



CHAPTER – VII

Qualitative Analysis

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QUALITATIVE ANALYSIS

“People who live with low love for self or others, easily succumb to health problems, owing to lack of faith combined with weakness and fear of mind, that robs all its powers” – Swami Vivekanand.

Introduction

Often one finds disorganized young students dashing about everywhere and getting no-where in the neighborhood, or community. Talking to school teachers reveal a common complaint that, a great many students are very uninvolved in study, having little initiative and / or taking to addiction, sneaky heterosexual loitering. Meeting mothers of adolescents and that too boys, bring out obviously that their sons / daughters get frustrated easily, loose temper or, or that they are changed personality, who are aggressively assertive. Having a quick look at daily newspaper or, interrelating with mothers at social gatherings focus upon a familiar widespread problem that is distress / tension encountered by parents, whose children are studying in standard IX, X, XI or XII. In fact apprehensions of both students and parents are so overwhelming that, approaching board exams is almost a terror, a routine procedure inducing panic. Hence, the researcher has opted for a participatory information collection through the use of Focused Group Discussion with students and Group Interview with parents as well as teachers to avail a holistic understanding about the topic for research that is a burning issue in contemporary time.

This data has served as precursor to the quantitative data collected. While the case study has served as an epilogue to the quantitative data collected.

While the previous two chapters aim at discussing the findings and highlights the interpretation of the statistical data, the present chapter deals with content analysis.

A broad range is attempted to be understood like cultural connotation, changing trends and the opinion of the mass with respect to the education systems, the social change and influence on the family. The research has helped to understand the problem of students stress as per various disciplines like psychology, sociology and child development. Inferences are drawn about the contents too formulate assumptions for further action research

The 'Charotar Area' has unique features as per the Systems Theory and Structurism theory, having paradoxical connotation at the subtler level with respect to contribution towards stress. Hence, a humble effort is made by the researcher to focus on the authenticity to the best possible extent through patient enduring encounter with the community of parents, teachers and students themselves.

However it has limitations of a short term study. The researchers wish to tape the discussion and dialogue has not been possible for want of consent from the respondents. The data is collected through the following sources and techniques.

- FOCUSED GROUP DISCUSSION WITH STUDENTS
- GROUP INTERVIEW WITH PARENTS
- GROUP INTERVIEW WITH TEACHAERS

Methodology

The present study has tried to elicit the commonalities in the valuation of challenges / problems that is experienced / perceived by three different groups that forms the basic alliance for students stress, that is students themselves, parents and teachers.

Any evaluation of the quality acquires relevance, only when it is mediated through society and group affiliation with respect to some, or all its attributes.

Inductive inferential method becomes relevant by means of repeatability, based on the commonality in perception.

The two dimensions of variability are Taluka and habitat with respect to basic situational challenges encountered.

The group of parents and teachers from urban and rural habitat are interviewed separately in each Taluka.

Only students scoring 50% and above are taken.

In Anand 7 schools from urban and 7 schools from rural area are selected. The parents of the selected schools are interviewed in a group at a centrally located school.

There are 2 rural schools and 6 urban schools and in Borsad 6 urban schools and 3 Rural schools. The method of interview is the same. Care is taken to adhere to the main classification that is based on habitat (area).

In a similar manner teachers and principals are grouped and interviewed. Focused group discussion with students is also done in the same manner. A skeletal guideline is prepared in advance, to give direction to the discussion and interview.

The discussion of the chapter is divided into 4 parts.

- Part A : Highlights of focused group discussion.
- Part B : Highlights of Interview with principals and Teachers.
- Part C : Highlights of Interview with Parents group.
- Part D : Summary and inference

The content has been divided into 6 sections

- 1) About education system and examination system
- 2) About school infrastructure, classroom strength, subjects and syllabus
- 3) About teachers
- 4) About family / parents
- 5) Challenges and stressors for students, parents, teachers.
- 6) coping mechanism or “Stress wise” suggested by students, parents, teachers.

Note:

- ❖ Points brought out by the students group based on the skeletal guide line have been written on the black board and summarized later.
- ❖ A recorder has been decided for parents group and teachers group, as well as the report of the researcher is verified.
- ❖ A total of 88 focus group discussions for student, and corresponding group interview with parents and teachers have been done.
- ❖ The total number of participants have varied between 20 to 30 per group for the feasibility aspect, although ideally there ought to be only ten members for group.

A) ACCOUNT OF INFORMATION GATHERED: FOCUSED GROUP DISCUSSION

1. Education System & Issues

- As far as academic performance is concerned there is controversial opinion. Most students feel that learner can not be measured on the basis of marks scored. Many feel that marks are evidence of cramming from 'guide books, or, slogging routinely rather than application of intellect. A few feel that, scoring good percentage is the combined out come of proper planning, study skills and habits, discipline and perseverance along with being intelligent. Thus the discussion reflects the mixed values of the student.
- Many students are against the high capitation fee that is irrational and exorbitant. While a few supported it, on the grounds that at least more students can have access to literacy, with the increasing seats and institutions.
- The discussion has touched upon the controversy of reservation, the cut off marks and discrepancy of range. It has also focused on the advantage and disadvantages associated with caste system in education while caste system religious / ethnic groups promotes social support net work for less 'competent and students coming from / low middle socio – economic background, such groups only advocates discrimination against mass and power concentration in few hands. This phenomenon adds on to the insecurity of other students. Unanimously students from urban habitat feel that social support and government aid should be well planned to strengthen the existing education system.
- Several students have expressed dissatisfaction over the ethnic or religious community support that has controversies in terms of support as well as disadvantage.

- With respect to the importance of choosing specific stream and profession, only a few students feel that all professions can have bright prospects, as long as one excels. Most of the students from both urban and rural habitat feel that science stream gives special prestige and medicine, engineering, management, pharmacy and architecture are the only lucrative professions. This indicates the need for vocational guidance and career guidance.
- In Rural habitat students feel that following the ancestral business has lesser prestige as against doing a job.
- Almost all students feel that education has nothing to do with earning money, because many a times one can not get good job, inspite of having degree and high percentage. This feeling exists in both urban and rural areas, although urban students outnumber the rural students in proportion. Urban students attribute employment possibility with having a 'jack' while rural students attribute the possibility with 'luck' factor.
- Some students feel that degrees are essential for initial recruitment, but they are useless eventually as today several private colleges provide degrees
- Many of the students in urban habitat and strikingly majority of the students from rural area feel that, sound character (honesty) and means for obtaining excellent academic result has nothing to do with education as, money can manipulate results.
- A great number of rural students feel that excelling at school is futile, as ultimately most of them will have to look after family traditional work or, they may not be able to go to far off places due to family restrictions.
- All students are burdened with the capitation fee from entrance to college for higher education.

- Another area that has evolved from the discussion is the prevailing corruption in manipulating results.
- Several urban and rural students are concerned about the craze for studying abroad that is unaffordable by many.
- Issues related to reservation is looked upon as a major source of stress and complain for urban students.
- Almost all students feel that education is without any values.
- Students who are mediocre feel that education should concentrate on all round development for pulling out the latent potential in extra curricular activities like sports, music and so on.

2. School Infrastructure – Syllabus

- Girls in rural habitat feel that dearth of good high schools in the near by vicinity at times prevents them from continuing education. “It is unsafe to commute for” Also, “It is expensive” some of the rural girl students feel that there ought to be more schools separately for girls.
- Boys from affluent and influential rural families at times face the problem of commuting daily to urban habitat, for dearth of ‘standard’ schools in the nearby locality. “It is time consuming, expensive and exhausting.
- In rural habitat students feel many schools have dilapidated and uncongenial condition.
- In urban habit students feel that majority of the schools lack ‘posh infrastructure’ unless, they are owned by rich private trusts.
- Facilities for promotion of extra curricular activities play ground and good’ computer laboratory and library exists only in few schools as per urban students, while rural students have no comments. This indicates the need to scrutinize the real situation with its pros and cons for modification.

- The syllabus for study in all the streams is irrelevant in terms of practical utility according to most students, both in urban and rural areas. “Why should students of science study history”. According to some students.
- In urban areas, students feel that ‘innovative methods of teaching and learning must be introduced in all schools for every subject to avoid boredom.
- In urban habitat students are concerned about the aesthetic environment, like having more greenery, having curtains and canopy for shed, proper sitting arrangement and beautification of the class room.
- Many students in rural habitat feel that there should be special facilities in terms of space, time, and help for the girl child education.

3. Issues related to teachers

- Many students in both urban and rural areas feel that schools do not have good teachers. Almost all the urban students feel the pinch. “We have to resort to tuitions” as per some students. Quite a few of them feel that tuitions are often unaffordable and inconvenient time wise. “We have to go for tuitions during the wee hours or late night, as our tuition teachers are too busy.
- Majority of the students from rural and urban habitant feel that teachers are at times vindictive and partial creating unnecessary tension.
- Urban students feel that teacher’s prime concern is completing syllabus by every means. Students mark that is high profile and class room discipline is the only concern of teachers.

- In rural areas students feel that teachers are often careless and too busy with doing the administrative work and rituals instead of investing time for actual teaching.
- Students on the whole, feel that teachers are unable to give effective and efficient teaching.
- Unanimously students feel that there is lot of favoritism and vengeance practiced by teachers.
- Another fact that has been brought out is the need of teachers having sensitivity in understanding individual students
- Many students have commented on the excessive work load of teachers and the need for appropriate incentives to deserving teachers.
- An important fact that has evolved is the faulty mode adopted by teachers, like corporal punishment, standing for long hours under the sun with hands stretched up, ridiculing in front of others, calling names and complaining to parents and standing in odd postures.
- In rural areas students feel disgusted and humiliated when they are given punishment like cleaning the toilet / compound / class room, or, when their ears are screwed mercilessly, or, they are brutally slapped in front of class mate.

4. Issues related to family.

- Students from urban habitat feel that parents exert too much pressure on them, due to interference from 'society'. "We have absolutely no time to relax for the four crucial years that is IX, X, XI and XII.
- Almost all feel that parents decide the stream / profession depending on the market need irrespective of interest and ability.

- Both in urban and rural areas students feel that parents are generally 'critical'. There are far many 'rules' and 'don'ts'. This is more applicable to urban parents. In urban area students feel that teachers must not use punishment like standing with hands stretched-up outside the class, or abusing and calling by 'names', or, making students sit after class / during recess, or do countless sit ups, or stoop in funny uncomfortable posture for long hours.
- Many students belonging to urban as well as rural habitat feel 'hurt' when they are compared with others within the family or outside the family.
- Almost all students in both urban and rural sector feel that parents have problems with their friends, dressing, eating style, study habits, outing time and watching T.V., walking up and sleeping time. This feeling is more in urban habitat indicating perhaps the need for authoritative parenting.
- A great many students from urban area feel that parents need to trust children, parents need to give responsibility; parents need to allow children to take decision. "Selecting stream and profession is our right and we are big enough" is according to some student.
- Almost all students are concerned about the push and pull factor in the family for achievement and academic performance.
- In both urban and rural habitat, students are confused with the contradictory ethics and values that are inconsistent with the time like watching Television, going out with friends, girls, studying and so on, even though parents are from modern background and are highly qualified.
- One important fact that has come out is the lack of sensitivity amongst parents for understanding individual child.

- Another fact is the financial problem, crises and improper budgeting by parents that subjects the child to deprivation. Also students feel that children should be involved in the financial planning.
- In rural areas ascribed or assumed responsibility on the child's shoulder is a major burden in certain cases.
- Majority of the students feel that conflict between parents, conflict with in laws, quarrels with siblings and quarrels with parents are extremely disturbing emotionally.
- In both rural and urban area parenting style and parental involvement is a burning issue for students.
- In urban area students feel the pangs of career decision taken by parents on their behalf, keeping in mind the market demand. Quite often parents overruled the interest and ability of students.
- Many students are concerned over the cohesiveness and warmth provided by the family.

5. Challenges faced by students (stressors)

- Students from both urban and rural sectors expressed almost similar opinion except for the sequential priority of challenges and magnitude.
In urban areas the priority is family pressure, financial problems, adjustment at school, adjusting with peers and friends, getting admission into the stream and college of choice and adjustment with opposite sex, exposure to addiction ensuring a bright future.
- In rural area the priority of challenge is financial condition, deciding the future, family pressure, adjustment at school, adjusting with friends,

problems associated with addition is perhaps overlooked and heterosexual relationship has probably lesser scope.

- Academic performance is the least challenging in rural areas, succeeded by achievement as a challenge while in urban area academic performance and successful career is a challenge that is probably induced by parent teachers and society demands.
- Some of the urban students feel that timely guidance can help them and their family members in meeting with the challenges efficiently and effectively.
- Almost all students feel the burden of exhaustive syllabus which is often irrelevant.
- A major disturbing factor is the examination system itself and the emphasis on high percentage.
- Many students feel that there is a dearth of quality schools and teachers.
- Several students have adjustment problem at school and with peer group. Peer pressure some times builds insecurity.
- A burning issue is the capitation fee for college admission
- Students are extremely against the dichotomous social values and cultural contradiction during the transition phase.
- A major complain that has evolved is the influence of NRI culture and the life style of NRI's that upsets the young generation.
- Another major stress is around the craze for study abroad.
- Almost all students feel that modern parents need to have more awareness and information
- Migration and change of school is a significant source of stress for students.
- Students are miserable with this gender discrimination and traditional role model.

- A major stress factor is the role played by peripheral or visiting fathers in modern times.
- A few students have expressed the feeling of deprivation owing to chronic illness or physical visibility.

6. Stress and coping mechanism

- Students have opined for guidance in decision making skills and priority setting skills.
- Almost all students feel that family support and social support is extremely helpful in reducing stress.
- Majority of the students feel that financial stability and budgeting skill escalates the mental health of students.
- Majority of the students feel that good communication skills enable to reduce stress.
- In urban area students feel that self confidence and determination helps to reduce stress whereas in rural area students feel that faith and spirituality helps to reduce stress.

Note: The word table, diagram and photographs are provided below

Word table for priority preference of students :

Section – I : About education system and examination.

	Urban		Rural
1	Reservation and limitations	1	Resistance towards traditional career
2	Ethnic support and its limitation	2	Need for all round development
3	Trend to study abroad	3	Employment prospects
4	Examination system	4	Competition for career and limitations of language skills (English)
5	Employment prospect	5	Ethnic support and its limitation and caste class problem.
6	Competition for career and preference for English medium education	6	Gender discrimination and resilience towards girl child education (need for separate space and time).

Section – II : About infrastructure and syllabus.

	Urban		Rural
1	Unwieldy class room and lack of facilities	1	Lack of basic facility like clean toilet and drinking water.
2	Syllabus and subject which is irrelevant	2	Facilities for girl child education (separate schools in the nearby vicinity)
3	Lack of good library and laboratory	3	Coaching for extra curricular activities
4	Proximity of school and commuting facility.	4	Availability of internet facility
5	Quality exposure through library, laboratory and excursion	5	Availability for coaching for extra curriculum.
6	Beautification of school environment	6	Quality exposure through library, laboratory and excursion

Section – III : About Teachers

	Urban		Rural
1	Sensitivity of teachers towards individual needs	1	Workload distribution of teachers
2	Involvement of family by teacher	2	Mode of punishment adopted by teacher
3	Mode of punishment adopted by teacher	3	Favoritism and attitude of teacher
4	Favoritism and attitude of teacher	4	Effectiveness and efficiency of teachers
5	Effectiveness and efficiency of teacher	5	Priority factors with respect to teachers responsibility and duty
6	Qualification, experience and knowledge up gradation	6	Sensitivity of teachers

Section – IV : About parents and family

	Urban		Rural
1	Contradictory ethics value system	1	Ascribed responsibility of students
2	Imposed choice of career by parents based on market demand as against students interest and ability	2	Rigid parenting style
3	Financial problem	3	Financial problem
4	Sensitivity in understanding the child	4	Push factor and pull factor
5	Cohesiveness and warmth provided in the family	5	Contradictory ethics and value system
6	Quarrels and conflict	6	Quarrels and conflict

Section V : Stressors

	Urban		Rural
1	Examination system	1	Examination system
2	Selection preference for career	2	Burden of exhaustive syllabus
3	Family quarrel and conflict	3	Family quarrel and conflict
4	Peer group pressure	4	Dearth of quality schools
5	Lack of Parental awareness	5	Migration and change of school
6	Ethnic Discrimination	6	Financial condition

Section – VI: Coping Mechanism

	Urban		Rural
1	Planning skill	1	Faith and spirituality
2	Family support	2	Family support
3	Communication skills (inter personal relations and etiquette)	3	Language skills (English language competence)
4	Self-confidence and determination	4	Decision making ability
5	Resourcefulness	5	Awareness about facility and environment
6	Awareness about facility	6	Self confidence and determination

Figure 1 Top Eight Stressors in Urban Students: STUDENT’S VERSION

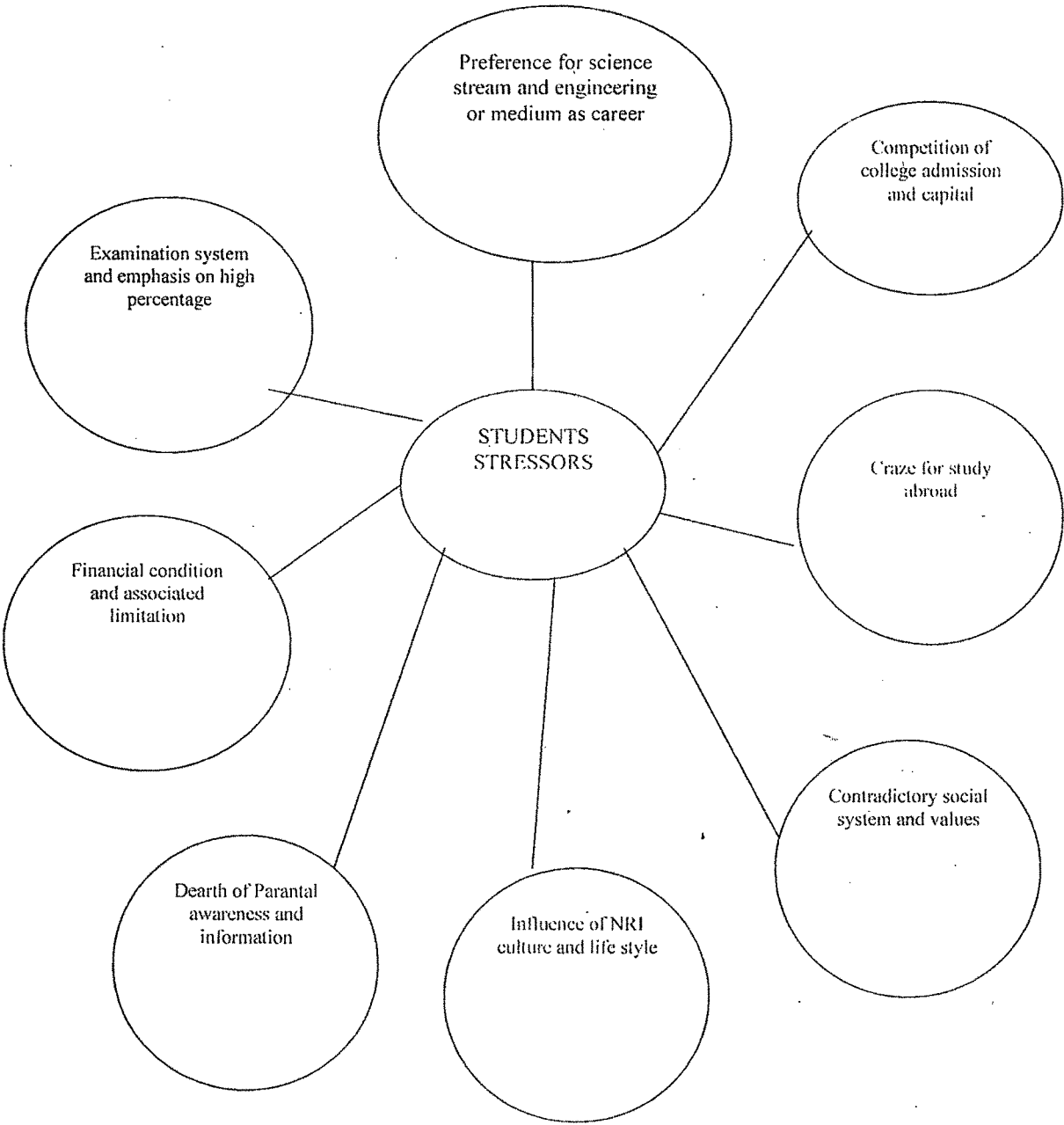
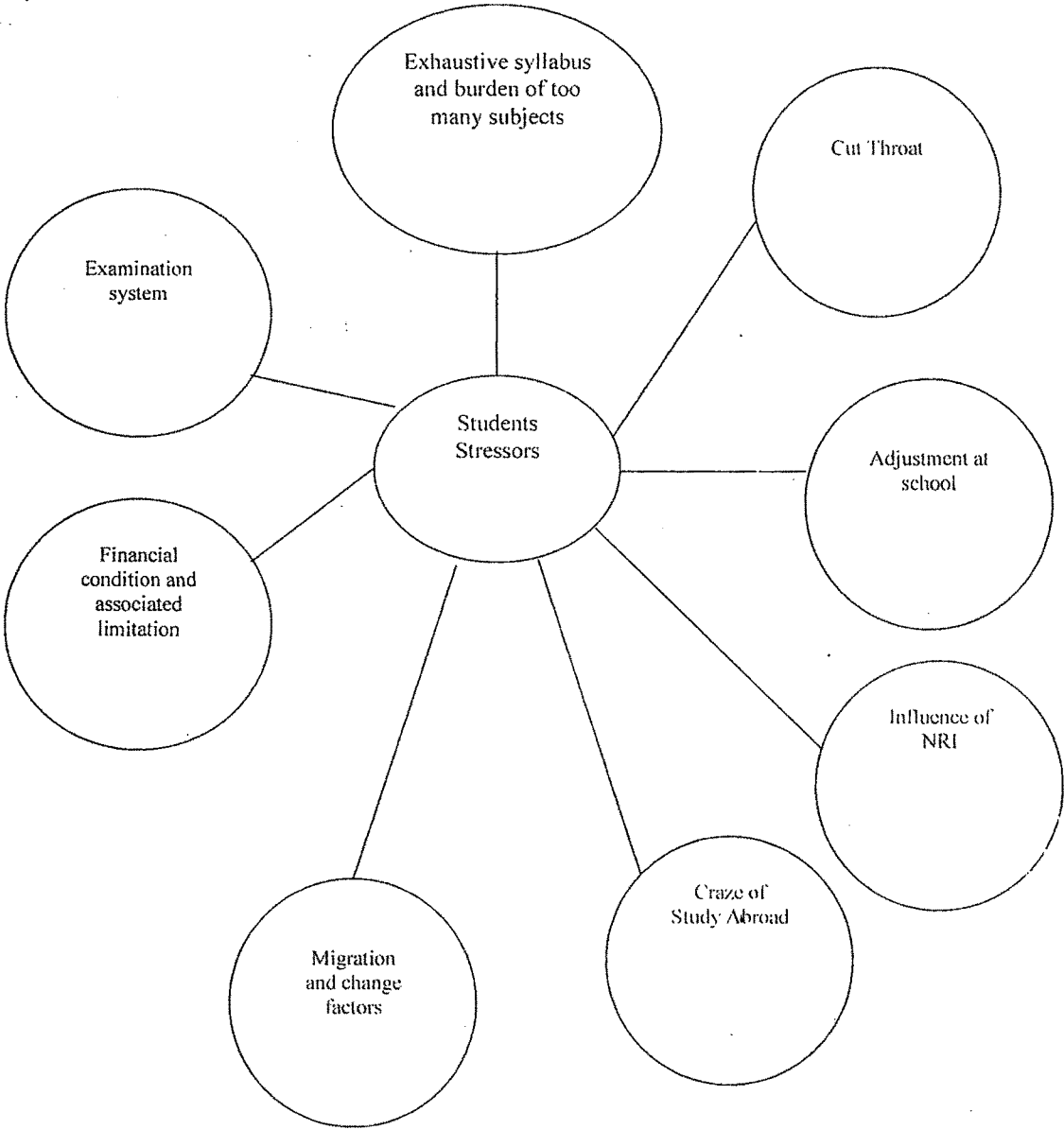
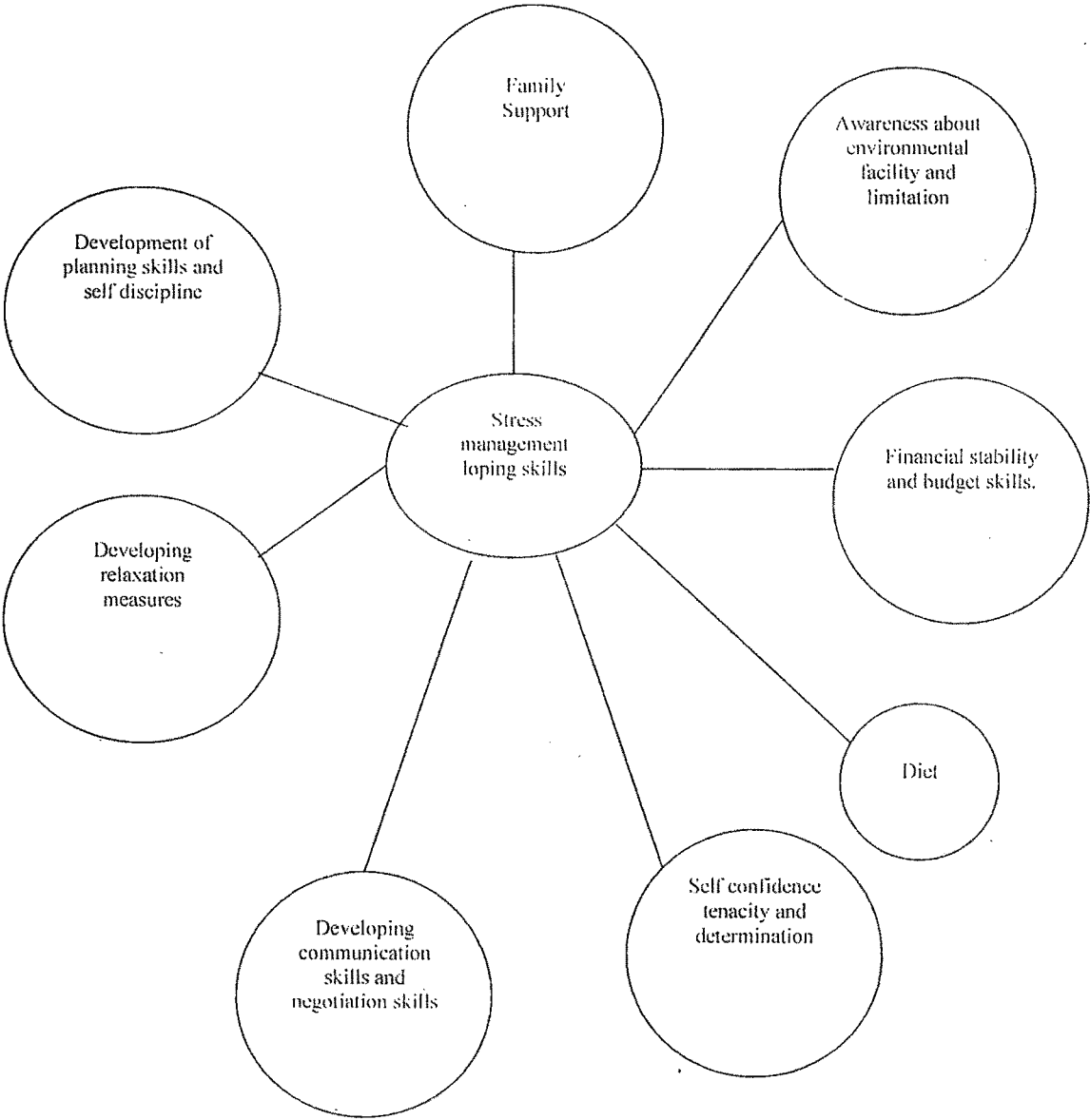


Figure 2 Top Eight Stressors in Rural Students: STUDENT’S VERSION



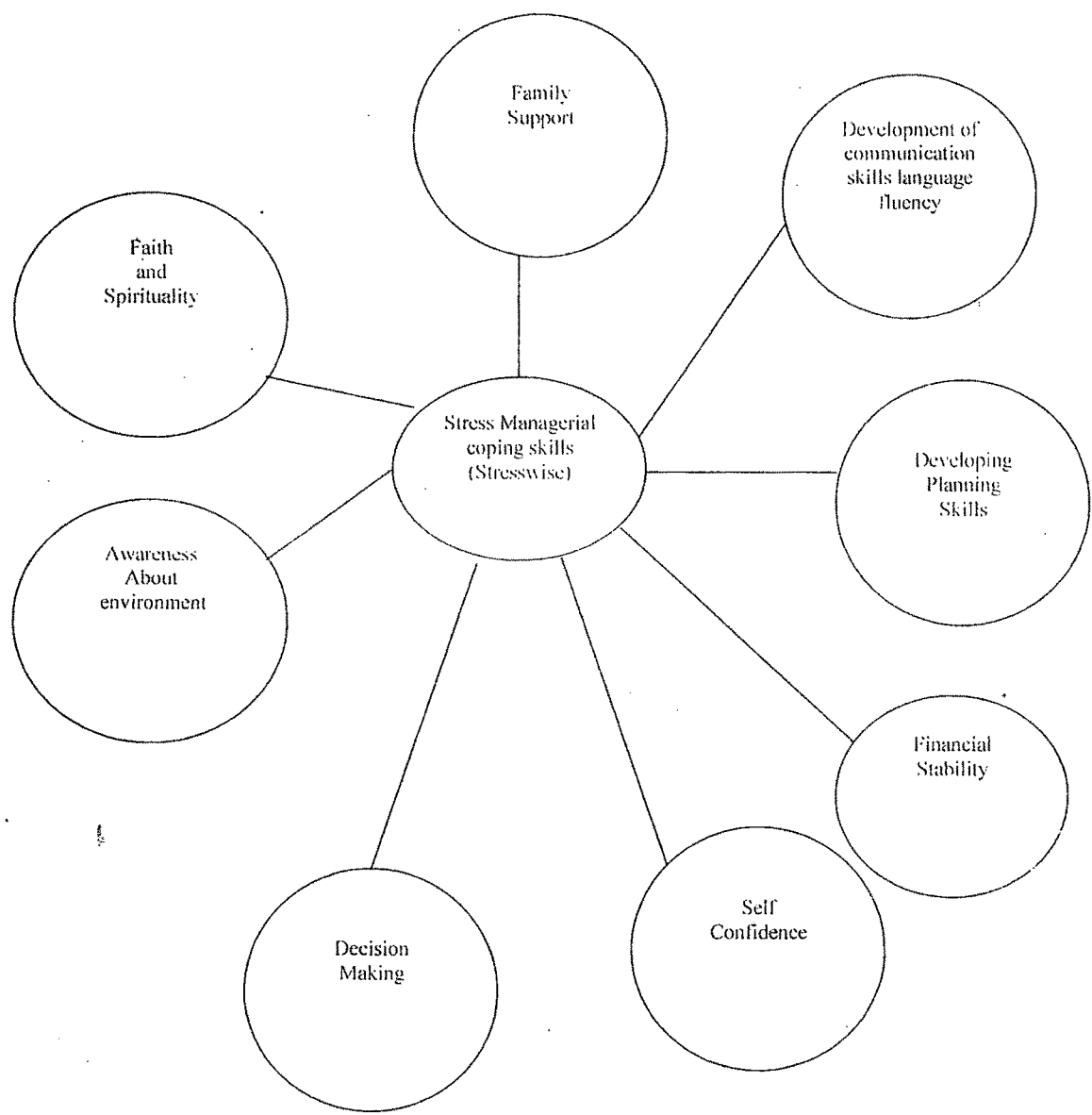
**Figure 3 Top Eight Stress coping mechanism in students: STUDENTS
VERSION**

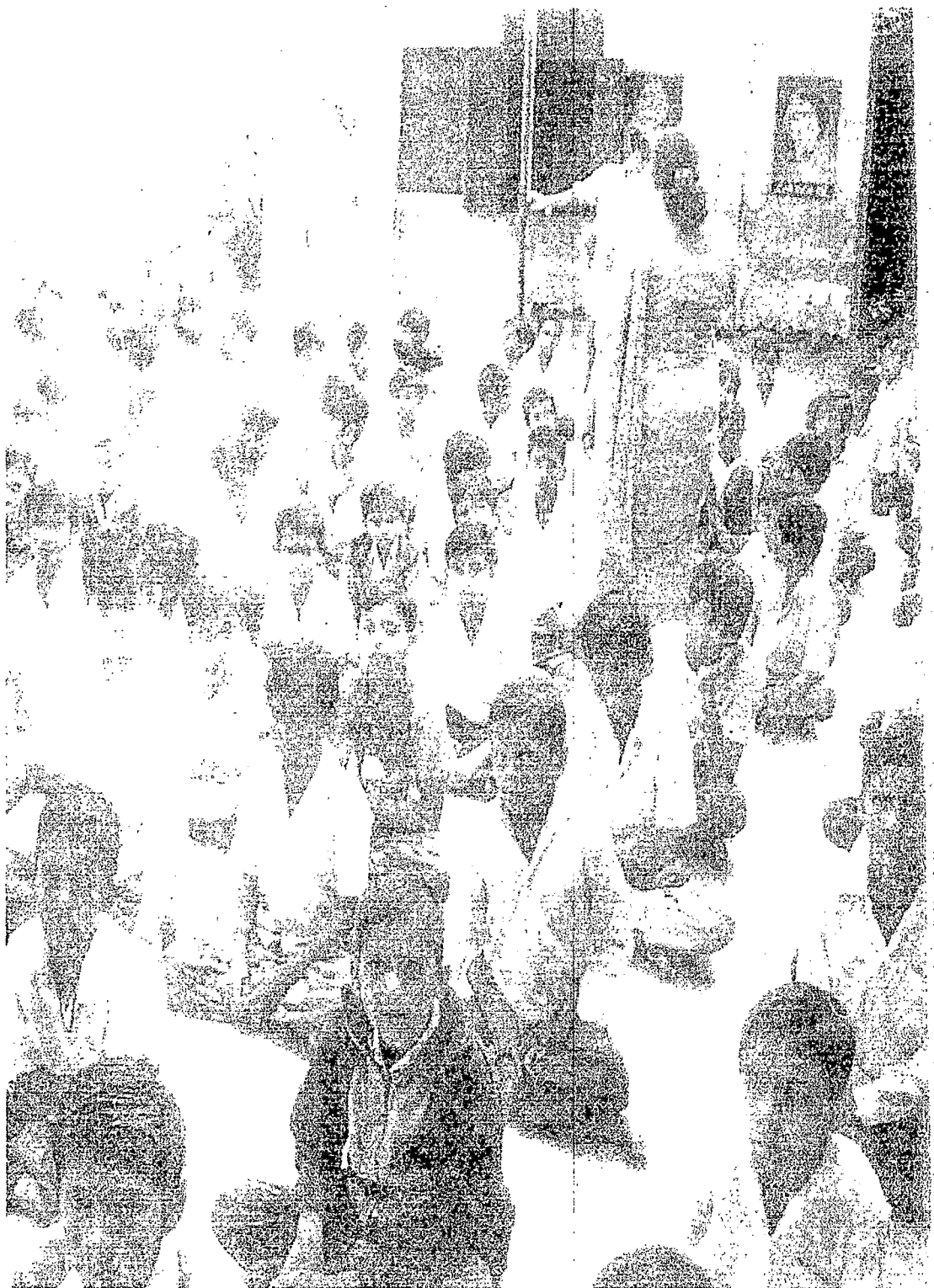
URBAN STUDENTS



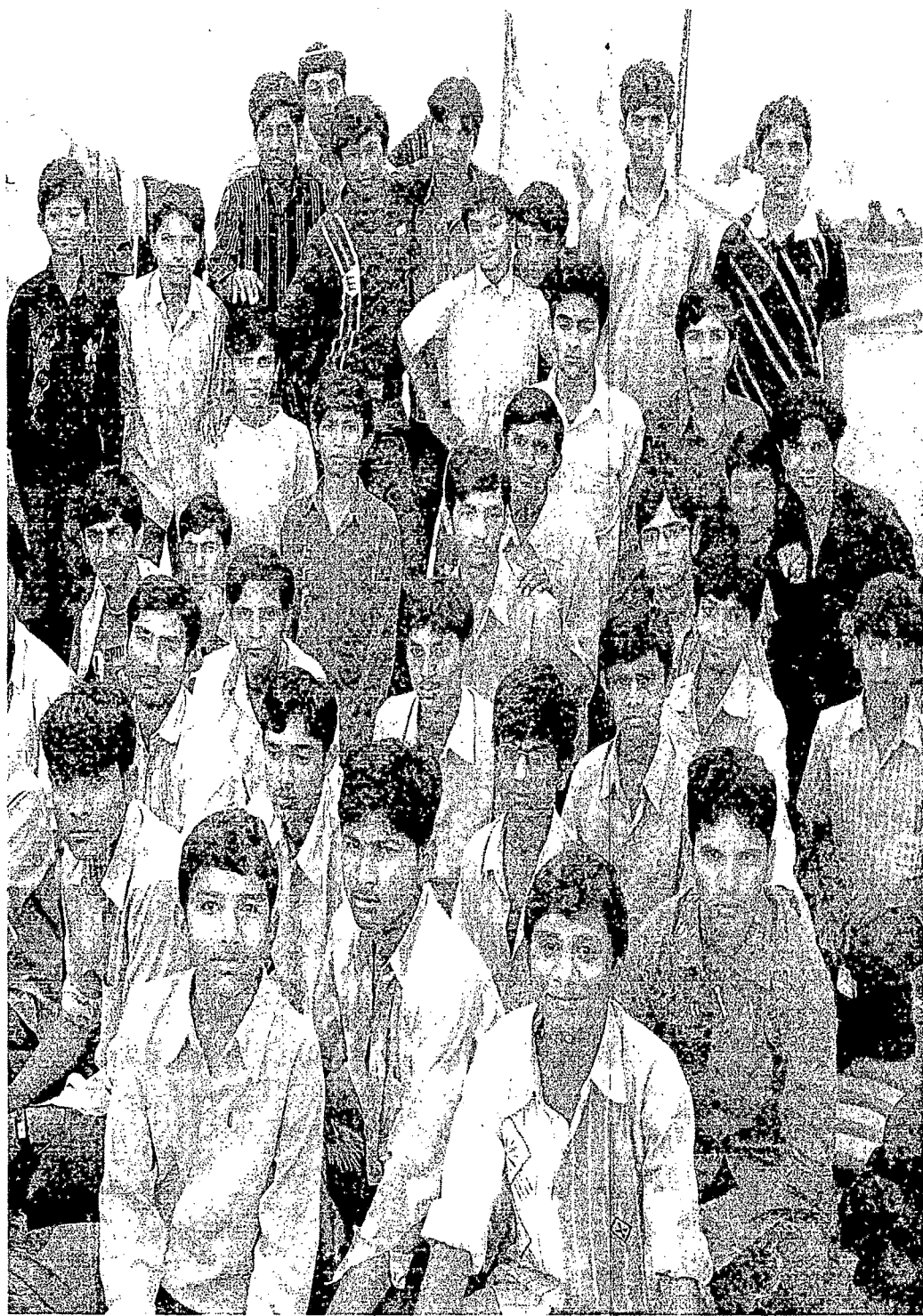
**Figure 4 Top Eight Stress coping mechanism in students: STUDENTS
VERSION**

RURAL STUDENTS









B : Account of Information gathered from interview with Principals and Teacher's Group

The points have been recorded by a volunteer as well as the research and a summary report is prepared by the researcher.

1. Education system and Assessment System

- Majority of the teachers in urban and rural feel that education system has maximum corruption in areas like recruitment of teachers, admission of students, promotion of teachers, computing results of students and so on.
- The education system is complicated for instance, inspite of education, students do not find employment according to teachers from urban habitat.
- Teachers from rural habitat feel that education unlike older times, make children 'self centered and 'materialistic' students get 'over ambitious' and forget 'values / ethics'.
- Urban teachers feel that class room are unwieldy and it become it becomes difficult to teach. The one to one touch is lost.
- Principals feel that population explosion and rising cost has been responsible for unwieldy classroom.
- Rural teachers feel that a lot of their time is wasted in administrative rituals, thus interfering with their teaching time.
- Teachers from rural habitat feel that the government's claim of ensuring cent percent literacy is an ideological concept, as the economic social condition causes drop out to a great extent, especially with respect to the girl child. Few students from poor families go for high school education and even if they study, the performance is poor.

2. Syllabus and infrastructure related

- Teachers from both urban and rural background feel that the syllabus is very exhaustive
- Many of the urban teachers feel that all the teachers ought to be trained in innovative teaching learning. Also special training must be given to the teachers in counselling.
- Several principals feel that most of their teachers are well trained and equipped with innovative ideas and counselling skills. "They have to be encouraged".
- Urban teachers feel that the current examination system is taxing for teachers and traumatic for students.
- Principals feel that today's children are responsible and matured enough to face examination but it all depends on the family background.

3. About Teachers

- Most teacher feel that there is a lot of corruption in the recruitment process for teachers.
- Teachers ought to be given appropriate incentives and remuneration.
- Some teachers feel that the work load is irrational and too much due to interference by higher authorities and government bodies.
- Most teachers feel that they need to be given in service training for incorporating innovative teaching methods.
- There should be exhaustive library facility for teachers.
- Teacher should be given training and guidance to learn the use of computers. This is a major need amongst rural teachers.

4. Opinion about family co-operation

- Family provides moral support and values as per majority of the teachers. “Sanskar and Prerna” is derived from family.
- Some teachers from urban habitat have commented that working parents have negative influence on students unless there is a substitute care takes, as working mothers are unable to give time and attention to the children. There is a controversy over this issue as some teachers feel that working mothers get matured to understand their children apart from making children responsible and self reliant.
- Many teachers from urban area feel that irrespective of mothers working or not, many mothers are ‘over – protective’ and ‘demanding’. This prevents the child from taking self decision logistically. The rural teachers have not commented on this issue.
- Most of the urban teachers feel that anxious mother induce anxiety in children and this is found more in the case of over ambitious mothers. Many male students become a victim of this attitude.
- Too busy fathers or touring fathers in elite families, tend to neglect the students and the family as per urban teachers.
- Too busy parents may provide inconsistent parenting apart from the possibility of quarreling amongst themselves. “Parents themselves must lead a balanced harmonious life for bringing up healthy children according to teachers and principals in urban areas.
- Teachers from rural areas however feel that in joint family students have buffer relation and the chances of problem in children is lesser as children’s learn to adjust to situation indicating the need for family counselling in both urban and rural sector.

- Some of the urban and rural teachers feel that migrated families have their own problems leading to problems in students.

5. Challenges faced in area of student management

- Some of the difficulties faced by both urban and rural teachers is absenteeism among students. They show inattentive behaviour and disinterest study. They are not punctual.
- Urban teachers have expressed behavioral problem as a major challenge like lying, arrogance, moving with bad company, addiction and premature intimate heterosexual relation with the opposite sex, which distracts concentration for study.
- Teachers from both urban and rural area feel that students need to be encouraged and guided to develop healthy behavior, values and attitude but only a planned program can help.
- Some teaches and principals have expressed the need for vocational guidance and family counselling. Missionary schools in both rural and urban areas have shown enthusiasm to launch school counselling facility.
- Some teachers belonging to minority community feels that culture plays a great role in moulding students and that parent need help in parenting to develop competent students.
- All teachers in urban and rural areas unanimously feel that family life education and sex education is a must to prevent future scandals and crises.
- Principals from urban sector feel that students are too ambitious unlike older times, due to the cut throat competition and globalization phenomenon.
- Students are more knowledgeable due to the exposure from internet as per teachers. However their values are confused.

- “One peculiar trait in modern students is that they tend to become obsessed with high percentage as per urban teacher.
- Principals feel that parents take major decision related to career but students too adjust to the decision and become target oriented.
- The middle level scorers are those who are confused, “not knowing what – why – how to do” as per some urban teachers.
- Both urban and rural teachers feel that peer group values and pressure has great impact in modern times. The influence may however be positive or negative.
- Teachers in urban sectors feel that the craze for high percentage, owing to demands from family at times pushes students to commit suicide or, resort to foul tactics.
- In rural area most of the principals feel that the future of students depends on the result. “Students are flexible enough to opt for career depending on their result. How does it matter for families who have enough money and no food problem? Thus it indicates that the social pressure for high achievement is milder in rural areas perhaps.
- Both in urban and rural areas, majority of the teachers feel that the mediocre students lack ‘goal clarity and motivation’. Such students exhibit callous attitude with respect to dressing, punctuality, doing homework and hand – writing. This indicates the need to provide stimulation follow-up and consistent disciplining as per the principles. Some teachers feel that most students scoring poor marks come from unfavorable family background.
- Teachers in rural sector feel that parents in affluent family push their children to commute to far off schools or stay in hostel, which is responsible for students becoming arrogant, delinquent and directionless.

- According to teachers from both urban and rural areas most modern boys are victims of addiction.

As per urban teachers “The modern trend is to have a boy friend / girl friend by the time they reach std IXth / Xth, due to co-education and movies seen. However, students do realize the ‘true meaning’ of marriage / love / thus indicating the need for sex education.

6. Coping Mechanism suggested for students

- Almost all teacher feel the need for family support and networking
- Majority of the teachers feel the need for value based education
- Some teacher feels the need for teaching relaxation techniques. This is more in urban area.
- Many teachers in the urban area feel the need for healthy diet and regular life style
- Both in rural and urban area teachers feel that parents, teachers and students must have awareness about different career prospective

Response of Teachers

Section 1: About education system

1	Study abroad craze	1	Separate school for girls
2	Cut throat competition	2	Cut throat competition
3	Employment prospects	3	Employment prospects
4	Association of achievement with qualification (degree)	4	Social stigma associated with traditional business
5	Social stigma associated with traditional business	5	High capitation fee
6	Scope of all round development	6	Means utilized to attach high percentage

Section – II : About School Infrastructure – Syllabus

	Urban		Rural
1	Lack of good library and laboratory	1	Access to basic amenities
2	Lack of esthetic environment	2	Availability of modern teaching aids
3	Need for coaching for extra curricular activities	3	Coaching for extra curricular activities
4	Innovative method of teaching	4	Quality library laboratory
5	Relevance of subjects and syllabus	5	Relevance of syllabus and subject
6	Access to basic amenities	6	Innovative methods of teaching

Section III : About Family

	Urban		Rural
1	Family quarrels	1	Financial problem
2	Financial problem / budgeting	2	Family problem
3	Freedom given to child	3	Ascribed responsibility on child's shoulder
4	Need for cohesiveness	4	Parenting style
5	Decision making for major life events	5	Freedom given
6	Push and pull factor for performance	6	Mode of criticism

Section IV: About Teachers

	Urban		Rural
1	Work load of teachers	1	Work load and responsibility
2	Knowledge up gradation, qualification experience	2	Family involvement and cooperation
3	Involvement of family and cooperation	3	Mode of discipline
4	Effective teaching	4	Qualification and knowledge of teachers
5	Mode of disciplining	5	Effectiveness of teaching
6	Favoritism	6	Favoritism

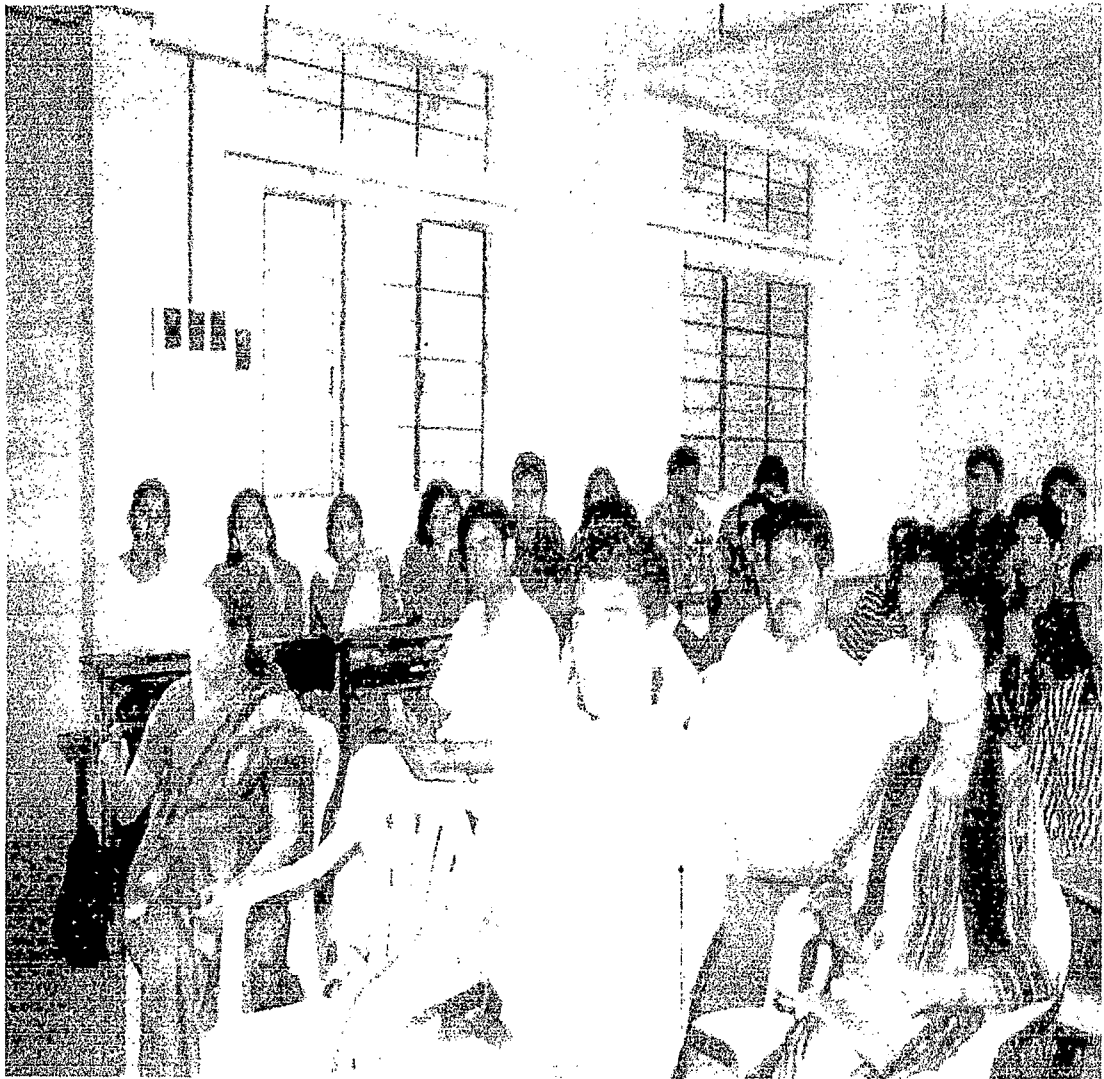
Section V : Stressor

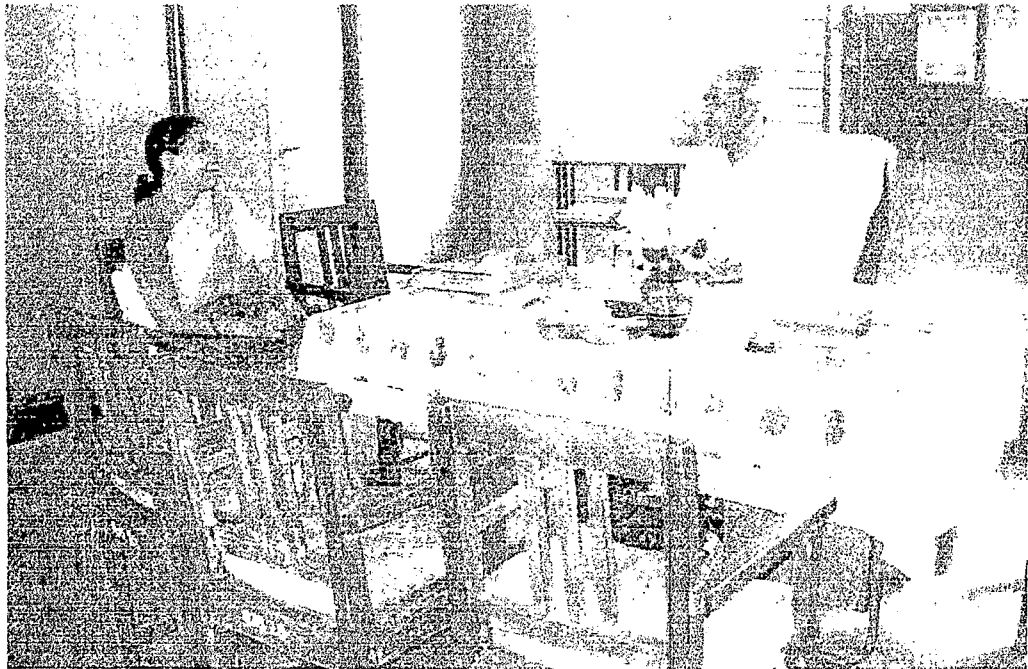
1	Social value	1	Social value
2	Push and pull factor	2	Migration
3	Competition	3	Competition
4	Financial condition	4	Exam system
5	Gender discrimination	5	Parental awareness
6	Peer pressure	6	Family conflict
7	Migration	7	Peer pressure
8	Father's role	8	NRI Culture

Section VI : Coping Mechanism

1	Family support	1	Faith
2	Decision making skill	2	Communication skill
3	Self confidence	3	Decision making skill
4	Resourcefulness	4	Family support
5	Planning skill	5	Self confidence
6	Relaxation measures	6	Relaxation measures
7	Awareness about environment	7	Planning skill
8	Communication skill	8	Financial skill









C – INFORMATION GATHER FROM INTERVIEW WITH PARENTS

Introduction

Parents of school going students scoring 50% and above are interviewed in groups. Parents meeting have been arranged with the permission of principals and the District Education Officer although the number of parents attending the meeting is low both in urban and rural habitat. In urban habitat the attendance of parents is better. Maximum number of parents have attended the meeting in Anand Taluka followed by Umreth and Borsad Taluka inspite of sending invitation letters to the parents in vernacular on behalf of the schools. The reason may be varied like busy schedule of parents, lack of exposure of parents to research interviews and the distance as well as facility to commute to the central destination of meeting in the rural sector. Parents are quite apprehensive about expressing views and discussing

issues, although they show cordiality otherwise like greeting and smiling. Parents have been propped and mentored to continue the discussion and sustain interest for 2.½ hours duration.

About education system, on schools and teachers.

- “Teachers lack the personal touch unlike earlier times” is the general remark of rural parents.
- Schools are machines producing mass scale products that is not coherent with the market demand inspite of accelerated facilities, as per urban parents.
- As per rural parents schools and teachers have failed miserably to inculcate human values among students, with the consequence that there is an increase in ‘culprits’ or, ‘fragile adults’ in terms of spiritual, mental and physical tenacity and courage. This indicates a constant comparison of older times education and modern times with respect to its utility. Parents feel that today generations do not have faith and patience to face the reality. They need “quick result” and “bed of rose”.

About bringing up children and challenges faced

- Students in modern times are selective, assertive, and moody. This makes parents helpless and put them at their wits and as to how they should manage. This phenomenon is more in males, although it exists in female students too. The example is going out during odd hours or watching T.V. This is the opinion of both urban and rural parents.

- Mother on the whole feel that bringing up students during adolescence is a trying and taxing period, as children become aggressive and rebellious when corrected or restricted for dressing, food habits, sleeping habits, study habits.
- Friends are more important in children's lives and at time tuition teacher / school teacher or a young relative. Their influence is tremendous on students both in urban / rural area. Sometimes the affinity towards heterosexual friendship creates scandal and violent conflict in the family. Friends also influence the studies and result of students, upsetting parents especially mothers.
- In both urban rural areas parents are often unaware of the heterosexual relationship except for the exchange of study material.
- In rural areas tobacco addiction is acceptable though liquor consumption is not favored. However in urban area student sneakily consume liquor and smoke too. Parents at times have indirect clues that upset them.
- Students prefer freedom on the whole as has been said by parents unanimously, although parents have to be strict and imposing when it comes to major decisions like deciding career or marriage adhering to regulation pertaining to night outs and so on.
- All these probably indicate the need for guidance to parents for developing efficient parenting style.
- Majority of the mothers feel that parenting and home keeping is their sole responsibility while fathers remain busy with business / office work. This is true of both rural and urban habitat.
- In cases where both the spouses are working, there is little time for family interaction, which at times creates miscommunication according to the mothers of the students. This is true for urban population.

- In urban areas parents tend to keep children busy with tuitions, hobby classes and so much so that they get exposure and are meaningfully occupied as reported by some fathers.
- Educated mothers in urban areas feel that they become anxious and tense about their child's future. One mother says, "I wish my son gets at least 85%, as he has to be a doctor". This probability indicates maternal demand.
- In some cases, urban mothers help their children for study and doing home work or for giving training for extra curricular activities. This indicates positive approach although, over protection may be possible.
- In rural areas, most mothers are contended with the performance of their children. This may be healthy or at times too relaxed depending on situation
- In rural areas parents are more interested in getting their daughters getting married off early. According to them "A girl will be happy in a family where ancestral land, milch cattle exist and the groom should be at least a matriculate".
- Urban mothers feel that fathers in modern society should take up more responsibility, if not equal responsibility.
- Many fathers in urban area feel that mothers are incapable of tackling the children.
- Many fathers in rural area feel that there sons should do white collar jobs, instead of working on farm.
- The biggest challenge for almost all parents is to see that their children are well settled.
- Most parents feel that they are incapable of understanding and controlling their adolescent children.

About suggested coping mechanism

- Student should be taught decision making skills and self discipline to implement the decision taken
- Student should be given value based education to build up a strong character.
- Student and parents must be guided about career prospects well in advance.
- Teachers need to give more attention to students.
- There should be part time job for mothers so that they can take care of the family.

Top 6 priorities of urban parents and rural parents for stress

Section – I : Education system and exam

	Urban		Rural
1	Urban problems with issues of ethnic support and its limitation.	1	Separate school for girls
2	Scope and trend of study abroad	2	Utility of high academic percentage
3	Issues of reservation	3	Employment prospects
4	Admission to college and capitation fee	4	Cut throat competition and capitation
5	Employment prospects	5	Issues of reservation
6	Cut throat competition and corruption	6	Social stigma associated with traditional business

Section II: About school infrastructure – syllabus

	Urban		Rural
1	Availability of quality library, laboratory	1	Preference for science stream and engineering.
2	Coaching for extra curricular activities	2	Cut throat competition and corruption
3	Relevance of subjects and syllabus	3	Lack of value education
4	Esthetic environment	4	Relevance of syllabus subject
5	Proximity of school and community conveyance	5	Relevance of syllabus subject
6	Unwieldy classroom	6	Internet facility for individual

Section III. About Teachers

	Urban		Rural
1	Knowledge and competence of teacher	1	Mode of discipline
2	Mode of discipline	2	Favoritism
3	Favoritism	3	Effective teaching
4	Sensitivity of teacher	4	Teachers workload priority
5	Effective teaching	5	Sensitivity of teacher
6	Alliance of student family teacher	6	Knowledge of teacher

Section IV. About Parents

	Urban		Rural
1	Parenting style, disciplining and involvement	1	Ascribed liability
2	Decision making choice for major life events	2	Parenting style
3	Priority of parents	3	Financial problem
4	Financial problem	4	Family quarrel
5	Freedom and responsibility taken by student	5	Freedom of students
6	Family quarrel / conflict	6	Decision making choice

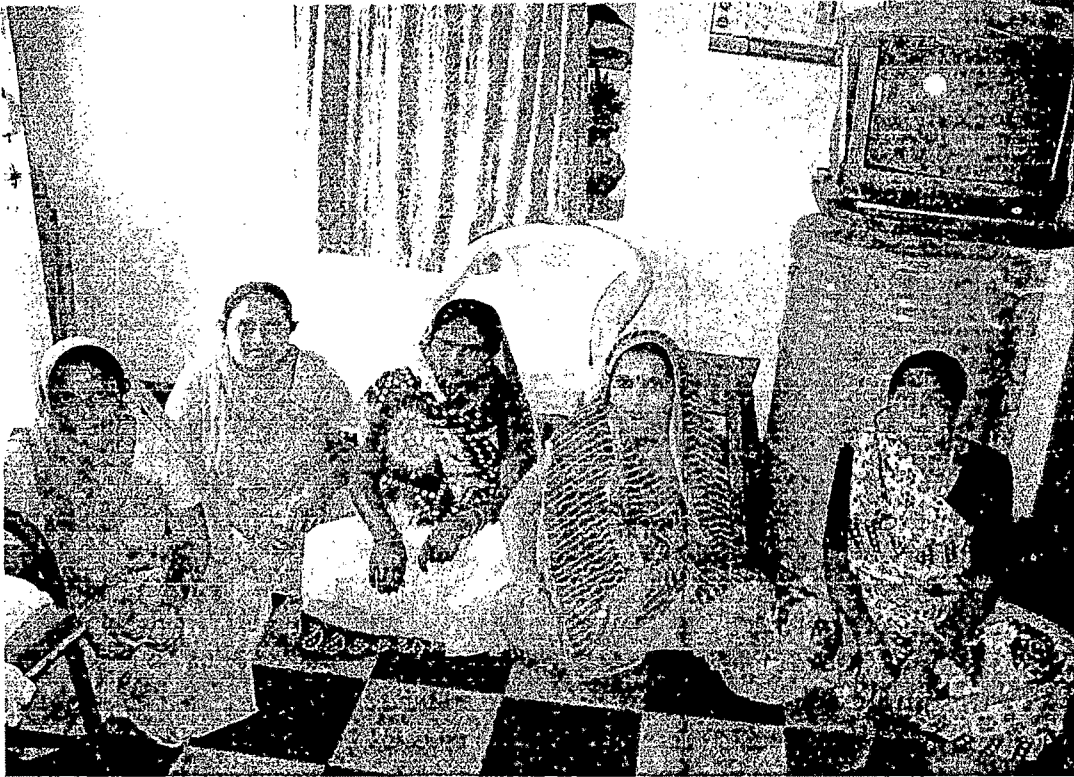
Section V.: Stressors

	Urban		Rural
1	Exam	1	Exam
2	Selection of stream and career	2	Lack of quality school / teach
3	Financial condition	3	Competition
4	Competition	4	Peer pressure
5	Peer pressure	4	Migration
6	NRI Culture	6	Social value transition

Section VI: Stress Coping Mechanism

1	Developing planning skill	1	Faith
2	Faith spirituality	2	Family support
3	Confidence determination of students	3	Communication skill
4	Resourcefulness	4	Financial status and budgetary
5	Financial stability	5	Confidence – determination
6	Developing communication skills	6	Resourcefulness





D: CONCLUSION:

Highlighting Observation, Analysis & Interpretation

Unanimously, students and their closely associated mentors that is, teaches and parents, have brought out the existence of stress amongst students pertaining to academic and future achievements.

Students attribute as stressor the following criterion

- Discrimination based on gender, caste and creed
- The significance of achieving a prosperous career along with the high competition and price paid.
- The changing social trend influencing values, situation and life style.
- Imposed decision of the selection of career by parents based on market demand

Teachers version of stressors involve

- Work load and competence of teachers
- Lack of amenities
- The absence of family support
- The changing value and education system

Parents version of stressor that has emerged from the group interview

- Relevance of education system and employment prospect for acquiring happy living.
- Conflict over changing values and life style adopted by students.

In the urban area the priority ranking issue with respect to problem is

- Reservation system in institution of higher learning
- Issues of ethnic support and its limitation.
- The trend towards studying abroad,
- Preference for science stream and opting for engineering or medicine,
- Applied utility of education and job placement scope, and finally
- The cut throat competition, calling forth resorting to corruption.

In the rural area the major concern of students is the

- Dislike and resistance (social stigma) associated with ancestral / traditional business / profession, which is supposed to be less prestigious followed by negligence of all round development and focus on potentials of the student, apart from study.
- Job prospects of education,
- Cut throat competition and corruption
- Issues of ethnic support
- Need for more special schools for girls.

Interestingly the mode of punishment meted out by teachers in urban and rural schools is found to be different. In urban area students are subjected to humiliation in varied forms. While in rural area students are victim of corporal punishment.

The outcome of focused group discussion, interview with teachers, interview with parents, clearly indicates in a nutshell, that stress is experienced owing to

contradictory politico-economic social systems, associated with changing values in varied walks of life.

Role of family, parenting style, family liability and all other factors financial limitation and all other factors are subjected to the aforementioned two main stressors that is existing values and operant system.

NOTE:

While students have required the least assistance, parents group have needed maximum props and explanation during the discussions.

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