

### Chapter III

#### METHOD AND PROCEDURE

##### Introduction:

The present study is an exploratory study which aims at investigating the educational problems of the scheduled castes and scheduled tribes students of Baroda District in the context of sociological, economic, psychological and pedagogical factors.

This chapter gives a brief description of the problem, its objectives, the methodology adopted, the sample, the tools and the techniques used for the analysis of the data.

##### Statement of the Problem:

The present study is entitled, 'Educational Problems of Scheduled Castes and Scheduled Tribes of Baroda District'.

##### Definition of the Key Terms:

(i) Educational Problems: All the hindrances caused by the sociological, economic, pedagogical and psychological aspects of the people belonging to the scheduled castes and scheduled tribes in their education are considered as 'Educational Problems' in this study.

(ii) Scheduled Castes and Scheduled Tribes: All the children born and brought up in the castes which are legally

approved by the Gujarat state as belonging to the scheduled castes and scheduled tribes at the time of this study, in Baroda District.

All such students in the high schools and colleges of the Baroda District will thus constitute the population for the present study.

Limitations of the Study:

- (i) Since the study is limited to the SC and ST students of Baroda District in the secondary schools and colleges, the findings of the study relate only to this group of students.
- (ii) Since the dimensions of the study are too many in terms of the different categories belonging to SC/ST, different levels of education namely secondary and college and different aspects of the educational problems - sociological, economic, pedagogical and psychological it lacks depth.
- (iii) The SC/ST students are studied here as one single group. Though the two are separate groups, it is the socio-economic status of these two groups which has been taken into consideration here. And since both these groups fall more or less in the same socio-economic status category they are treated as one for the analysis and interpretation purposes, though we know that there are some fundamental differences between these two groups. And this is another limitation of the present study.

And finally the study has not taken into consideration the problems of non-enrolment and wastage. It is this group of students which could have thrown more light on the educational problems of the SC/ST students. But for the problem of selection of sample the investigator has to limit his investigation to the students who are enrolled and in the process of their pursuit of education are experiencing the pinch.

These are some of the limitations of the present study.

#### Objectives of the Study:

The objectives of the study are:

- (i) To study the educational problems of the SC/ST students arising out of their socio-economic environment.
- (ii) To study the level of aspirations of the SC/ST students.
- (iii) To study the emotional difficulties of the SC/ST students with regard to their studies.
- (iv) To study the perception of the school and the school task by the SC/ST students.
- (v) To study the attitudes of parents and teachers with regard to the education of the SC/ST students.

- (vi) To find out whether there are any differences in the aspirations, diffidence, rejection, self-conception, perception of the school and the perception of the teacher of the SC/ST students grouped according to:-
- (a) Father's/Guardian's education.
  - (b) Father's/Guardian's occupation.
  - (c) Mother's education.
  - (d) Size of the family.
  - (e) Number of earning members in the family.
  - (f) Number of non-earning members in the family.
  - (g) Facilities available in the house.
  - (h) Relatives staying outside village.
- (vii) To find out whether there are any differences in the difficulties experienced by the SC/ST students in their school subjects, as against the other students, school subjects like - (a) Gujarati, (b) Mathematics, (c) Science, and (d) Social studies.

#### Methodology:

The study was conducted in two phases: The pilot study and the final study. The pilot study was aimed at standardising the tools of the study. A ~~sample~~ school which was not part of the sample schools for the study was selected and the tentative tools for the students, teachers and parents were operated.

The difficulties in the operations of the tools were recorded. And in the light of the experience at the pilot study, these tools were modified. Some of the items were dropped all together taking into consideration the time factor on the one hand and the possible misinterpretation of the statements on the other. Some of the items conveyed different meaning to the respondents. All such items were dropped and final tools were prepared.

The final study included administering the different tools on the sample of students, teachers and parents.

The Population of the Study:

The population of the study consists of the two categories of students, their parents and teachers in the following manner:-

- (i) All the students of SC/ST studying in different secondary schools and colleges of Baroda District excluding Baroda city proper. The secondary schools and colleges of Baroda city were excluded to maintain the homogeneity of the group. Inclusion of Baroda city would have added one more dimension, namely, the urban, which we feel would have complicated our problem.
- (ii) All teachers teaching in these schools and colleges, and

- (iii) All the respective parents of these SC/ST students of these schools and colleges.

Selection of the Sample:

(i) Students: All the secondary schools and colleges of Baroda District were serially arranged. A list of recognized schools and colleges in Baroda District was procured from the District Educational Inspector for this purpose. A ten per cent sample of schools was then selected with the use of random sampling technique. The sample thus covered fifteen secondary schools and one college. All the students of SC/ST studying in these schools and colleges were included in the sample.

(ii) Parents: All the parents of the sample students constituted the sample of parents.

(iii) Teachers: A sample of 25 per cent of teachers teaching in these institutions were selected in the same manner, but a special care was taken here to see that one of these 25 per cent teachers, is the principal of the institution. The inclusion of the principal was with specific purpose. Normally the principal is a more stable person in the institution. He has a broader global view of the situation. Some of the specific difficulties faced by the SC/ST students are known to him only rather than the individual

teachers. All proposals of scholarships and other government assistance to these students are sent through him. So also the government circulars pertaining to such facilities come to him first. Naturally we felt that the principal would be the best person who can enlighten us on such matters.

Thus in all 275 students, 275 parents and 53 teachers were selected as sample for this study. The details of the sample is presented in Tables 3.1 and 3.2.

Table 3.1  
The Level Distribution of the Sample

Level	Students	Parents	Teachers	Total
Secondary	223	223	49	495
College	52	52	4	108
Total	275	275	53	603

Table 3.2  
The Distribution of Sample Students and  
Parents According to SC/ST

Level	Students		Parents		Total
	SC	ST	SC	ST	
Secondary	96	127	96	127	446
College	15	37	15	37	104
Total	111	164	111	164	550

### The Tools:

Separate questionnaires for students, parents and teachers were used.

#### (A) Questionnaire for the Students.

This questionnaire aims at getting data from the SC/ST students of the secondary schools and colleges. The questionnaire covers the following dimensions:

- (1) Socio-economic aspects.
- (2) Psychological aspects like aspirations, diffidence, rejection and self-conception of the children.
- (3) The pedagogical aspects like the students' perception of the school and the students' perception of the teacher. The teachers, their attitudes and opinion about the SC/ST students.

#### (1) Socio-economic Aspects:

This section of the questionnaire comprises of 29 statements of which 7 have multiple choice and the rest (22) are open ended. These statements include their bio-data facilities at home, details about their family members in terms of the size of the family, the number of earners and the number of non-earners in the family, information regarding the handicapped member in the family and any relative of the family staying outside the village, their interpersonal



relations, their study habits and their financial status. All these, it is presumed, can constitute part of the educational environment for the students.

(2) Psychological Aspects:

The following four dimensions are covered under this aspect:

- (i) Aspiration
- (ii) Diffidence
- (iii) Rejection
- (iv) Self conception.

(1) Aspiration: Aspiration can be a problem of education for the children. Certain specialized jobs need specialized education. Aspiration to these jobs can naturally lead to higher educational aspirations. So those students who aspire to be doctors or engineers, for example, would naturally show higher educational aspirations. In the same manner, those students who aspire to join the parental occupation namely that of agriculture would naturally score low in their aspiration, since agriculture in India is pursued on the traditional patterns and people consider that it does not require any specialized training.

This dimension consists of 12 statements which measure the aspiration of the students of the scheduled castes and

scheduled tribes in different walks of life. Of these 12 statements, 7 are scored on a three point scale - yes, doubtful and no; four are multiple choice items and one is open ended. The maximum aspiration score thus is 36.

Thus all students whose score falls nearer to 36, show higher aspiration.

(11) Diffidence: Children brought up in the segregated families tend to develop a sort of diffidence feeling since they have very limited opportunity to interact with others. It is the 'repeated interaction' which enables an individual to gain confidence in his self and as a result is ready to interact with others more freely and fearlessly. The children from the 'deprived homes' have a very limited opportunity to interact with members outside their group. So when a child from these 'deprived homes' namely the scheduled castes and scheduled tribes enters the schools, he finds himself in a strange social situation. As a result he tends to develop a kind of distrust of one's own abilities and is shy of interacting with others which finally affects his cognitive development. This lack of cognitive development further adds to his distrust in his own abilities finally resulting into a feeling of diffidence among these children. Thus diffidence is considered here as one of the psychological dimensions.

Diffidence includes 11 statements scored on a three point scale, yes, doubtful and no. These statements measure the level of diffidence of these SC/ST students.

(iii) Rejection: The children of the SC and ST are normally brought up in families where the attitude of the parents is one that of 'Rejection'. Since there are more members than the available resources in terms of income the parents tend to develop 'rejection' attitude towards their children. The children, so long as they are in the homes, tend to take this situation as natural. But when they came to the school and when they find that other children in the class do not have this kind of treatment from the parents they occasionally visit the school and inquire about the progress of their children, they try to provide all what their children want for their school requirement. The SC/ST children tend to feel this difference. They also find that their teachers also have the rejection attitude towards them. This finally results into a feeling of apathy for education. They may loose interest in education.

We therefore want to see how far this 'Rejection attitude' of the parents and also the other 'social environment' of these SC/ST students affect their education.

'Rejection' consists of 16 statements on a three point scale - yes, doubtful and no. The total score on this dimension gives the degree of 'Rejection' of these students.

(iv) Self Concept: A number of studies have shown that the low caste people have very low self esteem about themselves. This is particularly because in the upper caste families a child is normally 'valued'. "The demands placed on the growing child creates a kind of 'satellization' about the parents and a derived status coming from identification with the parents. The satellization leads to a self esteem" (Ausubel, 1958). In the case of lower castes child development occurs under early authoritarian directions of parents but they relax their supervision earlier ultimately leading to lower self-esteem - self-conception. Such children receive a smaller gross amount of reinforcement as the mother spends more time coping with rather than shaping her child's behaviour.

Whiteman and Deutsch (1968) also observed that more deprived children tended to have lower self conceptions; and the more negative the self concept lower were the test scores on intelligence and other kinds of cognitive task.

Thus we try to see how far the 'self concept' among the SC and ST students affect their education.

This dimension consists of 10 statements on a three point scale - yes, doubtful and no. The total score on this dimension gives the degree of self concept of these students.

Logistics:

The distance between the school and the home can also hinder the educational pursuit of the children. Not only that the distance will bring about the physical fatigue but it will also take almost all the waking hours of the students in coming and going to school with the result that the students would have very little time to attend to their home work, or revise what is taught in the class. In the Indian situation 'transport' is an added problem making the situation still worse for the students.

This dimension consists of two multiple choice items. It aims at finding out the difficulties regarding the distance between the school and the home and the mode of transport.

(Fortunately not a single student has reported to have any difficulty on this count - their school is situated less than 1/2 k.m. from their homes - this dimension is dropped for the analytical purposes)

(3) Pedagogical Aspects:

The following dimensions are covered under this aspect:

- (a) Students' perception about the school.
- (b) Students' perception about the teacher.

(a) Students' Perception about the School: The students' perception of the school can also help or hinder education of

a child. So, what <sup>do</sup> they feel about the school? Do they participate in the activities of the school? Do they take pride of being a student of the school? These questions will throw some light on their perception about the school.

This dimension includes 27 statements of which 21 statements are a three point scale - yes, doubtful and no, ~~three~~ <sup>three</sup> statements have multiple choices, two statements are scored at two levels - yes and no and the last one is an open ended. The answers to these statements provide data about this perception of the school in various aspects. The maximum score being 76.

(b) Students' Perception about the teacher: The students' perception about the teacher can also be a factor in the education of the SC and ST students. With lower literacy rates among them the parents also have very vague idea about the teacher and as such they are also not in a position to present the right image of a teacher before their children. The result is, the student forms his opinion about the teacher on the basis of some of his observations and experiences. When he finds that the teacher takes more interest in few students in the class, he feels that the teacher is partial. When the teacher punishes him for some mischief and especially an innocent mischief, he feels that the teacher does not like him.. On the other hand when he

finds that the teacher takes interest in him and his difficulties he feels that the teacher likes him. The moment he has this feeling he naturally feels like approaching the teacher and to be in his company, whereby he tries to be regular in his class and the class work which would ultimately make him to take more and more interest in his studies.

So the students' perception about the teacher would tell us whether the students would take interest in studies as well.

This dimension consists of 19 statements of which 15 are scored on a three point scale - yes, doubtful and no; the remaining four statements have multiple choice. These statements aim at providing information regarding the children's perception about their teachers.

#### Questionnaire for the Parents:

This questionnaire is prepared to obtain data from the parents belonging to the SC/ST, with regard to the parents' interest in the day-to-day school work of their wards, their attitude towards education and their assessment of their children's capabilities for education.

The parents' interest in the day-to-day school work and their attitude towards education can provide an educational environment for the students. The more <sup>of</sup> the interest they

The statements in social studies (which are 10 in number) measure (i) understanding the importance of social living (ii) knowledge of agricultural activities (iii) understanding the means of communication and (iv) development of the habit of self reliance.

These statements are provided to have a comparative picture of the difficulties faced by the children of the SC/ST on the one hand and the other children on the other. The teachers are asked to opine these difficulties faced by the children at three levels - great difficulty, slight difficulty and no difficulty.

#### Analysis of Data:

Percentages and means have been computed for analysing the quantified data.

A chi square test is applied to find out the difference between socio-economic status of the SC/ST students and their Aspirations, Diffidence, Rejection, Self-conception and their Perception of the school and the teacher.

The following Null hypothesis were developed to apply the chi square test.

- H<sub>1</sub> There is no difference between socio-economic status and aspirations of the SC/St students at .05 level of significance.



- H<sub>2</sub> There is no difference between socio-economic status and the feeling of diffidence amongst the SC/ST students at .05 level of significance.
- H<sub>3</sub> There is no difference between socio-economic status and the feeling of rejection amongst the SC/ST students at .05 level of significance.
- H<sub>4</sub> There is no difference between socio-economic status and self-conception of the SC/ST students at .05 level of significance.
- H<sub>5</sub> There is no difference in the socio-economic status and the perception of the school of the SC/ST students at .05 level of significance.
- H<sub>6</sub> There is no difference between the socio-economic status and the perception of the teacher of the SC/ST students at .05 level of significance.

The 'means' for the difficulties experienced by the SC/ST students as against the 'means' for other students, as opined by the teachers are compared and analysed.

A qualitative content analysis is also used in analysing qualitative data gathered through open ended questions.

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