. Besides, their written comments/suggestions, the investigator also discussed with them to elicit their views on the appropriateness/relevance of the items included in it. Then the necessary changes/modifications were made in the questionnaire. Twenty students of Class VIII and Class IX from a school were selected and the questionnaire was administered on them. Also discussion was held with them for eliciting their responses regarding the suitability of each item in the questionnaire. After this experience, necessary modifications were made.

Validity and Reliability

The questionnaire has validity as obvious from the manner in which it was developed. Validity of the HBQ was also tested against the judgement of 10 experts. Test retest reliability of the tool was determined by administering and re-administering on a sample of 45 students of Classes VIII and IX. Considering the nature of the tool, the usual procedure of reliability co-efficient was not followed in this case. The procedure followed was as follows.

- The response of each subject on each item/sub-item on both the occasions (test-retest) was compared.
- The percentage of consistency of responses for each item/sub-item was calculated.

It was found that the percentage of consistency varied from 95 to 99 percent. It indicated that the reliability of the questionnaire was very high. A specimen copy of the English version of the questionnaire is given in Appendix-A.

3.3.2 Home Environment Inventory (HEI)

Five dimensions/aspects of home environment were identified and included in the study. They are: Interpersonal relation, freedom, attention and care, acceptance, peace and harmony. After reviewing the literature available in the field and in consultation with the experts, items for the inventory were framed. All the items are in question form. Each item is followed by three responses, viz: Very often (V), Sometimes (S), and Never (N). A respondent is required to select anyone for each item by encircling the appropriate letter.

The initial draft of the HEI consisting of 76 items was sent to experts for their suggestions for improvement. They were asked to judge the appropriations of the items in relation to the five aspects/dimensions and suitability of the items in terms of their clarity. Also the investigator discussed with some of them personally. After receiving their suggestions some of the items were modified, some were deleted and few new items were added. Number of items included in each of the five aspects in the final form of the inventory is given in Table 3.3.3.

TABLE 3.3.3

Different Dimensions of Home Environment

Sr. No.	Aspect	No. of Items
1.	Interpersonal relations	12
2.	Freedom	11
3.	Attention and care	13
4.	Acceptance	17
5.	Peace and Harmony	14
	Total	67

Validity and Reliability

Validity of the HEI was tested against the judgement of 10 judges/experts. Inter-dimensional co-efficient of correlation were found (Table 3.3.4) by administering the inventory on a sample of 51 students which further supported the validity of the HEI.

TABLE 3.3.4

Correlation Matrix of HEI

Sr.No.	Dimensions	1	2	3	4	5
1	Inter-personal Relation	X	.82	.71	.65	.73
2	Freedom	.82	X	.68	.80	.66
3	Attention & Care	.71	.68	X	.72	.61
4	Acceptance	.65	.80	.72	X	.85
5	Peace and Harmony	.73	.66	.61	.85	X

The investigator adopted the test-retest method to find out the reliability co-efficient of the HEI by administering and readministering it on a sample of 51 students of Classes VIII and IX. The values of reliability coefficients are given in Table 3.3.5

TABLE 3.3.5

Reliability Coefficients for Different Dimensions of HEI

Sr. No.	Dimensions	r
1.	Interpersonal Relation	.85
2.	Freedom	.86
3.	Attention and Care	.79
4.	Acceptance	.89
5.	Peace and Harmony	.92
6.	HEI as a whole	.90

The r values in Table 3.3.5 clearly indicate that the inventory is a highly reliable one. A specimen copy of the English version of the HEI is given in Appendix – B.

3.3.3 Socio-Emotional Problems Inventory for School Children (SEPISC)

Two aspects were covered in the inventory: social problems and emotional problems. Altogether 80 items were prepared by the investigator in consultation with experts. All the items were of closed-fixed response type. All items were in statement form. Each statement was followed by two responses: Agree, Disagree. A respondent is required to select the appropriate response by putting 'X' in the box provided against each statement.

The first draft of the Inventory was sent to a panel of 10 experts, who were all senior teachers in colleges of Education and having expertise in the field, for their critical comments to improve upon the inventory. They were required to point out inaccuracies, inconsistencies and suggest alternative items/new items wherever required. Then, necessary modification was made, keeping in mind the suggestions offered. Some items were dropped and new items were added. Then the inventory was printed and made ready for administration for the pilot test (tryout).

The investigator selected 20 students of Class VIII and IX from one school for administration of the inventory. The main purpose of the pilot test was not to collect data but to seek suggestions of the subject regarding the suitability of each item in the inventory. Then some items were revised on the basis of the feedback received and then the next draft of the inventory was made ready. The final form of the inventory consisted of 65 items.

Validity and Reliability of the Inventory

The inventory has validity as obvious from the manner in which it was developed. Validity of the inventory was also tested against the judgement of 10 experts. Moreover, criterion-validation was determined by the investigator. A sample of 60 students from Classes VIII and IX was selected. The SEPISC and Bell's Adjustment Inventory (only the social and emotional dimensions) were administered on the students in close successions. The validity co-efficients (r 's) for social and emotional dimensions were 0.68 and 0.72 respectively indicating further that the inventory had high validity.

The test – retest reliability of the inventory was established by administering and readministering it on a group of 81 students with a time interval of one week. Test-retest reliability co-efficient (r) of the inventory was found to be 0.90. Thus, it was clear that the inventory had high validity and reliability. A specimen copy of the English version of the SEPISC is given in Appendix – C.

3.3.4 Educational Problems Questionnaire (EPQ)

The Educational Problems Questionnaire was developed by the investigator herself. The items for the questionnaire were prepared based on the Matrix in Table 3.3.2 which was developed for the purpose. The first draft of the EPQ was submitted to a panel of five experts for their comments and suggestions. Necessary changes were made in the draft by incorporating the suggestions of the experts. Also, some new items were included. The EPQ was tried out on a sample of 21 students and based on the feedback received necessary changes were made. The final form of the EPQ consisted of 31 items, with sub-items in many of them. Both open-ended and closed-fixed reponse type items were included. Most of the items were of Yes/No type and many of these items had sub-items which were of open-ended response type. Other items were of closed-fixed response type.

TABLE 3.3.2

Different Aspects included in the EPQ

Sr.No.	Aspects	Specifications
1.	Facilities for study at home	Study room, furnitures, fan, light, study materials.
2.	Family support	Help, parental encouragement, expectation of parents, study materials, private tuition, study hours at home, domestic work, earning.
3.	Teacher & Teaching	Teaching methods, assignment, homework, extra help, individual attention, tutorial.
4.	Curriculum	School subjects, textbooks.

Validity and Reliability

Obviously, the EPQ had content validity the manner in which it was developed. Validity of the EPQ was also tested against the judgement of nine experts. Test-retest method of reliability was used. The inventory was administered and re-administered on a sample of 46 students and percentage of consistency of response for each item was calculated which varied between 91 to 96 percent. It indicated that the EPQ has high reliability. (A copy of the English version of the EPQ is given in Appendix-D).

3.3.5 Information Schedule

An information schedule was prepared by the investigator to collect data relating to objective No. 17, 18 and 19 of the study. The data were collected from the school office records about the children who were admitted/enrolled in Class-I in 1987-88 and their promotion, failure/stagnation and dropout in subsequent Classes and years. A specimen copy of the Information Schedule is given in Appendix-E.

3.3.6 Educational and Occupational Aspirations Questionnaire (EOAQ)

The EOAQ was prepared by the investigator to collect data relating to objective Nos. 13, 14, 15 and 16 of the study. There are two sections in the questionnaire and in each section there are three items/questions. The items were prepared keeping in mind the objectives of the study and the types of data/information to be collected. Experts opinion was sought in preparing the questionnaire. All the items were of objective type. The first item in each section was of short answer type and the second and third items were of multiple choice type. Test-retest method was used to determine the reliability of the questionnaire. Percentage of consistency/agreement was calculated for each item and the same varied from 98 to 100 percent.

A specimen copy of the EOAQ is given in Appendix-F.

3.3.7 Interview Schedule for First Generation Learners

Interview was conducted with the first generation learners mainly to supplement the data collected from them using the self-administering tools and wherever necessary

the information obtained from the teachers and parents. Informal conversational interview technique was used and hence no specific questions were prepared in advance. However, keeping in mind the data information to be collected, certain points were listed out by the investigator and questions were framed on the spot depending upon the situation. A copy of the interview schedule is given in Appendix-G.

3.3.8 Interview Schedule for Parents of First Generation Learners

Data/information were collected from parents of first generation learners relating objective No. 22 of the study as well as to supplement the data/information collected from the children using informal conversational interview technique. No specific questions were framed in advance. Only certain points were listed by the investigator and questions were framed and asked during conversation keeping in mind the points/data to be collected. A copy of the interview guide is given in Appendix-H.

3.3.9 Interview Schedule for First Generation Learner Dropouts

Data/information relating to the causes of dropout (Objective No. 21) were collected from the dropout children as perceived by them employing interview guide approach. Hence, there was no interview schedule as such. However, the investigator had one open-ended response type question in her mind, which served as a guide. Based on the response of the interviewees, many probing questions were asked. Also she had many points in her mind as different probable causes of dropout on which responses of the children were to be elicited. A copy of the schedule is given in Appendix-I.

3.3.10 Interview Schedule for Parents of First Generation Learner Dropouts

Though data/information were collected from the parents relating to the causes of dropout as perceived by them through unstructured interview, still the investigator had prepared an open-ended response type question which served as guide. Moreover, she had several points in her mind on which she elicited the responses in order to find out the causes of dropout as perceived by the parents. A copy of the schedule is given in Appendix-J.

3.3.11 Interview Schedule for Low Achievers (First Generation Learners)

Only two open-ended response type questions were framed by the investigator prior to taking the interview from the academically weak first generation learners which served as guide. But many questions were framed and asked to each interviewee on the spot based on his/her responses, keeping in mind certain points on which responses to be elicited and such questions were not included in the interview schedule given in Appendix-K.

3.3.12 Interview Schedule for Non-First Generation Learners

To obtain a comparative picture between the first and non-first generation learners relating to some of the aspects of the study, the investigator interviewed 40 non-first generation learners. However, the data/information collected from them were not used directly in the study. No structured questions were prepared by the investigators. The interview was mostly informal conversational. However, the investigator had decided about certain points in advance to be covered during interviewed the same are shown in Appendix-L.

3.3.13 Interview Schedule for Teachers and Head-Teachers

Interview was conducted with the teachers and head-teachers to study their perception of the causes of dropout and low achievement/stagnation among first generation learners as well as to supplement some of the information collected from the students about teachers, curriculum, teaching methods etc. Thought the investigator had prepared some questions (given in Appendix-M) in advance, during interview many other questions were also asked depending upon the demand of the situation and the information to be obtained from the teachers.

3.3.14 Observation Guide

Direct known observation was also one of the techniques employed by the investigator not only to supplement the data collected from the students using HBQ but also to collect first hand information relating to physical facilities at home of the first

generation learners. Though the investigator did not prepare observation schedule for the purpose, she had listed in advance, some of the aspects/points to be considered in making observation. The same are given in Appendix-N. During observation, the investigator noted down the significant points observed and latter on she prepared observation notes.

3.3.15 Attitude Scale Towards Education

This scale was developed by S.L. Chopra (1982). This scale was in English. The scale was constructed using Thurstone and Chase (1929) technique of attitude scaling. Altogether there was 22 items (statements) in the scale. Each scale has a predetermined scale value, established by the author of the scale while standardizing the scale.

The scale is very easy to administer and score. A respondent is required to select those items with which he/she agree by putting a '✓' in the box provided against each statement. Validity and reliability of the scale were established by the author. The scale was translated into Konkani and in doing so every care was taken to see that everything in the scale remains the same except the difference is in language. Test-retest reliability of the translated version was determined by the investigator. The reliability co-efficient was 0.89. A specimen copy of the scale is given in Appendix-0.

3.3.16 Self-Concept Questionnaire (SCQ)

The self-concept questionnaire was developed by R.K. Saraswat. Six separate dimensions of self-concept viz: Physical, Social, Intellectual, Moral, Educational and Temperamental were included in it. It gives separate score for each dimension as well as a total self-concept score. The detail about each dimension are as follows:

- i) Physical: Individuals' view of their body, health, physical appearance and strength.
- ii) Social: Individuals' sense of worth in social interactions.
- iii) Temperamental: Individuals' view of their prevailing emotional state or predominance of a particular kind of emotional reaction.

- iv) Education: Individuals' view of themselves in relation to school, teachers and extra-curricular activities.
- v) Moral: Individuals' estimation of their moral worth, right and wrong activities.
- vi) Intellectual: Individuals' awareness of their intelligence and capacity of problem-solving and judgement.

The questionnaire contained 48 items with each dimension consisting of 8 items. Each item is followed by 5 responses (options) ranging from most acceptable to least acceptable description of self-concept. The respondents were required to select any one of putting a '✓' in the appropriate box provided for the purpose. A high score on this inventory indicates a higher self-concept while a low score shows low self-concept.

The validity and reliability of the SCQ were established by the author. SCQ was translated carefully into Konkani and its test-retest reliability was determined by the researcher and 'r' was 0.86. A specimen copy of the English version of the SCQ is given in Appendix-P.

3.3.17 Vocational Aspiration Classificatory Schedule

This schedule was prepared by Chadha et.al. It was used in the study to tabulate the responses of the students relating to their occupational aspiration. A specimen copy of the schedule is given in Appendix – Q.

3.4 Data Collection Procedures

The detailed procedures followed in collecting data for the present study are described in the following pages.

Phase-I Data Relating to Dropout and Stagnation

The data relating to dropout and stagnation were collected from the school records. The names and dates of birth of 219 students who were enrolled in Class-I in the year 1987-88 were noted from the admission registers. The progress of each student was

followed up and recorded by examining the office records and the progress and whereabouts of other students who had joined other schools or dropped out by inquiring from staff and students of the school, peers, parents and neighbours.

Phase-II Administration of the Self-Reporting Tools

The following self-reporting tools were administered on the students following the rules of test administration strictly.

- i) Home Background Questionnaire.
- ii) Attitude Scale Towards Education.
- iii) Self-Concept Questionnaire.
- iv) Home Environment Inventory.
- v) Socio-Emotional Problems in Inventory for School Children.
- vi) Educational Problem Questionnaire.
- vii) Educational and Occupational Aspiration Questionnaire.

Maximum of two tools were administered on the same day with a gap of one period between them, and the next administration was after a gap of at least one day.

Phase-III Interview and Home Visit (Observation)

A preliminary analysis of the responses of the students on the HBQ, HEI, EPQ and EOAQ was done by the investigator to identify the points to be considered during interview to supplement the data collected from the students using the self-reporting tools. Then interview was conducted in two stages. In the first stage the following categories of subjects were interviewed.

- i) First generation learners
- ii) Parents of first generation learners.
- iii) First generation learner dropouts.
- iv) Parents of dropouts.
- v) Repeaters/Low achievers (first generation learners)
- vi) Non-first generation learners.
- vii) Teachers and head-teachers.

Then after making a preliminary analysis of the responses obtained during interview, the following categories of subjects were again interviewed to further enlist their responses on some of the significant points identified during the first stage of interview.

- i) First generation learners.
- ii) Parents of first generation learners.
- iii) Teachers / head teachers.

First of all, the investigator established proper rapport with each interviewee before conducting interview. Interview was conducted individually with each category of interviewee. Although interview schedules were used, as much flexibility as required was allowed during interview. Informal conversational approach was mainly followed to collect data from the children and parents. Tape recorder with the permission of the respondents, was also used to record data.

Home Visits/Observation

The investigator visited the homes of first generation learners and thus got an opportunity to speak to the children/students in their home and collected the required data from the children and parents. It needs to be mentioned here that it was during home visit that the parents of first generation learners as stated above were interviewed. The investigator also collected data relating to various facilities available at home of the first generation learners by making observation personally. With permission, the investigator used a still camera to take photographs of the first generation learners houses.

3.5 Scoring/Coding and Tabulation/Organisation of Data/Information

In the present study, hand tabulation procedures were employed to tabulate the data/information. The procedures followed in scoring/coding and tabulation/organisation of data collected using the tools and techniques are discussed in the following pages.

Attitude Scale Towards Education: The scale contained 22 items. The respondents had to put a '✓' mark against the item in the parentheses if (s)he agrees. Each statement had a predetermined scale value given in the scoring key. The same are given in Table 3.5.1.

TABLE 3.5.1
Scale Values of Items in the Attitude Scale

Item No.	Scale Value
1.	10.79
2.	1.96
3.	3.86
4.	10.79
5.	9.67
6.	2.86
7.	4.72
8.	9.61
9.	2.92
10.	7.70
11.	1.88
12.	8.63
13.	7.63
14.	5.79
15.	6.94
16.	8.63
17.	4.73
18.	0.50
19.	0.50
20.	6.88
21.	5.93
22.	3.80

The items that were selected (ticked by the respondents) were considered for scoring. Each selected item was assigned the appropriate scale value given in the scoring

key. The sum total of the scores on all the items selected by a respondent was considered as his/her attitude score. After completing scoring for all subjects, the scores were then tabulated keeping in mind the objectives/hypotheses of the study.

Self-Concept Questionnaire (SCQ): On each item of the SCQ, the respondent was provided with 5 choices to give his/her response ranging from most acceptable to least acceptable description of his/her self concept. The alternative responses were arranged in such a way that the scoring system for all the items were the same irrespective of whether the items were positive or negative. Scoring was done using the key given in Table 3.5.2 which was prepared by the author of the SCQ.

TABLE 3.5.2
Scoring Key for SCQ

Responses	Weightage (Score)
A.	5
B.	4
C.	3
D.	2
E.	1

The summated score of all the 48 items provided the total self-concept score of an individual. The self-concept scores of all the children were then transferred from the answer sheets on to a sheet prepared for the purpose and tabulated keeping in mind the objectives and hypotheses of the study.

Socio-Emotional Problems Inventory for School Children (SEPISC): The SEPISC contained 65 closed fixed responses type items. The first 33 items referred to emotional problems whereas the remaining 22 items represented social problems. There were 2 responses for each item – Agree and Disagree. The respondent had to put a '✓' in one of the blanks given against each item under the alternatives. The response 'Agree' was allotted one (1) point, whereas the response 'Disagree' was allotted zero (0). The sum

total of all the points was considered as the SEPISC score of a respondent. The separate score for emotional problems and social problems were also considered. All 3 scores of each respondent were then tabulated.

Home Environment Inventory: The inventory contained 67 items (statements) based on 5 aspects of home environment. Each item had 3 options (responses) and the respondent had to select anyone by encircling the appropriate option (response). Scoring was done using the key given below.

TABLE 3.5.3
Scoring Key for HEI

Response	Weightage (Score)	
	Positive Items	Negative Items
Very Often	3	1
Sometimes	2	2
Never	1	3

Total score for the inventory as a whole as well as separate total for each dimension were obtained for each student for the purpose of analysis.

Home Background Questionnaire (HBQ): First of all a master table was prepared by entering the Sr. No. of the item (alongwith the options, if any) horizontally and the Sr. No. of the students) in the left hand vertical margin. Then the responses of the students were entered in each cell using the appropriate code/word/number/phrase. Subsequently a number of tables were prepared as per the requirement of the study and the data were then transferred on to these tables for analyses.

Educational Problem Questionnaire (EOQ): In tabulating the data collected using the EPQ, the same procedure, like that in HBQ were followed.

Educational and Occupational Aspiration Questionnaire (EOAQ): Based on the specific jobs mentioned against item No. 1, by the students which they had aspired for, occupational categories and levels of occupational aspiration were tabulated in terms of frequencies using the Vocational Aspiration Classificatory Schedule developed by Chadha *et. al.* The responses of the students on the other items were directly recorded using frequency distribution.

Interview: Data/information collected through interview were also organised properly. For each category of respondents a table was prepared mentioning the items/points at the top horizontally and the names (codes were used for names) of the interviewees vertically. Then, all the information supplied by the interviewee (recorded by the investigator) were entered into the table. Interviews recorded in the tape recorded were also considered during tabulation.

Observation: Observation notes prepared by the investigator were scrutinised/edited and the same were used for analysis.

3.6 Data Analysis Procedure/ Statistical Techniques

After scoring and organising of data/ information collected using different tools/ techniques as discussed in the preceding pages, analysis of data was done separately for each objective/hypothesis. From the data entered into the data tables i.e. data sheets (mentioned earlier) separate tables were prepared keeping each objective/ hypotheses in mind. Responses to the objective type, closed fixed response type/alternative response type and multiple choice items data were presented by frequency counts and where ever required the same were converted into percentages. Content Analysis was done for the data supplied by the respondents to the open-ended response items in some of the self-reporting tools as well as the interview and observation data.

Besides, the following statistical techniques were also used to test the hypotheses.

- i) One-Way Analysis of Variance (ANOVA)
- ii) Two-Way ANOVA
- iii) t-test (significance of difference between percentages)

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA, INTERPRETATION OF RESULTS AND DISCUSSION

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA, INTERPRETATION OF RESULTS AND DISCUSSION

4.0 Introduction

This chapter consists of presentation and analysis of data, interpretation of results and discussion. The data collected using various data gathering tools and techniques have been presented and analysed keeping in mind the objectives and hypotheses of the study. The hypotheses were tested using the appropriate statistical methods. Both 0.05 and 0.01 levels of significance were adopted by the investigator in testing the hypotheses.

4.1 Socio-Demographic Background of First Generation Learners

i) Age and Gender

TABLE 4.1.1

Distribution of First Generation Learners in Relation to Age and Gender

Gender	Boys		Girls		Total	
	No.	%	No.	%	No.	%
12	04	2.7	04	3.7	8	3.2
13	23	15.8	15	14.0	38	15.0
14	29	19.9	31	29.0	60	23.7
15	34	23.3	26	24.3	60	23.7
16	23	15.8	13	12.1	36	14.3
17	16	10.8	08	7.5	24	9.5
18	10	6.9	05	4.7	15	5.9
19	07	4.8	05	4.7	12	4.7
Total	146	100.0	107	100.0	253	100

Table 4.1.1 shows that the age-group of the first generation learners identified and included in the study ranges from 12 years to 19 years. Since the students studying in Classes VIII and IX were included in the study and in Goa children are admitted in Class I at the age of 5 years, the ideal age group of the students could have been 13-14 years. However, it was observed that nearly three-fifths of the first generation learners were more than 14 years old. It indicated that many of the first generation learners joined school late and also they stagnated in different Classes. This was also substantiated by verifying the admission register and the class promotion records which was done by the investigator herself. It was surprising that even 18 and 19 years old students were studying in secondary schools. Actually students of these age groups were supposed to be at +3 level. The data in Table 4.1.1 also show that comparatively first generation learner boys were older than the girls. Sixty-two percent of the first generation learner boys

were 15 years old and more, whereas 51.4 percent of the girls were from this age group. It was also observed (Table 4.1.1) that at each age group (from 16 to 19 years) there were higher percentages of boys than girls, indicating the fact that boys continued study even after repeated stagnation whereas mostly girls were withdrawn after they failed repeatedly. This was also confessed by dropout children and parents during interview.

ii) Place of Residence

Table 4.1.2 shows that four-fifths of the first generation learners included in the study were residing in rural areas and one-fifth were from urban locality. It shows that there was higher concentration of first generation learners in rural areas. At the same time as many as 20.6 percent of the first generation learners were from urban locality indicating the fact that contrary to the general perception, there was high concentration of first generation learners in urban areas also.

TABLE 4.1.2

Place of Residence of First Generation Learners

Place	No.	%
Urban	52	20.6
Rural	201	79.4
Total	253	100

iii) Spoken Language (Mother Tongue)

The data in Table 4.1.3 show that almost all (96 percent) of the first generation learners were from Konkani speaking families. Very negligible percentage of first generation learners had Hindi or Marathi or Kannada as their mother-tongue. The general perception is that many of the first generation learners in Goa belong to migrant labourer's families. However, the findings show that almost all the first generation learners are Goan (Konkani is the main

language of Goa). These first generation learners belong to the rural poor section who mainly live in the property of landlords/upper caste people where they are mundkars, tenants doing watch and ward work.

TABLE 4.1.3

Mother-Tongue of First Generation Learners

Language	No.	%
Konkani	243	96.0
Marathi	5	2.0
Hindi	3	1.2
Kanada	2	0.8
Total	253	100

iv) Religion

From the data in Table 4.1.4 it is clear that out of 253 first generation learners as many as 219 (86.9 percent) were Catholics (Christians) and 11.1 percent were Hindus. Only a very negligible percentage (2.0 percent) were Muslims. Though the population of Goa (1991 census) consists of 64.7 percent Hindus, 29.8 percent Catholics and 5.2 percent Muslims, most of the first generation learners were from the Catholic community in this study.

TABLE 4.1.4

First-Generation Learners in Relation to Religion

Religion	No.	%
Hindu	28	11.1
Christian (Catholics)	219	86.9
Muslims	5	2.0
Total	252	100

v) Caste

TABLE 4.1.5

First Generation Learners in Relation to Caste

Caste	No.	%
Catholic Gauda	176	69.9
Catholic Sudras	41	16.2
Catholic Brahmins	01	0.4
Muslims	05	2.0
Hindu Sudras	20	7.9
Hindu Scheduled Castes	07	2.8
Hindu Marathas	02	0.8
Total	253	100

It is clear in Table 4.1.5 that Catholic Gaudas formed the largest segment of the first generation learners participated in this study. The next largest group was the Catholic Sudras. Gaudas are landless labourers earlier dislodged by the higher caste people, while Sudras are the workers / agricultural workers. The Gaudas once considered lowly are increasingly pursuing education. Only one learner was from Catholic Brahmins caste. The findings thus showed, it is the lower caste Catholics (though in theory there is no caste system in Christianity, in practice such a system exists in Goa) who are illiterate and backward. Four first generation learners belonging to the Muslims community were from labour class. Out of the 25 Hindu first generation learners, 18 belonging to the Hindu Sudra caste. The remaining (except one from Maratha caste) were from Hindu scheduled caste. The study revealed that irrespective of religion, the first generation learners were from backward castes.

4.2 Home Background of the First Generation Learners

i) Size of Family

TABLE 4.2.1

Size of the Family of First Generation Learners

Size of the Family	No. of Members in the Family	No.	%
Small	Upto 4	48	18.9
Medium	5-6	85	33.7
Large	7-10	80	31.6
Very Large	More than 10	40	15.8
Total:		253	100

The data in Table 4.2.1 show that only about one-fifth of the first generation learners were from small families and nearly one-third of them from medium size families. Nearly one-half (47.3 percent) of the families were large and very large in size.

The findings show that a very large number of first generation learners were from large and very large families. What is surprising was that there were some families in which upto 14/15 members staying together. There were many joint families also. The illiterate adults might be due to ignorance about the importance of small family did not go for family planning as a result they have big size families. This was evident from the fact that nearly 50 percent of the first generation learners had more than 4 brothers/sisters and out of this as many as 20 percent had 6/7 brothers / sisters. On the whole, it appeared that the first generation learners were mostly from large size families. This combined with poor economic condition makes the life of first generation learner miserable.

ii) **Physical Facilities at Home**

a) *Types of House*

TABLE 4.2.2

Types of House

Type of House	No.	%
Cement house with terrace	26	10.3
Cement house with tiled roof	54	21.4
Mud house with tiled roof	156	61.8
Mud house with thatched roof	16	06.5
Total	252	100

Only one-tenth of the first generation learners (Table 4.2.2) used to live in cement house with terrace, and 21.4 percent were living in cemented houses with tiled roofs. Altogether only one-third percent of the first generation learners had cement houses in good condition. The fact is that only such families from which one or more members working in the Gulf countries, are in a position to have cement dwellings. But it was found that majority of the first generation learners were staying either in mud house with tiled roof or mud house with thatched roof. However, it needs to be mentioned here what the investigator observed during home visit. Adjacent to the mud house a cement room or two are constructed and slowly the mud house is destroyed. The cement house also give the dwellers a sense of self-respect and worth in society.

b) *No. of Rooms in the House*

TABLE 4.2.3

Number of Rooms in the House of the First-Generation Learners

No. of Rooms	No.	%
1	68	27.0
2	66	26.2
3	61	24.2
4	57	22.6
Total	252	100

It was observed that in majority of the houses of first generation learners only one or two rooms were there. There were three rooms in 24.2 percent of the houses. Only in the case of 22.6 percent of the houses, there were four rooms.

The findings thus show that most of the first generation learner families were living in small houses with one or two rooms. In such small houses many family members are forced to be accommodated. There were no houses having more than 4 rooms but there are upto 15 members in some of the families (as discussed earlier). In other words, the study revealed that most of the houses of the first generation learners were overcrowded. Moreover, the investigator observed during home visit that many of the rooms had cowdung floors and mud walls. However, it was also observed by the investigator that in some cases in both types of houses (mud and cement) in the whole house, paddy was strewn the whole day to dry and the family members confined themselves to the kitchen or the balcaon's outside their houses.

c) Electrification

Out of 250 subjects who responded to the question relating to electrification 235 (i.e 94 percent) said that their houses were electrified while six percent reported that their houses were without electricity (Table. 4.2.4). It is a matter of concern that even today there are many houses without having electricity. Moreover, though 94 percent had reported that they had electricity during home visit the investigator found that insome of the houses electricity was disconnected due to non-payment of dues. The children coming from families with lack of minimum essential facilities like electricity, fare poorly at studies. Since the gauda families live in a cluster (vaddo) a few families manage to acquire these facilities, creating also an inferior feeling among the first generation learners who did not have such facility.

TABLE 4.2.4

Electrification of Houses

Electrification	No.	%
Electrified	235	94.0
Not Electrified	15	6.0
Total	250	100

d) Facilities with Electricity

The data in Table 4.2.5 show that out of 235 having electricity connection, in 27.7 percent of the cases there was only the provision of electric light in the house. Three-fifths of the houses had both fan and electric light. In a negligible percentage of the houses there were fan, electric light and electric iron. In none of the first generation learners there were other gadgets like cooler or washing machines. The findings, thus show that in the houses of first generation learners, there were very limited

facilities with electricity. Many of the first generation learners who had no facilities except light develop inferior complex.

TABLE 4.2.5
Facilities with Electricity

	Facilities	No.	%
a)	Only Fan	0	0
b)	Only Light	65	27.7
c)	Only Air Cooler	0	0
d)	Only Washing Machine	0	0
e)	Only Electric Iron	0	0
a & b		141	60.0
b & e		15	6.4
a, b & e		14	5.9
	Total	235	100

e) *Water Facilities in House*

TABLE 4.2.6

Water Facilities in House

	Facility	No.	%
a)	Only Tap Water	40	15.9
b)	Only Public Tap	24	9.5
c)	Only Well	60	23.9
d)	Only River/ Spring	06	2.4
	a and b	10	4.0
	a and c	45	18.0
	a and d	03	1.2
	b and c	39	15.5
	b and d	02	0.8
	c and d	04	1.6
	a, b and c	10	4.0
	a, c and d	03	1.2
	b, c and d	01	0.4
	a, b, c and d	04	1.6
	Total	251	100

The data in Table 4.2.6 show that only 16 percent of the houses, water tap connection was provided by Municipality / Village Panchayat. Highest percentage of families (23.9 percent) used to collect water from well. About 18 percent of the first generation learner families were getting water from both tap as well as from well. A significant percentage (15.8 percent) of families had to depend on both public tap and well water. There were few families who had neither of such facilities used to collect water from river / spring for their daily use. It was found (Table 4.2.6) that the remaining families had the opportunity of getting water from a combination of such sources. On the whole, the findings show that except a few many of the first generation learner families had decent water facilities for domestic use.

iii) **Facilities for Study at Home****TABLE 4.2.7****Facilities Available to the First Generation Learners for Study at Home**

	Facility	No.	%
a)	Only Chair	03	1.2
b)	Only Table	05	2.0
c)	Only Electric Light	52	20.8
d)	Only Fan	0	0
e)	Only Table Lamp	0	0
	a and c	18	7.2
	b and c	23	9.2
	a, b, and c	70	28.0
	a, b, c and d	51	20.4
	a, b, d and e	13	5.2
	None	15	6.0
	Total	250	100

It was found (Table 4.2.7) a significant number of first generation learner did not have both chair and table for study at home. Many used to sit on a mat while studying. Also many of the children did not have the facilities like fan at the place where they study, as a result they face lot of hardship particularly during summer.

On the whole the findings showed that considering the low economic status of most of the first generation learner families, the facilities available were considered good. This is because of the fact that Goans mostly give top priority to have basic facilities. However, it was observed that in the first generation learner families the arrangement, maintenance and utilization of these facilities was not solely for study purpose. For instance in some cases it was observed that table is

used for keeping many other things on it. Chair is used by many others even during study hours of the child.

iv) **Facilities for Keeping / Storing Study Materials**

TABLE 4.2.8

Facilities for Keeping / Storing Study Materials

Facility	No.	%
Box	45	18.1
Bookshelf	25	10.0
Bag	80	32.1
Table	62	25.0
None	37	14.8
Total:	249	100

The data in Table 4.2.8 revealed that most of the first generation learners were not provided with the necessary facilities like bookshelf and box for storing study materials. Many of the first generation learners used to keep their study materials either in bag or on a table. About 15 percent had none of the listed facilities for keeping study materials at home. Since the parents are illiterate they do not understand the need for providing such facilities to the children. Moreover, due to financial problem many are not in a position to do so.

v) **Access to Various Facilities**

TABLE 4.2.9
Access to Different Facilities

Facility	At Home		In Neighbourhood	
Radio	185	74.0	190	76.0
Tape-recorder	86	34.4	126	50.4
Television	51	20.4	203	81.2
Newspaper	27	10.8	96	38.4
Magazines	8	3.2	48	19.2
Computer	0	0	0	0
Telephone	7	2.8	43	17.2

It is clear in Table 4.2.9 that most of the first generation learners had access to radio both at their own home as well as at neighbourhood. Though some of the first generation learners had access to Tape-recorder and TV at home, many of them had access to the same in their neighbourhood. Newspapers were available only in 10.8 percent of the first generation learner homes. Also not many of the first generation learners were lucky to have the same in their neighbourhood. Very few first generation learners were found to have access to magazine and telephone. It was observed that only the well-to-do families and particularly the families from which atleast one member is working in a gulf country had the facilities like newspaper, TV, magazines and telephones. On the whole, the findings clearly show that most of the first generation learners had no access to many of the facilities.

vi) **Parents of First Generation Learners**

TABLE 4.2.10
Presence of Father in the Family

Presence	No.	%
Living in the Family	168	67.5
Abroad (Gulf)	17	6.8
Separated	18	7.2
Dead	28	11.3
Not Known	18	7.2
Total	249	100

It was found (Table 4.2.10) that only in the case of about two-third of the first generation learners father was living in the family. The fathers of 7.2 percent of the first generation learners were working in the Gulf countries. In the case of as many as 6.8 percent of the families, father was separated and hence not staying in the family. What is surprising was that as many as 18 first generation learners (7.2 percent) did not know the whereabouts of their father. On the whole, the findings show that about one-third of the first generation learners had no father staying in the family.

It was observed that in the cases where the first generation learners lived with their father, generally the family as a whole went to the fields to plough, harvest and prepare the final product mainly rice. They generally worked for the landlord who took care of their needs. The first generation learners whose father was abroad generally were financially well off. In case of the first generation learners who said that they did not know where their father was, the father very often had another female companion and stayed away.

TABLE 4.2.11
Occupation of Father

Name of Occupation	No.	%
Agricultural Labourers	102	50.0
Labourer on Ship	4	1.9
Factory worker	10	4.9
Mason	3	1.5
Carpenter	6	2.9
Business	1	0.5
Worker in Gulf (as Servant/ Labourer)	17	8.3
Driver	4	1.9
Barber	3	1.5
Baker	3	1.5
Labourer	24	11.8
Govt. Employee (Sweeper/Cleaner)	10	4.9
Tailor	3	1.5
Toddy tapper	4	1.9
Coconut plucker	1	0.5
Cook	3	1.5
Wood cutter	3	1.5
Bar worker	3	1.5
Total	204	100

Table 4.2.11 shows that the illiterate fathers of almost all the first generation learners were employed in low level occupational fields. Moreover, many of them had no permanent, fixed and stable sources of income.

TABLE 4.2.12
Occupation of Mothers

Occupation	No.	%
Housewife	30	12.8
Agricultural Labourer	118	50.2
Fish monger	20	8.5
Vegetable seller	22	9.4
Maid servant	14	6.0
Labourer	17	7.2
Works in a shop	8	3.4
Cook	6	2.5
Total	235	100

The data in Table 4.2.12 revealed that except 12.8 percent, all the illiterate mothers were engaged in some kind of work / occupation or the other to supplement the family income.

TABLE 4.2.13
Habits / Behaviour of Parents of First Generation Learners

Habits	Fathers		Mothers	
	No	%*	No	%**
Consuming liquor	128	67.4	21	9.8
Gambling	25	13.2	0	0
Involvement in criminal activities	6	3.2	3	1.4
Violence at Home	91	47.8	20	9.3

* Out of 190

* Out of 214

As many as two-third of the fathers of first generation learners used to consume liquor (Table 4.2.13). Also it was observed that many were involved in gambling. It is shocking that about one-half of them resort to violence at home. A

very few were also involved in criminal activities. What is surprising was that about one-tenth of first generation learners mothers consumer liquor and nearly the same number of mothers resort to violence at home.

The above findings clearly indicated that of the first generation learners have a tough time at home. Certainly the home atmosphere is not suitable for academic activity. Many of the first generation learners confessed before the investigator that they feel very embarrassed about the habits/behaviors of their parents and particularly the father.

vii) **Family Relationships**

TABLE 4.2.14

Relationship of Father with Others

Relationship	Neighbours		Mother of FGLs		Children	
	No.	%	No.	%	No.	%
Very good	71	39.4	61	33.9	73	40.6
Good	58	32.2	46	25.6	57	31.7
Bad	37	20.6	53	29.4	33	18.3
Very bad	14	7.8	20	11.1	17	9.4
Total	180	100	180	100	180	100

TABLE 4.2.15

Relationship of Mother with Others

Relationship	Neighbours		Father of FGL's		Childrens	
	No.	%	No.	%	No.	%
Very good	90	40.7	77	34.8	115	52.0
Good	98	44.3	65	29.4	87	39.4
Bad	20	9.1	55	24.9	12	5.4
Very bad	13	5.9	24	10.9	12	3.2
Total	221	100	221	100	226	100

It was found (Table 4.2.14) that significant percentages of fathers of first generation learners did not have good relations with the neighbours, the first generation learners mothers and also with the children. Many of the first generation learners mothers had also more or less the same relationship (Table 4.2.15). However, compared to fathers, the mothers of first generation learners had slightly better relation with others. It was observed that in as many as two-fifths of the families the relation between the parents was tensed. Many of the first generation learner children agreed that tension prevail in the family due to infighting between their parents. About 28 percent of the first generation learners stated (during interview) that their fathers were not in good term with them indicating the fact that in many families the father-child relationship was not good whereas as only 8.6 percent mentioned the same about their mother. The findings showed that mother-child relationship was better then father-child relationship in first generation learner families.

viii) Work done by First Generation Learners at Home

The data in Table 4.2.16 show that the first generation learners used to perform different types of work at home to help the family. Slightly more than three-fifths of the first generation learners stated that they wash their own clothes as well as that of other family members. Also nearly the same member of first generation learners do cooking at home. Little more than one-half (55 percent) of them used to work in field. Not only they work in their own fields, but also many of them work in others' field in return for wage. Highest percentage of first generation learners (73 percent) stated that they do sweeping/ cleaning work at home. Some of them confessed that they used do such works in others houses to earn money. The other type of work done by significant number of first generation learners include washing vessels, bringing water, cooking food, helping in the kitchen shopping, and selling vegetables and fish. Besides, a few of them used to perform many other works at home.

The above findings showed that many of the first generation learners are engaged in many different kinds of works at home and outside. Many of them agreed that their parents force them to do the same. They were of the opinion that their involvement in such works severely affect their study.

TABLE 4.2.16
Nature of Help to Family Members

Sr. No.	Nature of Work	No.	%
1.	Sweeping	162	73.0
2.	Washing clothes	140	63.1
3.	Cooking	133	59.9
4.	Working in fields	122	55.0
5.	Washing vessels	72	32.4
6.	Bringing water	63	28.4
7.	Studies of sister/brother	60	27.0
8.	Shopping	56	25.2
9.	Serving food	53	23.9
10.	Kitchen work	51	23.0
11.	Watering plants	13	5.9
12.	Selling vegetables	12	5.4
13.	Helping grand parent to walk	11	5.0
14.	Looking after brothers/sisters	11	4.9
15.	Selling fish	10	3.0
16.	Tailoring	4	1.8
17.	Ironing	4	1.8
18.	Looking after shop	2	0.9
19.	Growing vegetables	2	0.9
20.	Washing cycle/scooter	3	1.4

ix) **Help by Family Members relating to Studies of First Generation Learners**

TABLE 4.2.17

Nature of Help First Generation Learners Receive from Family Members Relating to Study

Nature of Help	No.	%
Providing all study materials	112	45.2
Giving money when needed	40	16.1
Help during studies at home	32	12.9
Help in getting ready for school	56	22.6
Reach to school	6	0.9
No help	96	39.2

About two-fifths of the first generation learners (Table 4.2.17) stated that they received no help from family members relating to their studies. Only 45 percent stated that their parents provide them study materials. A very few of them get money from the family whenever they needed the same. Only about 13 percent of the first generation learners get help during studies at home. A negligible number of first generation learners mentioned that their family members used to help them in reaching school. From the findings it is clear that most of the first generation learners do not get any help from their family members, and those who get the same is very limited. The researcher during home visits and interview found/observed that many first generation learners were absolutely alone in their problems. In some cases father was perpetually drunk, the mother working via Gulf country and their siblings were not living with them. Some of them stagnated 2/3 times in one class or the other and finally few of them dropped out. The teachers were of the opinion that nobody guide such children and hence, they could not cope with studies. This is typically what happens to many of the first generation learners.

x) **Involvement of First Generation Learners after School Hours and on Holidays**

TABLE 4.2.18

Involvement of First Generation Learners in Various Activities

Sr. No.	Activity	No.	%
1.	Study at Home	213	85.2
2.	Discussion of general matters with parents/elders	20	8.0
3.	Entertainment	63	25.2
4.	Household work	240	96.0
5.	Games and sports	16	6.4
6.	Computer classes	0	0
7.	Music classes	3	1.2
8.	Tuition classes	73	29.2
9.	Dance classes	0	0.0
10.	Reading	35	14.0
11.	Religious Institution	41	16.4

Eighty-five percent of the first generation learners stated that they used to study at home after school hours and on holidays. The number of hours devoted for the purpose varied from 1 – 5 hours. However, it was found that many of the first generation learners never study at home. All the first generation learners are engaged in one or the other household work and because of which they were unable to devote much time in studies. Only one-fourth of them had time for entertainment. Very few participate in games and sports, discussion in general matters, reading religious instruction and music classes. None of the first generation learners attend computer or dance classes. The findings thus showed that most of the first generation learners do not take part in a variety of activities, which are necessary for their intellectual and social development.

xi) Family Members with whom the First Generation Learners feel Most and Least free to Discuss Difficulties

TABLE 4.2.19

Family Members with whom the First Generation Learners Feel Most and Least Free to Discuss their Problems / Difficulties

Person	Most		Least	
	No.	%	No.	%
Father	37	15.2	158	64.8
Mother	101	41.4	30	12.3
Brother	43	17.6	23	9.4
Sister	35	14.3	13	5.3
Grand parents	12	4.9	4	1.6
Uncle	7	2.9	3	1.2
Aunt	5	2.0	4	1.6
Cousins	4	1.6	3	1.2

Highest percentage (41.4 percent) of the first generation learners mentioned that they feel most free to discuss their problems/difficulties with their mothers and only 15.2 percent feel so with their father. On the other hand, as high as 64.8 percent of the first generation learners stated that they feel least free to discuss their problems/difficulties with their father. Significant percentage of first generation learners also feel comfortable with their brothers and sisters. At the same time, many children do not feel free to share their difficulties with brothers/ sisters. A few of the first generation learners feel most free with their grand parents, uncle, aunt, and cousins.

The above findings revealed that the persons in the family with whom the first generation learners mostly feel free and least feel free to discuss their problems/ difficulties were the mother and the father respectively. Besides, many of the first generation learners also feel free to share their difficulties with their

siblings. The first generation learners were of the view that they feel free with those persons who are sympathetic towards them and have concern for their needs/problems/difficulties. They do not discuss their problems/difficulties with those persons who are indifferent towards them and thus have never extended any kind of help when approached initially.

4.3 Educational Problems of First Generation Learners

The problems associated with Education of first generation learners are discussed in the following pages.

i) Liking for School Subjects

TABLE 4.3.1

Liking for All School Subjects by First Generation Learners

Gender	Liking		Do not like		Total	
	No.	%	No.	%	No.	%
Boys	37	25.7	107	74.3	144	100
Girls	33	31.1	73	68.9	106	100
Total	70	22.0	180	78.0	250	100

Table 4.3.1 shows that only 22 percent of the First Generation Learners used to like all subjects, while 78 percent did not like all subjects. It showed that most of the first generation learners had no likeness to all the subjects taught in schools. The findings (Table 4.3.1) also show that very high percentages of both boys and girls expressed their dislikeness towards the school subjects. Comparatively higher percentage of boys than girls disliked the subjects. Moreover, further analysis revealed that only 5 percent of students each liked Hindi and English the most. Mathematics was the most liking subject only for four percent of the first generation learners. Out of the 5 percent who liked Hindi, 4 percent said that Hindi is our national language, and hence they liked it. All the students who liked Konkani said they liked it as it is their mother-tongue. Of

those who liked Mathematics the most some said that it was easy while few others were of the opinion that in Mathematics one does not used to study grammar. Only 1 percent students each liked Science and Social studies respectively. On the other hand, 6 percent of students mentioned Social Studies, 16 percent mentioned mathematics, 5 percent mentioned Hindi, Konkani, Science and English as the most disliked subjects. The students did not like the subjects because they found the subjects as most difficult.

ii) **Weak in School Subjects**

TABLE 4.3.2

Weak in School Subjects

Gender	Weak		Not Weak		Total	
	No.	%	No.	%	No.	%
Boys	105	73.9	37	26.1	142	100
Girls	69	65.1	37	34.9	106	100
Total	174	69.8	74	30.2	248	100

About seventy percent of the first generation learners stated (Table 4.3.2) that they are weak in some or the other school subjects. It was also observed that higher percentage of boys than girls were weak in different subjects. Most of these students mentioned that they were weak in Mathematics. Many of the learners were weak in Science and English. Also some of them were weak in other school subjects like Social Studies and Indian languages. The findings thus revealed that the first generation learners were weak in one or the other school subjects.

iii) **Need for Extra Coaching/Class/ Tutorials**

About three-fourths of the first generation learners (Table 4.3.3) felt that extra coaching is needed in those school subjects in which they are weak. Compared to boys higher percentage of girls needed coaching in different school subjects. The findings thus show that most of the first generation learners wanted extra coaching in school to overcome the difficulties they face in different school subjects.

TABLE 4.3.3

Need for Extra Coaching in those Subjects in which the First Generation Learners are Weak

Gender	Needed		Not Needed		Total	
	No.	%	No.	%	No.	%
Boys	100	71.4	40	28.6	140	100
Girls	81	79.4	21	20.6	102	100
Total	181	74.8	61	25.2	242	100

However, 54.2 percent of the first generation learners (Table 4.3.4) stated that their teachers did not provide any extra help/ extra coaching to them in all those subjects in which they are weak. As a result most of the first generation learners continue to remain backward in many of the school subjects.

TABLE 4.3.4

Extra Help/Coaching Provided by Teachers

Gender	Provided		Not Provided		Total	
	No.	%	No.	%	No.	%
Boys	64	47.4	71	52.6	135	100
Girls	47	44.8	58	55.2	105	100
Total	111	46.3	129	53.7	240	100

Further as many as 41.4 percent of the first generation learners stated (Table 4.3.5) that their teachers do not help them wholeheartedly whenever they approach them with academic problems. Higher percentage of girls than boys expressed this view. Many of the teachers were indifferent towards the academic problems of first generation learners. Instead of taking initiatives from their side as generally expected from the teachers, they do not attend to the problems of the first generation learners even when approached. Some of the teachers never pay any attention to the students, while few others help them superficially. The first generation learners expressed that they are discriminated by teachers in this respect also.

TABLE 4.3.5

Teachers Helping Students Whenever Approached

Gender	Help		No Help		Total	
	No.	%	No.	%	No.	%
Boys	89	64.1	50	35.9	139	100
Girls	56	52.8	50	47.2	106	100
Total	145	59.2	100	40.8	245	100

iv) Difficulty Level of Textbooks

The data in Table 4.3.6 show that according to 59 percent of the first generation learners the textbooks were difficult. In other words, for about three-fifths of the first generation learners the textbooks provided at secondary level are difficult. Most of these students stated that Mathematics and English textbooks are most difficult. For many of the students Science and Social Studies textbooks were also difficult. A few of them also felt that Hindi textbook is difficult.

The students found many aspects of the textbooks difficult. Difficult English words/vocabularies and complex sentences are used in the text books. Of course, it is an accepted fact that most of our textbooks are urban-biased and as

such it is natural on the part of first generation learners who are mainly from rural areas and from low socio-economic background to find such thing beyond their comprehension. Also many of the students stated that the illustrations used in some of the books are not simplified.

TABLE 4.3.6

Difficult Level of Textbook According to First Generation Learners

Gender	Difficult		Not Difficult		Total	
	No.	%	No.	%	No.	%
Boys	69	55.6	55	44.4	124	100
Girls	64	63.4	37	36.6	101	100
Total	133	59.1	92	40.9	225	100

v) Suitability of Teaching Methods

Nearly two-fifths (39.3 percent) of the first generation learners (Table 4.3.7) were of the view that the methods of teaching followed by teachers were unsuitable. Equal percentages of both boys and girls had this view. They stated that while teaching the teachers do not cater to their academic needs. No individual attention is paid by the teachers. Many of the teachers do not simplify the subject matters keeping in mind the level of first generation learners. Moreover, language/vocabularies used by the teachers are of high order. As a result many of the first generation learners fail to follow the teaching imparted in school.

TABLE 4.3.7
Suitability of Teaching Method Used by Teachers

Gender	Suitable		Not Suitable		Total	
	No.	%	No.	%	No.	%
Boys	86	60.6	56	39.4	142	100
Girls	64	61.0	41	39.0	105	100
Total	150	60.7	97	39.3	247	100

vi) Discrimination by Teachers

About 57 percent of the first generation learners (Table 4.3.8) expressed that they were discriminated by their teachers in school. Compared to girls higher percentage of boys felt that they were subjected to discrimination by school teachers. The children were of the view that many of their teachers do not like them and often do not attend to their problems. Some of the teachers even do not hesitate to scold them sometimes without valid reasons. Compared to other students (the non-first generation learners), they get least attention from the teachers.

The findings show that most of the teachers discriminate against the first-generation learner in many different ways. It implies that since the teachers are mostly from forward communities and well to do families they are unaware about the socio-economic condition and home environment of the first generation learners. As a result they fail to understand the specific needs and problems of first generation learners and hence do not attend to them.

TABLE 4.3.8
Teachers Discriminating Against First-Generation Learners

Gender	Discriminate		Do Not Discriminate		Total	
	No.	%	No.	%	No.	%
Boys	90	64.7	49	35.3	139	100
Girls	51	50.0	51	50.0	102	100
Total	141	58.5	100	41.5	241	100

Not only the teachers discriminate the first generation learners because they are first generation learners but also the teachers discriminate them on basis of their caste/class. According to about 47 percent of the first generation learners (Table 4.3.9). Higher percentage of boys than girls felt so. First generation learners are mostly from lower caste/class and hence, they are also subjected to discrimination by teachers on the basis on their caste/class. Most of the children were of the view that they feel very bad about such discrimination and they do not like attending school.

TABLE 4.3.9
Caste / Class Bias by Teachers

Gender	Bias		No Bias		Total	
	No.	%	No.	%	No.	%
Boys	63	44.4	79	55.6	142	100
Girls	48	49.0	50	51.0	98	100
Total	111	46.3	129	53.7	240	100

vii) Punishment by Teachers

Sixty-five percent of the first-generation learners (Table 4.3.10) felt that their teachers used to punish them without adequate justification. Higher percentage of boys than girls felt so. The students were of the opinion that sometimes the teachers do not understand their problems and take punitive

measures against them. First generation learners not only felt that they were discriminated by teachers in many forms as stated earlier but also punished by them without justification.

TABLE 4.3.10

Punishment Without Understanding the Problem of First Generation Learners

Gender	Punishment		No Punishment		Total	
	No.	%	No.	%	No.	%
Boys	96	67.1	47	32.9	143	100
Girls	65	62.5	39	37.5	104	100
Total	161	65.2	86	34.8	247	100

viii) Poor Performance at Examinations

TABLE 4.3.11

Failed in Class Examination

Gender	Not Failed		Had Failed		Total	
	No.	%	No.	%	No.	%
Boys	68	47.6	75	52.4	143	100
Girls	46	43.4	60	56.6	106	100
Total	114	45.8	135	54.2	249	100

About 54 percent of the first generation learners confessed that they had failed in one class or the other (Table 4.3.11). Moreover, compared to boys a very higher percentage of girls were detained in one class or the other. Many of these first generation learners interviewed stated that they had failed in more than one class and more than once in some of the classes. The findings thus indicated that majority of the first generation learners in general and girls in particular were academically weak.

Many reasons were cited by the first generation learners for their failure. Some of them found the subjects too difficult and hence had no interest in studies. Few blamed the teachers who according to them did not pay attention to their academic problems. While few others cited financial problems as the cause of their failures and still some others were of the view that they did not have proper facilities at home for studies. A few of the first generation learners stated that the indifferent attitude of parents towards their education as the cause of their academic backwardness. It needs to be mentioned here that a few of the parents of first generation learners interviewed had no knowledge about the meaning of either examination or failure. In other words, for some of the parents of first generation learners pass or fail has no sense.

ix) **Facilities at Home for Study**

TABLE 4.3.12

Facilities for Study at Home

Gender	Boys		Girls		Total	
	No.	%	No.	%	No.	%
a. Only Chair	02	1.4	01	0.9	03	1.2
b. Only Table	03	2.1	02	1.9	05	2.0
c. Only Electric Light	28	19.3	24	22.8	52	20.8
d. Only Fan	0	0	0	0	0	0
e. Only Table Lamp	0	0	0	0	0	0
a & c	10	6.9	08	7.6	18	7.2
b & c	14	9.6	09	8.6	23	9.2
a, b & c	40	27.6	30	28.6	70	28.0
a, b, c & d	30	20.7	21	20.0	51	20.4
a, b, d & e	8	5.5	5	4.8	13	5.2
None	10	6.9	5	4.8	15	6.0
Total	145	100	105	100	250	100

The data in Table 4.3.12 reveal that only about one-fifth of the first generation learners had four of the five facilities and 28 percent had three out of five listed. Six percent of children under study had none of the facilities. It was observed that none of the children had all the facilities. No gender difference was observed so far as facilities for study at home is concerned.

x) **Study Materials**

TABLE 4.3.13

First Generation Learners Having All Study Materials

Learners	Having		Not Having		Total	
	No.	%	No.	%	No.	%
Boys	91	65.0	49	35.0	140	100
Girls	64	61.5	40	38.5	104	100
Total	155	63.5	89	36.5	244	100

It was found (Table 4.3.13) that around 37 percent of the first generation learners did not have all the required study materials. Not much difference was found between the boys and girls so far as the possession of study materials was concerned indicating the fact the parents of first generation learners did not discriminate between boys and girls in providing study materials. Many of the students did not have the study materials like compass boxes, atlases and dictionaries. Even some of the students stated that they did not have the essential teaching-learning materials like adequate paper, pens, pencil, eraser etc. Also it is a matter of concern that some of the learners did not have even all the textbooks. Some of the first generation learners disclosed before the investigator during interview/discussion that they faced many difficulties at study as they did not have all the required study materials.

TABLE 4.3.14

Necessary Study Materials Provided by Parents in Time

Gender	Providing in Time		Not Providing in Time		Total	
	No.	%	No.	%	No.	%
Boys	101	72.7	38	27.3	139	100
Girls	68	68.0	32	32.0	100	100
Total	169	70.7	70	29.3	239	100

The data in Table 4.3.14 further reveal that a significant percentage (29.3 percent) of first generation learners were not provided the necessary study materials by their parent in time. Nearly equal percentages of boys and girls expressed this view. The first generation learners were of the opinion that due to financial problem their parents find it difficult to provide study materials to them. At the same time it was found that as high as 70.7 percent of the first generation learners were provided the required study materials by their parents in time. It indicated that parents of first generation learners inspite the difficulties faced by them were eager to see that their children attend school and study well. This was also expressed by the parents during interview with the investigator.

TABLE 4.3.15

Provision for Free Textbooks for First-Generation Learners

Gender	Provided		Not Provided		Total	
	No.	%	No.	%	No.	%
Boys	41	29.7	97	70.3	138	100
Girls	33	31.7	71	68.3	104	100
Total	74	30.6	168	69.4	242	100

It is clear in Table 4.3.15 that only 30.6 percent of the first generation learners were provided free textbooks by the Government. It indicates that most of the first generation learners did not have the opportunity of getting free

textbooks. Since most of the first generation learners were from economically backward families they were in need of textbooks supplied to them free of cost. Some of the parents found it very difficult to buy textbooks and other study material for their children. Many parents were of the opinion that their children should be provided textbooks and related study materials free of cost.

xi) Help from Family Members at Studies

It is clear in Table 4.3.16 that nearly 60 percent of the first generation learners used to receive help from the family members in their studies. The remaining 40 percent of the children were not getting any help from any of the family members relating to studies. It showed that two-fifths of the first generation learners included in the present study had to manage everything relating to their studies by themselves. The findings also revealed that higher percentage of girls compared to boys did not get any help from any of the family members. It indicated gender discrimination at home in helping the children at study. Boys were found to be in more advantaged position than the girls.

The data in Table 4.3.17 further show that very negligible percentage of first generation learners used to get help from their parents. Help from parents was mainly in the form of making arrangements at home for study. Significant percentage of first generation learners who had elder brothers/sisters were getting many kinds of help from them in their study. Brothers/sisters used to make proper arrangement for study, assist in doing homework, and help in arranging study materials from other sources.

TABLE 4.3.16

Help Received from Family Members

Gender	Get Help		Did not Get Help		Total	
	No.	%	No.	%	No.	%
Boys	93	66.4	47	33.6	140	100
Girls	55	52.4	50	47.6	105	100
Total	148	60.4	97	39.6	245	100

TABLE 4.3.17

Persons Helping the First Generation Learners

Gender	Boys		Girls		Total	
	No.	%	No.	%	No.	%
a. Father	5	3.8	2	2.0	7	3.0
b. Mother	5	3.8	3	3.0	8	3.5
c. Brother	29	22.3	12	12.1	41	17.9
d. Sister	21	16.2	13	13.2	34	14.8
ab	3	2.3	6	6.1	9	3.9
ac	0	0	2	2.0	2	0.9
ad	2	1.5	2	2.0	4	1.7
bc	3	2.3	2	2.0	5	2.2
bd	3	2.3	0	0	3	1.3
cd	18	13.9	12	12.1	30	13.1
abc	0	0	3	3.0	3	1.3
acd	2	1.5	3	3.0	5	2.2
bcd	0	0	2	2.0	2	0.9
abcd	3	2.3	0	0	3	1.3
None	36	27.8	37	37.5	73	32.0
Total	130	100	99	100	229	100

xii) Comparison of First Generation Learners by their Parents with High Achievers

TABLE 4.3.18

Comparison of First Generation Learners by their Parents with High Achieving Children

Gender	Not Being compared		Being Compared		Total	
	No.	%	No.	%	No.	%
Boys	89	63.6	51	36.4	140	100
Girls	67	65.0	36	35.0	103	100
Total	156	64.2	87	35.8	243	100

About 36 percent of first generation learners stated that their parents used to compare them with other children who exhibited higher performance at examinations. Such comparison is in fact unhealthy in the opinion of the children. Since the parents are illiterate they do not realize the consequence of such comparison. Though the parents felt that by doing so their children would do well at examination, the children take it otherwise. They feel embarrassed when their parents make such comparisons. Some of them even do not feel like attending school.

xiii) Parental Encouragement

TABLE 4.3.19

Encouragement by Parents for Higher Academic Achievement

Gender	Encouraging		Not Encouraging		Total	
	No.	%	No.	%	No.	%
Boys	87	61.7	54	38.3	141	100
Girls	63	60.0	42	40.0	105	100
Total	150	61.0	96	39.0	246	100

Nearly 61 percent of the children (Table 4.3.19) stated that their parents used to encourage their children to study well and to show better performance in school. In fact it is a good sign that a very high percentage of illiterate parents encourage children to study well. Many of the children try to do better when their parents encourage them to do so. However, some of the children mentioned that though their parents encourage them verbally, they want them to help either in domestic work or in fields and thereby the children are forced indirectly to stay away from school.

On the other hand, 39 percent of the first generation learners stated that their parents do not encourage them for doing better at studies. Even some of the parents (as expressed by the children during interview) were totally insensitive about the education of their children. Some of the such parents admitted this fact before the investigator at the time of the interview. With no encouragement from parents, the first generation learners lack interest in studies which ultimately affect their performance.

TABLE 4.3.20

Parents Want Their Children to Attend School Regularly

Gender	Regularly		Not Regularly		Total	
	No.	%	No.	%	No.	%
Boys	90	80.4	22	19.6	112	100
Girls	80	76.9	24	23.1	104	100
Total	170	78.7	46	21.3	216	100

Moreover, the data in Table 4.3.20 show that nearly four-fifths of the parents want their children to attend school regularly. On the other hand, a significant percentage of first generation learners felt that their parents did not want them to attend school regularly. It was also observed that higher percentage of girls than boys felt so indicating gender discrimination on this matter. In fact

many parents also admitted this before the investigator. Parents were of the view that they are compelled to do so because they need their children often at home.

TABLE 4.3.21

Parents Want Their Children to do Homework Regularly

Gender	Regularly		Not Regularly		Total	
	No.	%	No.	%	No.	%
Boys	120	83.3	24	16.7	144	100
Girls	80	75.5	26	24.5	106	100
Total	200	80.0	50	20.0	250	100

It was also found (Table 4.3.21) that a significant percentage of parents (20 percent) did not want their children to do homework regularly. Higher percentage of girls compared to boys felt that their parents did not want them to do homework/assignments. Parents also admitted this fact before the investigator. Parents felt that when children do homework, they do not attend to domestic work. And at home girls are mostly needed in many types of domestic work.

xiv) Unrealistic Expectation by Parents from First Generation Learners

About one-half of the first generation learners (Table 4.3.22) stated that their parents had very high expectations from them. Parents expected their children to score as high marks as possible in examinations. It was also found that compared to girls, parents had more expectations from boys. Some of the parents interviewed agreed that they had high expectation from their children. Since they are facing a lot of hardships because of illiteracy, they did not want their children to have the same. They want to materialize their dreams through their children. But the children were of the opinion that such unrealistic expectation of parents makes them nervous.

TABLE 4.3.22

Unrealistic Expectations of Parents from their Children

Gender	High Expectation		No High Expectation		Total	
	No.	%	No.	%	No.	%
Boys	79	57.7	58	42.3	137	100
Girls	41	40.6	60	59.4	101	100
Total	120	50.6	118	49.4	238	100

xv) **Regularity in Completing Homework and Assignments**

TABLE 4.3.23

Regularity in Completion of Homework and Assignments

Gender	Complete		Don't Complete		Total	
	No.	%	No.	%	No.	%
Boys	62	43.4	81	56.6	143	100
Girls	43	40.6	63	59.4	106	100
Total	105	42.2	144	57.8	249	100

The data in Table 4.3.23 show that only 42 percent of the first generation learners could complete homework and assignments given to them. The remaining 58 percent of the students stated that they failed to complete the homework and Assignments. In other words, it is a problem associated with majority of the first generation learners. Many reasons were cited by the learners about the non-completion of homework and assignments. Most of them stated that they did not get time at home to complete the same as they are required to help the family in domestic and field work after school as well as before school. Also many of them had no minimum facilities / proper environment for study at home. Some of the learners could not follow the instructions in school and hence failed to do their homework and assignments. Moreover, some of them did not have the

required study material for the purpose of completing homework and assignments.

Further 45 percent of the first generation learners felt that the homework assigned to them by teachers were difficult (Table 4.3.24). Compared to boys, higher percentage of girls stated that the homework and assignments were very difficult. And, in the opinion of the learners, this was one of the important factors associated with the non-completion of homework assigned to them.

TABLE 4.3.24

Difficulty Level of Homework/Assignment

Gender	Difficult		Not Difficult		Total	
	No.	%	No.	%	No.	%
Boys	61	42.4	83	57.6	144	100
Girls	51	47.7	56	52.3	107	100
Total	112	44.6	139	55.4	251	100

Most of the first generation learners mentioned that difficult homework were given in the subjects of Mathematics, Science and English. Some of them also found homework in Social Studies and Hindi difficult. When the first generation learners do not complete do homeworks and assignments some of the teachers react angrily and punish them without trying to know the genuine reasons behind non-completion of work. Moreover, some of the teachers do not take any interest in those students who fail to complete the work on time assigned to them.

xvi) Tuition Classes Attended by First Generation Learners

TABLE 4.3.25

Attending Private Tuition

Gender	Attend Tuition		Do Not Attend Tuition		Total	
	No.	%	No.	%	No.	%
Boys	45	31.2	99	68.8	144	100
Girls	29	27.4	77	72.6	106	100
Total	74	29.6	176	70.4	250	100

The data in Table 4.3.25 show that only 29.6 percent of the first generation learners included in the study used to attend private tuition classes. Whereas the remaining 70.4 percent did not do the same. It showed that most of the first generation learners were not attending tuition classes. In this case also there existed gender bias. Compared to boys, higher percentage of first generation learners girls had no opportunity of attending tuition classes. Moreover, it was found that one-half of the learners (Table 4.3.26) considered it necessary to attend tuition classes. It means that many of those who were not attending tuition felt the need for doing so. All the first generation learners who were attending tuition classes were of the opinion that they used to do so because they could not follow many of the matters taught in school. Also many of them had difficulties in different subjects. And tuition is necessary to overcome the same. Also to do better at the examinations they considered tuition necessary. On the other hand, those students who were not attending tuition, including those who considered it necessary to do so stated that their financial condition did not allow them to go for attending private tuition. Many of them also mentioned that they had to do many other works at home and hence they had no time to go for tuition classes.

TABLE 4.3.26
Necessity of Attending Tuition Classes

Gender	Necessary		Not Necessary		Total	
	No.	%	No.	%	No.	%
Boys	74	52.9	66	47.1	140	100
Girls	51	48.6	54	51.4	105	100
Total	125	51.0	120	49.0	245	100

xvii) **Factors Affecting Study at Home**

a) *Less time spend at home*

The data in Table 4.3.27 reveal that the number of hours spent by first generation learners for studies at home varies from 1-5 hours. Around one-third of the first generation learners used to spend only 1 hour at home for study. Little more than two-fifths of the first generation learners stated that they used to study 2 hours a day on an average. It indicated that about four-fifths of the first generation learners spent 2 hours and less per day on an average for study. Very negligible percentage of students found to have spent 4 hours or more a day for academic purpose. Most of the first generation learners before and after school are forced to do many other works at home and outside and hence they are left with very little or no time for academic activities at home.

TABLE 4.3.27
Number of Hours of Study Daily at Home

Hour	1 hour		2 hour		3 hour		4 hour		5 hour		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%		
Boys	41	28.9	57	40.1	25	17.6	13	9.1	6	4.2	142	100
Girls	44	41.9	49	46.7	9	8.6	2	1.9	1	0.9	105	100
Total	85	34.4	106	42.9	34	13.8	15	6.1	7	2.8	247	100

b) *Parents Assign other Works During Study Time*

About 70 percent of the first generation learners (Table 4.3.28) stated that their parents used to assign them other works during study time. It indicates that this is a serious problem faced by most of the first generation learners. The data in Table 4.3.28 further show that a very higher percentage of girls (three-fourths) than boys face this problem which clearly indicate gender discrimination in illiterate families. If the children are assigned to do other works when they sit for study, one can well imagine how it would affect their academic work. As a result of such action by parents, the children get frequently disturbed during study and fail to have concentration. Moreover, they hardly get enough time to complete homework and other assignments.

TABLE 4.3.28

Other Works Assigned by Parents During Study Time

Gender	Work Assigned		No Work Assigned		Total	
	No.	%	No.	%	No.	%
Boys	91	63.6	52	36.4	143	100
Girls	80	76.2	25	23.8	105	100
Total	171	68.9	77	31.1	248	100

c) *Helping Parents in Domestic Work*

Eighty five percent of the first generation learners mentioned that they used to help their parents in domestic work. And in this case also higher percentage of girls compared to boys found doing so. It was reported that most of them used to cook, bring water from the well, sweep the house and wash clothes. Many of them used to do gardening, buy ration, work in the fields, take care of domestic animals and do marketing. Some of them also used to look after their younger brothers and sisters.

The findings thus indicate that the first generation learners have very hectic schedule at home. In their opinion doing so many works at home very adversely affect their study. They hardly get time to attend to their academic work.

d) Earn to Support Family

TABLE 4.3.29
Earning by Children to Support Family

Gender	Earning		Do Not Earn		Total	
	No.	%	No.	%	No.	%
Boys	34	23.4	111	76.6	145	100
Girls	41	38.7	65	61.3	106	100
Total	75	30.0	176	70.0	251	100

Thirty percent of the first generation learners (Table 4.3.29) stated that they earn to support their family. Some of them did not feel comfortable to give details of the type of work they do to earn. However, some of them mentioned that they used to work as part-time domestic servants. A few of the first generation learners used to work on daily wages. It was also observed that higher percentage of girls than boys used to work and earn to support their family. It is quite shocking that school going children are forced to work for earning. Some of the parents admitted that due to their poor economic conditions they expect their children to earn though ideally they were against such practice.

4.4 Social and Emotional Problems

4.4.1 Difference in Social Problems between First Generation and Non-First Generation Learners Irrespective of Gender

ANOVA results in Table 4.4.1 show that there existed no significant difference in Social problems between the first generation and non-first generation learners. Therefore, the hypothesis which states that there is no significant difference in social problems between first generation and non-first generation learners was retained at .05 level of significance. It means that the first generation and non-first generation learners (irrespective of gender) did not differ significantly in their social problems.

However, it was observed that the mean score of the first generation learners was numerically higher than the mean score of the non-first generation learners. It shows that the first generation learners had higher social problems than their non-first generation counterparts, although it was statistically not significant.

TABLE 4.4.1
Summary of Two-way ANOVA Results: Social Problems
in Relation to Learner and Gender

Source of Variation	SS	df	MS	F-ratio
A (Learner)	23.48	1	23.48	1.89 (N.S)
B (Gender)	48.15	1	48.15	3.88*
AxB (Interaction)	45.94	1	45.94	3.70 (N.S)
Within Group (error)	6610.33	533	12.4	

* Significant at .05 level.

N.S- Not Significant at .05 level

4.4.2 Difference Between Boys and Girls in Social Problems Irrespective of Types of Learner (i.e. First or Non-First Generation Learners)

It was found (Table 4.4.1) that there existed significant difference ($P < .05$) between boys and girls in social problems. Hence, the null hypothesis that there is no significant difference between boys and girls (irrespective of type of learners i.e. first or

non-first generation learners) in social problems was rejected at .05 level. The mean score for the girls was significantly higher than the mean score of the boys. It revealed that girls had significantly higher social problems than the boys. The finding shows that whether parents are educated or not adolescent girls have more social problems than boys.

4.4.3 Difference in Social Problems between First Generation Learner Boys and Girls

TABLE 4.4.2
Summary of One-Way ANOVA Results: Gender Difference in Social Problems of First Generation Learners

Source of Variation	SS	df	MS	F-ratio
Between groups	58.6	1	58.6	4.3*
Within Group (error)	3424.3	250	13.7	

* Significant at .05 level

Table 4.4.2 shows that there exist significant difference between the first generation learner boys and girls in social problems. Therefore, the hypothesis that there is no significant difference in social problems between first generation learner boys and girls was rejected at .05 level of significance. It was found that the mean score of the girls was significantly higher than that of the boys. It showed that the first generation learner girls had significantly more social problems than the first generation learner boys. The finding thus revealed that girls from illiterate backward families face more social problems than their boy counterparts.

4.4.4 Difference in Emotional Problems between First Generation and Non-First Generation Learners Irrespective of Gender

ANOVA results in Table 4.4.3 show significant difference in emotional problems between the first and non-first generation learners. Therefore, the hypothesis which states that there is no significant difference between first generation and non-first generation learners in emotional problems was rejected at .01 level. It was found that the mean score of the first generation learners was significantly higher ($P < .01$) than the mean score of the

non-first generation learners irrespective of gender. In other words, it showed that the first generation learners had more emotional problems compared to their non-first generation learners counterparts.

TABLE 4.4.3
Summary of Two-way ANOVA Results: Emotional Problems in Relation to Types of Learner and Gender

Source of Variation	SS	df	MS	F
A (learner)	45.2	1	45.2	6.94**
B (Gender)	28.0	1	28.0	4.30*
AxB (Interaction)	41.8	1	41.8	6.40*
Within (error)	3463.8	533	6.5	

** Significant at .01 level
* Significant at .05 level

4.4.5 Gender Difference in Emotional Problems Irrespective of Type Learners (First-Generation or Non-First Generation Learners)

Significant difference ($P < .05$) was found (Table 4.4.3) between boys and girls in emotional problems. Hence, the hypothesis that there is no significant difference in emotional problems between boys and girls was rejected at .05 level of significance. The mean score of girls was found higher than that of the boys indicating that girls had significantly more emotional problems compared to boys. It revealed that whether girls are from illiterate or literate families, they have more emotional problems than their boy counterparts.

4.4.6 Difference in Emotional Problems between First Generation Learner Boys and Girls

TABLE 4.4.4

Summary of ANOVA Results: Difference between First Generation Learner Boys and Girls in Emotional Problems

Source of Variation	SS	df	MS	F-ratio
Between Groups	47.3	1	47.3	4.3*
Within (Error)	2746.2	250	11.0	

* Significant at .05 level

Table 4.4.4 shows significant gender difference ($P < .05$) in emotional problems. Hence, the hypothesis of no significant gender difference in emotional problems of first generation learners was rejected. It was found that the girls had higher mean score than the boys, which indicated that the first generation learner girls had significantly more emotional problems than that of their boy counterparts. The finding clearly showed that girls from illiterate families face more emotional problems than the boys from the similar families.

4.5 Home Environment

4.5.1 Difference in Home Environment between First and Non-First Generation Learners

It is clear in Table 4.5.1 that there exist significant difference ($P < .01$) between first and non-first generation learners in their home environment. Hence, the hypothesis of no significant difference in home environment between first and non-first generation learners was rejected at .01 level. The mean score of the non-first generation learners was found significantly higher than the mean score of the first generation learners. It means that the non-first generation learners had better environment at home compared to their first generation counterparts. In other words, the finding showed that the first generation learners do not have good home environment like that of the non-first generation learners.

TABLE 4.5.1
Summary of Two-Way ANOVA Results: Home Environment in
Relation to Types Learner and Gender

Source of Variation	SS	df	MS	F-ratio
A (Learners)	2843.1	1	2843.1	6.93**
B (Gender)	111.4	250	111.4	0.27 (N.S)
AxB (Interaction)	220.6	1	220.6	0.54 (N.S)
Within Group (Error)	210809	525	410.5	

** Significant at 0.01 level
N.S. Not Significant at .05 level

4.5.2 Gender Difference in Home Environment Irrespective of Type of Learners

ANOVA results in Table 4.5.1 show no significant difference between the mean Home Environment scores of boys and girls. It mean that both boys and girls (irrespective of education background of their parents) were from families wherein the home environment was the same.

4.5.3 Difference in Home Environment between First Generation Learner Boys and Girls

It was found (Table 4.5.2) that there existed no significant difference between the mean home environment scores of first generation learner boys and girls. It showed that both boys and girls from illiterate families had the same poor quality home environment.

TABLE 4.5.2
Summary of One-Way ANOVA Results: Gender
Difference in Home Environment

Source of Variation	SS	df	MS	F-ratio
Between Groups	54.2	1	54.2	0.28 (N.S)
Within Groups (Error)	48003.8	241	199.2	

N.S.: Not Significant at .05 level

Since significant difference in home environment was found between first and non-first generation learners, the investigator further analysed the data to find out whether significant difference existed between the two groups in each of the five dimensions of home environment included in the study and the results are presented in the following pages. Moreover, while interpreting and discussing the results whenever necessary/relevant the investigator used the data collected from parents and children through interviews.

i) *Difference between First and Non-First Generation Learners in Inter-personal Relation at Home*

Significant difference ($P < .01$) was found (Table 4.5.3) in inter-personal relation at home between the first and non-first generation learners. The mean score of the non-first generation learners was found significantly higher than the mean score of the first generation learners. It shows that inter-personal relation at home of the non-first generation learners was significantly better than that of the first generation learners. In other words, the finding revealed that inter-personal relation was not good in the families of first generation learners.

TABLE 4.5.3

Summary of Two-Way ANOVA Results: Difference in Inter-personal Relation at Home

Source of Variation	SS	df	MS	F-ratio
A (Learner)	104.3	1	104.3	6.91**
B (Gender)	54.6	1	54.6	3.61 (N.S)
AxB (Interaction)	61.4	1	61.4	4.1*
Within Groups (Error)	7953.83	525	15.1	

** Significant at .01 level

ii) *Difference between First and Non-First Generation Learners in Freedom at Home*

It was found that there existed significant difference ($P < .05$) between first and non-first generation learners in freedom at home (Table 4.5.4). The mean score of the first generation learners was significantly lower compared to the mean score of the non-first generation learners. It indicated that in first generation learner homes there was less freedom compared to what was available to non-first generation learners. In other words, in educated families there was more freedom than in families where parents were illiterate. Illiterate parents not only interfere in each other's work but also interfere unnecessarily in the work of their children. The first generation learners enjoyed little freedom at home.

TABLE 4.5.4

Summary of ANOVA Results: Difference in Freedom at Home

Source of Variation	SS	df	MS	F-ratio
A (Learners)	138.5	1	138.5	6.05*
B (Gender)	34.1	1	34.1	1.48 (N.S)
AB (Interaction)	110.54	1	110.54	4.82*
Within Groups (Error)	12028.81	525	22.9	

* Significant at .05 level

iii) *Difference between First and Non-First Generation Learners in Attention and Care at Home*

It is clear in Table 4.5.5 that there was significant difference between first and non-first generation learners in attention and care at home. The mean score of the first generation learners was significantly higher than that of the non-first generation learners. It showed that attention and care was less in first generation learner families than in non-first generation learner families. Illiterate parents mostly pay little attention to each others needs and also do not show much concern towards the problems/difficulties of other family members. Such parents often do not realize the importance of paying proper attention and care to their children.

TABLE 4.5.5

Summary of ANOVA Results: Difference in Attention and Care at Home

Source of Variation	SS	df	MS	F-ratio
A (Learner)	273.1	1	273.1	4.71*
B (Gender)	80.2	1	80.2	1.39 (N.S)
AxB (Interaction)	99.78	1	99.78	1.72 (N.S)
Within Groups (Error)	30404.2	525	57.9	

* Significant at .05 level

iv) *Difference between First and Non-First Generation Learners in Acceptance at Home*

ANOVA results in Table 4.5.6 show significant difference between first and non-first generation learners in acceptance at home. The mean score of the first generation learners was found significantly lower than that of the non-first generation learners, showing that children are better accepted at home by educated parents compared to the illiterate parents. Parents who are illiterate rarely accept the child for what he/she is and often in such families individuality of the child is not respected. Illiterate parents instead of appreciating the efforts made by their child, try to find fault with him. Either due to their ignorance or poor economic conditions parents do not fulfil the wishes/needs of their children. Moreover, in such families parents are involved in the task of criticizing each other.

TABLE 4.5.6

Summary of ANOVA Results: Difference in Acceptance at Home

Source of Variation	SS	df	MS	F-ratio
A (Learners)	675.4	1	675.4	3.94*
B (Gender)	437.0	1	437.0	2.54 (N.S)
AB (Interaction)	568.60	1	568.6	3.31 (N.S)
Within Groups (Error)	90172.4	525	171.8	

* Significant at .05 level

v) *Difference between First and Non-First Generation Learners in Peace and Harmony at Home*

Significant difference ($P < .01$) between first and non-first generation learners was found in home environment as far as peace and harmony at home was concerned. Since the mean score of the non-first generation learners was significantly higher than that of the first generation learners, it indicated that there was better peace and harmony at home of non-first generation learners compared to the first generation learners.

In other words, in many first generation learners home there was no peace and harmony. Illiterate parents often quarrel between themselves for unimportant matters and they are involved in finding fault with each other. Even many of such parents when get angry with their children, do not talk to them days together. Arriving at mutually acceptable solution to problems in the families is a rare phenomena in such families. In few of the families parents even do not hesitate to scold or even beat each other. In many first generation learners families peace and harmony is a rare thing to be observed.

TABLE 4.5.7

Summary of ANOVA Results: Difference in Peace and Harmony at Home

Source of Variation	SS	df	MS	F-ratio
A (Learners)	290.1	1	290.1	4.23*
B (Gender)	137.3	1	137.3	2.0 (N.S)
AB (Interaction)	182.0	1	182.0	2.65 (N.S)
Within Groups (Error)	35990.7	525	68.6	

* Significant at 0.05 level

4.6 Self-Concept**4.6.1 Difference in Self-concept between First and Non-First Generation Learners Irrespective of Gender**

ANOVA results in Table 4.6.1 show significant difference ($P < .05$) in self-concept between first and non-first generation learners. Therefore, the hypothesis that there is no significant difference in self concept between first generation and non-first generation learners was rejected. The mean self-concept score of the first-generation learners was found significantly lower than the mean score of the non-first generation learners. The finding thus showed that the first generation learners had lower self-concept than that of the non-first generation learners.

TABLE 4.6.1

Summary of Two-Way ANOVA Results: Self-concept in Relation to Type of Learner and Gender

Source of Variation	SS	df	MS	F-ratio
A (Learners)	1551.2	1	1551.2	4.23*
B (Gender)	771.9	1	771.9	2.10 (N.S)
AB (Interaction)	4884.9	1	4884.9	11.92**
Within Groups (Error)	196002.3	535	366.4	

* Significant at .05 level

** Significant at .01 level

N.S.: Not Significant at .05 level

4.6.2 Gender Difference in Self-Concept Irrespective of Type of Learners

No significant difference (Table 4.6.1) was found between the boys and girls (both first and non-first generation learners taken together) in their self-concept, which led to retention of the null hypothesis relating to gender difference in self-concept. It indicated that no gender difference existed when both the first and non-first generation learners were considered together. In other words, both boys and girls had the same level of self-concept.

4.6.3 Difference in Self-concept between First Generation Learner Boys and Girls

The ANOVA results in Table 4.6.2 show significant difference ($P < .05$) between boys and girls in self-concept. Hence, the hypothesis of no significant difference in self-concept between first generation learner boys and girls was rejected. The mean self-concept score of girls was found significantly higher than the mean score of their boy counterparts. It revealed that the first generation learner girls had better self-concept than the boys.

It needs to be mentioned here that irrespective of type of learner (first or non-first generation learners) no significant gender difference was found in self-concept (Section 4.6.2). However gender difference in self-concept in favour of girls was found when all the first generation learners were considered.

TABLE 4.6.2

Summary of One-Way ANOVA Results: Difference in Self-concept between First Generation Learner Boys and Girls

Source of Variation	SS	df	MS	F-ratio
Sex	2136	1	2136	6.50*
Within	71281	217	328.5	

* Significant at 0.05 level

4.7 Attitude Towards Education

4.7.1 Difference in Attitude Towards Education between First and Non-first Generation Learners

No significant difference ($P > .05$) was found in Table 4.7.1 between first and non-first generation learners in their attitude towards education. Therefore, the hypothesis of no significant difference in attitude towards education between first and non-first generation learners was retained. It showed that both first and non-first generation learners possessed same attitude towards education. From the mean attitude scores of the first and non-first generation learners ($\bar{X}=90.2$ and $\bar{X}=92.1$ respectively), it was clear that both the category of children had high favourable attitude towards education. Moreover, the findings show that the first generation learners in spite of all the difficulties they face, have very favourable attitude towards education. It indicated that the first generation learners have concern for their education.

TABLE 4.7.1

Summary of Two-Way ANOVA Results: Attitude Towards Education in Relation to Types of Learner and Gender

Source of Variation	SS	df	MS	F-ratio
A (Learners)	17.21	1	17.21	.08 (N.S)
B (Gender)	273.4	1	273.4	1.32 (N.S)
AB (Interaction)	483.5	1	483.5	2.33 (N.S)
Within Groups (Error)	109023.4	526	207.3	

N.S: Not Significant at .05 level

4.7.2 Gender Difference in Attitude Towards Education Irrespective of Type of Learner

It is clear in Table 4.7.1 that there exist no significant difference ($P > .05$) in attitude towards education between boys and girls irrespective of type of learner. Hence, the hypothesis of no gender difference was retained. It revealed that both boys and girls had equal attitude towards education. Moreover, the mean attitude scores of the girls ($\bar{X}=89.9$) and boys ($\bar{X}=92.1$) showed that children of both the sexes had high favourable

attitude towards education. The findings indicated that school children have positive attitude towards education.

4.7.3 Difference in Attitude Towards Education between First Generation Learner Boys and Girls

ANOVA results in Table 4.7.2 show no significant difference in attitude towards education between the first-generation learner boys and girls. Therefore, the null hypothesis on gender difference in attitude towards education of first generation learners was retained at .05 level of significance. It means that the mean attitude score of the girls ($\bar{X}=88.9$) and the boys ($\bar{X}=91.3$) did not differ significantly. From the mean scores it is clear that both boys and girls had high positive attitude towards education. It indicates that both the first generation learner boys and girls have equally ver favourable attitude towards education.

TABLE 4.7.2

Summary of One-Way ANOVA Results: Sex Difference in Attitude Towards Education of the FGL's

Source of Variation	SS	df	MS	F-ratio
Between Groups	21.6	1	21.6	0.09
Within Groups (Error)	60469.4	245	246.8	(N.S)

N.S.: Not Significant at 0.05 level

4.8 Educational and Occupational Aspirations

4.8.1 Comparative Levels of Educational Aspirations of First and Non-First Generation Learners

Data in Table 4.8.1 show that highest percentage (55.1 percent) of first-generation learners had aspired to study only upto SSC (Class X). About one-fifth of the learners had educational aspirations upto Class XII (+2). A negligible percentage of first-generation learners aspired to study upto graduation. However it was found that about 9 percent of the first-generation learners had the highest level (P.G.) of educational

aspiration. Moreover it is significant to note that one-tenth of the first-generation learners had not decided about their higher studies beyond high school.

On the one hand Table 4.8.1 shows that highest percentage of non-first generation learners (46.1 percent) had aspired to study upto Graduation level. A significant percentage of children belonging to this group (15.5 percent) had highest level of educational aspiration i.e. P.G. A very negligible percentage (0.7 percent) of the non-first generation learners had not decided about their further study.

From the above findings it is clear that the first generation learners had lower levels of educational aspirations compared to their non-first generation counterparts. Moreover, as many as one-tenth of the first generation learners had not decided about higher studies i.e. beyond SSC. Since the first-generation learners have limited exposure to educational facilities available because of limited access to mass-media and poor economic conditions (as discussed in Section 4.2) and because their parents are illiterate, they lack higher level of educational aspiration. However, it is surprising to note that about nine percent of first generation learners had aspired to study upto post-graduation. It was observed that most of them had performed low or very low at the examinations in the previous classes. It indicated that these children had unrealistic level of educational aspiration considering the fact that to study upto P.G. (Post-Graduate) level one needs to have higher academic performance.

TABLE 4.8.1

Levels of Educational Aspiration of First and Non-First Generation Learners

Type of Learners		First-Generation		Non-First Generation	
Level of Ednl. Aspiration		No.	%	No.	%
IV	Post-Graduation	22	8.9	44	15.5
III	Graduation	13	5.3	131	46.1
II	+2	51	20.5	60	21.1
I	Upto SSC (Class X)	136	55.1	47	16.5
	Not Decided	25	10.1	02	0.7
Total		247	100	284	100

4.8.2 Difference in Levels of Educational Aspiration Between First and Non-First Generation Learners

The investigator was further interested to find out where there existed statistically significant difference in levels of educational aspiration between first and non-first generation learners. For the purpose, the investigators tested the significance of difference between the two groups at each of the four levels of educational aspiration separately employing the statistical methods of significance of difference between percentages and the results are presented in Table 4.8.2.

It was found (Table 4.8.2) that significantly higher percentage of non-first generation learners had higher levels of educational aspirations i.e. Graduation and above them their first-generation counterparts. On the other hand, significantly higher percentage of first than non-first generation learners had the lowest level (i.e. SSC) of educational aspirations. No significant difference was found between the percentages of first and non-first generation learners aspired to study upto +2.

TABLE 4.8.2

**Significance of Difference at Each Level of Educational Aspirations
Between First and Non-First Generation Learners**

Level of Educational Aspirations	Learners (Compassion)	Difference in Percentage	σ_D	CR
Post-Graduation	First-Non-first	8.9 – 15.1=6.2	2.84	2.18*
Graduation	First-Non-first	5.3 – 46.1=40.8	0.45	90.71**
+2	First-Non-first	20.5 – 21.1=0.6	3.53	0.17 N.S
Upto SSC (Class X)	First-Non-first	55.1 – 16.5 = 38.8	4.14	9.13**
Not Decided	First-Non-first	10.1 – 0.7 = 9.0	1.95	4.62**

N.S Not Significant at 0.05 level
* Significant at 0.05 level
** Significant at 0.01 level

The above findings further confirmed that the first-generation learners had significantly lower levels of educational aspiration compared to their non-first generation counterparts.

4.8.3 Comparative Level of Occupational Aspirations of First and Non-First Generation Learners

TABLE 4.8.3

Levels of Occupational Aspirations of First and Non-First Generation Learners

Type of Learners	First-Generation		Non-First Generation		
	Level of Occupational Asp.	No.	%	No.	%
III (High)		13	5.3	59	20.8
II (Average)		14	5.7	73	25.8
I (Low)		181	73.3	130	45.7
Not Decided		39	15.8	22	7.8
Total		247	100	284	100

Table 4.8.3 shows that highest percentage (73.3 percent) of the First Generation learners had aspired for low level of occupations, and only 5.7 percent and 5.3 percent respectively had aspired for Average (medium) and high levels of occupations. On the other hand, 45.7 percent of the Non-first Generation learners had aspired for low level of occupations, and 25.8 percent and 20.8 percent respectively had aspired for medium and high levels of occupations. It was also found that though only 7.8 percent of the non-first generation learners had not decided the occupations they were supposed to take up after they completed their study as high as 15.8 percent of the first generation learners were undecided about their would-be occupations.

The findings shows that comparatively higher percentage of non-first generation learners had higher levels of occupational aspirations, whereas higher percentage of first-generation learners had aspired for low level occupations. Moreover, higher percentage of first than non-first generation learners were undecided about their future occupations.

4.8.4 Significance of Difference Between First and Non-First Generation Learners in Levels of Occupational Aspiration

TABLE 4.8.4

Significance of Difference in Levels of Occupational Aspiration Between First and Non-First Generation Learners

Level of Educational Aspirations	Learners (Compassion)	Difference in Percentage	σ_D	CR
I (Low)	First-Non-first	73.3 – 45.7=27.6	4.28	6.49**
II (Average)	First-Non-first	5.7 – 25.8=21.1	3.26	6.47**
III (High)	First-Non-first	5.3 – 20.8 = 15.5	2.98	5.20**

Table 4.8.4 shows that there existed significant difference ($P < .01$) between first and non-first generation learners in levels of occupational aspirations at each of the three levels. Therefore, the hypothesis of no significant difference in percentage of first and non-first generation learners aspired for different levels of occupations was rejected. Significantly lower percentages of first-generation learners than non-first generation

learners had aspired for medium and high levels of occupations. But significantly higher percentage of first than non-first generation learners had low level of occupational aspirations.

4.8.5 Different Areas/Fields of Occupations Aspired for by First and Non-First Generation Learners

Table 4.8.5 shows that different areas of occupations aspired by first generation learners include in order Outdoor, Protective, Services, Sales and Business, Artistic and Musical, Medical and Health, Administrative and Classical, Engineering, Teaching and Welfare, and Literary. On the other hand, different areas of occupations aspired for by non-first generation learners in order include Engineering, Medical & Health, Outdoor, Teaching and Welfare, Literary, Administrative and Clerical, Services, Artistic and Musical, Protective and Sales and Business.

Data in Table 4.8.5 further shows that significant percentages of first generation learners had aspired for occupational areas like Outdoor, Protective, Service, Sales and Business, and Artistic and Musical. While the non-first generation learners had aspired mostly for occupational areas like Engineering, Medical and Health, Protective, Teaching and Welfare and Literary.

TABLE 4.8.5
Different Fields of Occupation Aspired by First and Non-First Generation Learners

Type of Learners Areas of Occupations Aspired for	First-Generation			Non-First Generation		
	No.	%	Rank	No.	%	Rank
Teaching & Welfare	3	1.4	9	30	11.5	4
Medical & Health	10	4.8	6	45	17.2	2
Administrative & Clerical	7	3.3	7	19	7.3	6
Services	21	10.0	4	17	6.5	7
Engineering	5	2.4	8	65	24.8	1
Literary	2	1.0	10	26	9.9	5
Outdoor	57	27.1	1	34	12.9	3
Artistic & Musical	20	9.5	5	10	3.8	8
Protective	46	21.9	2	9	3.4	9
Sales & Business	39	18.6	3	7	2.7	10
Total	210*	100		262*	100	

* Out of 247 first generation learners 39 and out of 284 non-first generation learners 22 had not aspired for any occupation (Table 4.8.4).

4.8.6 Significance of Difference Between Percentage of First and Non-First Generation Learners Aspired for Different Areas of Occupations

Significant difference was found (Table 4.8.6) between the percentage of first and non-first generation learners aspired for each area of occupation except in one area i.e. Administrative and Clerical. It was found that significantly higher percentage of first than non-first generation learners had aspired for occupational areas such as Services, Outdoor, Artistic and Musical, Protective and Sales and, Business. But significantly higher percentage of non-first than first generation learners had aspired for areas of occupations like Teaching and Welfare, Medical and Health, Engineering and Literary. The findings thus clearly indicate that certain areas of occupations were aspired for by the first-generation learners and there are certain occupational areas which were favoured by the non-first generation learners.

TABLE 4.8.6

**Significance of Difference Between Percentage of First and Non-First
Generation Learners Aspired for Each Area of Occupation**

Areas of Occupations	Learners (Comparison)	Difference in Percentage	σ_D	CR
Teaching & Welfare	First-Non-First	1.4 – 11.5 = 10.1	3.04	3.32**
Medical & Health	First-Non-First	4.8 – 17.2 = 12.4	2.98	4.16**
Administrative & Clerical Services	First-Non-First	3.4 – 7.3 = 3.9	2.13	1.83 N.S
Engineering	First-Non-First	19.4 – 6.5 = 12.9	3.04	4.24**
Literary	First-Non-First	2.4 – 24.8 = 22.4	3.30	6.79**
Outdoor	First-Non-First	1.0 – 9.9 = 8.9	2.19	4.06**
Artistic & Musical	First-Non-First	27.4 – 12.9 = 14.5	3.64	3.98**
Protective	First-Non-First	9.6 – 3.8 = 5.8	2.26	2.57**
Sales & Business	First-Non-First	22.1 – 3.1 = 19	2.96	7.09**
		18.8 – 3.1 = 15.7	2.79	5.63**

N.S.:- Not Significant at .05 level

**:- Significant at .01 level

4.8.7 Persons and Factors Influencing Educational and Occupational Aspirations of First and Non-First Generation Learners

i) *Persons Influencing Educational Aspirations*

According to the first generation learners, persons who influenced them the most to aspire to study upto a particular level of education include (in order) peers, brother/sisters, parents, relatives and teachers. About one-sixth of them stated that they were not influenced by anybody and it was rather their own decision to study upto that level. Persons who influenced non-first generation learners the most include (in order) parents, brothers/sisters, peers, relatives and teachers. It was observed that the non-first generation learners were mostly influenced by their parents (60 percent of the non-first generation learners stated so). A significant percentage (24 percent) of the non-first generation learners mentioned that they were influenced by their own brothers/sisters. On the other hand, it was found that only 15 percent and 25 percent respectively of the first-

generation learners were influenced by their parents and brothers/sisters. Though very few of the non-first generation learners were influenced by their peers in the case of 30 percent of the first generation learners, peers/friends were most influential persons. Also higher percentage of first generation learners than non-first generation learners were of the view that they were influenced by their relatives and teachers.

It is clear from the above findings that the non-first generation learners were mostly influenced by the members of the family i.e. parents, brothers, sisters in aspiring, for a particular level of education, whereas first generation learners were mostly influenced by persons outside the family i.e. peers, friends, relatives and teachers. Also it is important to note that a significant percentage of first generation learners were not influenced by any person whereas all the non-first generation learners were influenced by one person or the other is aspiring for a particular level of education.

ii) Persons Influencing Occupational Aspirations

Only 10 percent of the first generation learners were influenced by their parents in aspiring for entering into a particular field of occupation. On the other hand, 65.5 percent of the non-first generation learners were influenced the most by their parents. Moreover, 15 percent of the first generation learners and 20 percent of the non-first generation learners were of the view that they were influenced by their brothers/sisters.

It was found that though highest percentage of first generation learners (32.3 percent) were influenced by their peers, only 5 percent of the non-first generation learners were influenced by this group. Also, relatively higher percentage of first than non-first generation learners were influenced by their relatives and teachers. It was also observed that about one-fourth of first generation learners were influenced by their parents, and brothers/sisters (i.e. their family member). Whereas, the non-first generation learners were mainly

influenced by the outside persons i.e. relatives, teachers, peers/friends in aspiring for different occupations. Moreover, quite a significant number of first-generation learners were not influenced by any person in aspiring for an occupation.

iii) Factors Influencing Educational Aspiration

Highest percentage (50.5 percent) of the first generation learners stated that they aspired to study upto a particular level to improve their social status. About 20.4 percent considered employment opportunity as the most important factor that influenced their educational aspiration. According to 18.3 percent of the first generation learners, it was their personal interest to study upto that level. As many as one-tenth of first generation learners were found to be not influenced by any of such factors.

On the other hand, highest percentage (51.2 percent) of the non-first generation learners considered employment opportunity as the most significant factor that influenced their educational aspiration. Second highest percentage (25.6) of non-first generation learners attached importance to social status and about two-fifths aspired for higher studies because of their personal interest. Very few of the non-first generation learners were not influenced by any of the mentioned factors.

The above findings show that majority of the first-generation learners aspired for acquiring educational qualifications in order to improve their social status whereas majority of the non-first generation learners considered employment opportunity as the factor associated with their educational aspiration. Moreover, though one-fifth of the first generation learners considered employment opportunity as the most important factor, about one-fifth of Non-first generation learners stated social status as the factor that influenced their educational aspiration.

Some of the first generation learners felt that their parents enjoy low status in the society because of illiteracy and therefore they are mostly concerned about their own social status. On the other hand, the non-first generation learners attached importance to education because of the employment opportunity associated with it as they already enjoy good social status, because of education and improved economic conditions of their parents.

iv) Factors affecting Occupational Aspirations

It was found that according to 42.2 percent of the first generation learners social status was the important factor that affected their occupational aspiration. They wanted to enter into an occupation which would help in enhancing their social status. Financial consideration was the factor that affected occupational aspiration of the remaining 57.8 percent of the first generation learner.

Nearly 45.3 percent of the non-first generation learners considered social status as the most important factor that influenced their occupational aspiration. They preferred to enter into those occupations which offer them higher social status. About 40.1 percent of the non-first generation learners stated that it was financial consideration which influenced their occupational aspiration. The remaining 14.6 percent of the students belonging to this group aspired for different occupations because of their personal interest. In other words, personal interest was one of the factors associated with occupational aspiration of non-first generation learners and not that of the first generation learners.

4.9 Dropout and Stagnation

To collect data relating to this aspect of the study the investigator personally examined the admission registers and promotion records of the schools. Considering enrolment figures in Class-I in the academic years 1987-88 as the base, the data relating to enrolment, promotion, dropout and stagnation of the same children upto Class-X were collected using the information schedule prepared for the purpose. Some children who had left these school and joined other schools were also followed up upto Class-X

subsequently. The data were then tabulated keeping in mind the objectives/hypotheses of the study. It needs to be mentioned here that as per the policy of the Government, a student is not retained upto Class-III. However, if parents request, then a child can be retained in a class before completing Class III.

First of all, data relating to dropout and stagnation trend (all the data together) were tabulated and then subsequently significance of difference testing (difference between the percentages) was done keeping in mind the hypotheses.

4.9.1 Comparative Dropout and Stagnation Trend in Classes I to X between First and Non-First Generation Learners

TABLE 4.9.1

Dropout and Stagnation Trend Between First and Non-First Generation Learners in Classes I to X

Year	Class	First Generation Learners					Non-First Generation Learners				
		En/Pro	Dp	St	Total Dp+St	Cum Total	En/Pro	Dp	St	Total Dp+St	Cum Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1987-88	I	101	2	-	2	2	118	1	1	2	2
		(100)	(2.0)	(-)	(2.0)	(2.0)	(100)	(0.8)	(0.8)	(1.6)	(1.6)
1988-89	II	99	3	-	3	5	116	2	2	4	6
		(98.0)	(3.0)	(-)	(3.0)	(5.0)	(98.3)	(1.7)	(1.7)	(3.4)	(5.1)
1989-90	III	96	2	-	2	7	112	3	-	3	9
		(95.0)	(2.1)	(-)	(2.1)	(6.9)	(94.9)	(2.7)	(-)	(2.7)	(7.6)
1990-91	IV	94	3	12	15	22	109	3	3	6	15
		(93.1)	(3.2)	(12.8)	(16.0)	(21.8)	(92.4)	(2.8)	(2.8)	(5.5)	(12.7)
1991-92	V	179	2	12	14	36	103	2	6	8	23
		(78.2)	(2.5)	(15.4)	(17.8)	(35.6)	(88.1)	(1.9)	(5.8)	(7.8)	(19.5)
1992-93	VI	65	3	11	14	50	95	2	8	10	33
		(64.4)	(4.6)	(16.9)	(21.6)	(49.6)	(80.1)	(2.1)	(8.4)	(10.4)	(28.0)
1993-94	VII	51	3	6	9	59	85	2	7	9	42
		(59.4)	(5.9)	(11.8)	(17.6)	(58.4)	(72.0)	(2.4)	(8.2)	(10.6)	(35.6)
1994-95	VIII	42	4	28	6	65	76	2	9	11	53
		(48.5)	(9.5)	(4.8)	(14.3)	(64.4)	(64.4)	(2.6)	(11.8)	(14.5)	(44.9)
1995-96	IX	36	3	1	4	69	65	2	9	11	64
		(39.6)	(8.3)	(2.8)	(11.1)	(68.3)	(55.1)	(3.1)	(13.8)	(16.9)	(54.2)
1996-97	X	32	2	15	17	86	54	1	14	15	79
		(32.7)	(6.3)	(46.9)	(53.1)	(85.2)	(45.8)	(1.8)	(25.9)	(27.8)	(66.9)
		15***	27*	59**	86		39***	20*	59	79**	
		(14.9)	(26.7)	(58.4)	(85.1)		(33.1)	(16.9)	(50.0)	(66.9)	

- Note : 1) En = Enrolled, Pro = Promoted, Dp = Dropped out, St = Stagnated, Cum = Cumulative.
 2) Some of the non-first generation learners were detained in Classes I and II on request from parents.
 * No. of Children dropped out before successfully completing SSC (Class- X)
 ** No. of Children Stagnated between Classes I - X.
 *** No. of children successfully completed SSC (Class X)

i) Drop-out Trend

The data in Table 4.9.1 (columns 4 & 9) show that highest percentage of dropout (i.e. 9.5 percent) occurred in Class-VIII followed by Classes IX, X, VII, VI, II, V, III and I, among the first-generation learners. It was observed that lowest percentage of dropout occurred in Class-I among both the first and non-first generation learners. The data in Table 4.9.1 also show that compared to the non-first generation learners, higher percentages of first generation learners dropped out in all the Classes except in Class-III. Moreover, percentages of dropout among non-first generation learners varied only between 0.8 percent and 3.1 percent the range being 2.3 percent. But in the case of first generation learners, percentage of dropout varied between 2.0 percent to 9.5 percent (range 7.5 percent). It was also observed that higher percentages of first generation learners dropped out in higher classes than in lower classes. This happened due to unwillingness of parents to send their children to school, when they are capable of earning to support the family.

ii) Stagnation (failure) Trend in Classes IV – X

It was found (Table 4.9.1, column-5) that among the first generation learners highest percentage of stagnation occurred in Class-X followed by in Classes VI, V, IV, VII, VIII and IX. On the other hand in the case of non-first generation learners (Table 4.9.1, column 10) highest percentage of failure was reported in Class-X followed by in Classes IX, VIII, VI, VII and IV.

It is clear from the comparative stagnation trend that (between Classes IV to IX) higher percentages of first generation learners failed/stagnated in lower classes than in upper classes, whereas higher percentages of non-first generation learners failed in upper classes than in lower classes. Moreover, it was found that altogether nearly one-half (46.9 percent) of the first generation learners failed in different classes and could not complete SSC successfully in 10 years. On the other hand about one-fourth of the non-first generation learners failed/stagnated in different classes.

Moreover, it was observed (by inspection from the data collected from school records before tabulating them in Table 4.9.1) that many of the first generation learners had failed/stagnated in the same Class twice or more. Even there were few first generation learners who repeated in the same class 3 to 4 times. The number of first generation learners who repeated/stagnated twice or more in the same Class was very higher than the non-first generation learners.

iii) Dropout and Stagnation (Combined) Trend

Data in Table 4.9.1 (Columns 6 and 11) show that higher percentages of first than non-first generation learners dropped out and stagnated in Classes IV, V, VI, VII and X, whereas higher percentages of non-first than first generation learners dropped out and stagnated in Class IX. It was found (Table 4.9.1, column 7) that three-fifths (58.4 percent) of the first generation learners dropped out and stagnated before completing Class VII. On the other hand 35.6 percent of the non-first generation learners (Table 4.9.1, column 12) dropped out and stagnated before completing Class VII. Only 32.7 percent of the first generation learners entered Class X in nine years of schooling and the remaining 68.3 percent had dropped out and stagnated in different classes is between Classes I-IX.

In the case of non-first generation learners it was observed that 45.8 percent entered Class X in nine years and the remaining 54.2 percent had dropped out and failed in previous classes. Out of 32 first generation learners who were entered/enrolled in Class-X two dropped out and 15 failed in Class X examination and only 15 passed. Thus, it was found that only 14.9 percent (15 out of 101) of the first generation learners completed successfully SSC in 10 years. On the other hand out of 118 non-first generation learners enrolled in Class I, 39 (33.1 percent) successfully completed SSC in 10 years of schooling. In other words, lower percentage of first than non-first generation learners completed Class-X in 10 years.

4.9.2 Significance of Difference in Dropout and Stagnation Between First and Non-First Generation Learners.

i) Significance of Difference in Percentage of Dropout and Stagnation (combined) in each Class between First and Non-First Generation Learners.

Significant difference was found (Table 4.9.2) in percentage of dropout and stagnation between first and non-first generation learners in Classes IV, V, VI and X. Therefore, the hypothesis of no significant difference in percentage of dropout and stagnation between first and non-first generation learners in each class was rejected for Classes IV, V, VI and X. It was found that significantly higher percentages of first than non-first generation learners dropped out and failed (stagnated) in these classes. No significant difference was found in percentage of dropout and stagnation between first and non-first generation learners in Classes I, II, III, VII, VIII and IX, indicating that equal percentages, of children belonging to the two groups dropped out and stagnated in these classes. However, it was observed that in Class VII higher percentage of first than non-first and in Class IX higher percentage of non-first than first generation learners had dropped out and failed though the differences in both the cases were statistically not significant.

TABLE 4.9.2

Significance of Difference in Percentage of Dropout and Stagnation (Combined)

Class	Learner	Percentage of Dp & St	σ_D	CR	Level of Significance
I	First-Generation	2.0	1.79	0.22	N.S.
	Non-First Generation	1.6			
II	First-Generation	3.0	1.79	0.22	N.S.
	Non-First Generation	3.4			
III	First-Generation	2.1	2.14	0.28	N.S.
	Non-First Generation	2.7			
IV	First-Generation	16.0	4.29	2.44	.05
	Non-First Generation	5.5			
V	First-Generation	17.8	4.68	2.14	.05
	Non-First Generation	7.8			
VI	First-Generation	21.6	5.54	2.02	.05
	Non-First Generation	10.4			
VII	First-Generation	17.6	5.90	1.17	N.S.
	Non-First Generation	10.6			
VIII	First-Generation	14.3	6.76	0.03	N.S.
	Non-First Generation	14.5			
IX	First-Generation	11.6	7.68	0.69	N.S.
	Non-First Generation	16.9			
X	First-Generation	53.1	10.81	2.34	.01
	Non-First Generation	27.8			

ii) *Significance of Difference in Percentage of Total Dropout (Dropout in Classes I – X together) Between First and Non-First Generation Learners*

TABLE 4.9.3

Significance of Difference in Percentage of Dropout (Total Dropout before completing Class X) Between First and Non-First Generation Learners

Learner	Percentage	σ_D	CR	Level of Significance
First-Generation	26.7			
		5.56	1.74	N.S.
Non-First Generation	16.9			

N.S.- Not significant at .05 level

Table 4.9.3 shows no significant difference between first-generation learners and non-first generation learners in percentage of dropout. Therefore, the hypothesis of no significant difference in percentage of total dropout between first and non-first generation learners was retained. It indicated that though higher percentage of first generation learners (26.7 percent) than non-first generation learners (16.9 percent) dropped out in different classes (Classes I – X) the difference was statistically not significant. In other words, nearly equal percentage of both first and non-first generation learners had dropped out in different classes before appearing for Class X examination.

iii) *Difference in Percentage of Total Stagnation (in Classes I – X taken together) Between First and Non-First Generation Learners*

It is clear in Table 4.9.4 that there existed no significant difference ($P > .05$) in percentage of total stagnation between first and non-first generation learners. Hence, the null hypothesis was retained. Though the percentage of total stagnation among first generation learners was higher than non-first generation learners, the difference was statistically not found significant. It showed that nearly equal percentage of both first and non-first generation learners failed in Class I – X.

TABLE 4.9.4

Significance of Difference in Percentage of Total Stagnation (Stagnated in Class I – X together) between First and Non-First Generation Learners

Learner	Percentage	σ_D	CR	Level of Significance
First-Generation	58.4			
		6.70	1.25	(N.S.)
Non-First Generation	50.0			

N.S.:- Not Significant at .05 level

iv) Significance of Difference in Percentage of Total Dropout and Stagnation (both Dropout and Stagnation taken Together from Classes I – X) between First and Non-First Generation Learners

Significant difference ($P < 0.01$) was found (Table 4.9.5) in percentage of total dropout and stagnation between first and non-first generation learners. Therefore, the hypothesis of no significant difference in percentage of total dropout and stagnation between first generation learners and non-first generation learners was rejected. The percentage of total dropout and stagnation among the first generation learners was significantly higher than the non-first generation learners. It showed that significantly higher percentage of first generation than non-first generation learners drop-out and stagnated in different classes without completing SSC (Class X). In other words, the rate of wastage and stagnation in school was higher among the first generation learners in comparison to their non-first generation counterparts.

TABLE 4.9.5

Significance of Difference in Percentage of Total Dropout and Stagnation (Combined) between First and Non-First Generation Learners

Learner	Percentage	σ_D	CR	Level of Significance
First-Generation	85.1			
		5.85	3.11	.01
Non-First Generation	66.9			

v) *Significance of Difference between Percentage of First and Non-First Generation Learners who successfully completed SSC (Class X) in Ten Years*

Table 4.9.6 shows that there existed significant difference ($P < .01$) between percentage of first and non-first generation learners who successfully completed SSC in ten years. Therefore, the hypothesis which states that there is no significance difference between percentage of first and non-first generation learners successfully completed SSC in ten years was rejected at .01 level of significance. The percentage of first generation learners who completed successfully SSC in ten years was significantly lower than percentage of non-first generation learners who completed SSC successfully in ten years of schooling.

TABLE 4.9.6

Significance of Difference Between Percentage of First-Generation Learners and Non-First Generation Learners Successfully Completed SSC (Class-X)

Learners	Percentage	σ_D	CR	Level of Significance
First-Generation	14.9			
		5.85	3.11	.01
Non-First Generation	33.1			

4.10 Causes of Dropout and Stagnation among First-Generation Learners

4.10.1 Causes of Drop-out

To understand the causes of drop-out in a better way, the investigator thought it appropriate to distinguish the factors that are inherent in the education system than those of the external ones. Hence, the external and internal factors were identified and discussed separately. However, one should not consider all the causes under the two categories as independent of each other, rather many of them are mutually inclusive. The data relating to causes of drop-out were collected from 29 teachers and head-teachers, 30 illiterate parents and 30 dropout children using interview (interview guide approach).

i) External

The causes of dropout recognised under the heading 'External' are discussed in the following pages. A summary of causes of dropout are presented in Table 4.10.1

TABLE 4.10.1
Causes of Dropout (External)

Sr.No.	Causes	Teachers (including Head-teachers)	Dropout Children	Parents of Dropouts
1.	Poverty	29 (100)	24 (80.0)	22 (73.3)
2.	Parental Indifferent attitude towards education and lack of interest	26 (89.6)	23 (76.7)	18 (60.0)
3.	Lack of interest of children in study	17 (58.6)	13 (43.3)	No response
4.	Lack of proper facilities and study environment at home	23 (79.3)	23 (76.7)	18 (60.0)
5.	Differentiation of sexes by Parents	21 (72.4)	12 (66.7)	15 (50.0)
6.	Family Disunity/Broken families	18 (62.1)	6** (85.7)	7 (100)

Note: Figures in the parentheses indicate percentage.

* Only dropout girls responded. There were 18 girls

** There were 7 broken families

a) Poverty

Poverty was found to be one of the major causes of dropout. All the teachers (Table 4.10.1) were of the opinion that poverty is a cause of dropout of first generation learners. The cause attributed by the teachers was further substantiated by the data collected from the dropout children and their parents. Eight percent of dropouts stated that they failed to continue their study because of poverty. About 73 percent of the parents of dropouts also agreed that poor economic conditions forced them to withdraw their children from school. The investigator during her home visit observed that almost all drop-out children were from poor families.

Also it was found that most of these children were engaged either as daily wagers or in their own domestic work or as a servant. The dropouts stated that their parents took them away from school as they were needed to support the family economically. Many dropouts also mentioned that since their parents could not fulfil their basic requirements relating to study, they decided to dropout. Parents also agreed with their children on these points.

b) **Parental Indifferent Attitude Towards Education and Lack of Interest in Education.**

About 90 percent of teachers were of the opinion that parental indifferent attitude towards education combined with their lack of interest in the same was also a cause of children dropping out from school before completing SSC. Also 77 percent of the drop-out children stated that apart from other reasons, they left school because of the indifferent attitude shown by their parents. They stated that their parents were insensitive in sending them to school. Parents did not show any interest in their studies. For some such parents it did not matter whether the children attend school or not. Often they did not pay attention to whatever the children said about their studies. Moreover, the investigator during interview observed that about 60 percent of parents had indifferent attitude towards education. They had no interest in the education of their children.

c) **Lack of Interest of Children in Study**

About three-fifths of the teachers stated that lack of interest among first generation learners in study was also a cause of drop-out. It was also observed that 43.3 percent of the first-generation learners dropped out because they did not have interest in study. These children had also cited other reasons behind dropping out, but this was one of the significant reasons among them. Several reasons were cited by these children for their disliking study. Lack of adequate / proper facilities for study at home,

indifferent attitude of teachers, and parents towards their academic problems, difficult text-books were some of the reasons cited by them.

d) **Lack of Proper Facilities and Study Environment at Home**

Nearly four-fifths of the teachers were of the view that lack of proper facilities for study and study environment at home was one of the causes of drop-out. Also 76.7 percent of the dropouts and 60 percent of the parents cited this as one of the reasons of dropping out. Many of the dropouts stated that due to lack of proper facilities they could not study at home. Their home environment was not congenial for study. Due to such problems, they failed to cope up with study and therefore decided to dropout.

e) **Differentiation of Sexes by Parents**

About 72 percent of teachers opined that differentiation of sexes by illiterate parents is one of the major causes of dropout among girls. So far as educating their children is concerned many parents prefer boys over girls. Almost 67 percent of female drop-outs stated this as one of the factors associated with them being dropped out. They expressed that their parents were not interested in their studies. Instead, they were wanted at home by their parents. When this point was brought before parents 50 percent of them agreed that they preferred sending boys to school than girls.

f) **Family Disunity/Broken Families**

Around 62 percent of teachers were of the view that family disunity/broken family is one of the causes of dropout among the first-generation learners. Out of 30 dropouts included in the study, seven were from broken families. Out of seven, six children (85.7 percent) expressed that the main reason for which they left school was dis-unity of their

family. Some of the first generation learners cited alcohol as a major problem in their homes.

ii) Internal

The causes of dropout recognised and discussed under the internal factors are presented in the following paragraphs. However, it needs to be mentioned here that the categorization was made mainly for the sake of convenience and better understanding and many of the causes were found mutually related. A summary of the internal causes of dropout are presented in Table 4.10.2

TABLE 4.10.2
Causes of Dropout (Internal)

Sr. No.	Cause	Teachers	Children
1.	Defective Curriculum/Textbooks	15 (51.6)	24 (80.0)
2.	Defective Teaching Methods	0 (0.0)	23 (76.7)
3.	Medium of Instruction (Language Difficulty)	23 (79.3)	19 (63.3)
4.	Differential Treatment by Teachers to First and Non-First Generation Learners	0 (0.0)	20 (66.7)

Note:- Figures in the parentheses indicate percentage

a) Defective Curriculum/Textbooks

Defective curriculum/textbooks were found to be one of the major causes of dropout. About one-half of the teachers agreed that some children (first generation learners) who consider the school curriculum unrelated to their real life and also who find many things in the textbooks difficult, generally dropout from school. Four-fifths of the dropout children interviewed were of the view that the existing school curricula

has nothing to do with their real life. They also found many things in the textbook difficult to understand. And because of such reasons, besides other factors, they dropped out from school.

b) Defective Teaching Methods

None of the teachers were ready to accept that defective methods of teaching was one of the causes of dropout. Perhaps, the teachers did not like to take the blame on themselves. This is evident from the fact that about three-fourths of the dropout children interviewed attributed to defective curriculum as one of the reasons behind dropout. They expressed that teaching methods followed by many teachers were not suitable. Children sometimes found it difficult to follow what the teachers used to teach. Often some of the teachers do not pay individual attention. Many of the school teachers according to the dropouts were insensitive towards the academic difficulties of children in the class.

c) English as Medium of Instruction (Language Difficulty)

Nearly 80 percent of the teachers agreed that English as medium of instruction at school stage is one of the major reasons behind dropout among first generation learners. Many of the first generation children face language difficulty. This is evident from the fact that according to 63.3 percent of the drop-outs medium of instruction (language difficulty) was a factor associated with withdrawal of children from school.

d) Differential Treatment by Teachers to First and Non-First Generation Learners

None of the teachers interviewed considered differential treatment by teachers to first and non-first generation learners as a cause of dropout. In fact they were not ready to accept that the teachers give differential treatment to first and non-first generation learners. However, two-thirds of the first generation learner dropouts felt that school teachers used to

differentiate between first and non-first generation learners. They had the feeling that many of the teachers were indifferent towards their needs and problems. Hence, many of them besides other reasons dropped out.

4.10.2 Causes of Stagnation/Low Achievement

Data relating to causes of poor performance/stagnation were collected from 29 teachers and 30 first generation learners who were low-achievers and failed in different classes, by conducting interview with them. Content-analysis of the responses were made and the causes were identified and put into two categories viz., External (associated with the home background of the child) and Internal (associated with the school). However, categorization was made only for better understanding and it was observed that many of the causes/factors identified within each of the external and internal factors were mutually related.

i) External

The following are the causes/factors of stagnation/low achievement associated with the home background/environment of first-generation learners. A summary of findings on external causes are given in Table 4.10.3.

a) Lack of Proper Physical Facilities and Study Environment at Home

Table 4.10.3 shows that all the teachers felt that lack of proper physical facilities and study environment at home was a cause of poor academic performance among first generation learners in school. Little more than four-fifths of the low-achieving first generation learners stated this as a major cause of their poor performance in school subjects. Many of them stated that due to lack of adequate facilities for study they fail to concentrate on study. Many of them were unable to do homework/assignments at home. They did not consider their home environment as suitable for study.

TABLE 4.10.3

Causes of Stagnation /Low Achievement (External)

Sr. No.	Cause	Teachers	Children
1.	Lack of proper physical facilities and study environment at home	29 (100)	28 (77.8)
2.	Lack of adequate study materials	27 (93.1)	22 (61.1)
3.	Engagement of children in domestic work/ economic activities	27 (93.1)	25 (69.9)
4.	Irregularity in attendance	29 (100)	24 (66.7)
5.	Lack of interest of children in study	26 (89.6)	20 (55.6)

b) **Lack of Adequate Study Materials**

Almost all the teachers were of the opinion that lack of adequate study materials with children was a cause of low achievement. Also three-fifths of the students had this view. Many of these students mentioned that due to financial problems combined with parental indifferent attitude they did not get the required study materials in time.

c) **Engagement of Children in Domestic Work/Economic Activities**

It is clear in Table 4.10.3 that according to 93.1 percent of the teachers due to engagement of first generation learners in domestic work as well as in other economic activities, they showed poor performance. It was also observed that 70 percent of the academically weak students interviewed attributed to this factor for their poor academic performance. Because of poor financial conditions, these children are engaged in domestic work/economic activities when they are out of school and hence, do not get enough time for study at home.

d) Irregularity in Attendance

All the teachers were of the view that mostly the children who were irregular at school showed poor performance. Also it was found that two-thirds of the low achievers (Table 4.10.3) were irregular at school. The findings thus showed that irregularity in attending school is one of the causes of academic backwardness among first generation learners.

e) Lack of Interest of First-Generation Learners in Studies

Nearly 90 percent of the teachers stated that the children who lacked interest in study showed poor performance in different school subjects. Also it was observed that about three-fifths of the low achievers interviewed had little interest at study. Hence, it is clear that lack of interest which is caused due to various factors is one of the causes of poor performance among first generation learners.

ii) *Internal*

A summary of the findings on internal factors related to poor academic performance discussed in the following paragraphs are presented in Table 4.10.4.

a) Heavy/Difficult Syllabus/Courses

About two-fifths of the teachers considered the existing syllabus/courses as heavy/difficult for the first generation learners. In particular, the courses embodied in Science and Mathematics were difficult for many of these children. Many of the teachers were of the view that because of the heavy curriculum teachers were in a tight spot to cover the portions and they hardly find time to attend to the academically backward first generation learners. Also 83.3 percent of students stated that they showed poor performance because they felt that the curriculum was heavy and Science, Mathematics and English courses were difficult.

b) Defective Methods of Teaching

None of the teachers interviewed were ready to accept that defective methods of teaching was one of the causes of poor performance among first generation learners. However, three-fifths of the low achieving students put the blame on methods of teaching followed by teachers for their poor performance. They felt that the methods followed by teachers did not cater to their academic needs. Many of them faced difficulty in following the instructions of teachers.

TABLE 4.10.4
Causes of Stagnation/Poor Performance (Internal)

Sr. No.	Cause	Teachers	Children
1.	Heavy/difficult syllabus/courses	12 (41.3)	30 (83.3)
2.	Defective Teaching methods	0 (0.0)	22 (61.1)
3.	Language difficulty (medium of instruction English)	26 (89.6)	31 (86.1)
4.	Indifferent attitude of teachers towards academic problems of low achievers.	0 (0.0)	28 (77.7)

c) Language Difficulty (English as Medium of Instruction)

Nearly 90 percent of the teachers were of the opinion that language difficulty was one of the factors associated with poor performance of first generation learners. Many of the children faced difficulty in following instruction which is imparted in English. Also 86.1 percent of the low-achievers felt that English as medium of instruction is one of the major causes of their academic backwardness.

d) Indifferent Attitude of Teacher Towards Low Achievers

None of the teachers agreed that they showed indifferent attitude towards the low achieving first generation learners which caused further

academic backwardness among these children. However, 77.7 percent of the low achievers blamed that their teachers were indifferent towards them. They felt that many of their teachers were unsympathetic towards their problems.

4.11 Perception of Parents of First Generation Learners about the Concept and Importance of Education

Most of the parents of first generation learners interviewed expressed their happiness that their children were getting education which they themselves could not avail. At the same time many of them were disappointed with the existing system of education. They felt that the present day education is not job oriented. According to them education is of no value unless it helps a person in getting a job. Education should help in improving the earning status of a person. Some of the parents felt that unless return is assured there is no point in spending for education of children. Therefore, in the opinion of some of these parents children should be withdrawn from school after they have mastery over 3 R's. Many parents were not in favour of sending their children for higher education. They preferred the type of education which can enable their children in getting jobs easily or in making them self-employed. Many of the illiterate parents also were of the view that education helps a person to enhance his/her social status. But for most of these parents also earning was more important than social status.

CHAPTER V

**SUMMARY, CONCLUSIONS
AND
RECOMMENDATIONS**

CHAPTER V

SUMMARY AND CONCLUSIONS

This chapter consists of four sections. The first section deals with a brief summary of all the previous chapters including the major findings. In the second section, the conclusions are given. Recommendations and suggestions for further research are presented in third and fourth sections respectively.

5.1 Summary

The SCs, STs and OBCs besides the economically backward people belonging to the so called upper castes constitute the socio-economically disadvantaged section of the Indian population. It is no denying fact that inspite of the constitutional safeguards for the protection of the interest of these disadvantaged people and the measures taken by the central and state governments from time to time, this section of Indian society continue to remain backward due to various reasons. Even after 50 years of the commencement of our constitution about two-fifths of our total population is illiterate, which implies that quite a significant number of children are first generation learners.

First generation learners are the first in their family lineage to get formal education. They belong to the socio-economically disadvantaged communities. They appear to be the most disadvantaged among all learners since they have the double handicap of having class/caste disadvantage as well as illiterate home background. Thus, these children are quite different from other children in many respects. Hence, before taking any step for the upliftment of this disadvantaged group, it is necessary to understand them properly and how they differ from others.

Moreover, so far only a limited number of studies have been conducted on first generation learners. All these studies emphasized only a limited number of aspects. Comprehensive and indepth studies are yet to be conducted on first generation learners. Hence, it was considered necessary to undertake the present study. The findings of the study would be very useful for teacher, guidance workers and consellers, policy planners and researchers besides contributing for expansion of knowledge in this field.

Objectives of the Study

The present investigation was conducted to study the:

- i) socio-demographic background of first generation learners;
- ii) physical facilities at home of first generation learners;
- iii) educational problems of first generation learners;
- iv) variation, if any, in social problems between first and non-first generation learners;
- v) variation, if any, in emotional problems between first and non-first generation learners;
- vi) variation, if any, in home environment between first and non-first generation learners;
- vii) variation, if any, in emotional problems between boys and girls;
- viii) variation, if any, between boys and girls in social problems;
- ix) variation, if any, in self-concept between first and non-first generation learners;
- x) variation, if any, in self-concept between boys and girls;
- xi) variation, if any, between first and non-first generation learners in attitude towards education;
- xii) variation, if any, in attitude towards education between boys and girls;
- xiii) levels of educational and occupational aspirations of first and non-first generation learners;
- xiv) variation, if any, in levels of educational and occupational aspirations between first and non-first generation learners;

- xv) different areas/fields of occupation aspired by first and non-first generation learners;
- xvi) persons and factors influencing educational and occupational aspirations of first and non-first generation learners;
- xvii) comparative dropout and stagnation trend in Classes I-X between first and non-first generation learners;
- xviii) variation, if any, in dropout and stagnation between first and non-first generation learners;
- xix) difference, if any, between percentage of first and non-first generation learners successfully completing S.S.C. (Class-X) in ten years of schooling;
- xx) causes of dropout and stagnation among first generation learners;
- xxi) perceptions of parents of first generation learners about the concept and importance of education.

Hypotheses of the Study

To realise the objectives of the study, (except objective Nos. 1, 2, 3, 13, 16, 17, 20 and 21) the following hypotheses were formulated and tested.

- i) There is no significant difference in social problems between first and non-first generation learners.
- ii) There is no significant difference in social problems between boys and girls irrespective of type of learners i.e. first or non-first generation learners.
- iii) There is no significant difference in social problems between first generation learner boys and girls.
- iv) There is no significant difference in emotional problems between first and non-first generation learners.
- v) There is no significant difference in emotional problems between boys and girls irrespective of type of learners i.e. first generation or non-first generation learners.

- vi) There is no significant difference in emotional problems between first-generation learner boys and girls.
- vii) There is no significant difference in home environment between first and non-first generation learners.
- viii) There is no significant difference in home environment between boys and girls irrespective of type of learners i.e. first generation or non-first generation learners.
- ix) There is no significant difference in home environment between first generation learners boys and girls.
- x) There is no significant difference in self-concept between first and non-first generation learners.
- xi) There is no significant difference in self-concept between boys and girls irrespective of type of learners i.e. first or non-first generation learners.
- xii) There is no significant difference in self-concept between first generation learners boys and girls.
- xiii) There is no significant difference in attitude towards education between first and non-first generation learners.
- xiv) There is no significance difference in attitude towards education between boys and girls irrespective of type of learners i.e. first and non-first generation learners.
- xv) There is no significant education in attitude towards education between first-generation boys and girls.
- xvi) There is no significant difference between percentage first and non-first generation learners as paid for different levels of education.
- xvii) There is no significant difference between percentage first and non-first generation learners aspired for different levels of vocations.
- xviii) There is no significant difference between percentage of first and non-first generation learners aspired for different areas/fields of occupations.
- xix) There is no significant difference between first and non-first generation learners in percentage of

- a) drop-out and stagnation (combined) in each class separately (Classes I to X),
 - b) total dropout (dropout in Classes I – X taken together),
 - c) total stagnation (in Classes I – X taken together),
 - d) total dropout and stagnation (both dropout and stagnation taken together in Classes I – X).
- xx) There is no significant difference between percentage of first and non-first generation learners successfully completed S.S.C. (Class-X) in ten years of schooling.

Operational Definitions of Variables/Terms

The meaning of different variables/terms as used in the present study are given in the following paragraphs.

i. *First Generation Learner*

A first generation learner is a school student or a school dropout whose forefathers had not received any formal education. In other words a first generation learner is the first in the family lineage to receive formal education.

ii. *Drop-out*

Premature withdrawal of a child from the school cycle before the completion of the prescribed school years is considered as a drop-out (prescribed school years is 10 years in the present study).

iii. *Stagnation*

Stagnation means the retention of a child in the same grade/class for more than one year before completion of the prescribed school years (10 years in the present study).

iv. *Socio-Demographic Variables*

In the present study age, gender, caste, religion, language (mother tongue) and place of residence of the first generation learners were considered as socio-demographic variables.

v. *Home Background*

The home background of a first generation learner includes the following:

- a) physical facilities at home;
- b) facilities for study at home;
- c) facilities for entertainment/use of leisure time;
- d) family members and relationship among them;
- e) occupation and economic status of parents and siblings;
- f) involvement of children in various activities at home.

vi. *Educational Aspiration*

Educational aspiration of a child is the specific educational qualification he/she aspires to acquire.

vii. *Occupational Aspiration*

Occupational aspiration refers to the specific occupation a child aspires to enter after leaving school.

viii. *Self-Concept*

In the present study, Self-concept Questionnaire (SCQ) by Saraswat was used to measure the self-concept of the subjects. The self-concept dimensions included in the questionnaire are: physical, social, temperamental, educational, moral and intellectual. The sum total of scores obtained by an individual in the SCQ was considered as his/her the self-concept score.

ix. *Educational Problems*

Educational problems in the present study refer to the difficulties faced by the students relating to their study in school as well as at home.

x. *Social Problems*

The term 'social' is used with reference to the relation of an individual to other individuals in society. Social problems include: 'insecurity and loneliness', 'feeling of inadequacy' and inferiority and shyness.

xi. *Emotional Problems*

Emotion is a complex state of organism by strong feeling and usually an impulse towards a definite form of behaviour. Emotional problems include: hypersensitivity, feeling of discouragement, hurt feeling and irritability, fear and rage, grief and sorrow, jealousy and anger.

xii. *Attitude Towards Education*

Attitude towards education is operationally defined as the sum total of scores obtained by a student on the standardized form of the Attitude Scale Towards Education by S.L. Chopra.

xiii. *Home Environment*

The human elements around a child in the family is called home environment. In the present study, home environment includes the following:

- a) Interpersonal relations
- b) Freedom at home
- c) Attention and care
- d) Acceptance
- e) Peace and harmony at home.

Scope and Delimitation of the Study

The investigator delimited the study on the various aspects as follows:

- i. Only four such schools having Classes I to X and having high concentration of first generation learners were included in the study.
- ii. The pupils registered in Class-I in the academic year 1987-88 were considered to study drop-out and stagnation trend. For this purpose only two schools were included.
- iii. Students of Classes-VIII and IX (both the sexes) were considered for administration of written self-report tools.
- iv. All the written self-report tools except the EPQ and HBQ were administered on both first and non-first generation learners in each school. EPQ and HBQ were administered only on first generation learners.
- v. Only some of the respondents belonging to different categories of subjects selected and agreed to participate were interviewed.
- vi. Only 58 illiterate parents were interviewed to collect data relating to objective No. 21 of the study.
- vii. Data relating to causes of stagnation were collected only from the teachers and academically backward first generation learners.
- viii. Only 29 teachers agreed to participate in the study.

The findings of the study would be generalized to the first generation learners studying in other schools of Salcete Taluka in particular and other schools of Goa provided the characteristics of the pupils remained the same as that of the subjects included in the study.

Methodology

A descriptive comparative survey approach was followed in conducting the present study. It was both qualitative and quantitative in nature. The accessible population of the study consisted of all the first generation learners studying in all the secondary schools in Salcete taluka in Goa in the academic year 1997-98. Four schools with high-concentration of first generation learners from among the schools of the taluka

were selected purposively as sample of schools. First generation learners were identified from among the students of Classes VIII and IX by interviewing the students individually with the help of school teachers. For the purpose of comparison, from the same school it was decided to include a nearly equal number of non-first generation learners. The data producing sample consisted of 253 first generation learners (146 boys and 107 girls) and 286 non-first generation learners (166 boys and 120 girls). However, it needs to be mentioned here that all the 509 students were not present during the administration of all the data-gathering tools. Hence, the number of students slightly varied from one tool to another.

Data relating to dropout and stagnation were collected from two schools. In-depth interviews were conducted with different categories of subjects. The investigator also visited the homes of some of the first generation learners. A detailed breakup of different other categories of data producing samples is given in the Table below:

Category of Sample	No.
No. of children studied for dropout and stagnation	219
No. of first generation learner homes visited	60
No. of parents of first generation learners interviewed	
- Both father and mother	30
- Only father	16
- Only mother	12
No. of teachers interviewed	25
No. of head-teachers interviewed	4
No. of first generation learner dropouts interviewed	30
No. of parents of dropouts interviewed	30
No. of first generation learners interviewed	40
No. of low achieving first generation learners (failed in different classes) interviewed	36
No. of non-first generation learners interviewed	40

The following data gathering tools were used to collect data for the present study.

- Home Background Questionnaire.
- Socio-Emotional Problems Inventory for School Children.
- Attitude Scale Towards Education by S.L. Chopra.
- Self-Concept Questionnaire by R.K. Saraswat.
- Educational Problems Questionnaire.
- Home Environment Inventory.
- Information Schedule.
- Educational and Occupational Aspirations Questionnaire.
- Interview Schedule for First Generation Learners.
- Interview Schedule for Parents of First Generation Learners.
- Interview Schedule for First Generation Learner Dropouts.
- Interview Schedule for Parents of First Generation Learners Dropouts.
- Interview Schedules for Low Achievers (First Generation Learners)
- Interview Schedule for Non-First Generation Learners.
- Interview Schedule for Teachers and Head-Teachers.
- Observation Guide.

Data were collected in four phases as follows:

Phase I: Collection of data from School records.

Phase II: Administration of the following self responding tools on the students.

- Home Background Questionnaire.
- Education Problems Questionnaire
- Self-Concept Questionnaire
- Socio-Emotional Problems Inventory for School Children.
- Home Environment Inventory.
- Attitude Scale Towards Education.
- Educational and Occupational Questionnaire.

Phase III: Interview with the teachers, parents of first generation learners, the dropouts, the repeaters, the first and non-first generation learners.

Phase IV: Home visits and observation .

The data collected using various tools/techniques were analysed using frequency contents and percentage analysis, content analysis, t-test (significance of difference between two percentages), one way ANOVA and two way ANOVA.

5.1.1 Major Findings of the Study

The major findings of the study are given in the following pages:

i) Socio-Demographic Background

- The age-group of the first generation learners varied from 12 years to 19 years. Nearly three-fifths of the first generation learners were more than 14 years old. Sixty-two percent of the first generation boys were 15 years old and more, whereas 51.4 percent of the girls were from this age-group.
- About four-fifths of the first generation learners included in the study were residing in rural areas and one-fifth were from urban locality.
- Ninety-six percent of the first generation learners were from Konkani speaking families. Remaining had Hindi or Marathi or Kannada as their mother-tongue.
- Highest percentage (86.9 percent) of first generation learners were from the Catholic community. Only 11.1 percent and 2.0 percent respectively were Hindu and Muslim.

- Catholic Gaudas formed the largest segment (70.2 percent) of the first generation learners who participated in this study. The next largest group were the Catholic sudras (16.3 percent). The remaining were from Hindu Sudras (7.9 percent), Hindu Scheduled Caste (2.8 percent), Hindu Maratha (0.8 percent) and Muslims (2 percent).

ii) Home Background

a) Size of Family

- About 19 percent of the first generation learners were from small families, 33.7 percent of them were from medium size families and were from large and very large in size families.

b) Physical Facilities at Home

- There were only one or two rooms in about 53 percent of the first generation learners. In 24.2 percent of the houses there were three rooms. In the remaining 22.6 percent of the houses there were four rooms. Six percent of the children stated that their houses were not electrified. Of the house having electricity connection, about one-third of them were without fan.
- In only 16 percent of the houses, water tap connection was available. About 24 percent of the families avail of well water. Others use the public tap or other sources.

c) Facilities for Study at Home

- Six percent of the first generation learners had none of the facilities like chair, table, electric light. Only 20.4 percent

had chair, table, light and fan. 28 percent had chair, table and light. The remaining had either one or two of these facilities.

- About 15 percent of the students had no facilities for keeping/storing study materials at home. Ten percent had bookshelf, 18.1 percent had box and 32.3 percent had bag to keep study materials. Twenty-five percent used to keep their study materials on table.

d) Access to Various Facilities

- So far as the access to facilities at home was concerned it was found that 74 percent had access to radio, 34.4 percent had taperecorder, 20.4 percent had T.V., 10.8 percent had newspapers, 3.2 percent had magazines and only 2.8 percent had telephone. The percentages of first generation learners had access to such facilities in their neighbourhood include in order 76 percent, 50.4 percent, 81.2 percent, 38.4 percent, 19.2 percent and 17.2 percent. None of them had access to computer.

e) About Parents

- Only in 67.5 percent of the cases, father was living the family. In 6.8 percent of the cases father was in Gulf countries, in 7.2 percent of the cases there was separation between parents, in 11.3 percent of the cases father was dead and 7.2 percent of the first generation learners did not know whereabouts of their father.
- The fathers of 50.2 percent of the children were working as agricultural labourers. Others were working as labourer in

factories, ships, and in Gulf countries. Some other were working as carpenter, mason, baker, toddy tapper, wood cutter etc.

- Except 12.8 percent (who were housewives), all the mothers of the first generation learners were working as agricultural labourer (50.2 percent) fish monger (8.5 percent), vegetable seller (9.4 percent), maid servant (6 percent), labourer (7.2 percent) and cook (2.5 percent).
- About 67 percent of the learners stated that their father used to consume liquor. About 10 percent stated so about their mother. Nearly 48 percent of fathers and 4.3 percent of mothers resort to violence at home. A few of the children admitted that their parents where involved in criminal activities.
- In 28.4 percent of he cases, the father of the first generation learners had bad or very bad relationship with the neighbourers, 40.5 percent had bad/very bad relationship with the mother of the first generation learners and 27.7 percent had bad/very bad relation with the children. Also according to the perception of the children, 15.2 percent, 48.8 percent and 8.6 percent of the mothers had bad/very bad relation respectively with the neighbours, fathers of the first generation learners and the children.

f) **Work/Activities of Children After School**

- The first generation learners stated that they were engaged in different types of works/activities at home and outside such as cleaning/sweeping (73 percent), washing clothes

(63.1 percent), cooking (59 percent), work in the field (55 percent), washing vessels (32.4 percent), selling vegetable (5.4 percent), selling fish (3 percent), shopping (25.2 percent), kitchen work (2.3 percent), bringing water (28.4 percent), looking after brothers/sisters (27 percent) etc.

- After school hours and on holidays the first generation learners engaged themselves in various activities such as household activities (96 percent), study (85.2 percent), discussion with parents/elders (8 percent), entertainment (25.2 percent), games and sports (6.4 percent), tuition classes (29.2 percent), reading (14 percent), religious instructions (16.4 percent), and music classes (1.2 percent).

g) Help from Family Members

- Help received in different forms by the first generation learners from their family members include: providing study materials on time (45.2 percent), giving money whenever needed (16.1 percent), helping during study (12.9 percent), helping in getting ready for school (22.6 percent), reach to school (2.4 percent). About 39 percent of the children stated that they received no help from their family members.
- About 41 percent of the first generation learners stated that they feel most free to discuss their problems/difficulties with their mothers 15 percent, 17.6 percent, 14.3 percent and 4.9 percent used to feel. So with their father, brother, sister, and grand-parents respectively. About 65 percent of these children mentioned that they feel least free with their father.

iii) *Educational Problems*

- Only 22 percent of the first generation learners stated that they like all the school subjects, whereas 78 percent did not like all the school subjects.
- About seventy percent of the first generation learners stated that they were weak in some or other subjects. Most of these students mentioned that they were weak in Mathematics. Many were also weak in Science and English. Higher percentage of boys (73.9 percent), than girls (65.1 percent) were weak in different school subjects.
- About three-fourths of the first generation learners felt that extra coaching is needed in those school students in which they are weak. More girls than boys among first generation learners felt the need for tuition to overcome the difficulties in different school subjects.
- About 54 percent of the first generation learners stated that their teachers did not provide any extra help or coaching to them in the subjects/topics in which they were weak. Higher percentage of girls than boys expressed this view. Moreover, 40.8 percent of the first generation learners stated that their teachers did not help them whole-heartedly whenever they approach them with academic problems.
- According to 59.1 percent of the first generation learners, school textbooks were difficult. They also mentioned that Mathematics and English textbooks were most difficult. The difficult words and complex sentences were beyond their comprehension and the illustrations were not as simple as they were supposed to be.

- Nearly 40 percent of the first generation learners were of the view that the teaching methods followed by teachers were unsuitable. There was no individual attention and the language/vocabulary used by the teachers were of higher level. Nearly equal percentage of both boys and girls expressed these views.
- About 59 percent of the first generation learners expressed that they were discriminated against by their teachers. Higher percentage of boys than girls felt so. Moreover, 46.3 percent of the first generation learners felt that they were victims of caste/class bias by the teachers and higher percentage of girls than boys expressed this view.
- Sixty-five percent of the first generation learners felt that they were given punishment by the teachers without understanding their problems/difficulties. Higher percentage of boys than girls felt so.
- About 54 percent of the first generation learners mentioned that they had failed in one class or the other. Many of them also mentioned that they had failed in more than one class and more than once in some of the classes.
- None of the first generation learners had all the facilities for study at home such as chair, table, electric light, fan and table lamps. Only 25.6 percent had the facilities of chair, table fan and electric light, and 28 percent had only chair, table and electric light. About 21 percent had no other facilities except electric light. And 6 percent had none of the facilities mentioned.
- Sixty-three percent of the first generation learners had all the required study material, while the remaining 37 percent did not

have all the required study materials. Moreover, 29.3 percent of these children state that their parents/guardian do not provide them the necessary study materials on time.

- Nearly 40 percent of the first generation learners stated that their family members do not help them in any form at their studies. Higher percentage of girls than boys stated so.
- About 36 percent of first generation learners stated that their parents used to compare them with high-achieving students, which make them feel embarrassed.
- Thirty-nine percent of the first generation learners mentioned that their parents never encourage them to study well to show better performance.
- About 21.3 percent of the first generation learners felt that their parents did not want them to attend school regularly. Also- 20 percent of the children stated that their parents do not want them to do homework regularly. Instead of providing them the facilities to do so, then want them to be engaged in domestic work.
- About 50 percent of the first generation learners stated that their parents had very high expectation from them. These parents expect their children especially from boys to score as high as possible at the examinations.
- Only 42 percent of the first generation learners could complete regularly homework and assignments given to them. The remaining 58 percent mentioned that due to their engagement in domestic and field works, lack of proper study environment at

home and difficulty in following the instructions given in school, they could not complete homework and assignment regularly. Moreover, 44.6 percent of the students stated that they find homework/assignment very difficult particularly in the subjects of Mathematics, Science and English.

- As high as 70.4 percent of the first generation learners were not attending tuition classes. Fifty-one percent of these children considered private tuition as a necessity. But due to their financial problems they could not afford it.
- About 34 percent and 42.9 percent of the first generation learners mentioned that on an average they used to study one and two hours a day respectively. Only 9 percent used to spend 4-5 hours a day on an average for study purpose at home. It was also found that higher percentage of girls were found spending less time for study compared to boys. About 69 percent of the children were of the view that their parents used to assign them other works during study hours. Moreover, 85 percent of the first generation learners mentioned that they had to help their parents in domestic work and higher percentage of girls than boys stated so. It was also found that 30 percent of these children were engaged in different types works to earn to support their family.

iv) Social and Emotional Problems

- First generation learners did not have significantly more social problems than the non-first generation learners.
- Irrespective of education background of parents, adolescent girls had more social problems than boys.

- First generation learner girls had more social problems than their boy counterparts.
- The first generation learners had more emotional problems compared to their non-first generation counterparts.
- Irrespective of the educational background of the parents girls had more emotional problems than boys..
- First generation learner girls had more emotional problems than the boys.

v) *Home Environment*

- Non-first generation learners had better home environment than the first generation learners. More specifically, in all the five areas of home environment considered in the study, viz; interpersonal relation, freedom, peace and harmony, acceptance, and attention and care, the non-first generation learners were better than their first generation learner counterparts.

vi. *Self-Concept*

- The first generation learners had lower self-concept than that of the non-first generation learners.
- Irrespective of type of learners (first and non-first generation) no significant difference was found between boys and girls in their self-concept.
- The first generation learner girls had better self-concept than their boy counterparts.

vii) *Attitude Towards Education*

- Both first and non-first generation learners had equally high favourable attitude towards education.
- Irrespective of type of learners, both boys and girls had equal attitude towards education.
- Both first generation learner boys and girls had equally favourable attitude towards education.

viii) *Educational and Occupational Aspirations*

- Highest percentage (55.1 percent) of first generation learner aspired to study upto S.S.C. (Class-X). About 21 percent, 5.2 percent and 8.9 percent of the first generation learners had educational aspirations upto Class-XII (+2), graduation and post-graduation respectively. About 10 percent had not decided about their higher studies beyond high school. On the other hand, 16.5 percent, 21.1 percent, 46.1 percent and 15.5 percent of the non-first generation learners respectively had aspired to study upto S.S.C., +2, graduation and post-graduation.
- The first generation learners had significantly lower levels of educational aspiration compared to their non-first generation counterparts.
- Highest percentage (73.3 percent) of the first generation learners had aspired for low level of occupations. Only 5.7 percent and 5.3 percent respectively had aspired for average (medium) and high levels of occupations. But 45.7 percent of the non-first generation learners had aspired for low level of occupations, and 25.8 percent and 20.8 percent respectively had aspired for average and high levels of occupations. About 8 percent of the non-first generation

learners and 15.8 percent of the first generation learners were undecided about their would be occupations.

- Significantly higher percentage of first than non-first generation learners had low level of occupational aspiration.
- Significantly higher percentages of first than non-first generation learners had aspired for occupational areas such as services, outdoor, artistic and musical, protective and, sales and business. But significantly higher percentages of non-first than first generation learners had aspired for areas of occupations like teaching and welfare, medical and health, engineering and literary.
- Persons who influenced the first generation learners the most to study upto a particular level include (in order) peers, brothers/ sisters, parents, relatives and teachers. Persons who influenced non-first generation learners the most include (in order) parents, brothers/ sisters, peers, relatives and teachers.
- Persons who influenced the most the first generation learners in aspiring for a particular field/level of occupation include (in order): peers (32.3 percent), relatives (18.2 percent), brothers/sisters (15.5 percent), teachers (10.8 percent), and parents (9.6 percent). A significant percents of the first generation learners stated that they were not influenced by any person. On the other hand, 65.5 percent of the non-first generation learners were influenced by their parents followed by their brothers/sisters (20 percent), relatives (8.2 percent), peers (4.6 percent).
- Factors which influenced the educational aspirations of the first generation learners include: social status (50.5 percent),

employment opportunity (20.4 percent), personal interest (18.3 percent). Among the non-first generation learners, the factors that influenced them include: employment opportunity (51.2 percent), social status (25.6 percent) and personal interest (21.3 percent).

- According to 42.2 percent of the first generation learners social status was the most important factor that influenced their occupational aspiration. Financial consideration was the factor that affected the occupational aspiration of the remaining 57.8 percent of the first generation learners. About 45.1 percent of the non-first generation learners considered social status, 40.1 percent considered financial benefits as the important factors affecting their occupational aspirations. The remaining 14.6 percent aspired for different specific occupations due to personal interest.

ix) *Dropout and Stagnation*

- Highest percentage of dropout occurred in Class-VIII followed by in Classes IX, X, VII, II, V, III and I among the first generation learners. There was higher dropout rate in all classes except Class-III among first generation learners compared to non-first generation learners. Higher percentages of first generation learners dropped out in higher classes than in lower classes.
- Among the first generation learners highest percentage of stagnation occurred in Class-X followed by Classes VI, V, IV, VII, VIII and IX. In the case of non-first generation learners highest percentage of failure was reported in Class-X followed by in Classes IX, VIII, VI, VII and IV.
- Significant higher percentages of first than non-first generation learners dropped out and stagnated in Classes IV, V, VI and X.

- No significant differences in percentage of dropout and stagnation between first and non-first generation learners were found in Classes I, II, III, VII, VIII and IX.
- No significant difference in percentage of total dropout (students dropped out in different classes before completing Class-X examination) was found between first and non-first generation learners.
- No significant difference was found in percentage of total stagnation (in Classes I-X taken together) between first and non-first generation learners.
- Significantly higher percentage of first generation learners compared to their non-first generation counterparts dropped out and stagnated in different classes (Classes I-X) before completing S.S.C. (Class-X).
- The percentage of first generation learners who completed successfully S.S.C. in ten years was significantly lower than percentage of non-first generation learners who completed S.S.C. successfully in ten years of schooling.
- The external factors (causes) associated with dropout among the first generation learners were: Poverty, parental indifferent attitude towards education and lack of interest, lack of interest of children in study, lack of proper facilities and study environment at home and differentiation of sexes by parents and family disunity.
- The internal factors (causes) found associated with dropout were: Defective curriculum, defective teaching methods, medium of

instruction, differential treatment by teachers to first and non-first generation learners.

- The external factors (causes) associated with stagnation (poor performance) among the first generation learners were: Lack of proper physical facilities and study environment at home, lack of adequate study materials, engagement of children in domestic work, irregularity in attendance, lack of interest in studies.
- The internal causes of stagnation found were: Heavy/difficult syllabus, defective methods of teaching, language difficulty, indifferent attitude of teachers towards academic problems of low achievers.

x) Perceptions of Parents About Education

According to most of the parents of the first generation learners, education is meaningful only when it help a person in getting a job or making him/her better self-employed.

5.2 Conclusions

Based on the findings of the study, the following conclusions were drawn:

- Majority of the first generation learners and higher percentage of boys than girls studying in Classes VIII and IX are more than 14 years of age (higher than the ideal age group of 13-14 years). It happens because of repeated stagnation in different classes of these children.
- In this study most of the first generation learners belong to rural catholic community.
- Almost all the first generation learners are from the backward castes.

- The first generation learners are mostly from large size families.
- Most of the first generation learners do not have good physical facilities like pucca house and adequate number of rooms at home. Many houses lack electric fan and suitable water facilities.
- Many first generation learners are not provided with necessary facilities for study at home.
- Most of the first generation learners do not have access to facilities like TV, newspaper, magazines and telephone at home.
- Many of the first generation learners are from disintegrated families wherein the parents are either separated or the whereabouts of the father is not known or the father is dead.
- Parents of the first generation learners mostly work as labourer on daily wage basis and have very low income.
- Most of the fathers of first generation learners consume liquor and become violent at home. Many of them are also involved in gambling. Some of the mothers also consume liquor and become violent at home.
- Many parents of the first generation learners do not have good relation among themselves, with the neighbours and with their own children. Comparatively, mothers are better than the fathers in this respect.
- The first generation learners get very little help from the family members relating to their studies.

- After school hours and on holidays the first generation learners perform many kinds of household works, which adversely affect their academic as well as their participation in leisure time activities. Few get the opportunity for utilizing their leisure time for the purpose of entertainment, games, and sports, music and dance, reading etc.
- The first generation learners feel most free to discuss their problems/difficulties mostly with their mother and least free with father.
- Most of the first generation learners do not like all the school subjects. Also they are weak in one or the other of the subjects taught in school. Boys outnumber girls in these respects.
- Most of the first generation learners need extra coaching in those subjects in which they are weak. But the teachers do not provide the same even whenever the students approach them. Moreover, the teachers discriminate girls in providing such help.
- Many of the first generation learners find the school textbooks difficult. Boys outnumber girls in this respect.
- Many of the first generation learners (equal number of boys and girls) find the methods of teaching followed by teachers unsuitable as the same do not cater to their academic needs.
- Many of the first generation learners, more number of boys than girls, are discriminated by teachers on the basis of their caste/class. They are also punished by teachers with valid reason.
- Most of the first generation learners are academically weak.

- Many of the first generation learners face many hardships relating to study due to lack of facilities for study at home and lack of required study materials.
- Most of the first generation learners and more so the girls get little help/no help and encouragement from their family members relating to study. Even many of the illiterate parents do not allow their children to attend school and do homework regularly.
- Most of the first generation learners fail to do their homework regularly due to various genuine difficulties. Many of them also find the homework/assignment very difficult.
- Private tuition/coaching is considered necessary by many of the first generation learners.
- Very little time to spend for study, assignment of other works by parents during study time, engagement in domestic work and part time employment to support the family by the children are the factors that affect adversely the academic work of first generation learners.
- Both first and non-first generation learners do face the same social problems.
- First generation learner girls have more social and emotional problem than their boy counterparts.
- Adolescent girls irrespective of parents education background have more social and emotional problems than their boy counterparts.

- First generation learners face more emotional problems than non-first generation learners.
- First generation learners have poor/inferior home environment compared to the non-first generation learners. Good inter-personal relation, freedom, peace and harmony, acceptance and attention and care are less prevalent at home of the first than non-first generation learners.
- First generation learners possess lower self-concept compared to their non-first generation counterparts.
- First generation learner girls possess higher self-concept than their boy counterparts.
- First and non-first generation learners do not differ in their attitude towards education. Both the groups of children have equally high favourable attitude towards education.
- Both boys and girls have equally favourable attitude towards education.
- First generation learners aspire for lower levels of education and occupation compared to their non-first generation counterparts.
- First generation learners mostly aspire for occupational areas like outdoor, protective, services, sales and business, and artistic and musical. While the non-first generation learners aspire mostly for occupational areas like engineering, medical and health, protective, teaching and welfare and literacy.
- First generation learners are mostly influenced by outside persons i.e. persons other than the family members, whereas the non-first generation

learners are influenced by their family members in aspiring for a particular level of education or occupation.

- The factors that influence the educational aspiration of first generation learners include (inorder): improvement in social status, employment opportunity and personal interest. On the other hand, the factors that influence the educational aspiration of non-first generation learners are (inorder): employment opportunity, improvement in social status and personal interest.
- Improvement in social status and financial gains are the factors that influence occupational aspiration of first generation learners. On the other hand, the factors that influence the occupational aspiration of non-first generation learners include (inorder): improvement in social status, financial gain and personal interest.
- Higher percentages of first generation learners dropout in higher classes than in lower classes.
- Higher percentages of first generation learners stagnate in lower classes (except in Class-X) whereas higher percentages of non-first generation learners stagnate in higher classes.
- Higher percentages of first than non-first generation learners dropout and stagnate in Classes IV, V, VI and X.
- Wastage and stagnation (between Classes I-X) among first generation learners is more compared to the non-first generation learners.
- Lower percentage of first than non-first generation learners complete successfully S.S.C. (Class-X) in ten years of schooling.

- The causes of dropout among first generation learners are:
 - a) **External:** poverty, parental indifferent attitude towards education and lack of interest, lack of interest of children in study, lack of proper facilities and study environment at home, differentiation of sexes by parents, family disunity/broken families.
 - b) **Internal:** defective curriculum/textbooks, defective teaching methods, medium of instruction, differential treatment by teachers to first and non-first generation learners.

The causes of stagnation/academic backwardness among first generation learners are:

- a) **External:** lack of proper physical facilities and study environment at home, lack of adequate study materials, engagement of children in domestic work/economic activities, irregularity in attendance, lack of interest of children in study.
 - b) **Internal:** heavy/difficult syllabus/courses, defective teaching methods, language difficulty, indifferent attitude of teachers towards academic problems of low achievers.
- Illiterate parents give more importance to earning rather than higher studies.

5.3 Recommendations

Keeping in mind the findings of the study, the following action points have been suggested for implementation.

5.3.1 Action Needed to be Taken by Teachers

- The teacher must be sympathetic and affectionate towards the first generation learners.

- They should not discriminate the first generation learners on the basis of their caste/class. Instead of punishing them indiscriminately whenever they do not complete the task/homework/assignments given, the teachers need to find out the reasons behind the same and if they have failed to do the work due to the reasons beyond their control, then they should not be punished.
- The teachers should provide wholeheartedly extra academic help/coaching to the first generation learners. Besides they should also create a conducive environment and encourage them to come forward with their problems/difficulties and provide them with all possible help.
- The teachers should pay as far as possible individual attention in the class. They should explain the concepts, principles etc. by using simple language, examples and appropriate illustrations keeping in mind the mental and awareness levels of first generation learners. While giving homework/assignments, detailed and clear-cut instructions/directions/explanations should be provided. Moreover, since these children get little time for study at home, homework assigned to them should be as few as possible and necessary.

5.3.2 Action Needed to be Taken by School Authorities

- Orientation programmes should be conducted in schools to orient and sensitize the teachers about the socio-demographic and home-background of first generation learners. They should also be made aware about the problems faced by these children relating to their studies at home and in schools and the steps to be taken by teachers in this direction.
- Diagnostic tests in subjects like Science, Mathematics, and English should be developed and administered on the students to diagnose the recurring learning difficulties of the first generation learners in these subjects.

Remedial teaching should be arranged for these children to overcome their weaknesses in these subjects.

- Counselling services should be provided to first generation learners in general and the girls in particular to overcome the social and emotional problems faced by them. Suitable measures should be taken to enhance the self-concept of the first generation learners. Teachers should be given appropriate training for this purpose.
- Talks on Educational and Occupational opportunities should be arranged in schools involving the teachers and outside experts to broaden the Educational and Occupational Awareness of the first generation learners. Magazines, newspapers, books on general knowledge etc. should be made available in schools and the children should be trained and encouraged to use the same effectively to widen their horizons of knowledge.
- Proper rapport should be established between the school authorities/ teachers and the illiterate parents. The parents should be invited to attend various socio-cultural programmes in school.
- Meetings should be arranged with the illiterate parents in regular intervals and they need to be made aware and convinced about the necessity for providing adequate facilities and suitable environment for study at home. Importance of educating their children should be impressed upon them. Moreover, the parents should be made aware about the progress of their children regularly.
- The overall environment in school should be tuned in such a way that the first generation learners will feel very homely and psychologically secure while in school.

5.3.3 Action Needed to be Taken by Government of Goa (Directorate of Education and Goa Board of Secondary and Higher Secondary Education)

- As far as possible the Government should provide free textbooks and school uniforms to the first generation learners. Stipends should be given to them irrespective of their cast affiliations.
- The medium of instruction throughout the school stage may be changed from English to Konkani (the mother tongue of the children). Meanwhile, the school may be directed to use bilingual method of teaching (Konkani along with English).
- Instead of using the NCERT textbooks at the secondary stage, the Government of Goa should take steps to produce textbooks keeping in mind the local needs for this stage. In line with other States in India, the Government of Goa need to set up a State Board of Textbooks Production
- The existing curriculum may be reviewed to make necessary modifications keeping in mind the needs of first generation learners.
- Emphasis needs to be given on vocationalisation of education at the secondary stage itself. The existing vocational stream at the Higher Secondary stage may be expanded to all the Higher Secondary schools in Goa.

5.4 Suggestions for Further Research

- 1) The same study may be replicated on a larger sample to substantiate the findings of the present study.
- 2) Psycho-social study of first generation learners studying in primary schools may be conducted.

- 3) Comparative psycho-social study between first generation learners of Goa and other states may be conducted.

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APPENDICES

APPENDIX - A

HOME BACKGROUND QUESTIONNAIRE

Guide: Dr. G.C. Pradhan

Investigator : Miss Geeta Iyer

Dear Students,

What you have at your hands is a Home Background Questionnaire. Kindly supply the necessary information as directed. I assure that the information provided by you will be kept confidential and used for research purpose only.

I. PERSONAL DETAILS

Kindly supply the following information (write on the space provided)

1. Name of the School : _____
2. Class and Division : _____
3. Your Roll No. : _____
4. Your Date of Birth : _____
5. Gender (Male/Female) : _____
6. Religion : _____
7. Caste : _____
8. State to which you belong : _____
9. Mother tongue : _____
10. Languages known
 - a. Spoken : _____
 - b. Spoken and Written : _____
11. Place of Residence : _____
(Name of the Village/Town)

II. DETAILS OF FAMILY MEMBERS

Kindly write the answer/your response on the blank space provided against the items/questions. The questions/items against which alternatives are given, kindly show your response/answer by putting a 'X' in the box.

1. How many members are there in your family
(including yourselves) ? : _____
2. Does your father live with you ? : Yes No
If No,
Where is he now ? (Name the place) _____

Note: In case your father is dead, then you are requested to answer Question Nos. 3 to 12 relating to your guardian if any, other than mother.

3. Occupation of your father : _____
(write the specific job/work)
4. Monthly income of your father : _____
(Mention appropriate amount)
5. Is your father a vegetarian ? : Yes No
6. Does your father consume liquor ? : Yes No
7. Does your father gamble ? : Yes No
8. Does your father resort to violence after
consuming liquor ? : Yes No
9. Has he ever got involved in criminal activities ? : Yes No
- If yes, mention the same. : _____
10. What is the relationship of your father with your neighbours ?
Very Good Good Bad Very Bad (✓ the applicable)
11. What is the relationship of your father with your mother ?
Very Good Good Bad Very Bad (✓ the applicable)
12. What is the relationship of your father with your siblings ?
Very Good Good Bad Very Bad (✓ the applicable)
13. Occupation of mother (Write the specific job/work) _____

(In case your mother is dead, you need not have to answer the question No. 13 to 19)

14. Monthly income of your mother : _____
(Mention approximate amount)
15. Does your mother consume liquor ? : Yes No
- If yes, does your mother resort to violence
after consuming liquor ? : Yes No
16. Has she ever got involved in criminal activities ? : Yes No
- If yes, mention the same _____
17. What is the relationship of your mother with your father ?
Very Good Good Bad Very Bad (✓ the applicable)
18. What is the relationship of your mother with your neighbours ?
Very Good Good Bad Very Bad (✓ the applicable)
19. What is the relationship of your mother with your siblings ?
Very Good Good Bad Very Bad (✓ the applicable)
20. With whom do you feel most free and least free to discuss your problems/
difficulties and why ?
- | | |
|------------------|-----------------------|
| (a) Father | |
| (b) Mother | Ans: |
| (c) Brother | (i) Most Free _____ |
| (d) Sister | Reason _____ |
| (e) Grandparents | |
| (f) Uncle | (ii) Least Free _____ |
| (g) Aunt | Reason _____ |
| (h) Cousins | |

III. FACILITIES AVAILABLE

Which of the following facilities do you avail ? ['✓' the applicable]

	Available at home	Have access in your Neighbourhood
Radio	<input type="checkbox"/>	<input type="checkbox"/>
Taperecorder	<input type="checkbox"/>	<input type="checkbox"/>
TV	<input type="checkbox"/>	<input type="checkbox"/>
Newspaper	<input type="checkbox"/>	<input type="checkbox"/>
Magazines	<input type="checkbox"/>	<input type="checkbox"/>
Computer	<input type="checkbox"/>	<input type="checkbox"/>
Telephone	<input type="checkbox"/>	<input type="checkbox"/>

IV. FACILITIES AT HOME

1. Type of house: ['✓' the applicable]

- Cement house with terrace
- Cement house with tiled roof
- Mud house with tiled roof
- Mud house with thatched roof

2. Is your house Electrified ? : Yes No

3. Number of rooms: ['✓' the applicable]

- | | | | |
|--------------|--------------------------|-------------|--------------------------|
| Drawing room | <input type="checkbox"/> | Bed room | <input type="checkbox"/> |
| Study Room | <input type="checkbox"/> | Dining room | <input type="checkbox"/> |
| Store room | <input type="checkbox"/> | Kitchen | <input type="checkbox"/> |
| Bath room | <input type="checkbox"/> | Toilet | <input type="checkbox"/> |

4. Water facilities : [✓' the applicable]
- | | | | |
|--------------|--------------------------|-------------|--------------------------|
| Tap water | <input type="checkbox"/> | Public tap | <input type="checkbox"/> |
| Well | <input type="checkbox"/> | River water | <input type="checkbox"/> |
| Spring water | <input type="checkbox"/> | | |
5. Facilities for study: [✓' the applicable]
- | | | | |
|-----------------|--------------------------|------------|--------------------------|
| Chair and table | <input type="checkbox"/> | Only chair | <input type="checkbox"/> |
| Only table | <input type="checkbox"/> | Mat | <input type="checkbox"/> |
| Table lamp | <input type="checkbox"/> | Fan | <input type="checkbox"/> |
6. Facilities for keeping books: [✓' the applicable]
- | | | | |
|-------|--------------------------|-------|--------------------------|
| Box | <input type="checkbox"/> | Shelf | <input type="checkbox"/> |
| Table | <input type="checkbox"/> | Bag | <input type="checkbox"/> |
7. Facilities through electricity: [✓' the applicable]
- | | | | |
|---------------|--------------------------|-------|--------------------------|
| Fan | <input type="checkbox"/> | Light | <input type="checkbox"/> |
| Electric iron | <input type="checkbox"/> | | |

V. PRACTICES AT HOME

1. Languages spoken at home: _____
2. Do you help your family members/community after school and in holidays ? : Yes No

- If yes, please specify the details of help as given below.

Sr. No.	Members	Nature of help (Please specify)	Frequency of help (✓' the applicable)		
			Often	Sometimes	Rarely
1.	Father		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Mother		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Brother		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Sister		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Grandparents		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Uncle/Aunt		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Cousins		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Do your family members help you in your studies after school hours ?

Sr. No.	Members	Nature of help (Please specify)	Frequency of help (✓' the applicable)		
			Often	Sometimes	Rarely
1.	Father		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Mother		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Brother		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Sister		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Grandparents		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Uncle/Aunt		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Cousins		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. What activities are you involved in after school hours and on holidays ?

Sr. No.	Activities	Your Involvement		If yes, write the appropriate time spent	
		Yes	No.	Regular days	Holidays
1.	Studying	<input type="checkbox"/>	<input type="checkbox"/>		
2.	Discussion of general matters with parents and elders	<input type="checkbox"/>	<input type="checkbox"/>		
3.	Entertainment	<input type="checkbox"/>	<input type="checkbox"/>		
4.	Household work	<input type="checkbox"/>	<input type="checkbox"/>		
5.	Games and sports	<input type="checkbox"/>	<input type="checkbox"/>		
6.	Computer classes	<input type="checkbox"/>	<input type="checkbox"/>		
7.	Music classes	<input type="checkbox"/>	<input type="checkbox"/>		
8.	Tuition classes	<input type="checkbox"/>	<input type="checkbox"/>		
9.	Dance classes	<input type="checkbox"/>	<input type="checkbox"/>		
10.	Reading	<input type="checkbox"/>	<input type="checkbox"/>		
11.	Praying	<input type="checkbox"/>	<input type="checkbox"/>		
12.	Religious instructions	<input type="checkbox"/>	<input type="checkbox"/>		
13.	Any other (specify)	<input type="checkbox"/>	<input type="checkbox"/>		

5. a. What festivals are celebrated at your home ? (Please specify)

- 1.
- 2.
- 3.
- 4.
- 5.

b. Do you participate in the festivals ? : Yes No

- If yes, please specify the part you play and the way you participate in each.

1.

2.

3.

4.

5.

APPENDIX - B

HOME ENVIRONMENT INVENTORY

Guide : Dr. G.C. Pradhan

Investigator: Miss Geeta M. Iyer

Your Name : _____
Name of the School : _____
Class : _____ Section : _____
Roll No. : _____ Gender (Boy/Girl) : _____

Dear Students,

This booklet contains some questions relating to your family. If you answer all the questions honestly it will be possible for you to obtain a clear picture about the prevailing environment in your family. Each question is followed by three responses viz. Very often (V), Sometimes (S), and Never (N). Indicate your answer to each question by encircling V or S or N. There is no time limit but work as fast as you can. This is to assure you that the information provided by you will be kept confidential and used for research purpose only.

If you have not been living with your parents, then give your responses to the item relating to your parents with regards to the people with whom you have been living.

1. Do you feel that your parents don't want you to be separated from them even for a short time ? V S N
2. Are you encouraged to express your ideas and feeling ? V S N
3. Whenever you need something, do your parents care to provide you the same ? V S N
4. Do your parents try to find fault with you ? V S N
5. Do your parents not talk to each other days together when they are angry ? V S N

- | | | |
|-----|---|-------|
| 6. | Whenever you make a mistake, do your parents make you understand your mistake with love ? | V S N |
| 7. | Do your parents allow you to go to play / visit your friends only after you complete your Homework ? | V S N |
| 8. | Do the members in your family try to solve each other's problems ? | V S N |
| 9. | Do your parents compare you with your brothers/sisters/friends/relatives ? | V S N |
| 10. | Do your parents try to find fault with each other ? | V S N |
| 11. | Would you enjoy staying away from your parents ? | V S N |
| 12. | Do you enjoy working with your parents ? | V S N |
| 13. | Do your parents promptly attend to you/your brothers/sisters whenever you/your brothers/sisters fall sick ? | V S N |
| 14. | Do your parents rejoice in your success ? | V S N |
| 15. | Do your parents shout in anger ? | V S N |
| 16. | Whenever somebody in your family falls sick, do the other members remain concerned about him/her ? | V S N |
| 17. | Do your parents warn your brothers/sisters if they interfere in your work/activities ? | V S N |
| 18. | Does your mother bother whether you have food or not ? | V S N |
| 19. | Do your parents appreciate your ideas/views/opinions ? | V S N |
| 20. | Do your parents bicker over small matters ? | V S N |
| 21. | Do you feel that your parents enjoy fulfilling your wishes ? | V S N |
| 22. | Do your parents allow you/your brothers/sisters to do their work freely (no unnecessary interference) ? | V S N |
| 23. | Do your parents feel upset when you/your brothers/sisters come home late ? | V S N |
| 24. | Do your parents appreciate your efforts ? | V S N |
| 25. | Whenever your parents get angry with each other, do they make efforts to sort out things together ? | V S N |

26. When your mother is sick, does your father give her medicine with love and affection ? V S N
27. Does your mother unnecessarily interfere in the work of your father ? V S N
28. Do your parents give you other work when you need to study at home ? V S N
29. When anyone makes a mistake in your family do the others ridicule him/her ? V S N
30. Whenever your parents get angry with you, do they talk to you later on with affection ? V S N
31. Whenever your father is in trouble does your mother stand by him with love and regards ? V S N
32. Does your father unnecessarily interfere in the work of your mother ? V S N
33. Do your parents care to know the character of your friends ? V S N
34. Do your parents encourage you to do challenging tasks ? V S N
35. Do your parents often fail to arrive at mutually acceptable solutions to problems in the family. V S N
36. Do you all in your family enjoy having meals/tea/breakfast together ? V S N
37. Do your parents allow you to buy things for yourself ? V S N
38. Whenever somebody in your family looks sad, do the other members immediately enquire about it ? V S N
39. Do your parents encourage each other to do challenging tasks ? V S N
40. Do the members in your family break things in anger ? V S N
41. Do you feel that your parents don't want to remain separated from each other even for a few days ? V S N
42. Do your parents get angry if you play with your friends without their permission ? V S N

43. When somebody in your family is In trouble does he/she get help and sympathy from other members immediately ? V S N
44. Do your parents try to sincerely provide you the things you like ? V S N
45. Does your father beat your mother when he gets angry with her ? V S N
46. Do you feel that your brother/sister should not share anything (e.g: room, study material) with you ? V S N
47. Do your parents easily give you permission to attend social functions, community festivals ? V S N
48. Are the members in your family careful not to hurt anyone's sentiments (in the family) by making adverse remarks ? V S N
49. Do your parents criticize you in front of others ? V S N
50. If there is a disagreement on a matter between your father and mother do they sort it our immediately ? V S N
51. Do your parents discuss together before taking important decisions ? V S N
52. Do your parents willingly allow you to watch programs on TV/ listen to radio/go for a good movie ? V S N
53. Whenever your mother falls sick does your father attend to her immediately ? V S N
54. When you have made a mistake do your parents forgive you ? V S N
55. Do your parents quarrel over small matters ? V S N
56. Do you confide in your parents/brother/sister ? V S N
57. Does your mother prepare special food items which you like ? V S N
58. Do your parents use rude words with you ? V S N
59. Do your parents beat you when they get angry with you ? V S N
60. Do your parents enquire whether you have done your homework or not ? V S N

- | | | |
|-----|--|-------|
| 61. | Do your parents like to take you to market/public functions/
theatre ? | V S N |
| 62. | Do your parents consider you as a burden ? | V S N |
| 63. | Do your parents praise when you do something good ? | V S N |
| 64. | Do your parents criticize each other ? | V S N |
| 65. | Do your parents try to fulfil your wishes/needs ? | V S N |
| 66. | If two family members want to do two different activities do
they resolve the matter peacefully ? | V S N |
| 67. | Do your family members enjoy doing things together ? | V S N |

APPENDIX - C

**SOCIO-EMOTIONAL PROBLEMS INVENTORY FOR
SCHOOL CHILDREN (SEPISC)**

Guide: Dr. G.C. Pradhan

Investigator: Miss Geeta Iyer

Your Name : _____
Name of the School : _____
Class : _____ Section : _____
Roll No. : _____ Gender (Boy/Girl) : _____

Dear Students,

Everyone is interested in knowing more and more about his/her personality. Are you also interested ? If yes, give your response honestly and thoughtfully to all the statements given on the following pages. It will help you to obtain a better understanding of yourself.

Each statement is followed by two responses, viz: Agree & Disagree. If you agree with a statement then put a 'X' in the box given under AGREE. On the contrary, if you disagree with a statement then put a 'X' in the square box given under DISAGREE. This is to assure you that all information provided by you will be kept confidential.

There is no time limit but work as fast as you can. Give your response to all the statements.

- | | AGREE | DISAGREE |
|---|--------------------------|--------------------------|
| 1. I get scared when I think about earthquake, fire, lightning etc. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I am scared of staying in a dark room alone. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I get disturbed when there is a complaint against me. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I remain sad often | <input type="checkbox"/> | <input type="checkbox"/> |

		AGREE	DISAGREE
5.	Sometimes I get such thoughts in my mind due to which I cannot sleep.	<input type="checkbox"/>	<input type="checkbox"/>
6.	I get disturbed easily.	<input type="checkbox"/>	<input type="checkbox"/>
7.	Sometimes I do things against my wishes under other's influence	<input type="checkbox"/>	<input type="checkbox"/>
8.	Sometimes I feel lonely even in a group	<input type="checkbox"/>	<input type="checkbox"/>
9.	I become tearful very easily.	<input type="checkbox"/>	<input type="checkbox"/>
10.	Sometimes unnecessary thoughts come to my mind and I get upset about the same.	<input type="checkbox"/>	<input type="checkbox"/>
11.	I get depressed if I score low marks in an examination.	<input type="checkbox"/>	<input type="checkbox"/>
12.	I get excited often.	<input type="checkbox"/>	<input type="checkbox"/>
13.	I loose my courage easily.	<input type="checkbox"/>	<input type="checkbox"/>
14.	I feel shy easily.	<input type="checkbox"/>	<input type="checkbox"/>
15.	I get angry easily.	<input type="checkbox"/>	<input type="checkbox"/>
16.	I get anxious about possible dangers.	<input type="checkbox"/>	<input type="checkbox"/>
17.	Sometimes I feel sad and sometimes happy even without any reason.	<input type="checkbox"/>	<input type="checkbox"/>
18.	Sometimes I feel upset without any reason.	<input type="checkbox"/>	<input type="checkbox"/>
19.	I feel jealous of people who look happy.	<input type="checkbox"/>	<input type="checkbox"/>
20.	I get angry when I am not provided with the thing I want.	<input type="checkbox"/>	<input type="checkbox"/>
21.	I cannot tolerate if anybody criticises me.	<input type="checkbox"/>	<input type="checkbox"/>
22.	Sometimes I do feel that people around me are spying me.	<input type="checkbox"/>	<input type="checkbox"/>
23.	I feel shy to talk to strangers.	<input type="checkbox"/>	<input type="checkbox"/>
24.	I often get worried.	<input type="checkbox"/>	<input type="checkbox"/>
25.	I often get into argument with people.	<input type="checkbox"/>	<input type="checkbox"/>
26.	I often live in a world of my imagination.	<input type="checkbox"/>	<input type="checkbox"/>
27.	I feel afraid when people quarrel among themselves.	<input type="checkbox"/>	<input type="checkbox"/>

	AGREE	DISAGREE
28. I often feel just miserable.	<input type="checkbox"/>	<input type="checkbox"/>
29. I day dream frequently.	<input type="checkbox"/>	<input type="checkbox"/>
30. I feel very upset when things go wrong for no fault of mine.	<input type="checkbox"/>	<input type="checkbox"/>
31. Sometimes I have the difficulty in getting to sleep even when there are no noises to disturb me.	<input type="checkbox"/>	<input type="checkbox"/>
32. I get disturbed when someone criticises me.	<input type="checkbox"/>	<input type="checkbox"/>
33. I get frightened when I have to see a doctor about some illness.	<input type="checkbox"/>	<input type="checkbox"/>
34. I cannot speak in front of my class (class-mates).	<input type="checkbox"/>	<input type="checkbox"/>
35. I like to see people fighting among themselves.	<input type="checkbox"/>	<input type="checkbox"/>
36. I feel uncomfortable while talking in a group.	<input type="checkbox"/>	<input type="checkbox"/>
37. I hesitate to give an answer in the class inspite of knowing the same.	<input type="checkbox"/>	<input type="checkbox"/>
38. I get nervous if a teacher suddenly calls me.	<input type="checkbox"/>	<input type="checkbox"/>
39. I would hesitate to enter a room where some people are talking.	<input type="checkbox"/>	<input type="checkbox"/>
40. I do not like to become the leader of a group.	<input type="checkbox"/>	<input type="checkbox"/>
41. I do not take interest in attending social functions.	<input type="checkbox"/>	<input type="checkbox"/>
42. I would feel comfortable to talk to a person newly introduced to me.	<input type="checkbox"/>	<input type="checkbox"/>
43. I would never like to introduce people in social functions.	<input type="checkbox"/>	<input type="checkbox"/>
44. I would not enjoy participating in school plays	<input type="checkbox"/>	<input type="checkbox"/>
45. I never deliver speech in the school assembly if asked to do so.	<input type="checkbox"/>	<input type="checkbox"/>
46. I find it difficult to speak in public.	<input type="checkbox"/>	<input type="checkbox"/>
47. I feel embarrassed when I have to enter the school assembly after everyone else is assembled.	<input type="checkbox"/>	<input type="checkbox"/>

	AGREE	DISAGREE
48. I hesitate to participate in group activities.	<input type="checkbox"/>	<input type="checkbox"/>
49. I cannot talk to a stranger.	<input type="checkbox"/>	<input type="checkbox"/>
50. I would feel proud of myself when I talk in the class on any topic.	<input type="checkbox"/>	<input type="checkbox"/>
51. I would not like to undertake social work.	<input type="checkbox"/>	<input type="checkbox"/>
52. I prefer making friends with a selected few rather than with many people.	<input type="checkbox"/>	<input type="checkbox"/>
53. I make friendship hurriedly without studying the person.	<input type="checkbox"/>	<input type="checkbox"/>
54. I avoid talking to people known to me in front of others.	<input type="checkbox"/>	<input type="checkbox"/>
55. I avoid taking active part in community festivals.	<input type="checkbox"/>	<input type="checkbox"/>
56. I never take lead in social functions.	<input type="checkbox"/>	<input type="checkbox"/>
57. I hesitate to talk to people in public places.	<input type="checkbox"/>	<input type="checkbox"/>
58. I feel hesitant to mix with others though I have the desire to do so.	<input type="checkbox"/>	<input type="checkbox"/>
59. Others do not like me to mix with them.	<input type="checkbox"/>	<input type="checkbox"/>
60. I feel nervous when I have to speak out before the class.	<input type="checkbox"/>	<input type="checkbox"/>
61. I find it difficult to make friendly contacts with the members of opposite sex.	<input type="checkbox"/>	<input type="checkbox"/>
62. If I come late to a meeting I would prefer a back seat or leave the place than taking a front seat.	<input type="checkbox"/>	<input type="checkbox"/>
63. I would feel embarrassed if I have to ask for permission to leave a group of people.	<input type="checkbox"/>	<input type="checkbox"/>
64. I hesitate to volunteer in a class recitation.	<input type="checkbox"/>	<input type="checkbox"/>
65. I find it difficult to talk to strangers.	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX - D

EDUCATIONAL PROBLEM QUESTIONNAIRE

Guide: Dr. G.C. Pradhan

Investigator: Miss Geeta Iyer

Your Name : _____
Name of the School : _____
Class : _____ Section : _____
Roll No. : _____ Gender (Boy/Girl) : _____

Dear Students,

This questionnaire is aimed at collecting information about the problems generally school students face. Kindly answer all the questions. The information provided by you will be kept confidential.

The questions having alternatives please put 'X' in the appropriate box. For all other questions, write your answers on the space provided below the questions.

1. Which of the following facilities do you have in your home ?
a. Chair b. Table c. Bookshelf d. Electric light

2. Do you have a separate study room at home ? : Yes No
3. Do you have all the study material ? : Yes No
(Such as Notebooks, Textbooks, Compass box, Pen, Atlas, Dictionary etc.)
- If No,
 - a. What study materials you don't have ?

 - ii. Why do you not have these materials ?

4. Do your parents/guardian provide you with the necessary study materials in time ? : Yes No
- If No,
- i. How do you manage ?
-
5. Does any member of the family help you in your study ? : Yes No
- If yes, What type of help do you receive ?
- | | Person who helps | Name of help |
|----|----------------------------|--------------|
| a. | Father | _____ |
| b. | Mother | _____ |
| c. | Brother | _____ |
| d. | Sister | _____ |
| e. | Any other (Please specify) | _____ |
6. Have you ever failed in any class ? : Yes No
- If yes,
- i. What were the reactions of your parents/guardian ?
-
- ii. What were the reasons behind your failure ?
-
7. Do your parents/guardians compare you with other children who do well at studies ? : Yes No
- If yes, How do you feel ?
-
8. Do your parents/guardians encourage you to aim for doing better? Yes No
- If No, How do you feel ?
-

9. Do your parents/guardians expect you to score marks in examinations beyond your ability ? : Yes No
 - If Yes, How do you feel ?

10. Do the school head-teacher and teachers discriminate against you in any specific way ? : Yes No
 - If Yes, Please mention how ?

11. Do you feel that sometimes teacher(s) punish you without understanding your problems properly ? : Yes No
12. a. Do you complete your homework regularly ? : Yes No
 b. Do you complete assignments/projects regularly ? : Yes No
 - If No,
 i. Why ?

 ii. How do your teacher react ?

13. Do you feel that the homework assigned to you by the teachers are difficult ? : Yes No
 - If yes, name the subjects in which you the homework and assignment difficult _____
14. Do you feel that the text books are difficult for you ? : Yes No
 - If yes,
 i. Name the textbooks that are difficult for you ?

 ii. Which aspects of the above textbooks do you find difficult ?

15. Do you feel that the teaching methods used by the teacher(s) are not suitable? : Yes No
 - If Yes, State the defects in the methods of teachings according to you.

16. Do you get textbooks free of cost from the School/
 Government? : Yes No
17. Do you go for tuition classes? : Yes No
 - If Yes,
 Why? _____
 - If No,
 Why? _____
18. Do you feel that tuition is necessary? : Yes No
 - If Yes, Why?

19. How many hours on an average do you study at home every day? _____
20. Do your parents/guardians assign you other work to do when you sit for study at home? : Yes No
21. Do your parents/guardian want you to attend school regularly? : Yes No
 - If No, Why?

22. Do your parents/guardian want you to do homework and assignments regularly? : Yes No
23. Do you help your parents/guardian in domestic work? : Yes No
 - If Yes,
 i. Mention the domestic work that you do?

ii. Does it affect your study ?

24. Are you engaged in any work and earning to support your family ? : Yes No

- If Yes, In what type of work are you engaged in ?

25. Do your teacher(s) have a caste or class bias when dealing with you ? : Yes No

- If yes, How do you feel about it ?

26. Do you like all the School subjects ? : Yes No

- If No,

i. What subjects do you like the most and why ?

ii. Which subject(s) don't you like and why ?

27. Are you weak in any school subject(s) ? : Yes No

- If Yes,

i. Mention the subjects in which you are weak.

ii. In your opinion, why are you weak in these subject(s) ?

28. Do you feel that the teachers should give you extra coaching in the subject/topics in which you are weak ? : Yes No

29. Do your teachers provide you extra help in the subject topic in which you are weak ? : Yes No

- If Yes, In which subjects do you get such help ?

30. Do your teacher(s) help you wholeheartedly whenever you approach him/her with your academic problems ? : Yes No

31. Do your friends / classmates help you in your studies whenever you want so ? : Yes No

- If No, In your opinion, why don't they help you ?

APPENDIX - E

INFORMATION SCHEDULE

Year	Name	Sr. No.	First Generation Learners					Non-First Generation Learners					
			1	2	3	4	1	2	3	4	
1987-88													
1988-89**													
1989-90**													
1990-91**													
1991-92**													
1992-93*													
1993-94**													
1994-95**													
1995-96**													
1996-97**													

* Names of all the children who were enrolled in Class-I in 1987-88 were entered.

** The class in which a child was studying in the subsequent years (after 1987-88) was entered in each cell).

APPENDIX - F

**EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS
QUESTIONNAIRE**

Guide: Dr. G.C. Pradhan

Investigator: Miss Geeta Iyer

Name of your School: _____

Class _____

Division _____

Roll No. _____

Gender (boy/girl) _____

A. Educational Aspirations

Dear Students,

Students studying in school aspire to achieve/acquire different educational qualifications such as +2 Arts/Science/Commerce, +3 Arts/Science/Commerce, MA, M.Sc., M.Com., C.T., B.Ed., M.Ed., B.Pharm, B.Tech, M.Tech, M.B.B.S., M.D., M.S., M.Phil, Ph.D, D.Lit etc. You might have also aspired to achieve/acquire certain educational qualifications for yourself. So you are requested to give your response to the questions given below. However, if you are yet to have any aspiration to acquire a specific educational qualification, then simply write 'NA' against item No. 1 below and you need not have to respond to the subsequent questions (i.e Q.Nos. 2 & 3). There is no time limit to fill in the Questionnaire, but you are requested to fill it up as speedily as possible.

Q.1 Write the educational qualification you aspire most to achieve/acquire.

Ans: _____

Q.2 Who influenced you the most to aspire to achieve this educational qualification ?
(From the list given below please '✓' in the box against all those who influenced you)

- | | | | |
|----------------|--------------------------|--------------------------------|--------------------------|
| i) Father | <input type="checkbox"/> | ii) Mother | <input type="checkbox"/> |
| iii) Brother | <input type="checkbox"/> | iv) Sister | <input type="checkbox"/> |
| v) Grandfather | <input type="checkbox"/> | vi) Grandmother | <input type="checkbox"/> |
| vii) Relatives | <input type="checkbox"/> | viii) Teacher | <input type="checkbox"/> |
| ix) Friends | <input type="checkbox"/> | ix) Any other (please specify) | <input type="checkbox"/> |

Q.3 Which factor influenced you the most to aspire to achieve this educational qualification ?

(From the list given below, please '✓' in the box against those factors which influenced you).

- | | | | |
|------------------------|--------------------------|--------------------------------|--------------------------|
| i) Job prospects | <input type="checkbox"/> | ii) Financial consideration | <input type="checkbox"/> |
| iii) Personal Interest | <input type="checkbox"/> | iv) Social status | <input type="checkbox"/> |
| v) Any other | <input type="checkbox"/> | vi) Any other (Please specify) | <input type="checkbox"/> |

B. Occupational Aspirations

Dear Students,

As you know, people are employed in different jobs/occupied different positions like Clerk, Steno, Bank Manager, Peon, Teacher, Lecturer, Professor, BDO, District Magistrate, Post-Master, Judge, Doctor, Nurse, Bus Driver, Mechanic, Junior Engineer, Executive Engineer, Librarian, Pilot, Army Officer, Police Inspector, Constable, Salesman, Income-Tax Inspector, Tailor, Farmer, Carpenter, etc.

You might have also aspired to take up a job. So you are requested to give your response to the questions given below. However, if you have not yet decided about the job which you would like to join in future then write 'NA' against item No. 1 below on the space provided and you need not have to respond to the subsequent questions (i.e. Q.

No.s 2 and 3). There is no time limit to fill up this questionnaire. However, you are requested to fill it up as speedily as possible.

Q.1 Write down the name of the specific job/post which you aspire most to join ?

Ans: _____

Q.2 Who influenced you the most to aspire to take up this job ?

(From the list given below please '✓' in the box against the person who influenced you the most).

- | | | | |
|-------------------|--------------------------|-------------------------------|--------------------------|
| i) Father | <input type="checkbox"/> | ii) Mother | <input type="checkbox"/> |
| iii) Brother | <input type="checkbox"/> | iv) Sister | <input type="checkbox"/> |
| v) Grandfather | <input type="checkbox"/> | vi) Grandmother | <input type="checkbox"/> |
| vii) Relatives | <input type="checkbox"/> | viii) Teacher | <input type="checkbox"/> |
| ix) Friends/Peers | <input type="checkbox"/> | x) Any other (Please specify) | <input type="checkbox"/> |

Q.3 Which of the following factor influenced you the most to aspire to join this job ?

(From the list given below, please '✓' in the box against the factor that influenced you).

- | | | | |
|----------------------------|--------------------------|---------------------------------|--------------------------|
| i) Financial consideration | <input type="checkbox"/> | ii) Promotional Prospects | <input type="checkbox"/> |
| iii) Social status | <input type="checkbox"/> | iv) Personal Interest | <input type="checkbox"/> |
| vi) Any other | <input type="checkbox"/> | vii) Any other (Please specify) | <input type="checkbox"/> |

APPENDIX - G

INTERVIEW SCHEDULE FOR FIRST GENERATION LEARNERS

Questions during informal conversational interview were framed keeping in mind the information to be collected based on the following points.

1. Relationship between family members.
2. Feelings on behaviour of parents.
3. Help from parents/family members at study.
4. Parental encouragement/expectations.
5. Study hours at home.
6. Facilities for study at home.
7. Domestic work/part time job.
8. Private tuition.
9. School curriculum.
10. Teachers and teaching methods.

APPENDIX - H

INTERVIEW SCHEDULE FOR PARENTS OF FIRST GENERATION LEARNERS

Questions were framed and asked during informal conversational interview keeping in mind the following points.

1. Family members and their habits/behaviour.
2. Relation between parents.
3. Concept of education.
4. Importance of education.
5. Attending to educational needs of children.
6. Interest in educating the children.
7. Encouragement to children/expectations
8. Need for Government help.
9. Domestic work/employment of children.
10. Problem of Children.

APPENDIX - I

INTERVIEW SCHEDULE FOR DROP-OUT FIRST GENERATION LEARNERS

1. Why did you dropout ? Please explain the reasons behind leaving school.

Note: Since the interview was unstructured, the investigator had decided only this question prior to the actual interview. However, she asked many questions subsequently based on the responses of the subjects keeping in mind the probable factors associated with dropout.

APPENDIX - J

**INTERVIEW SCHEDULE FOR PARENTS OF DROPOUT
FIRST GENERATION LEARNERS**

1. Why did your son/daughter leave school before completing S.S.C. (Class – X) ?
Kindly explain the reasons.

Note: Though the investigator had prepared only this questions prior to the actual interview, she asked many more questions subsequently based on the responses of a interviewee to elicit his/her responses relating to various probable causes of dropout.

APPENDIX - K

INTERVIEW SCHEDULE FOR ACADEMICALLY BACKWARD FIRST GENERATION LEARNERS (WHO HAD FAILED IN DIFFERENT CLASSES)

1. According to you, what are the causes (associated with the school) for your academic backwardness ?

2. According to you, what are the causes (associated with your home/family environment) for your academic backwardness ?

Note: These are the two broad questions, which the investigator kept in mind before conducting interview. However, the interview was unstructured and therefore, many more questions were asked to an interviewee based on the responses to the previous questions keeping in mind the responses to be elicited regarding the causes of academic backwardness.

APPENDIX - L

INTERVIEW SCHEDULE FOR NON-FIRST GENERATION LEARNERS

Questions during informal conversational interview were framed and asked to the respondents based on the following points.

1. Facilities for study at home.
2. Study material.
3. Help from family members at study.
4. Help to family members.
5. Interpersonal relation among family members.
6. School curriculum and textbooks.
7. Teachers and teaching methods.

APPENDIX - M

INTERVIEW SCHEDULE FOR TEACHERS AND HEAD-TEACHERS

1. Why do the first generation learners dropout ?
2. What are the causes of low achievement / stagnation among first generation learners ?
3. Why do many of the first generation learners feel that they are discriminated in school ?
4. What differences do you observe between first and non-first generation learners in their participation in academic and co-curricular activities ?
5. What problems do the first generation face in relation to their study ?

Note: Though only these five questions were prepared in advance, the investigator asked many more questions during interview to elicit as much responses as necessary.

APPENDIX - N

OBSERVATION GUIDE

The following aspects were considered for observation:

- Location of house.
- Type of house.
- Number and size of rooms.
- Maintenance of house.
- Arrangement of things/gadgets.
- Electricity and other facilities.
- Facilities for study/study room.

APPENDIX - O

ATTITUDE SCALE TOWARDS EDUCATION

Your Name : _____
Name of the School : _____
Class : _____ Division : _____
Roll No. : _____ Gender (Boy/Girl) : _____

Dear Students,

What you have in your hand is an attitude scale to measure your attitude towards education. There are 22 statements in all. Read each statement carefully and put a '✓' in the bracket against each of those terms with which you agree.

1. Education is very important to get success in life. ()
2. I do not see any use of education. ()
3. People become proud after achieving higher education. ()
4. Education is badly needed for character formation. ()
5. Without education we will not become good citizens. ()
6. After being highly educated people forget about God. ()
7. Anyway I like to admit that I don't like to study. ()
8. I enjoy studies very much. ()
9. I don't wish to keep any relation with education. ()
10. It is necessary to give preference to education in order to keep alive the Indian culture. ()
11. I am forced to go to school. ()
12. Lack of education is the cause of all evils. ()
13. I think all children should be give education till S.S.C. ()
14. If I can spend my time leisurely then I will never think of studies. ()
15. I think by education we benefit somehow or other. ()

16. I think education will be very much beneficial for me. ()
17. I prefer playing games to studies. ()
18. I feel spending time for studies is unnecessary. ()
19. Education causes more loss than gain. ()
20. I have to accept that I like studies. ()
21. I have interest in studies, but my opinion is that we must not worry about studies. ()
22. After being educated people disrespect their parents. ()

APPENDIX - P

SELF-CONCEPT QUESTIONNAIRE

Dr. R.K. Saraswat

Please fill up the following blanks:

Your Name : _____

Name of your school: _____

Class : _____ Division _____

Roll No.: _____ Gender: Boys Girls

Dear Students,

All persons are not equal. Every person has some characteristics which differentiate him from others. These characteristics form the basis of different nature of persons. Here are some questions regarding these characteristics. You might have these qualities in varying quantities. I want to know how these qualities affect different aspects of your life. The success of this objective depends on your cooperation. I assure you that your answers would be kept secret. I request you to answer unhesitantly.

How to Answer ?

On the following pages there are some questions and their probable answers given against them. You read them carefully and whichever suits you, put a tick (✓) in the blank space (bracket) given against it. You have to mark only one answer. An illustration is given below. There is no time limit for it but you should answer it as speedy as possible.

Illustration:

* What type of teeth do you have ?

If you think that you have beautiful teeth, you tick (✓) in the bracket given below the word 'beautiful'.

Very Beautiful	Beautiful	Average	Beautiless	Beautiless at all
()	()	()	()	()

Kindly answer the following questions in the same way.

1. Do your friends come to you for advice ?

Always	Usually	Sometimes	Usually Not	Never
()	()	()	()	()

2. What do you think about your appearance ?

Very Beautiful	Beautiful	Satisfactory	Not-Satisfactory	Ugly
()	()	()	()	()

3. How do you find your-self in doing physical work ?

Very Strong	Strong	Average	Delicate	Very Delicate
()	()	()	()	()

4. How do you find your temperament ?

Always cheerful	Cheerful	Normal	Sometimes Unhappy	Always Unhappy
()	()	()	()	()

5. How do you like school studies ?

Very Good	Good	Average	Not good	Not good at all
()	()	()	()	()

6. Do you believe in religious customs and traditions ?

Very much	Usually	Normally	Sometimes	Never
()	()	()	()	()

7. Do you participate in criticising others ?

Always	Mostly	Generally	Not usually	Never
()	()	()	()	()

8. Do you express your ideas frankly in the presence of others ?

Always	Mostly	Generally	Not usually	Never
()	()	()	()	()

9. How do you like your complexion ?

Very beautiful	Beautiful	Satisfactory	Not-satisfactory	Ugly
()	()	()	()	()

10. Do you think yourself one of the cheerful persons ?

Always	Mostly	Sometimes	Seldom	Never
()	()	()	()	()

11. Do you behave abnormally also ?

Always	Mostly	Sometimes	Seldom	Never
()	()	()	()	()

12. Do you think yourself an experienced person ?

Highly	Usually	Average	Less experience	Without any experience
()	()	()	()	()

13. Do you think about your teachers ?

Always	Mostly	Normally	Usually Not	Never
()	()	()	()	()

14. Do you think yourself to be a cool-tempered man ?

Very much	Usually	Average	Some disturbed	Much disturbed
()	()	()	()	()

15. Are you regular in doing your homework/assignments ?

Always	Mostly	Normally	Sometimes	Never
()	()	()	()	()

16. Do you insult others ?

Never	Not often	Usually	Mostly	Always
()	()	()	()	()

17. Do you have difficulty in understanding something when the teacher explains in the class ?
- | | | | | |
|-------|---------|-----------|-----------------------|-------------------------|
| Never | Usually | Generally | Often feel difficulty | Usually feel difficulty |
| () | () | () | () | () |
18. Do you think if you get an opportunity you can discover something new ?
- | | | | | |
|------------|---------------|----------|----------|------------|
| Definitely | Most probably | Probably | Doubtful | Not at all |
| () | () | () | () | () |
19. Do you feel irritated if somebody finds fault with your work ?
- | | | | | |
|-------|-------------|-----------|---------|--------|
| Never | Usually not | Sometimes | Usually | Always |
| () | () | () | () | () |
20. How do you find your personality ?
- | | | | | |
|-----------------|------------|--------|--------------|----------------------|
| Most attractive | Attractive | Normal | Unattractive | Totally unattractive |
| () | () | () | () | () |
21. How do you like the company of others ?
- | | | | | |
|-------------|-------------|--------------|----------------|------------|
| Always good | Mostly good | Usually good | Sometimes good | Never like |
| () | () | () | () | () |
22. How much are you satisfied with your weight ?
- | | | | | |
|-----------------|-----------|-------------------|------------------|-------------|
| Fully satisfied | Satisfied | Usually satisfied | Not so satisfied | Unsatisfied |
| () | () | () | () | () |
23. Do you feel irritated while you face petty difficulties ?
- | | | | | |
|-------|------------|-----------|-----------|--------|
| Never | Mostly not | Generally | Sometimes | Always |
| () | () | () | () | () |
24. Are you coward by nature ?
- | | | | | |
|-------|------------|-----------|-----------|--------|
| Never | Mostly not | Generally | Sometimes | Always |
| () | () | () | () | () |

25. How much are you satisfied with the present position of your studies in class ?

Completely satisfied	Somewhat satisfied	Average	Somewhat dissatisfied	Totally dissatisfied
()	()	()	()	()

26. How do you like school examination ?

Like very much	Mostly like	Generally like	Seldom	Never like
()	()	()	()	()

27. How is your voice ?

Very good	Good	Normal	Not good	Unsatisfactory
()	()	()	()	()

28. Are you curious to know the end while reading a novel or seeing a movie ?

Always	Usually	Normally	No	Not at all
()	()	()	()	()

29. How do you find your health ?

Very good	Good	Average	Weak	Feeble
()	()	()	()	()

30. How is your attendance in the class ?

Always present	Usually present	Average	Generally present	Usually absent
()	()	()	()	()

31. How much are you satisfied with your height ?

Fully satisfied	Satisfied	Normal	Somewhat dissatisfied	Fully dissatisfied
()	()	()	()	()

32. Do you try to get first position in the tests given in the class ?

Always	Usually	Generally	Often Not	Never
()	()	()	()	()

33. Do you take care of the merits and demerits of a work before doing it?
- | | | | | |
|--------|---------|-----------|-----------|-------|
| Always | Usually | Generally | Often not | Never |
| () | () | () | () | () |
34. Where do you place yourself while speaking truth ?
- | | | | | |
|--------------------|---------------------|------------------------------------|-----------------------|------------------------------------|
| Always speak truth | Usually speak truth | Usually hesitate in speaking truth | Generally speak truth | Always have to resort to falsehood |
| () | () | () | () | () |
35. Where do you place yourself in obeying public rules e.g. rules pertaining to public place like road, park, railway station etc.
- | | | | | |
|-------------------|--------------------|----------------------|---------------------------|----------------------|
| Always obey rules | Usually obey rules | Generally obey rules | Usually do not obey rules | Never care for rules |
| () | () | () | () | () |
36. Are you more intelligent than your colleagues/peers ?
- | | | | | |
|----------------|---------|-----------|------|------------|
| Certainly more | Usually | Generally | Less | Not at all |
| () | () | () | () | () |
37. Do you take part in organising it when your classmates go to picnic etc. ?
- | | | | | |
|--------|---------|-----------|-------------|-------|
| Always | Usually | Generally | Usually not | Never |
| () | () | () | () | () |
38. Do you solve yourself the difficulties and problems of your studies ?
- | | | | | |
|--------------|---------------|-----------------|----------------------|-----------------------|
| Always solve | Usually solve | Generally solve | Usually cannot solve | Always help to others |
| () | () | () | () | () |
39. How much do you attend to artistic aspect of the photograph while seeing or making it ?
- | | | | | |
|--------------------------|---------------------|------------------------|---------------------|---------------------------|
| Give very much attention | Give much attention | Give average attention | Give some attention | Do not give any attention |
| () | () | () | () | () |

40. What will you do if you are doing some important work and your friends ask you to accompany them for a walk ?
- Will start immediately ()
- Will go after thinking for sometime ()
- Will keep silent ()
- Will not go after thinking for sometime ()
- Will refuse at once ()
41. While taking the examination you are not able to answer some questions and a book of the same subject is lying near you, will you take help of the book ?
- Will never do such thing ()
- Do not have the courage to do inspite of will ()
- Generally do not do this ()
- Will use the book if get an opportunity ()
- Will immediately use the book ()
42. If get an opportunity to drink water in the house of so called low caste persons, what will you do ?
- Shall take water ()
- Will take water after some consideration ()
- Will care for cleanliness ()
- Will take water but would tell nobody ()
- Will not take water ()
43. Do you hesitate in mixing with persons of opposite sex ?
- Do not hesitate at all ()
- Sometimes hesitate ()
- Generally do not hesitate ()
- Usually hesitate ()
- Always hesitate ()

44. You are standing in the bus queue for a long time when bus comes, the conductor takes some passengers and stops your turn because there is no space in the bus, what will you do in these circumstances ?
- Will wait for the next bus ()
- Will request the conductor ()
- Will run and try to board the bus ()
- Will push the other passengers and try to board the bus ()
- Will make a noise ()
45. What will you do if you come to know of immoral character of your friend ?
- Will completely break the friendship ()
- Will lessen the friendship ()
- Will continue friendship but will try to make him understand ()
- Will continue friendship as it was ()
- Will strengthen the friendship ()
46. You have to do four tasks (a) you have to call a doctor to show your sick brother (b) you have to do the preparation for going out the next day (c) you have to read novel (d) the friend is going away, you have to see him. What will you do in the first place ?
- Will call the doctor to show the sick brother ()
- Will prepare for going out ()
- Will read novel ()
- Will go to see the friend ()
- Will not do any of the above mentioned work ()
47. Your friend gives you one thousand rupees to keep and when you count they are eleven hundred, what will you do ?
- Will return one hundred rupees to the friend at once ()
- Will tell the friend at once ()
- Will return 1100 rupees while returning them ()

- If the friend does not come to know, will take out one ()
hundred rupees if possible ()
Shall take out one hundred rupees ()

48. Do you like to do the work keeping in mind the desire of other ?

- Always do the work keeping in mind the desire of other ()
Usually do the work keeping in mind the desire of other ()
Generally do the work keeping in mind the desire of other ()
Sometimes do not care for the liking of other ()
Always do according to one's own will ()

SCQ

SCORING TABLE (AREA WISE)

A	B	C	D	E	F
Item No	Item No.	Item No.	Item No.	Item No.	Item No.
Score	Score	Score	Score	Score	Score
2	1	4	5	6	7
3	8	10	13	34	11
9	21	14	15	35	12
20	37	16	17	41	18
22	40	19	25	42	33
27	43	23	26	44	36
29	46	24	30	45	38
31	48	28	32	47	39

Sum of all areas _____

APPENDIX Q

VOCATIONAL ASPIRATION CLASSIFICATORY SCHEDULE

Vocational Fields	Level I	Level II	Level III
Engineering	Engineering-in-chief, Chief Engineer, Chief Architect, Director, General Design, Chief Town Planner, Surveyor General, Director General Borders Roads, Controller Aeronautical Inspection.	Executive Engineer, Architect, Electrical Engineer, Mechanical Engineer, Civil Engineer, Mining Engineer, Agro Engineer, Works Managers, Town Planners	Draftsman, Overseer, Foreman, Works Inspector, Radio Mechanic, Electrician, Wireless Operator, Surveyor, Refrigerator Mechanic, Fitter, Turner, Motor Mechanic, Welder, Mould Sheet Metal Worker, Die Maker
Medical Health	Medical Specialist, Surgical Specialist, Principal, Medical Colleges, Director Medical Institutes, Director Health Services	Surgeon, Veterinarian, Dental Surgeon, Pharmaceutical Chemist, Dentist, Public Analyst, Animal Pathologist	X-ray Technician, Sanitary Inspectors, Laboratory Technician, Dressers, Pharmacist, Vety. Compounder, Nurse, Radiologist, Health Visitor, Vaccinator, Dental Assistant, Operation Theatre Assistant
Teaching & Welfare	Vice-Chancellor, High Court Judge, Labour Commissioner, University Professors, Registrar General and Census Commissioner, Chief Election Commissioner, Commissioner, Schedule Castes and Tribes	District Education Officer, District Welfare Officer, University Reader, Lecturer, Labour Welfare Officer, Development Officer, Dy. Director Social Welfare, Labour Officer, High Court Advocate, Magistrate, Public Prosecutor, Employment Officer	High School Teacher, Primary School Teacher, Village Level Worker, Panchayat Secretary, Social Worker, Block Education Officer, Social Education Organization.

Vocational Fields	Level I	Level II	Level III
Administrative & Clerical	Governor, Accountant, General Chairman Banks, Chief Secretary to Government, Comptroller and Auditor General, Deputy Commissioner, Commissioner, Secretary to Governments, Financial Commissioner, Principal, Secretary to Chief Minister	Under Secretary, Deputy Secretary, Tehsildar, Manager Factory, Officer Superintendant (Gazetted) Manager Life Insurance Corporation, Managing Director Corporation	Patwari, Kanungo, Storekeeper, Clerk, Cashier, Steno, Office Assistant, Accountant, Key Punch Operator, Typicst, Meter Reader, Telephone Operator, Receptionist, Calculating Machine Operator
Sales & Business	Development Commissioner, Small Scale Industries, Registrar of Companies, Wholesale Dealer, Regional Sales Manager	Divisional Manager Life Insurance Corporation, Branch Manager, Life Insurance Corporation, Development Officer, Distributor, Sales Officer, Chief Medical Representative, Sales Manager, Sales Supervisor, Chartered Accountant	Sales Representative, Shopkeeper, Insurance Agents, Salesman, Storekeeper, Booking Clerk, Sales Agents
Services	Managing Director Hotel (5 Stars), Director General Civil Aviation, General Manager Railways, Controller of Aerodromes, Central Provident Fund Commissioner, General Manager Telephones, Director General Resettlement, Director General Post & Telegraphs.	Director Hospitality Organization, Tourist Reception Officer, Manager Transport, Manager Big Centeen, Traffic Manager, Pilot (Commercial) Divisional Superintendent	Bus Conductor, Travel Agent, Air Hostess, Tourist Guide, Head Cook, Flight Assistant, Railway Guard

Vocational Fields	Level I	Level II	Level III
Literary	Prominent Novelist, Prominent Author, Eminent Historian, Chief Editor Newspaper	Publicity Officer, Staff Reporter, Press Representative, Editor, Sub-Editor	Proof Reader, Transistor, Interpreter, Lexicographer, Petition Writer, Script Writer
Artistic & Musical	Film Producer, Music Director, Film Director, Director General All India Radio	Commercial Artist, Cinematographer, Film Editor, Reputed Singer, Poet, Sculptor, Novelist, Reputed Kwal	Photographer, Orchestra Conductor, Singer, Dancer, Cameraman
Outdoor	Director General Crops, Director & Warden of Fisheries, Director Marketing, Director of Agriculture, Chief Conservator of Forests and Warden Wild Life	Geologist, Coach Sports, Forest Officer, Farm Manager, Reputed Umpire, Forest Ranger, Divisional Conservator of Soil.	Ticket Checker, Grain Grader, Agriculture Inspector, Agriculture Inspector, Auctioneer Farmer, Farm Assistant
Protective	Commandant General (Home Guards), Civil Defence, Army General, Director Civil Defence, Inspector General Police, Chief Air Marshal, Vice Admiral, Senior Superintendent Police, Inspector General Prisons	Deputy Superintendent Police, Fire Officer, Security Supervisor, Security Officer, Lieutenant, Captain (Military)	Fire Fighter, Police Inspector, Head Constable, Sub-Inspector, Police Forester