CHAPTER

V

ANALYSIS AND DISCUSSION

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As the present study has three broad objectives, viz., studying the characteristics of entrants and non-entrants, testing the association between entry into higher education and different characteristics and indepth studies of entrants and non-entrants, the analyses and results have been presented here in this sequence. The analysis is followed by the discussion of findings.

5.1 CHARACTERISTICS OF STUDENTS WHO HAVE ENTERED HIGHER EDUCATION

Data regarding the characteristics of students were collected from 1325 higher secondary students. Of these 614 (46.34%) passed the HSC examination. Of these successful students, 466 (75.90%) entered higher education. The characteristics have been classified into specific categories. The data regarding these characteristics have been presented in tables 5.1 to 5.9. The procedure of classification has been discussed in Chapter IV (vide caption 4.6.2). The frequency and percentage of entrants in each category have been presented in the tables. This has been done first for total sample and then for boys, girls, arts, commerce and science students respectively. For testing the significance of difference of characteristics of entrant: boys and girls on one hand and entrants from arts, commerce and science streams on the other. Chi-square values were calculated. These values along with the degrees of freedom and level of significance have been presented in Appendix XIV. While describing the characteristics, the remarks that have been made regarding the difference between entrant sub-groups are based on chi-square analysis.

5.1.1 Background Characteristics

The background characteristics of the entrants are presented in table 5.1 (next page). From the table, following important features of their characteristics are noted.

a. Sex

About 75 per cent of the students who entered higher education were boys, and 25 per cent girls. But this was not the case when stream of study was taken into account. The percentage of girls from among the arts students was 46. The corresponding percentage of girls from commerce and science stream were 12 and 14 respectively. The entrants coming from three streams differed significantly in terms of their sex.

TABLE 5.1(a)

SEX AND HOME LOCATION AND RELIGION

Sex	Home Location				Religion			
	Rural		Urban		Muslim		Hindu	
	f	(%)	f	(%)	f	(%)	f	(%)
Boys	278	(88.82)	71	(46.40)	253	(72.91)	76	(80.67)
Girls	35	(11.18)	82	(53.60)	94	(27.90)	23	(19.33)
Total	313	(100)	153	(100)	347	(100)	119	(100)

A further analysis (table 5.1a) shows that girls constitute only 11.18 per cent of entrants from rural area whereas of the urban entrants the girls constitute 53.60 per cent (about seven per cent more than boys). Religionwise it is found that about eight per cent more girls are amongst muslims than amongst hindus.

b. Home Location

About two-third (67%) of the total entrants were of rural origin. The boys and girls differed significantly in terms of their home location. While 80 per cent of the entrant boys came from rural area, only 30 per cent of the entrant girls were from

TABLE 5.1

BACKGROUND CHARACTERISTICS OF ENTRANTS

Characteristic	Category	Total sample N=466		Boys N=349		Girls N=117		Arts Students N=169	
		f	(%)	f	(%)	f	(%)	f	(%)
Sex	Boys	349	(74.89)	-	-	-	-	92	(54.44)
	Girls	117	(25.11)	-	-	-	-	77	(45.56)
Home Location	Rural	313	(67.17)	278	(79.66)	35	(29.91)	98	(57.99)
	Urban	153	(32.83)	71	(20.34)	82	(70.09)	71	(42.01)
Religion	Muslim	347	(74.46)	253	(72.49)	94	(80.34)	144	(85.21)
	Hindu	119	(25.54)	96	(27.51)	23	(19.66)	25	(14.79)
Stream of Study	Arts	169	(36.27)	92	(26.36)	77	(65.81)	-	-
	Commerce	73	(15.67)	64	(18.34)	9	(7.69)	-	-
	Science	224	(48.07)	193	(55.30)	31	(26.50)	-	-
Birth Order	First born	91	(19.53)	69	(19.77)	22	(18.80)	37	(21.89)
	Middle born	331	(71.03)	249	(71.35)	82	(70.09)	120	(71.01)
	Last born	44	(9.44)	31	(8.88)	13	(11.11)	12	(7.10)
	Younger	254	(54.51)	165	(47.28)	89	(76.07)	132	(78.11)

rural homes. When the stream was considered, it was found that 77 per cent of the commerce, 71 per cent of the science and 58 per cent of the arts students were from rural areas. They differed significantly in terms of this characteristic.

TABLE 5.1(b)

HOME LOCATION AND RELIGION

Home Location	Religion			
	Muslim		Hindu	
	f	(%)	f	(%)
Rural	215	(61.96)	98	(82.35)
Urban	132	(38.04)	21	(17.65)
Total	347	(100)	119	(100)

A further analysis (table 5.1b) shows that amongst muslim entrants 61.96 per cent were of rural origin whereas 82.35 per cent of the entrant hindus came from rural area.

c. Religion

Of those who entered portals of higher education, 74 per cent were muslims, 26 were hindus, none was from any other religion in the overall sample. Among the male entrants, 72 per cent were muslims. Among the female entrants, the muslim girls constituted 80 per cent. There was no significant difference between entrant males and females with respect to their religion. When stream was taken into account significant differences were observed between the entrant arts, commerce and science students with respect to their religion. While the proportion of hindus among the entrants from commerce stream was 38 per cent, it was 29 per cent from science stream, and 15 per cent from arts stream.

TABLE 5.1(c)

RELIGION AND HOME LOCATION

Religion	Home Location			
	Rural		Urban	
	f	(%)	f	(%)
Muslim	215	(68.69)	132	(86.27)
Hindu	98	(31.31)	21	(13.73)
Total	313	(100)	153	(100)

A further analysis (table 5.1c) of the data reveals that amongst the rural entrants 68.69 per cent were muslims. But with respect to urban entrants, muslims constituted 86.27 per cent.

d. Stream of Study

Of the entrants, 48 per cent studied science whereas only 16 per cent studied commerce. The percentage of arts students among the entrants was 36. The entrant boys and girls differed significantly in terms of the streams they had studied. While 55 per cent of the boys studied science and 26 per cent studied arts, the corresponding percentages for girls were 27 and 66 respectively. Also greater proportion of boys than girls studied commerce, the proportions were 18 per cent for boys and eight per cent for girls.

TABLE 5.1(d)

STREAM OF STUDY AND HOME LOCATION AND RELIGION

Stream of Study	Home Location				Religion			
	Rural		Urban		Muslim		Hindu	
	f	(%)	f	(%)	f	(%)	f	(%)
Arts	98	(31.31)	71	(46.40)	144	(41.50)	25	(21.01)
Commerce	56	(17.89)	17	(11.11)	45	(12.97)	28	(23.53)
Science	159	(50.80)	65	(42.48)	158	(45.53)	66	(55.46)
Total	313	(100)	153	(100)	347	(100)	119	(100)

The further analysis of data (table 5.1(d)) shows that of

the entrants from the rural area, more are from the science stream whereas in the case of entrants from the urban area, more are from the arts stream. This is because amongst the urban entrants, the girls are more and they are from arts stream. Again religionwise, out of 100 muslim entrants, 45 are from science, 41 from arts and 13 from commerce. In case of hindus, out of 100 entrants, larger percentage (55) as compared to muslim students are from science stream, 21 per cent of the hindu entrants are from arts stream and 23.50 per cent are from commerce stream. For muslim students the order of stream is science, arts and commerce whereas for hindus, it is science, commerce and arts.

e. Birth Order

Seventy one per cent of the entrants were middle borns, while nearly one-fifth and one-tenth of them were the eldest and youngest children of their families respectively. This was almost true for both boys and girls. Though a smaller proportion (12%) of entrants from commerce stream than from science (20%) or arts (22%) streams was first born children, the entrants from three streams did not differ significantly in their birth order.

f. Age

Majority (55%) of the entrants were comparatively younger in comparision to their higher secondary classmates. When sex was taken into account a significant difference was found between boys and girls. While 47 per cent of the entrant boys were younger, 76 per cent girls were comparatively younger than their higher secondary classmates. Similarly it was noted that while 78 per cent of the entrant arts students were comparatively younger, 61 per cent of the entrant science students were comparatively older than their classmates.

5.1.2 Socio-Economic Background

The data regarding the socio-economic background of the entrants are presented in table 5.2 (next page).

TABLE 5.2

SOCIO-ECONOMIC BACKGROUND OF ENTRANTS

Charac-teristic	Dimension	Level/Category	Total sample N=466 f	(%)	Boys N=349 f	(%)	Girls N=117 f	(%)	Arts Studen N=16 f	(
	Fathers' Education	Illiterate	49	(10.52)	48	(13.75)	1	(0.85)	23	(13.
		Primary (I-V)	87	(18.67)	78	(22.35)	9	(7.69)	36	(21.
		Secondary(VI-X)	88	(18.88)	81	(23.21)	7	(5.98)	22	(13.
		Matriculate	170	(36.48)	103	(29.51)	67	(57.26)	58	(34.
		Graduate	72	(15.45)	39	(11.17)	33	(28.21)	30	(17.
	Mothers' Education	Illiterate	124	(26.61)	115	(32.95)	9	(7.69)	53	(31.
		Primary (I-V)	164	(35.19)	128	(36.68)	36	(30.77)	57	(33.
		Secondary(VI-X)	130	(27.90)	91	(26.07)	39	(33.33)	37	(21.
		Matriculate	47	(10.09)	15	(4.30)	32	(27.35)	22	(13.
		Graduate	1	(0.21)	-	-	1	(0.85)	-	-
	Fathers' Occupation	Agriculture	171	(36.70)	161	(46.13)	10	(8.55)	67	(39.
		Business	86	(18.45)	60	(17.19)	26	(22.22)	23	(13.
		Teaching	54	(11.59)	40	(11.46)	14	(11.97)	14	(8.
		Lower Grade Service	73	(15.67)	43	(12.32)	30	(25.64)	31	(18.
		Senior Official	38	(8.15)	23	(6.59)	15	(12.82)	15	(8.
		Professional	31	(6.65)	12	(3.44)	19	(16.24)	14	(8.
		Others	13	(2.79)	10	(2.87)	3	(2.56)	5	(2.
Socio-Economic Status (SES)	Overall SES	High	-	-	-	-	-	-	-	-
		Middle	99	(21.24)	48	(13.75)	51	(43.59)	41	(24.
		Low	367	(78.76)	301	(86.25)	66	(56.41)	128	(75.
	Educational Status	High	1	(0.21)	-	-	1	(0.85)	-	-
		Middle	128	(27.47)	65	(18.62)	63	(53.85)	55	(32.
		Low	337	(72.32)	284	(81.38)	53	(45.30)	114	(67.
	Occupational Status	High	1	(0.21)	-	-	1	(0.85)	-	-
		Middle	53	(11.37)	21	(6.02)	32	(27.35)	24	(14.
		Low	412	(88.41)	328	(93.98)	84	(71.79)	145	(85.
	Income Status	High	56	(12.02)	27	(7.74)	29	(24.79)	26	(15.
		Middle	157	(33.69)	110	(31.52)	47	(40.17)	48	(28.
		Low	253	(54.29)	212	(60.74)	41	(35.04)	95	(56.

TABLE 5.2 (contd.) 159

Characteristic	Dimension	Level/Category	Total sample N=466		Boys N=349		Girls N=117		Arts Students N=169	
			f	(%)	f	(%)	f	(%)	f	(%)
Nature of the Family	-	Nuclear	397	(85.19)	298	(85.39)	99	(84.62)	150	(88.76)
		Joint	69	(14.81)	51	(14.61)	18	(15.38)	19	(11.24)
Family Size	-	Small	64	(13.73)	38	(10.89)	26	(22.22)	30	(17.75)
		Medium	236	(50.64)	178	(51.00)	58	(49.57)	84	(49.70)
		Large	166	(35.62)	133	(38.11)	33	(28.21)	55	(32.54)
Education of Siblings	-	High	86	(22.93)	42	(15.00)	44	(46.32)	38	(28.79)
		Average	171	(45.60)	127	(45.36)	44	(46.32)	56	(42.42)
		Low	118	(31.47)	111	(39.64)	7	(7.36)	38	(28.79)
Students' Residence	-	Parental	269	(57.73)	173	(49.57)	96	(82.05)	125	(73.96)
		Relatives	49	(10.52)	41	(11.75)	8	(6.84)	16	(9.47)
		Hostel	78	(16.74)	66	(18.91)	12	(10.26)	11	(6.51)
		Others	70	(15.02)	69	(19.77)	1	(0.85)	17	(10.06)

a. Socio-Economic Status

Though, parental education and occupation are two important determinants of SES and educational and occupational status are discussed while describing SES, yet in view of their greater importance fathers' education, mothers' education and fathers' occupation of the entrants have been described below separately.

Fathers' Education : The modal education of the fathers of entrants was secondary graduation i.e., matriculation (36.48%). The proportion of illiterate fathers was 10.52 per cent, while that of graduate fathers was 15.45 per cent. Though the modal education was same for all sub samples, yet the entrants boys and girls on one hand and arts, commerce and science students on the other hand differed significantly with respect to their fathers' education. The spectacular difference was between boys and girls. While 59.31 per cent (including 13.75 per cent illiterate) of the fathers of boys could not cross the matriculation, 85.47 per cent fathers of the girls were at least matriculates (including 28.21 per cent atleast graduates). Only one girl out of 117 (0.85%) was the daughter of an illiterate father, whereas one out of seven boys (13.75%) had an illiterate father. Fathers' education of the entrants from different streams also differed significantly. Of the science students 7.14 per cent had illiterate fathers whereas about 13.6 per cent of arts students and an equal percentage of commerce students had illiterate fathers. Amongst the commerce students about 5.5 per cent had graduate fathers, whereas the corresponding percentages for science and arts students were about 17 and 18 respectively. Greater proportion of commerce students (49.32%) had school (primary and secondary) educated fathers than arts (34.32%) and science (36.16%) students.

Mothers' Education : The modal education of the mothers of entrants was primary education (35.19%). The proportion of illiterate mothers was 26.61 per cent and that of atleast matriculate mothers was 10.30 per cent. The entrant boys and girls showed significant difference in their mothers' education.

Though the modal education of the mothers of entrant boys was primary (36.68%), modal education of the mothers of girls was secondary education (33.33%). More boys (33%) had illiterate mothers as compared to girls (8%). On the other hand, mothers of 28 per cent girls were matriculates. The corresponding percentage of boys was four only. Streamwise, about 31 per cent of arts students had illiterate mothers, 13 per cent had matriculate mothers, the corresponding percentages of illiterate and matriculate mothers of science and commerce students were 21 and 10 and 33 and 4 respectively. Mothers' education significantly differentiated the entrants coming from arts, commerce and science streams.

Fathers' Occupation : The fathers of the largest number (36.70%) of entrants were engaged in agriculture. Businessmen formed the next major group (18.45%). The proportion of lower grade employees was 15.67 per cent, teachers, 11.59 per cent, senior officials, 8.15 per cent, and professionals was 6.65 per cent in the total entrant group. When the entrants were divided on the basis of sex, it was found that entrant boys and girls differed significantly in terms of their fathers' occupation. Whereas 46.13 per cent of boys were the sons of farmers, only 8.55 per cent girls' fathers were engaged in agriculture. Again whereas fathers of 38.46 per cent girls were in service (lower and senior grade) the corresponding proportion of boys' fathers was 18.91 per cent. Again 16.24 per cent of the girls were the daughters of professionals while only 3.44 per cent boys' fathers were professionals. Remarkable differences were also seen between the students of different streams. The most notable difference was that the fathers of 32.88 per cent of commerce students were businessmen, the corresponding percent for arts and science students were 13.61 and 17.41 respectively. While 16.07 per cent science students' fathers were teachers, 8.28 per cent arts students and 5.48 per cent commerce students were the children of teachers. About 17 per cent of the arts students had their fathers employed as senior officers and professionals whereas the corresponding percentage for science students was 16. In case of students from commerce stream the figure was the minimum (5%).

SES : Overwhelming majority (78.76%) of the entrants came from low SES families, the share of middle class was 21.24 per cent. None of the entrants came from high SES families. It is to be noted that in the overall sample also nobody was from high SES families. There was a striking difference between the entrant boys and girls with respect to their SES of the family. While only 13.75 per cent of the boys came from middle class families, 43.59 per cent girls belonged to that class. While separating the students according to stream, though it was found that the proportion of middle class among the entrants from commerce stream (13.70%) was lower than those from arts (24.26%) and science (21.43%) streams, they did not differ significantly.

When educational status of the family i.e., status due to the education of both the parents was considered, it was noted that 72.32 per cent entrants came from families of low educational status. While boys and girls were considered separately it was found that 18.62 per cent boys came from families whose educational status was not low, the corresponding percentage for girls was 54.70. The entrant boys and girls differed significantly in this respect. Though, the educational status of the families of arts and science students was comparable, that of commerce students was comparatively lower. Nearly 90 per cent commerce students came from families of low educational status as against 67 per cent of arts and 70 per cent of science students. The entrants from three streams differed significantly.

About 88 per cent of the entrants' families had low occupational status. In this aspect also the entrants boys and girls differed significantly. Whereas 94 per cent boys came from low status families, girls' proportion from these families amounted to 72 per cent. Considering the students streamwise it was noted that though apparently a greater proportion of commerce students than arts and science ones belonged to low status families, these differences were not significant.

Majority (54%) of the entrants came from low income status homes. However, 12 per cent of them had high income status. When the entrants were considered sexwise, significant differences appeared between them. While 61 per cent of the boys were the sons of low income status families, 35 per cent girls came from low income families. On the otherhand, 25 per cent girls came from high income families as against eight per cent of boys. When streams were considered, it was found that the income status of the families of arts and commerce students was almost the same. The percentages of high and low income status students among the science group were lower than either of the arts or commerce groups, but the proportion of middle income students among science stream was greater than that of either arts or commerce students. The entrants from three streams differed significantly.

Families of about half of the entrants had low property status, only three per cent had high status. The boys and girls also differed significantly in terms of their families' property status. The proportion of the girls from low property status families was 31 per cent as against 56 per cent of boys. Similarly, the arts, commerce and science students differed significantly in this dimension of SES. Greater proportion of commerce students (64%) came from low property status families than arts (50%) and science students (45%).

Families of almost all (98.07%) of the entrants had low cultural level and social participation. The proportions were almost same for any sub-sample.

b. Nature of the Family

Eighty five per cent of the entrants belonged to nuclear families. This was by and large same for all sub-samples, viz., boys, girls; arts, commerce and science students.

c. Family Size

Fifty one per cent of the entrants came from medium sized families. The share of small sized families was about 14 per cent and that of large sized families was about 36 per cent.

Greater proportion of girls (22.22%) than boys (10.89%) came from small families. Reverse was the case for large families. The boys and girls differed with respect to their family size. Though a smaller proportion of commerce students than arts or science ones came from small sized families, these differences were not significant.

d. Education of the Siblings

Of the 466 entrants 375 (80.47%) had elder siblings. Of those who had elder siblings, 23 per cent had them (siblings) with mean high level of education, 46 per cent had with mean average level and 31 per cent with mean low level of education. When the sex of the entrants was taken into account, a considerable difference was noted in the education levels of siblings of boys and girls. Only 15 per cent of the boys had elder siblings with mean high level education, as against 46 per cent girls. On the other hand, only seven per cent girls had poorly educated elder siblings as compared to 40 per cent of boys. When the stream of study of the students was considered, significant differences were noted. Arts and science students did not differ much in this respect, while the commerce students showed deviation from the farmer. Commerce students had lesser proportion of highly and larger proportion of poorly educated elder siblings.

e. Students' Residence

Majority (58%) of the entrants lived with their parents, 17 per cent stayed at hostels, 10 per cent resided with their relatives and 15 per cent managed their stay otherwise while they were the students of higher secondary. Regarding their residence, the boys and girls differed significantly. Whereas about half of the boys stayed with their parents, 82 per cent girls lived in parental homes. Taking the data streamwise it was found that only 44 per cent science students lived with parents as against 74 per cent arts students. Only seven per cent of the arts students stayed at hostels, while the proportion of science hostalites was 26 per cent. The entrant arts, commerce and science students showed significance difference.

5.1.3 Home Environment

The data regarding the home environment of the students who have entered higher education are presented in table 5.3 (next page). From these data, the following important features of their home environment are noted.

The entrant students came from homes of good and moderate environments equally (49.14 per cent each). The boys and girls on one hand and the arts, commerce and science students on the other, showed significant differences in respect to their home environment. Seventy seven per cent girls belonged to homes of good environment as against 40 per cent boys. Greater proportion of science and arts students tended to come from good environmental homes than commerce students. Their proportions with respect to good environmental homes were 53, 50 and 36 for science, arts and commerce students respectively.

Forty one per cent of the entrants had good study facilities at homes, while 11 per cent had poor facilities. However, 48 per cent had moderate facilities. Considering these students sexwise, it was found that the boys and girls differed much. While two-third of the girls had good facilities of study at home, only one-third of the boys had the same. On the other hand 15 per cent boys came from homes with poor study facilities as against only two per cent girls. Though the proportions of arts, commerce and science students coming from low study facility homes were almost the same, their proportions differed with respect to good and moderate study facilities. Only 27 per cent commerce students had good study facilities at home as against 43 per cent arts and 44 per cent science students. However, the students of three streams were found not to differ significantly in terms of the study facilities at homes.

Just half of the entrants were the children from homes with moderate emotional climate and 48 per cent belonged to good climate homes. Against this, it was found that only two per cent came from poor climate homes. Here too, the boys and girls on one hand and the arts, commerce and science students on the other

TABLE 5.3

HOME ENVIRONMENT OF ENTRANTS

HOME ENVIRONMENT Dimension	Level/Category	Total sample N=466		Boys N=349		Girls N=117		Arts Students N=169	
		f	(%)	f	(%)	f	(%)	f	(%)
Overall	Good	229	(49.14)	139	(39.83)	90	(76.92)	84	(49.70)
	Moderate	229	(49.14)	202	(57.88)	27	(23.08)	81	(47.93)
	Poor	8	(1.72)	8	(2.29)	-	-	4	(2.37)
(a) Study Facilities	Good	190	(40.77)	112	(32.09)	78	(66.67)	72	(42.60)
	Moderate	223	(47.85)	186	(53.30)	37	(31.62)	77	(45.56)
	Poor	53	(11.37)	51	(14.61)	2	(1.71)	20	(11.83)
(b) Emotional Climate	Good	223	(47.85)	150	(42.98)	73	(62.39)	78	(46.15)
	Moderate	233	(50.00)	189	(54.15)	44	(37.61)	85	(50.30)
	Poor	10	(2.15)	10	(2.87)	-	-	6	(3.55)

differed significantly. Sixty two per cent girls as against 43 per cent boys had homes with good emotional climate. Streamwise, 29 per cent commerce students came from good climate homes, whereas the corresponding percentages for arts and science students were 46 and 55 respectively.

Sixty two per cent of the parents of entrants showed high interests and provided encouragement to their children for acquiring education, while four per cent entrants received poor encouragement. Though the boys and girls differed in this aspect, the arts, commerce and science students did not show any significant difference. Eighty one per cent girls perceived parental interest and encouragement as high, as against 55 per cent boys.

5.1.4 Academic Performance

The data regarding the academic performance at HSC and SSC examination of the entrants are presented in table 5.4 (next page).

Eighteen per cent of the entrants were high achievers at HSC examination i.e., they secured first divisions and almost an equal percentage (19%) were low achievers; rest 63 per cent were average achievers. The boys and girls did not differ in their HSC performance, but there were striking differences between the entrants coming from arts, commerce and science streams. Thirty four per cent of the science students who entered higher education were high achievers as against four per cent in arts and one per cent in commerce students. On the other extreme, only four per cent science students were low achievers as against 28 per cent arts and 42 per cent commerce students.

Of the entrants, 39 per cent had secured first division, 50 per cent second and 11 per cent had secured third division at their SSC examination. The boys and girls differed significantly in this characteristic while 44 per cent boys were high achievers at SSC examination, the corresponding percentage for girls was 21 per cent. The percentages of average achieving boys and girls were 45 and 64 respectively. The difference between arts, commerce and science students was more prominent with respect

TABLE 5.4

ACADEMIC PERFORMANCE OF ENTRANTS

ACADEMIC Dimension	PERFORMANCE Level/	Total Sample N=466 f	(%)	Boys N=349 f	(%)	Girls N=117 f	(%)
HSC Examination	High (First Division)	84	(18.03)	65	(18.62)	19	(16.24)
	Average (Second Division)	293	(62.88)	219	(62.75)	74	(63.25)
	Low (Third Division)	89	(19.10)	65	(18.62)	24	(20.51)
SSC Examination	High (First Division)	180	(38.63)	155	(44.41)	25	(21.37)
	Average (Second Division)	233	(50.00)	158	(45.27)	75	(64.10)
	Low (Third Division)	53	(11.37)	36	(10.32)	17	(14.53)

to their SSC achievement. Three-fourth of the science students were high achievers, whereas only five per cent of arts students and seven per cent of commerce students were on par with their science counterparts. On the other hand, none of the science students was a low achiever at SSC whereas 23 per cent arts and 19 per cent commerce students were found to be low achievers category.

5.1.5 Educational Aspirations

The levels of educational aspirations of entrants are shown in table 5.5 (next page).

Nearly 85 per cent of the entrants were found to have high educational aspirations. Only two per cent had low aspirations for education, rest had average aspirations. The aspirations of boys and girls when considered separately were the same as that of the total sample. But when the entrants were divided according to the streams they had studied, considerable differences emerged. Ninety four per cent science students had high educational aspirations as against the same of 84 per cent commerce and 73 per cent arts students. About three per cent each from arts and commerce students who entered higher education demonstrated low aspirations, while only less than one per cent science students had low educational aspiration.

5.1.6 Occupational Aspirations

The levels of occupational aspirations of students and their preferences are presented in table 5.6 (next page).

Slightly less than three-fourth (73%) of the entrants had high occupational aspirations. Only one out of 466 entrants was found to possess low occupational aspirations. The boys and girls showed significant difference in their occupational aspirations as 77 per cent boys against 63 per cent girls had high aspirations. But the differences were more remarkable

TABLE 5.5

EDUCATIONAL ASPIRATIONS OF ENTRANTS

Educational Aspirations	Total Sample N=466		Boys N=340		Girls N=117		Arts Students N=169	
	f	(%)	f	(%)	f	(%)	f	(%)
High	394	(84.55)	294	(84.24)	100	(85.47)	123	(72.78)
Average	63	(13.52)	47	(13.47)	16	(13.68)	41	(24.26)
Low	9	(1.93)	8	(2.29)	1	(0.85)	5	(2.96)

Note : Figures in the parantheses indicate percentages of column totals.

when the entrant group was broken down according to stream studied. There it was found that 91 per cent science students possessed high aspirations, whereas the corresponding proportions of arts and commerce students in this respect were 62 and 45 percents respectively. The preference to a particular occupation of a group of students was calculated using the formula

$$\text{Preference (percent)} = \frac{3n_1 + 2n_2 + n_3}{6N} \times 100$$

where n_1, n_2 and n_3 are the number of respondents who named the occupation as first, second and third preference and N is the total number of respondents.

The most preferred occupational category by the entrants was professional, which claimed 35.98 per cent of total preferences. The next were teaching and managerial jobs covering 21.75 per cent and 15.02 per cent of total preferences. Boys preferred professional category most, as 38.92 per cent of their total preference were centered about professional jobs. Next came defence (18.24%) followed by teaching (15.71%). On the other hand, the most preferred occupational category by girls was teaching which claimed 39.74 per cent of total preferences. Next were professional (27.21%) and managerial (21.23%). The arts, commerce and science students also showed different trends regarding their preferences. The three most preferred occupational categories by arts students were teaching (33.92%), professional (20.32%) and Managerial (15.19%), Commerce students preferred managerial most (46.12%), then defence (16.67%) followed by superior services (15.75%). On the other hand, the most preferred occupational category by science students was professional which claimed 58.04 per cent of their total preference. Next were teaching (16.29%) and defence (15.48%).

5.1.7 Co-Curricular Interests

The interests of entrants in Co-curricular activities as well as in its various dimensions are presented in table 5.7 (next page).

TABLE 5.7

CO-CURRICULAR INTERESTS OF ENTRANTS

CO-CURRICULAR INTERESTS Dimension	Level	Total sample N=466 f	(%)	Boys N=349 f	(%)	Girls N=117 f	(%)
Overall	High	8	(1.72)	7	(2.01)	1	(0.85)
	Average	328	(70.39)	259	(74.21)	69	(58.97)
	Low	130	(27.90)	83	(23.78)	47	(40.17)
Reading Interests	High	24	(5.15)	16	(4.58)	8	(6.84)
	Average	252	(54.08)	187	(53.58)	65	(55.56)
	Low	190	(40.77)	146	(41.83)	44	(37.61)
Interests in Games and Sports	High	52	(11.16)	50	(14.33)	2	(1.71)
	Average	288	(61.80)	223	(63.90)	65	(55.56)
	Low	126	(27.04)	76	(21.78)	50	(42.74)
Interests in Literary Activities	High	33	(7.08)	31	(8.88)	2	(1.71)
	Average	244	(52.36)	188	(53.87)	56	(47.86)
	Low	189	(40.56)	130	(37.25)	59	(50.43)

Seventy per cent of the entrants showed moderate co-curricular interests. The high interest group comprised of two per cent entrants while 28 per cent were in low interest group. Significant differences appeared among its components when entire entrant group was divided either according to their sex or stream studied. Sexwise it was noted that 40 per cent girls had poor interests in co-curricular activities as against 24 per cent boys. Taking streamwise, it was found that though arts and commerce students had almost similar patterns of co-curricular interests, science students differed from them as less percentage of science students showed low interests in the same. The proportion of science students with poor co-curricular interests was 21 per cent against 34 per cent of arts or commerce students.

By analysing the data dimensionwise, the findings were interesting. For example, the majority (54%) of the entrants had moderate interests in reading, 41 per cent had low and only five per cent had high interests. The boys and girls did not differ in their reading interests. When the entrants were divided according to the streams they had studied, they also did not differ significantly, though a greater proportion of commerce students were found to have low reading interests. It accounted for 52 per cent among commerce students as against 30 per cent of science and 42 per cent of arts students.

Sixty two per cent of the entrants were moderately interested in games and sports. Eleven per cent of them had high and 27 per cent had low interests in this dimension of co-curricular interests. Both boys and girls and arts, commerce and science students showed significant difference in this characteristic. Among boys and girls, it was found that 14 per cent boys against two per cent girls had high interests in games and sports. As against this, it was noted that 43 per cent girls were poorly interested in games against 22 per cent boys. In streamwise consideration it was found that greater proportion of commerce students had high interests in games and sports than arts and science students. The proportions of students in the

same were 22 per cent in commerce, 10 per cent in science and eight per cent in arts.

Regarding literary activities, slightly more than half (52%) of the entrants were found to have moderate interests, while seven per cent had high and 41 per cent had low interests. The boys and girls showed considerable differences in their literary interests. While nine per cent boys had high interests in the activity less than two per cent girls possessed high interests. Again, half of the girls (50%) had poor interests against 37 per cent of boys. But when stream was considered, no significant difference was noticed with respect to their interests in literary activities between the entrants from arts, commerce and science streams.

Slightly more than three-fourth (76%) of the entrants had high interests in cultural activities. Seven per cent had high and 17 per cent had poor interests with respect to this dimension. When the entrants were divided according to sex or stream, no significant differences were found between the constituent sub groups.

Majority (52%) of the entrant students had low interests in scientific activities. However, six per cent had high and 42 per cent had moderate interests in these activities. The boys and girls differed significantly in terms of their interests in scientific activities. Sixty six per cent girls showed low interests as against 48 per cent boys and 46 per cent boys showed moderate interests whereas the proportion of moderately interested girls was only 30 per cent. Streamwise the students differed even greatly as science students demonstrated interests on the higher side. Eleven per cent of science students had high interests in scientific activities as against only one per cent of arts and none of the commerce students. Moreover, about 55 per cent science students also had average interests while the corresponding percentages for arts and commerce students were 26 and 37 only. On the other hand, 73 per cent arts and 63 per cent commerce students showed poor interests as against 33 per cent of science students.

Nearly 58 per cent of entrants had moderate interests in social work activities, while five per cent had high and 37 per cent had low interests in such activities. When sex was considered, significant differences between boys and girls were found. Majority (56%) of the girls exhibited poor interests as against 31 per cent boys in these activities. When stream of study was taken into account no significant difference was noticed between arts, commerce and science students.

5.1.8 Institutional Adjustment

The data regarding the institutional adjustments of the entrants are shown in table 5.8 (next page). From the table following important points are noted.

The entrants were by and large seemed to be adjusted to the institutions where they had studied their higher secondary as 47 per cent had good adjustments and 51 per cent had moderate adjustments. Only two per cent entrants showed poor adjustments. When the entrants were divided in terms of their sex, interesting differences emerged. Whereas seventy two per cent of the girls were well adjusted, 58 per cent boys had moderate adjustments. However, 39 per cent boys showed good adjustments. None of the girls as against three per cent boys had poor adjustments. Considering streamwise, the students of different streams showed different degree of adjustments as arts students were more adjusted than their commerce and science counterparts. It was evident from the corresponding percentages of well adjusted students of all the three streams. Fifty six per cent of arts students, 43 per cent commerce and 41 per cent science students showed good adjustments.

Sixty per cent of the entrants were well adjusted to the academic environment of their higher secondary institution as against poor adjustment of five per cent of entrants. Girls were better adjusted than boys. It was evident from the data that 70 per cent girls were well adjusted as against 56 per cent

TABLE 5.8

INSTITUTIONAL ADJUSTMENTS OF ENTRANTS

INSTITUTIONAL ADJUSTMENTS		Total sample N=466		Boys N=349		Girls N=117	
Dimension	Level	f	(%)	f	(%)	f	(%)
Overall	Good	219	(47.00)	135	(38.68)	84	(71.79)
	Moderate	237	(50.86)	204	(58.45)	33	(28.21)
	Poor	10	(2.14)	10	(2.87)	-	-
Adjustment with Academic Environment	Good	278	(59.66)	196	(56.16)	82	(70.09)
	Moderate	165	(35.41)	133	(38.11)	32	(27.35)
	Poor	23	(4.94)	20	(5.73)	3	(2.56)
Adjustment with Classmates	Good	324	(69.53)	236	(67.62)	88	(75.21)
	Moderate	124	(26.61)	100	(28.65)	24	(20.51)
	Poor	18	(3.86)	13	(3.72)	5	(4.27)
Adjustment with Teachers	Good	286	(61.37)	202	(57.88)	84	(71.79)
	Moderate	142	(30.69)	112	(32.09)	31	(26.50)
	Poor	37	(7.94)	35	(10.03)	2	(1.71)
Adjustment with Rules/ Regulations and General Condition	Good	117	(25.11)	69	(19.77)	48	(41.03)
	Moderate	182	(39.06)	126	(36.10)	56	(47.86)
	Poor	167	(35.84)	154	(44.13)	13	(11.11)

boys. Though arts sub-group had higher percentages of well adjusted students than commerce and science, the students of different streams did not show significant differences amongst themselves.

The students were by and large well adjusted with their higher secondary classmates. Approximately 70 per cent had good adjustments and about 27 per cent had moderate adjustments. Adjustment of entrants to their classmates did not show sex or stream differences.

More than three-fifth (61%) of the entrants were well adjusted with their teachers. Only eight per cent demonstrated poor adjustments. When sex was considered, the boys and girls showed considerable differences with respect to their adjustment with the teachers. Greater proportion of girls (72%) than boys (58%) were well adjusted. On the other extreme, only two per cent of the girls were poorly adjusted as against 10 per cent boys. Streamwise also, the entrants differed in this dimension. Though the adjustments of arts and commerce students were almost the same, that of science students was comparatively lower than the other two sub-groups. Whereas 56 per cent science students had good adjustments, the corresponding percentages for arts and commerce students were 66 and 67 respectively. Against the four per cent arts and five per cent commerce students, 12 per cent of science students were poorly adjusted.

By and large the adjustments of entrants with the rules/ regulation and general condition were on lower side as 36 per cent entrants showed low level of adjustment against 25 per cent who had high adjustments. However, 39 per cent had moderate adjustments. Significant differences were there between boys and girls in this respect. Forty one per cent girls were well adjusted against 20 per cent boys. On the other extreme, 44 per cent boys were poorly adjusted as against 11 per cent girls. Streamwise also the entrants differed significantly. Whereas 31 per cent arts and 27 per cent commerce students had good adjustment, the same was found with only 20 per cent of science students. As

against the low adjustment of 25 per cent arts and 36 per cent commerce students, the percentage of science students in this respect was 49.

5.1.9 Achievement Motivation

Data regarding the achievement motivation of the entrant students are presented in table 5.9 (page 176).

Though majority (52%) of the entrants were moderately achievement motivated, only about one per cent of them had high achievement motivation. Forty seven per cent had low level of achievement motivation. By and large, boys had higher level of achievement motivation than girls. Majority of the boys (55%) had moderate but majority of the girls (56%) had low achievement motivation. The arts, commerce and science students also differed significantly in their achievement motivation. More than two per cent science students as against none from arts or commerce stream had high level of achievement motivation. Besides, 59 per cent science students had moderate achievement motivation whereas the corresponding percentages for arts and commerce students were 42 and 49 respectively. On the other hand, about 58 per cent arts and 51 per cent commerce students as against 38 per cent science students demonstrated low level of achievement motivation.

5.2 CHARACTERISTICS OF THE STUDENTS WHO HAVE NOT ENTERED HIGHER EDUCATION.

Of the successful 614 students of HSC examination, 148 (24.10%) did not enter higher education. The characteristics of these non-entrants have been presented in tables 5.10 to 5.18. The frequency and percentage of non-entrants in each category of various characteristics have been presented in these tables. This has been done first for the total sample and then for boys, girls, arts, commerce and science students respectively. Again for testing the significance of difference between non-entrant boys and girls on one hand and entrants from arts, commerce and science streams on the other hand with respect to the characteristics,

chi-square values were calculated. These values along with the degrees of freedom and level of significance have been presented in appendix XV. While describing the characteristics the remarks that have been made regarding the difference between non-entrant sub-groups are based on chi-square analysis.

5.2.1 Background Characteristics

The background characteristics of the non-entrants are presented in table 5.10 (next page). From the table, following important features of their characteristics are noted.

a. Sex

About 57 per cent of the non-entrants were boys and 43 per cent were girls. Streamwise analysis indicates that among the arts students who are not entering higher education, a large proportion (64%) was of girls whereas among the non-entrants from commerce and science streams, boys constituted 76 per cent from each stream. They differ significantly in terms of their sex.

TABLE 5.10(a)

SEX AND HOME LOCATION AND RELIGION

Sex	Home Location				Religion			
	Rural		Urban		Muslim		Hindu	
	f	(%)	f	(%)	f	(%)	f	(%)
Boys	76	(63.33)	8	(28.57)	62	(55.86)	22	(59.46)
Girls	44	(36.67)	20	(71.43)	49	(44.14)	15	(40.54)
Total	120	(100)	28	(100)	111	(100)	37	(100)

A further analysis of data (table 5.10a) shows that amongst the rural non-entrants, 63.33 per cent were boys and amongst the urban non-entrants 71.43 per cent were girls. Considering religion wise, it was found that amongst the muslim non-entrants 44.14 per cent were girls, the percentage of girls among hindu non-entrants was 40.54 per cent.

TABLE 5.10

BACKGROUND CHARACTERISTICS OF NON-ENTRANTS

Characteristics	Category	Total Sample N=148		Boys N=84		Girls N=64		Arts Students N72	
		f	(%)	f	(%)	f	(%)	f	(%)
Sex	Boys	84	(56.76)	-	-	-	-	26	(36.11)
	Girls	64	(43.24)	-	-	-	-	46	(63.89)
Home Location	Rural	120	(81.07)	76	(90.48)	44	(68.75)	60	(83.33)
	Urban	28	(18.93)	8	(9.52)	20	(31.25)	12	(16.67)
Religion	Muslim	111	(75.00)	62	(73.81)	49	(76.56)	59	(81.94)
	Hindu	37	(25.00)	22	(26.19)	15	(23.44)	13	(18.06)
Stream of Study	Arts	72	(48.65)	26	(30.95)	46	(71.88)	-	-
	Commerce	25	(16.89)	19	(22.62)	6	(9.38)	-	-
	Science	51	(34.46)	39	(46.43)	12	(18.74)	-	-

b. Home Location

More than four-fifth (81%) of the non-entrants hailed from rural areas. Sexwise 90 per cent of boys were of rural origin as against 69 per cent girls. To put differently, 10 per cent of boys not entering higher education came from urban areas as against 31 per cent of girls. The non-entrant boys and girls differed significantly in terms of their home location. The students from different streams did not differ significantly in terms of their home location though apparently a greater proportion of science students (24%) as against arts (17%) and commerce (16%) belonged to urban areas.

TABLE 5.10(b)

HOME LOCATION AND RELIGION

Home Location	Religion			
	Muslim		Hindu	
	f	(%)	f	(%)
Rural	91	(81.98)	29	(73.38)
Urban	20	(18.02)	8	(21.62)
Total	111	(100)	37	(100)

A further analysis of data (table 5.10b) reveals that of the muslim non-entrants, about 82 per cent came from rural area while about 73 per cent hindu non-entrants belonged to rural homes.

c. Religion

Three-fourth of the non-entrants were muslims by religion and rest were hindus. When, the sex of the non-entrants was taken into consideration it was found that among the boys and the girls the percentages of muslims or hindus were almost the same. Similar was the case when the students were divided

according to their stream. However, though the students coming from three stream did not differ significantly a greater proportion of science students (33%) as compared to arts (18%) and commerce (28%) ones were hindus.

TABLE 5.10(c)

RELIGION AND HOME LOCATION

Religion	Home Location	
	Rural	Urban
	f (%)	f (%)
Muslim	91 (75.38)	20 (71.43)
Hindu	29 (24.17)	8 (28.57)
Total	120 (100)	28 (100)

A further analysis (table 5.10c) shows that amongst the rural non-entrants 75.38 per cent were muslims. Amongst the students who entered higher education from urban homes, 71.43 per cent of them were muslims.

d. Stream of Study

About half (49%) of the non-entrants were those coming from arts, stream, 34 per cent were from science and 17 per cent were from commerce stream. When sex was considered, striking differences were observed between male and female non-entrants in respect of their stream of study at HSC. Amongst the boys who did not enter higher education, the largest proportion belonged to science stream (46%) whereas the maximum percentage (72%) for girls was from arts stream. Again in case of both boys and girls, the smallest percentages of non-entrants were from commerce stream which were 23 and 9 respectively.

TABLE 5.10(d)

STREAM OF STUDY AND HOME LOCATION AND RELIGION

Stream of Study	Home Location				Religion			
	Rural		Urban		Muslim		Hindu	
	f	(%)	f	(%)	f	(%)	f	(%)
Arts	60	(50.00)	12	(42.86)	59	(53.15)	13	(35.14)
Commerce	21	(17.50)	4	(14.29)	18	(16.22)	7	(18.92)
Science	39	(32.50)	12	(42.86)	34	(30.63)	17	(45.95)
Total	120	(100)	28	(100)	111	(100)	37	(100)

A further analysis of data (table 5.10d) reveals that amongst the rural non-entrants 50 per cent studied arts as against 32.50 per cent science and 17.50 per cent commerce. Amongst the urban non-entrants, equal number of arts and science students (42.86 per cent each) were there. Religionwise it is noted that while amongst the muslim non-entrants 53.13 per cent studied arts, 35.14 per cent of hindu non-entrants studied arts stream. Again while 45.95 per cent of hindu non-entrants belonged to science stream, 30.63 per cent of muslim non-entrants studied science.

e. Birth Order

About two third (67%) of the non-entrants were middle born children, while about one-fourth (26%) of them were the eldest children of their families. Seven per cent of them were last born. When the non-entrants were divided either according to their sex or according to their stream of study no significant difference in birth order among the subsamples was found. However, a larger proportion of commerce students (32%) than science students (20%) were first born and none of the commerce students was a last born child as against 12 per cent from science stream.

f. Age

Majority (56%) of the non-entrants were comparatively younger than their higher secondary classmates. Boys and girls

differed significantly in their age as 78 per cent girls were younger in comparision with 39 per cent boys. The arts, commerce and science students did not differ significantly in their age.

5.2.2 Socio-Economic Background

The data regarding the Socio-economic background of the non-entrants are presented in table 5.11 (next page).

a. Socio-Economic Status

As was done in case of entrants, fathers' education, mothers' education and fathers' occupation of non-entrants have been described below separately.

Fathers' Education : The modal education of the fathers of non-entrants was matriculation (38%). Fourteen per cent of the fathers of non-entrants were illiterates and about five per cent were graduates. When sex was considered, the boys and girls showed significant differences in their fathers' education. The modal education of the fathers of boys was primary education (30%) but for these of the girls was matriculation (59%). Twenty one per cent of the fathers of boys were illiterates as against only three per cent fathers of girls. There were no significant differences among the non-entrants from different streams with respect to their fathers' education. However, though the modal education of fathers of science students (47%) and arts students (38%) was matriculation, the modal education of fathers for commerce students was upto primary (36%).

Mothers' Education : Largest number (44%) of the non-entrants were the children of mothers who had primary education. The mothers of twenty six per cent of non-entrants were illiterates. The entrant boys and girls showed significant differences in their mothers' education. Forty per cent of boys had illiterate mothers as compared to eight per cent girls. On the other hand, mothers of 44 per cent girls attended secondary schools including six per cent matriculates. The corresponding percentage for boys was 18 per cent which included two per cent

TABLE 5.11 185

SOCIO-ECONOMIC BACKGROUND OF NON-ENTRANTS

Characteristic	Dimension	Level/Category	Total sample N=148		Boys N=84		Girls N=64	
			f	(%)	f	(%)	f	(%)
Socio-Economic Status (SES)	Fathers' Education	Illiterate	20	(13.51)	18	(21.43)	2	(3.13)
		Primary (I-V)	35	(23.65)	25	(29.76)	10	(15.63)
		Secondary (VI-X)	30	(20.27)	20	(23.81)	10	(15.63)
		Matriculate	56	(37.84)	18	(21.43)	38	(59.38)
		Graduate	7	(4.73)	3	(3.57)	4	(6.25)
	Mothers' Education	Illiterate	39	(26.35)	34	(40.48)	5	(7.81)
		Primary (I-V)	65	(43.92)	34	(40.48)	31	(48.44)
		Secondary (VI-X)	38	(25.68)	14	(16.67)	24	(37.50)
		Matriculate	6	(4.05)	2	(2.38)	4	(6.25)
		Graduate	-	-	-	-	-	-
	Fathers' Occupation	Agriculture	74	(50.00)	53	(63.10)	21	(32.81)
		Business	23	(15.54)	14	(16.67)	9	(14.06)
		Teaching	14	(9.46)	7	(8.33)	7	(10.94)
		Lower Grade Service	23	(15.54)	6	(7.14)	17	(26.56)
		Senior Official	6	(4.05)	1	(1.19)	5	(7.81)
		Professional	3	(2.03)	-	-	3	(4.69)
		Others	5	(3.38)	3	(3.57)	2	(3.13)
	Overall SES	High	-	-	-	-	-	-
		Middle	15	(10.14)	7	(8.33)	8	(12.50)
		Low	133	(89.86)	77	(91.67)	56	(87.50)
	Educational Status	High	-	-	-	-	-	-
		Middle	19	(12.84)	7	(8.33)	12	(18.75)
		Low	129	(87.16)	77	(91.67)	52	(81.25)

TABLE 5.11 (Contd.)

Characteristic	Dimension	Level/Category	Total Sample N=148		Boys N=84		Girls N=64		Arts Students N=72	
			f	(%)	f	(%)	f	(%)	f	(%)
Nature of the family	-	Nuclear	128	(86.49)	70	(83.33)	58	(90.63)	61	(84.72)
		Joint	20	(13.51)	14	(16.67)	6	(9.37)	11	(15.28)
Family Size	-	Small	20	(13.51)	10	(11.90)	10	(15.63)	10	(13.89)
		Medium	72	(48.65)	47	(55.95)	25	(39.06)	37	(51.39)
		Large	56	(37.84)	27	(32.14)	29	(45.31)	25	(34.72)
Education of Siblings	-	High	17	(15.45)	8	(12.90)	9	(18.75)	4	(7.69)
		Average	58	(52.73)	23	(37.10)	35	(72.92)	33	(63.46)
		Low	35	(31.82)	31	(50.00)	4	(8.33)	15	(28.85)
Students' Residence	-	Parental	90	(60.81)	45	(53.57)	45	(70.31)	49	(68.06)
		Relatives	20	(13.51)	9	(10.71)	11	(17.11)	11	(15.28)
		Hostel	26	(17.57)	20	(23.81)	6	(9.38)	6	(8.33)
		Others	12	(8.11)	10	(11.90)	2	(3.13)	6	(8.33)

Note : 1. Figures in the parentheses indicate percentages of column totals of a particular character

2. In education of the siblings the frequencies and percentages have been given of those stud elder siblings i.e., of the middle born and last born children.

matriculate mothers also. Streamwise different sub samples viz., arts, commerce and science students did not differ significantly in terms of their mothers' education though 32 per cent of the mothers of arts students were illiterates as against 24 per cent mothers of commerce and 20 per cent mothers of science students.

Fathers' Occupation : Just half of the non-entrants were the children of farmers. The next largest groups each of about 16 per cent, were that of businessmen and lower grade employees. About nine per cent of the non-entrants had father engaged in teaching. Fathers' occupation significantly differentiated between the non-entrant boys and girls. Sixty three per cent of the non-entrant boys' fathers were engaged in agricultural occupation. The corresponding percentage of girls was thirty three. Seven per cent boys' and 26 per cent girls' fathers were lower grade employees. Again about 12 per cent non-entrant girls as against one per cent boys had fathers who were either professionals or senior officers. The non-entrants coming from arts, commerce and science streams also significantly differed in terms of their fathers' occupation. While 72 per cent commerce students had farmer fathers, the corresponding percentage for arts and science students were 47 and 43 respectively. Again, whereas 22 per cent science and 15 per cent arts students had their father engaged in business, only four per cent commerce students' fathers were in business. Besides, 16 per cent science and eight per cent arts students were the children of teachers against not a single from commerce students group.

SES : Ninety per cent of the non-entrants belonged to low SES families and about 10 per cent came from middle class families. The proportions were almost the same across different sub-samples formed on the basis of sex and stream.

About 87 per cent of the non-entrants' families had low educational status and about 13 per cent had middle status. The non-entrant boys and girls on one hand and arts, commerce and science students on the other hand did not differ significantly in terms of their families' educational status.

About 96 per cent of the non-entrants came from families of low occupational status. This was almost true even when the boys and girls were considered separately. But streamwise the non-entrants differed significantly in terms of their families' occupational status as 90 per cent science students compared to 99 per cent arts and cent per cent commerce students were the children of low occupational status families.

About 68 per cent of the non-entrants came from low income families as against four per cent from high income families. Of course 28 per cent non-entrants belonged to middle income families. Though about ten per cent more boys than girls came from low income families, they did not differ significantly. However, when the students were divided according to their stream of study, though the arts and commerce students were comparable in terms of their family income, the science students significantly differed from them. Fifty five per cent of the science students came from low income families. The corresponding percentages for arts and commerce students were 75 and 76 respectively.

Majority (57%) of the non-entrants belonged to the families which had low status on the property dimension of SES. However, about nine per cent had high status. The boys and girls did not differ in this respect. Though apparently a greater proportion of commerce students (76%) than arts (57%) and science students (49%) had low status, they also did not show significant difference.

Almost all of the non-entrants (98%) came from families whose cultural level and social participation status was low. This was almost true for any sub sample based either on sex or stream of study.

b. Nature of the Family

About 86 per cent non-entrants came from nuclear families. The boys and girls on one hand and arts, commerce and science students on the other did not differ in their family type.

c. Family Size

Nearly half (49%) of the non-entrants were the children of medium sized families. About 38 per cent of them came from large families, the share of small families was about 13 per cent. Though a greater proportion of girls (45%) than boys (32%) came from large families, yet they did not differ significantly. The arts, commerce and science students also had similar family size background.

d. Education of Siblings

Of the 148 non-entrants, 110 (74.32%) had elder siblings. Of those who had elder siblings, majority (53%) had elder siblings whose mean level of education was average, 32 per cent had elder siblings whose mean level of education was poor and 15 per cent had elder siblings with mean high level of education. There were striking differences between boys and girls with respect to their siblings' education. Half of the boys as against eight per cent girls had elder siblings with mean low level of education. On the other hand 73 per cent girls as against 37 per cent boys had elder siblings whose mean level of education was average. Besides, 19 per cent girls had elder siblings with mean high level of education as against that of 13 per cent boys. The arts, commerce and science students did not differ significantly in terms of their siblings education. Whatever differences between them were there, are not significant statistically and these might be attributed, to chance factor.

e. Students' Residence

About 61 per cent of the non-entrants lived with their parents; about 18 per cent stayed at hostels, about 13 per cent stayed in their relatives' homes and eight per cent managed their stay elsewhere while they were the students of higher secondary. The boys and girls showed significant difference in this characteristic. A greater proportion of girls (87.50%) than boys (64.28%) lived with their parents and relatives, while greater

proportion of boys (35.72%) than girls (12.50%) stayed at hostels or elsewhere. Though apparently there are some differences among arts, commerce and science students, they did not differ significantly in terms of their residences of higher secondary studentship.

5.2.3 Home Environment

The data regarding the home environment of the students who did not enter higher education are presented in table 5.12 (next page). From the table, following important features are noted.

Majority (59%) of the non-entrants came from homes with moderate environment and 40 per cent came from good environmental homes. Only about one per cent had homes with poor environment. Majority (56%) girls as compared to about one-fourth boys (27%) came from good environmental homes, and seventy per cent boys as against 44 per cent girls had homes with moderate environment. The arts, commerce and science students came almost from similar home environment.

About one-third (33%) of the non-entrants had good study facilities at home and about 14 per cent had poor facilities. However, majority (53%) had moderate facilities. Sexwise, the non-entrants differed in respect of the study facilities at their homes. About 48 per cent girls as compared to 21 per cent boys had good study facilities at homes whereas only five per cent girls as compared to 20 per cent boys found it poor. Streamwise, the students came from different streams did not differ about their study facilities. However, a larger proportion of commerce students (28%) than arts (13%) and science ones (6%) came from poor study facility homes.

Majority (53%) of the non-entrants were the children of homes where existed good emotional climate. Only one per cent faced poor climate at homes. The non-entrant boys and girls differed in this characteristic. About 70 per cent girls as against 39 per cent boys came from good emotional climate homes and about 60 per cent boys as against 28 per cent girls were the

TABLE 5.12

HOME ENVIRONMENT OF NON-ENTRANTS 191

HOME ENVIRONMENT		Total sample N= 148		Boys N=84		Girls N=64		Arts Students N=72	
Dimension	Level/Category	f	(%)	f	(%)	f	(%)	f	(%)
Overall	Good	59	(39.86)	23	(27.38)	36	(56.25)	27	(37.50)
	Moderate	87	(58.78)	59	(70.24)	28	(43.75)	45	(62.50)
	Poor	2	(1.81)	2	(2.38)	-	-	-	-
Study Facilities	Good	49	(33.11)	18	(21.43)	31	(48.44)	26	(36.11)
	Moderate	79	(53.38)	49	(58.33)	30	(46.88)	36	(50.00)
	Poor	20	(13.51)	17	(20.24)	3	(4.69)	10	(13.89)
Emotional Climate	Good	78	(52.70)	33	(39.29)	45	(70.31)	39	(54.17)
	Moderate	68	(45.95)	50	(59.52)	18	(28.13)	32	(44.44)
	Poor	2	(1.35)	1	(1.19)	1	(1.56)	1	(1.39)

children of moderate emotional climate homes. The non-entrant students coming from arts, commerce and science streams did not show significant difference in this respect.

Majority (57%) of the non-entrants received high encouragement from their parents and the parents showed high interest in their children's education. The parental interest and encouragement were low only for about three per cent of the non-entrants. Boys and girls perceived parental interest and encouragement differentially as 73 per cent girls as compared to 44 per cent boys reported the same as high. Streamwise, the non-entrants did not differ with respect to this dimension of home environment.

5.2.4 Academic Performance

The data regarding the academic performance at HSC and SSC examination of the non-entrants are presented in table 5.13 (next page).

About half (50.68%) of the non-entrants were average achievers at HSC while rest half (49.32%) had secured third division. None of the non-entrants was a high achiever. Sexwise, the non-entrant sub-samples did not differ from each other in their academic performance at HSC examination. But there were significant differences among the non-entrants coming from different streams. Three-fourth of the non-entrants coming from science stream were the average achievers. The corresponding proportions of average achievers in arts and commerce students were 39 and 36 per cent respectively.

Though majority (58%) of the non-entrants were average achievers. The percentage of low achievers was 28. Nineteen per cent of the boys were high achievers as against eight per cent girls and 36 per cent girls obtained third division as compared to 23 per cent boys and girls did not differ significantly. Of course there were significant differences among non-entrants from different streams. About 49 per cent arts students were low achievers as compared to 24 per cent commerce and two per cent science students.

TABLE 5.13

ACADEMIC PERFORMANCE OF NON-ENTRANTS

ACADEMIC PERFORMANCE Dimension	Level		Total Sample N=148		Boys N=84		Girls N=64	
			f	(%)	f	(%)	f	(%)
HSC Examination	High	(First Division)	-	-	-	-	-	-
	Average	(Second Division)	75	(50.68)	42	(50.00)	33	(51.56)
	Low	(Third Division)	73	(49.32)	42	(50.00)	31	(48.44)
SSC Examination	High	(First Division)	21	(14.19)	16	(19.05)	5	(7.81)
	Average	(Second Division)	85	(57.43)	49	(58.33)	36	(56.25)
	Low	(Third Division)	42	(28.38)	19	(22.62)	23	(35.94)

Note : Figures in the parantheses indicate percentage of column totals of particular dimensic

5.2.5 Educational Aspirations

The levels of educational aspirations of non-entrants are shown in table 5.14 (next page).

Three-fourth (75%) of the non-entrants had high educational aspirations while four per cent of them had low aspirations. Sexwise or streamwise sub samples of non-entrants did not differ in terms of their educational aspirations.

5.2.6 Occupational Aspirations

The levels of occupational aspirations of the students and their preferences are presented in table 5.15 (next page).

Majority (57%) of the non-entrants had high occupational aspirations. Only one out of these 148 non-entrants had low occupational aspiration. He was an arts students. Though the boys and girls did not show significant differences in their occupational aspirations, the arts, commerce and science students did differ. Eighty four per cent science students as compared to 49 per cent arts and 28 per cent commerce students had high occupational aspirations.

The most preferred occupational categories by the non-entrants were teaching and professional, claiming 28.49 and 27.36 per cent of their total preferences respectively. Next came managerial with 16.44 per cent preferences. Non-entrant boys preferred professional and defence most with 28.37 per cent and 21.63 per cent of total preferences respectively. Non-entrant girls preferred teaching most, which claimed 44.79 per cent of their total preferences. Next was professional (26.04% preference). Non-entrant arts students preferred teaching professional and managerial occupations most with 39.58, 19.68 and 14.81 per cent of total preferences respectively. Commerce students preferred managerial occupations most, which claimed 43.33 per cent of their total preference followed by superior service (18.66%) and teaching (14%). On the other hand professional jobs (48.04%) were preferred most by science students. Next were teaching and defence with 19.93 and 18.63 per cent of total preferences.

TABLE 5.14

EDUCATIONAL ASPIRATIONS OF NON-ENTRANTS

Educational Aspirations	Total sample N=148		Boys N=84		Girls N=64	
	f	(%)	f	(%)	f	(%)
High	111	(75.00)	65	(77.38)	46	(71.88)
Average	31	(20.95)	16	(19.05)	15	(23.44)
Low	6	(4.05)	3	(3.57)	3	(4.69)

Note : Figures in the parantheses indicate percentages of column totals.

TABLE 5.15

OCCUPATIONAL ASPIRATIONS OF NON-ENTRANTS

Dimension	Level/Category	Total Sample &&&N=148		Boys N=84		Girls N=64	
		f	(%)	f	(%)	f	(%)
Occupational Aspiration	High	85	(57.43)	52	(61.90)	33	(51.56)
	Average	62	(41.89)	31	(36.90)	31	(48.44)
	Low	1	(0.68)	1	(1.19)	-	-

5.2.7 Co-curricular Interests

The data regarding the co-curricular interests of the non-entrants are presented in table 5.16(next page).

Majority (58%) of the non-entrants had moderate co-curricular interests. Only one, a male commerce student, out of 148 non-entrants had high interests in co-curricular activities. Fortyone per cent had low interests. There were no significant differences between boys and girls on one hand and between arts, commerce and science students on the other with respect to their co-curricular interests.

Majority (53%) of the non-entrants demonstrated low reading interests as against four per cent who had high interest in reading. The boys and girls did not have significant differences between them on this point. Though majority of the arts (58%) and commerce students (64%) had low reading interest as against majority of science students (55%) having average interest, yet t they did not differ significantly.

Majority (53%) of the non-entrants were moderately interested in games and sports. Eleven per cent had high interest and 36 per cent had poor interest in these activities. The boys and girls demonstrated significant differences in this activities. Seventeen per cent boys as compared to three per cent girls had high and 44 per cent girls as compared to 30 per cent boys had poor interest. The arts, commerce and science students did not differ in their interest in games and sports. The apparent differences seen, were not statistically significant.

About half (50.68%) of the non-entrants were poorly interested in literary activities. Six per cent of them were highly interested. The non-entrant sub-groups based on sex and stream of study had similar pattern of interests.

About 72 per cent of the non-entrants were moderately interested in cultural activities. Eight per cent of them had high and 20 per cent had poor interests. The boys and girls did not differ much, but arts, commerce and science students differed significantly in respect to their interests in cultural activities.

TABLE 5.16

CO-CURRICULAR INTERESTS OF NON-ENTRANTS

CO-CURRICULAR INTERESTS Dimension	Levels	Total Sample N=148		Boys N=84		Girls N=64		Arts Students N=72	
		f	(%)	f	(%)	f	(%)	f	(%)
Overall	High	1	(0.68)	1	(1.19)	-	-	-	-
	Average	86	(58.11)	54	(64.29)	32	(50.00)	37	(51.39)
	Low	61	(41.22)	29	(34.52)	32	(50.00)	35	(48.61)
Reading Interests	High	6	(4.05)	2	(2.38)	4	(6.25)	2	(2.78)
	Average	63	(42.57)	38	(45.24)	25	(39.06)	28	(38.89)
	Low	79	(53.38)	44	(52.38)	35	(54.69)	42	(58.33)
Interests in Games and Sports	High	16	(10.81)	14	(16.67)	2	(3.13)	5	(6.94)
	Average	79	(53.38)	45	(53.57)	34	(53.13)	38	(52.78)
	Low	53	(35.81)	25	(29.76)	28	(43.75)	29	(40.28)
Interests in Literary Activities	High	9	(6.08)	6	(7.14)	3	(4.69)	3	(4.17)
	Average	64	(43.24)	39	(46.43)	25	(39.06)	32	(44.44)
	Low	75	(50.68)	39	(46.43)	36	(56.25)	37	(51.39)
Interests in Cultural Activities	High	12	(8.11)	8	(9.52)	4	(6.25)	4	(5.56)
	Average	106	(71.62)	57	(67.86)	49	(76.56)	56	(77.78)
	Low	30	(20.27)	19	(22.62)	11	(17.19)	12	(16.67)

The most pronounced difference was that when 16 per cent commerce students had high interest, only eight and six per cent science and arts students had high interest. Again 31 per cent science students as against 17 per cent from arts and 8 per cent commerce students had poor interest.

More than two-third (68%) of the non-entrants had poor interest in scientific activities. Only three per cent had high interest in these activities. Though the boys and girls did not differ significantly, a greater proportion of girls (72%) than boys (63%) showed poor interest. The interests of arts and commerce students were almost same, but science students differed remarkably from them. About 53 per cent science students as against 15 per cent arts and 16 per cent commerce ones were interested. Eighty two per cent arts and 84 per cent commerce students as against 41 per cent science students had low interest in scientific activities.

Majority (54%) of the non-entrants demonstrated average interest in social work activities and 44 per cent showed poor interest. Decisively the girls' interest was lower than that of the boys. About 65 per cent girls had low interest. The corresponding percentage for boys was approximately twenty seven. Streamwise the students also differed significantly. The more remarkable difference was that 80 per cent commerce students as against 47 per cent arts and 51 per cent science students had moderate interest. On the other hand, 50 per cent arts and 47 per cent science students as against only 20 per cent commerce students had poor interest in these activities.

5.2.8 Institutional Adjustment

The data regarding the institutional adjustments of the non-entrants are presented in table 5.17 (next page). From the table following important features are noted.

TABLE 5.17

INSTITUTIONAL ADJUSTMENTS OF NON-ENTRANTS

INSTITUTIONAL ADJUSTMENTS Dimension	Level	Total Sample N=148		Boys N=84		Girls N=64		Arts Students N=72	
		f	(%)	f	(%)	f	(%)	f	(%)
Overall	Good	79	(53.38)	33	(39.29)	46	(71.88)	41	(56.94)
	Moderate	67	(45.27)	49	(58.33)	18	(28.12)	30	(41.67)
	Poor	2	(1.35)	2	(2.38)	-	-	1	(1.39)
Adjustment with Academic Environment	Good	96	(64.86)	48	(57.14)	48	(75.00)	51	(70.83)
	Moderate	44	(29.73)	28	(33.33)	16	(25.00)	19	(26.39)
	Poor	8	(5.41)	8	(9.52)	-	-	2	(2.78)
Adjustment with Classmates	Good	110	(74.32)	59	(70.24)	51	(79.69)	53	(73.61)
	Moderate	33	(22.30)	22	(26.19)	11	(17.19)	16	(22.22)
	Poor	5	(3.38)	3	(3.57)	2	(3.13)	3	(4.17)
Adjustment with Teachers	Good	103	(69.59)	51	(60.71)	52	(81.25)	55	(76.39)
	Moderate	35	(23.65)	26	(30.96)	9	(14.06)	13	(18.06)
	Poor	10	(6.76)	7	(8.33)	3	(4.69)	4	(5.56)
Adjustment with Rules/ Regulations and General Condition	Good	31	(20.95)	12	(14.29)	19	(29.69)	20	(27.78)
	Moderate	66	(44.59)	33	(39.29)	33	(51.56)	32	(44.44)
	Poor	51	(34.46)	39	(46.42)	12	(18.75)	20	(27.78)

Majority (53.38%) of the non-entrants were well adjusted to their higher secondary institutions. Only two out of 148 (1.35%) showed poor adjustments. The non-entrant boys and girls showed significant differences in terms of their institutional adjustments. Seventy two per cent girls were well adjusted. The corresponding percentage for boys was thirty nine. Streamwise, there was no noticeable difference.

Nearly two-third (65%) of the non-entrants had good adjustment with the academic environment of the institutions, where as about 30 per cent had moderate and five percent had poor adjustments. The girls were better adjusted than boys. Seventyfive per cent girls as against 57 per cent boys had good adjustment. The arts, commerce and science students did not show significant differences in terms of their academic adjustment.

About three-fourth (74.32%) of the non-entrants were well adjusted with their higher secondary classmates. Only about three per cent showed poor adjustments. The boys and girls or arts, commerce and science students did not show significant differences interms of their adjustment with their classmates.

About 70 per cent of the non-entrants had good adjustment with their teachers. Only about seven per cent had poor adjustment. The boys and girls considerably differed in their adjustment with the teachers. About 81 per cent girls were well adjusted with their teachers. The corresponding percentage for boys was sixtyone. A lesser proportion of science students (57%) were well adjusted than their arts and commerce counterparts. (76 per cent each). Twelve per cent science students as against six per cent arts and none from commerce group were poorly adjusted, but the students of three streams did not differ significantly.

The adjustment of the non-entrants with the rules/regulations and general condition of the institutions was on the lower side. Fortyfive per cent of them had moderate adjustment and 34 per cent had poor adjustment as against 21 per cent who had

good adjustment. Boys and girls differed significantly in terms of their adjustment to this dimension of institutional adjustment as about 30 per cent girls against 14 per cent boys were well adjusted and 19 per cent girls against 46 per cent boys were poorly adjusted. The arts, commerce and science students did not differ significantly, though it might apparently seem that science students had lower levels of adjustment than arts and commerce students.

5.2.9 Achievement Motivation

Data regarding the achievement motivation of the entrants are shown in table 5.18 (page 199).

About 61 per cent of the non-entrants had low level of achievement motivation. The corresponding percentage of moderately achievement motivated group was 39. None of the non-entrants was highly achievement motivated. Though 67 per cent girls as against 56 per cent boys had low level of achievement motivation, they did not differ significantly. Streamwise, non-entrants significantly differed with respect to this characteristic. Though, arts and commerce students had similar pattern of achievement motivation, science students had higher level of achievement motivation than the former. About 61 per cent of science students had average level of achievement motivation. The corresponding percentage either for arts or for commerce students was 28 only.

5.3 ASSOCIATION BETWEEN ENTRY INTO HIGHER EDUCATION AND STUDENTS' CHARACTERISTICS

To achieve the second objective of the present investigation i.e., testing the association between entry into higher education and characteristics, a set of null hypotheses was formulated in Chapter IV (vide caption 4.2). These hypotheses were tested empirically and the results are presented in tables 5.19 to 5.41, and discussed thereafter. In each table, along with the chi-square values between entry into higher education and the characteristic, their degrees of freedom and level of significance

for total sample as well as for different sub-samples viz., boys, girls, arts, commerce and science students; the frequency and percentage of entrants and non-entrants in each level/category of the characteristic are also presented. In these tables, whether the chi-square value is significant at 0.01 or at 0.05 is shown but for rejecting a hypothesis 0.05 level has been considered. In the tables NS refers to not-significant at 0.05 level.

5.3.1 Association between Entry into Higher Education and Sex

Hypothesis : 1

The entry into higher education is independent of Sex.

TABLE 5.19

ASSOCIATION BETWEEN ENTRY INTO HIGHER EDUCATION AND SEX

Sample		Sex				Chi-square	df	Significance
		Boys		Girls				
		f	(%)	f	(%)			
Total Sample	Entered	349	(80.60)	117	(64.64)			
	Not-Entered	84	(19.40)	64	(35.36)	17.769	1	Sig. (0.01)
	Total	433	(100)	181	(100)			
Arts	Entered	92	(77.97)	77	(62.60)			
	Not-Entered	26	(22.03)	46	(37.40)	6.782	1	Sig. (0.01)
	Total	119	(100)	123	(100)			
Commerce	Entered	64	(77.11)	9	(60.00)			
	Not-Entered	19	(22.89)	6	(40.00)	1.160	1	NS
	Total	83	(100)	15	(100)			
Science	Entered	193	(83.19)	31	(72.09)			
	Not-Entered	39	(16.81)	12	(27.91)	2.965	1	NS
	Total	232	(100)	43	(100)			

The chi-square values are significant for total sample and for the sub-sample of arts students, but not for commerce and science students (table 5.19). Hence the above hypothesis is rejected for the total sample and for arts sub-sample. Thus, there

is evidence that entry into higher education is associated with sex for students community in general, but when stream is taken into account sex has effect only for arts students and not for commerce and science students.

From table 5.19 it is noted that boys entered higher education in greater proportion than girls. The difference for total sample is 16 per cent and for arts sub sample it is 15 per cent.

5.3.2 Association between Entry into Higher Education and Home Location

Hypothesis : 2

> The entry into higher education is independent of home location.

The chi-square values are significant for total sample and for boys, girls and arts sub-samples, but not for commerce and science sub-sample (table 5.20, next page). Hence the above hypothesis is rejected for total sample and for boys, girls and arts sub-samples. Thus, there is evidence that entry into higher education is associated with home location. Even when sex is taken into account, home location influences the college entry of both boys and girls as chi-square values are significant for both the sub-samples. But when stream is considered, home location affects the college entry of arts students only.

From table 5.20, it is noted that urban students entered higher education in greater proportion than rural students. The difference for total sample is 12 per cent. For boys it is 11 per cent, for girls 36 per cent and for arts students about 24 per cent.

TABLE 5.20

ASSOCIATION BETWEEN ENTRY INTO HIGHER EDUCATION AND HOME LOCATION

Sample		Home Location: Rural f	Rural (%)	Urban f	Urban (%)	Chi-square	df	Significance
Total Sample	Entered	313	(72.29)	153	(84.53)			
	Not-Entered	120	(27.71)	28	(15.47)	10.462	1	Sig (0.01)
	Total	433	(100)	181	(100)			
Boys	Entered	278	(78.53)	71	(89.87)			
	Not-Entered	76	(21.47)	8	(10.13)	5.319	1	Sig. (0.05)
	Total	354	(100)	79	(100)			
Girls	Entered	35	(44.30)	82	(80.39)			
	Not-Entered	44	(55.70)	20	(19.61)	25.379	1	Sig. (0.01)
	Total	79	(100)	102	(100)			
Arts	Entered	98	(62.03)	71	(85.54)			
	Not-Entered	60	(37.97)	12	(14.46)	14.371	1	Sig. (0.01)
	Total	158	(100)	83	(100)			
Commerce	Entered	56	(72.73)	17	(80.95)			
	Not-Entered	21	(27.27)	4	(19.05)	0.234	1	NS
	Total	77	(100)	21	(100)			
Science	Entered	159	(80.30)	65	(84.42)			
	Not-Entered	39	(19.70)	12	(15.58)	0.621	1	NS
	Total	198	(100)	77	(100)			

5.3.3 Association between Entry into Higher Education and Religion.

Hypothesis : 3

The entry into higher education is independent of religion.

TABLE 5.21

ASSOCIATION BETWEEN ENTRY INTO HIGHER EDUCATION AND RELIGION

Sample		Religion				Chi-square	df	Significance
		Muslim		Hindu				
		f	(%)	f	(%)			
Total Sample	Entered	347	(75.76)	119	(76.28)			
	Not-Entered	111	(24.24)	37	(23.72)	0.017	1	NS
	Total	458	(100)	156	(100)			
Boys	Entered	253	(80.32)	96	(81.36)			
	Not-Entered	62	(19.68)	22	(18.64)	0.059	1	NS
	Total	315	(100)	118	(100)			
Girls	Entered	94	(65.73)	23	(60.53)			
	Not-Entered	49	(34.27)	15	(39.47)	0.355	1	NS
	Total	142	(100)	38	(100)			
Arts	Entered	144	(70.94)	25	(65.79)			
	Not-Entered	59	(29.06)	13	(34.21)	0.406	1	NS
	Total	203	(100)	38	(100)			
Commerce	Entered	45	(71.43)	28	(80.00)			
	Not-Entered	18	(28.57)	7	(20.00)	0.871	1	NS
	Total	63	(100)	35	(100)			
Science	Entered	158	(82.29)	66	(79.52)			
	Not-Entered	34	(17.71)	17	(20.48)	0.296	1	NS
	Total	192	(100)	83	(100)			

None of the chi-square values is significant (table 5.21). Hence the above hypothesis is not rejected for total sample as well as for any sub-sample. Thus, there is evidence to conclude that entry into higher education is independent of religion even when sex or stream is taken into consideration.

5.3.4 Association between Entry into Higher Education and Stream of Study

Hypothesis : 4

The entry into higher education is independent of stream of study.

TABLE 5.22

ASSOCIATION BETWEEN ENTRY INTO HIGHER EDUCATION AND STREAM OF STUDY

Sample		Stream of Study			Chi-square	df	Significance
		Arts f (%)	Commerce f (%)	Science f (%)			
Total Sample	Entered	169(70.12)	73(74.49)	224(81.45)	9.142	2	Sig. (0.05)
	Not-Entered	72(29.88)	25(25.51)	51(18.55)			
	Total	241(100)	98(100)	275(100)			
Boys	Entered	92(77.97)	64(77.11)	193(83.19)	2.168	2	NS
	Not-Entered	26(22.03)	19(22.89)	39(16.81)			
	Total	118(100)	83(100)	232(100)			
Girls	Entered	77(62.60)	9(60.00)	31(72.09)	1.409	2	NS
	Not-Entered	46(37.40)	6(40.00)	12(27.91)			
	Total	123(100)	15(100)	43(100)			

Only the chi-square value for total sample is significant (table 5.22). Hence, the above hypothesis is rejected only for total sample. Thus there is evidence that entry into higher education is associated with stream of study only when the total sample is taken, but when sex is considered, the results show that entry in case of boys or girls is not associated with a particular stream.

From table 5.22, it is noted that science students entered higher education in greater proportion than arts and commerce students. The difference is of about 11 per cent between science and arts students.

5.3.5 Association between Entry into Higher Education and Birth Order.

Hypothesis : 5

The entry into higher education is independent of birth order.

TABLE 5.23

ASSOCIATION BETWEEN ENTRY INTO HIGHER EDUCATION AND BIRTH ORDER

Sample		Birth Order						Chi-square	df	Significance
		First born		Middle born		Last born				
		f	(%)	f	(%)	f	(%)			
Total Sample	Entered	91	(70.54)	331	(76.98)	44	(80.00)			
	Not-Entered	38	(29.46)	99	(23.02)	11	(20.00)	2.806	2	NS
	Total	129	(100)	430	(100)	55	(100)			
Boys	Entered	69	(75.82)	249	(81.37)	31	(86.11)			
	Not-Entered	22	(24.18)	57	(18.63)	5	(13.89)	2.143	2	NS
	Total	91	(100)	306	(100)	36	(100)			
Girls	Entered	22	(57.89)	82	(66.13)	13	(68.42)			
	Not-Entered	16	(42.11)	42	(33.87)	6	(31.58)	0.995	2	NS
	Total	38	(100)	124	(100)	19	(100)			
Arts	Entered	37	(64.91)	120	(71.86)	12	(70.59)			
	Not-Entered	20	(35.09)	47	(28.14)	5	(29.41)	0.979	2	NS
	Total	57	(100)	167	(100)	17	(100)			
Commerce	Entered	9	(52.94)	58	(77.33)	6	(100)			
	Not-Entered	8	(47.06)	17	(22.67)	-	-	3.748	1	NS
	Total	17	(100)	75	(100)	6	(100)			
Science	Entered	45	(81.82)	153	(81.38)	26	(81.25)			
	Not-Entered	10	(18.18)	35	(18.62)	6	(18.75)	0.006	2	NS
	Total	55	(100)	188	(100)	32	(100)			

None of the chi-square values is significant (table 5.23). Hence the above hypothesis is not rejected either in the case of total sample or in the case of any of the sub-samples. Therefore, the observed results are close to those to be expected on the hypothesis of independence and there is no evidence that birth order affects college entry. This is true even if the sex or stream of study of the students are considered.

5.3.6 Association between Entry into Higher Education and Age.

Hypothesis : 6

The entry into higher education is independent of age.

TABLE 5.24

ASSOCIATION BETWEEN ENTRY INTO HIGHER EDUCATION AND AGE

Sample		Age				Chi-square	df	Significance
		Younger f	Younger (%)	Older f	Older (%)			
Total Sample	Entered	254	(75.37)	212	(76.53)			
	Not-Entered	83	(24.63)	65	(23.47)	0.112	1	NS
	Total	337	(100)	277	(100)			
Boys	Entered	165	(83.33)	184	(78.30)			
	Not-Entered	33	(16.67)	51	(21.70)	1.742	1	NS
	Total	198	(100)	235	(100)			
Girls	Entered	89	(64.03)	28	(66.67)			
	Not-Entered	50	(35.97)	14	(33.33)	0.098	1	NS
	Total	139	(100)	42	(100)			
Arts	Entered	132	(75.86)	37	(55.22)			
	Not-Entered	42	(24.14)	30	(44.78)	9.827	1	Sig. (0.01)
	Total	174	(100)	67	(100)			
Commerce	Entered	34	(73.91)	39	(75.00)			
	Not-Entered	12	(26.09)	13	(25.00)	0.016	1	NS
	Total	46	(100)	52	(100)			
Science	Entered	88	(75.21)	136	(86.08)			
	Not-Entered	29	(24.79)	22	(13.92)	5.249	1	Sig. (0.05)
	Total	117	(100)	158	(100)			

The chi-square values are significant for arts and science sub-samples but not for total sample as well as for boys, girls and commerce sub-samples (table 5.24). Hence, the above hypothesis is rejected for arts and science sub-samples only. Thus there is evidence that though entry into higher education is not associated with age for total sample and even when the students are considered

according to their sex, but age does affect college entry for arts and science students when students are separated out according to their stream of study.

The findings in this regard are interesting. From table 5.24 it is noted that while younger arts students entered higher education in greater proportion than older arts students - the difference being 21 per cent, older science students entered higher education in greater proportion than younger science students - the difference being 11 per cent.

5.3.7 Association between Entry into Higher Education and Fathers' Education

Hypothesis : 7

> The entry into higher education is independent of fathers' education.

The chi-square values are significant for total sample and for boys and girls but not for any of the streamwise sub-samples (table 5.25, next page). Hence the above hypothesis is rejected for total sample as well as for boys and girls only. Thus there is evidence that entry into higher education is associated with fathers' education for total sample and both for boys and girls when sex is taken into account. But when the students are divided according to their stream of study, fathers' education seems to exert no influence upon the college entry on any of the arts, commerce or science students.

From table 5.25, it is noted that children of highly educated fathers entered higher education in greater proportion than the children of poorly educated or illiterate fathers. The difference between the children of graduate and illiterate fathers is 20 per cent for total sample, 20 per cent for boys and 56 per cent for girls.

TABLE 5.25

ASSOCIATION BETWEEN ENTRY INTO HIGHER EDUCATION AND FATHERS' EDUCATION

Sample		Fathers' Education										Chi-square	df	Significance
		Illiterate		Primary		Secondary		Matriculate		Graduate				
		f	(%)	f	(%)	f	(%)	f	(%)	f	(%)			
Total Sample	Entered	49	(71.01)	87	(71.31)	88	(74.58)	170	(75.22)	72	(91.13)	12.450	4	Sig.(0.05
	Not-Entered	20	(28.99)	35	(28.69)	30	(25.42)	56	(24.78)	7	(8.87)			
	Total	69	(100)	122	(100)	118	(100)	226	(100)	79	(100)			
Boys	Entered	48	(72.73)	78	(75.73)	81	(80.20)	103	(85.12)	39	(92.86)	9.816	4	Sig.(0.05
	Not-Entered	18	(27.27)	25	(24.27)	20	(19.80)	18	(14.88)	3	(7.14)			
	Total	66	(100)	103	(100)	101	(100)	121	(100)	42	(100)			
Girls	Entered	1	(33.33)	9	(47.37)	7	(41.18)	67	(63.81)	33	(89.19)	17.420	3	Sig.(0.01
	Not-Entered	2	(66.67)	10	(52.63)	10	(58.82)	38	(36.19)	4	(10.81)			
	Total	3	(100)	19	(100)	17	(100)	105	(100)	37	(100)			
Arts	Entered	23	(67.65)	36	(66.67)	22	(62.86)	58	(68.24)	30	(90.91)	8.240	4	NS
	Not-Entered	11	(32.35)	18	(33.33)	13	(37.14)	27	(31.76)	3	(9.09)			
	Total	34	(100)	54	(100)	35	(100)	85	(100)	33	(100)			
Commerce	Entered	10	(71.43)	17	(65.38)	19	(76.00)	23	(82.14)	4	(80.00)	1.996	2	NS
	Not-Entered	4	(28.57)	9	(34.62)	6	(24.00)	5	(17.86)	1	(20.00)			
	Total	14	(100)	26	(100)	25	(100)	28	(100)	5	(100)			
Science	Entered	16	(76.19)	34	(80.95)	47	(81.03)	89	(78.76)	38	(92.68)	4.149	3	NS
	Not-Entered	5	(23.81)	8	(19.05)	11	(18.97)	24	(21.24)	3	(7.32)			
	Total	21	(100)	42	(100)	58	(100)	113	(100)	41	(100)			

5.3.8 Association between Entry into Higher Education and Mothers' Education

Hypothesis : 8

> The entry into higher education is independent of mothers' education.

The chi-square value only for girls is significant (table 5.26, next page). Hence, the above hypothesis is rejected for girls. Thus there is evidence to conclude that entry into higher education is independent of mothers' education for total sample and even when the students are considered streamwise. But when it is examined sexwise, there is evidence that girls' entry into higher education is associated with mothers' education but the same is not true for boys.

From table 5.26, it is noted that the daughters of matriculate mothers entered higher education in greater proportion than the daughters of illiterate or poorly educated mothers. It is interesting to note that daughters of illiterate mothers entered higher education in greater proportion than the daughters of primary educated mothers. The difference between the daughters of matriculate and primary educated mothers is 35 per cent and that between illiterate and primary educated mothers is 11 per cent.

5.3.9 Association between Entry into Higher Education and Fathers' Occupation

Hypothesis : 9

> The entry into higher education is independent of fathers' occupation.

The chi-square values are significant for total sample and for all sub-samples except for science students (table 5.27, page 213). Hence, the above hypothesis is rejected for total sample and for boys, girls, arts and commerce students. Thus, there is evidence that entry into higher education is associated with fathers' occupation for total sample as well as for boys, girls, arts and commerce sub-samples.

TABLE 5.26

ASSOCIATION BETWEEN ENTRY INTO HIGHER EDUCATION AND MOTHERS' EDUCATION

Sample		Mothers' Education										Chi-square	df	Significance
		Illiterate		Primary		Secondary		Matriculate		Graduate				
		f	(%)	f	(%)	f	(%)	f	(%)	f	(%)			
Total Sample	Entered	124	(76.07)	164	(71.62)	130	(77.38)	47	(88.68)	1	(100)	7.486	3	NS
	Not-Entered	39	(23.93)	65	(28.38)	38	(22.62)	6	(11.32)	-	-			
	Total	163	(100)	229	(100)	168	(100)	53	(100)	1	(100)			
Boys	Entered	115	(77.18)	128	(79.01)	91	(86.67)	15	(88.24)	-	-	4.456	2	NS
	Not-Entered	34	(22.82)	34	(20.99)	14	(13.33)	2	(11.76)	-	-			
	Total	149	(100)	162	(100)	105	(100)	17	(100)	-	-			
Girls	Entered	9	(64.29)	36	(53.73)	39	(61.90)	32	(88.89)	1	(100)	13.446	3	Sig. (0.01)
	Not-Entered	5	(35.71)	31	(46.27)	24	(38.10)	4	(11.11)	-	-			
	Total	14	(100)	67	(100)	63	(100)	36	(100)	1	(100)			
Arts	Entered	53	(69.74)	57	(67.86)	37	(64.91)	22	(91.67)	-	-	6.210	3	NS
	Not-Entered	23	(30.26)	27	(32.14)	20	(35.09)	2	(8.33)	-	-			
	Total	76	(100)	84	(100)	57	(100)	24	(100)	-	-			
Commerce	Entered	24	(80.00)	27	(67.50)	19	(76.00)	3	(100)	-	-	1.754	2	NS
	Not-Entered	6	(20.00)	13	(32.50)	6	(24.00)	-	-	-	-			
	Total	30	(100)	40	(100)	25	(100)	3	(100)	-	-			
Science	Entered	47	(82.46)	80	(76.19)	74	(86.05)	22	(84.62)	1	(100)	3.417	3	NS
	Not-Entered	10	(17.54)	25	(23.81)	12	(13.95)	4	(15.38)	-	-			
	Total	57	(100)	105	(100)	86	(100)	26	(100)	1	(100)			

TABLE 5.27

ASSOCIATION BETWEEN ENTRY INTO HIGHER EDUCATION AND FATHERS' OCCUPATION

Sample		Fathers' Occupation							Chi-square	df	Significance
		Agriculture f (%)	Business f (%)	Teaching f (%)	Lower grade Service f (%)	Senior grade Service f (%)	Professional f (%)	Others f (%)			
Total Sample	Entered	171(69.80)	86(78.90)	54(79.41)	73(76.04)	38(86.36)	31(91.18)	13(91.18)	13.217	5	Sig (0.0
	Not-Entered	74(30.20)	23(21.10)	14(20.59)	23(23.96)	6(13.64)	3(8.82)	5(27.78)			
	Total	245(100)	109(100)	68(100)	96(100)	44(100)	34(100)	18(100)			
Boys	Entered	161(75.23)	60(81.08)	40(85.11)	43(87.76)	23(95.83)	12(100)	10(76.92)	11.863	4	Sig (0.0
	Not-Entered	53(24.77)	14(18.92)	7(14.89)	6(12.24)	1(4.17)	- -	3(23.08)			
	Total	214(100)	74(100)	47(100)	49(100)	24(100)	12(100)	13(100)			
Girls	Entered	10(32.26)	26(74.28)	14(66.67)	30(63.83)	15(75.00)	19(86.36)	3(60.00)	17.291	5	Sig (0.0
	Not-Entered	21(67.74)	9(25.72)	7(33.33)	17(36.17)	5(25.00)	3(13.64)	2(40.00)			
	Total	31(100)	35(100)	21(100)	47(100)	20(100)	22(100)	5(100)			
Arts	Entered	67(66.34)	23(67.65)	14(70.00)	31(68.89)	15(88.24)	14(87.50)	5(62.50)	10.357	4	Sig (0.0
	Not-Entered	34(33.66)	11(32.35)	6(30.00)	14(31.11)	2(11.76)	2(12.50)	3(37.50)			
	Total	101(100)	34(100)	20(100)	45(100)	17(100)	16(100)	8(100)			
Commerce	Entered	28(60.87)	24(96.00)	4(100)	10(71.43)	3(75.00)	2(100)	2(66.67)	10.904	2	Sig X0.0
	Not-Entered	18(39.13)	1(4.00)	- -	4(28.57)	1(25.00)	- -	1(33.33)			
	Total	46(100)	25(100)	4(100)	14(100)	4(100)	2(100)	3(100)			
Science	Entered	76(77.55)	39(78.00)	36(81.82)	32(86.49)	20(86.96)	15(93.75)	6(85.71)	3.865	4	NS
	Not-Entered	22(22.45)	11(22.00)	8(18.18)	5(13.51)	3(13.04)	1(6.25)	1(14.29)			
	Total	98(100)	50(100)	44(100)	37(100)	23(100)	16(100)	7(100)			

From table 5.27, it is noted that the children of professional and senior officials entered higher education in greater proportion than the children of others. For commerce students, the children of businessmen were also in advantageous position regarding entry into higher education, but in every case the children of fathers who were engaged in agriculture were the most disadvantaged. The difference between the children of professionals and farmers for total sample is 21 per cent, for boys 25 per cent, for girls 54 per cent, for arts students 21 per cent and for commerce students 39 per cent.

5.3.10 Association between Entry into Higher Education and Family Income

Hypothesis : 10

> The entry into higher education is independent of family income.

The chi-square values are significant for total sample and for girls and arts students, but not for boys, commerce and science sub-samples (table 5.28, next page). Hence the above hypothesis is rejected for the total sample as well as for girls and arts students. Thus there is evidence to conclude that entry into higher education is associated with family income for the student community in general, but when they are separated out either according to their sex or stream of study, family income does not act as a factor with respect to college entry for all the sub-groups. Entry into higher education is independent of family income for boys, but girls' entry depends on their family income. Again though family income does not influence college entry of commerce and science students, it does affect the same for arts students.

From table 5.28, it is noted that children from higher income families entered higher education in greater proportion than the children from lower income families. The difference between high and middle income families is 11 per cent for total sample, 25 per cent for girls and 22 per cent for arts students. The difference between middle and low income families is eight per cent for total sample, 18 per cent for girls and 10 per cent for arts students.

TABLE 5.28

ASSOCIATION BETWEEN ENTRY INTO HIGHER EDUCATION AND FAMILY INCOME

Sample		Family Income						Chi-square	df	Significance
		High		Middle		Low				
		f	(%)	f	(%)	f	(%)			
Total Sample	Entered	56	(90.32)	157	(79.29)	253	(71.47)			
	Not-Entered	6	(9.68)	41	(20.71)	101	(28.53)	12.090	2	Sig. (0.01)
	Total	62	(100)	198	(100)	354	(100)			
Boys	Entered	27	(87.10)	110	(85.27)	212	(71.66)			
	Not-Entered	4	(12.90)	19	(14.73)	61	(22.34)	4.151	2	NS
	Total	31	(100)	129	(100)	273	(100)			
Girls	Entered	29	(93.55)	47	(68.12)	41	(50.62)			
	Not-Entered	2	(6.45)	22	(31.88)	40	(49.38)	18.667	2	Sig. (0.01)
	Total	31	(100)	69	(100)	81	(100)			
Arts	Entered	26	(96.30)	48	(73.85)	95	(63.76)			
	Not-Entered	1	(3.70)	17	(26.15)	54	(36.24)	12.150	2	Sig. (0.01)
	Total	27	(100)	65	(100)	149	(100)			
Commerce	Entered	11	(91.67)	19	(79.17)	43	(69.35)			
	Not-Entered	1	(8.33)	5	(20.83)	19	(30.65)	2.337	1	NS
	Total	12	(100)	24	(100)	62	(100)			
Science	Entered	19	(82.61)	90	(82.57)	115	(80.42)			
	Not-Entered	4	(17.39)	19	(17.43)	28	(19.58)	0.211	1	NS
	Total	23	(100)	109	(100)	143	(100)			

5.3.11 Association between Entry into Higher Education and Socio-Economic Status

Hypothesis : 11

The entry into higher education is independent of SES.

TABLE 5.29

ASSOCIATION BETWEEN ENTRY INTO HIGHER EDUCATION AND SES

Sample		SES High f (%)	Middle f (%)	Low f (%)	Chi-square	df	Significance
Total sample	Entered	- -	99 (86.84)	367 (73.40)			
	Not-Entered	- -	15 (13.16)	133 (26.60)	9.171	1	Sig.(0.01)
	Total	- -	114 (100)	500 (100)			
Boys	Entered	- -	48 (87.27)	301 (79.63)			
	Not-Entered	- -	7 (12.73)	77 (20.37)	1.794	1	NS
	Total	- -	55 (100)	378 (100)			
Girls	Entered	- -	51 (86.44)	66 (54.10)			
	Not-Entered	- -	8 (13.56)	56 (45.90)	18.195	1	Sig.(0.01)
	Total	- -	59 (100)	122 (100)			
Arts	Entered	- -	41 (89.13)	128 (65.64)			
	Not-Entered	- -	5 (10.89)	67 (34.36)	9.797	1	Sig.(0.01)
	Total	- -	46 (100)	195 (100)			
Commerce	Entered	- -	10 (83.33)	63 (73.26)			
	Not-Entered	- -	2 (16.67)	23 (26.74)	0.157	1	NS
	Total	- -	12 (100)	86 (100)			
Science	Entered	- -	48 (85.71)	176 (80.37)			
	Not-Entered	- -	8 (14.29)	43 (19.63)	0.848	1	NS
	Total	- -	56 (100)	219 (100)			

The chi-square values are significant for total sample and only for girls and arts sub-samples and not for boys, commerce and science sub-samples (table 5.29). The above hypothesis is rejected for the total sample as well as for girls and arts students. Thus there is

evidence that entry into higher education is associated with SES for the total sample and for girls and arts students when sex and stream of study are considered.

From table 5.29, it is noted that children from middle SES families entered higher education in greater proportion than the children from low SES families. The difference for total sample is 13 per cent, for girls 32 per cent and for arts students it is 23 per cent.

5.3.12 : Association between Entry into Higher Education and Nature of Family

Hypothesis : 12

The entry into higher education is independent of nature of family.

TABLE 5.30

ASSOCIATION BETWEEN ENTRY INTO HIGHER EDUCATION AND NATURE OF FAMILY

Sample		Nature of Family				Chi-square	df	Significance
		Nuclear		Joint				
		f	(%)	f	(%)			
Total Sample	Entered	397	(75.62)	69	(77.53)			
	Not-Entered	128	(24.38)	20	(22.47)	0.152	1	NS
	Total	525	(100)	89	(100)			
Boys	Entered	298	(80.98)	51	(78.46)			
	Not-Entered	70	(19.02)	14	(21.54)	0.224	1	NS
	Total	368	(100)	65	(100)			
Girls	Entered	99	(63.06)	18	(75.00)			
	Not-Entered	58	(36.94)	6	(25.00)	1.303	1	NS
	Total	157	(100)	24	(100)			
Arts	Entered	150	(71.09)	19	(63.33)			
	Not-Entered	61	(28.91)	11	(36.67)	0.756	1	NS
	Total	211	(100)	30	(100)			
Commerce	Entered	63	(75.00)	10	(71.43)			
	Not-Entered	21	(25.00)	4	(28.57)	0.000	1	NS
	Total	84	(100)	14	(100)			
Science	Entered	184	(80.00)	40	(88.89)			
	Not-Entered	46	(20.00)	5	(11.11)	2.700	1	NS
	Total	230	(100)	45	(100)			

None of the chi-square values is significant (table 5.30, page 217). Hence the above hypothesis is not rejected for total sample as well as for any of the sub-samples. Thus, there is evidence to conclude that entry into higher education is independent of nature of family even when sex and stream are taken into account.

5.3.13 Association between Entry into Higher Education and Family Size

Hypothesis : 13

The entry into higher education is independent of family size.

TABLE 5.31

ASSOCIATION BETWEEN ENTRY INTO HIGHER EDUCATION AND FAMILY SIZE

Sample		Family Size						Chi-square	df	Significance
		Small		Medium		Large				
		f	(%)	f	(%)	f	(%)			
Total Sample	Entered	64	(76.19)	236	(76.62)	166	(74.77)			
	Not-Entered	20	(23.81)	72	(23.38)	56	(25.23)	0.246	2	NS
	Total	84	(100)	308	(100)	222	(100)			
Boys	Entered	38	(79.17)	178	(79.11)	133	(83.13)			
	Not-Entered	10	(20.83)	47	(20.89)	27	(16.87)	1.035	2	NS
	Total	48	(100)	225	(100)	160	(100)			
Girls	Entered	26	(72.22)	58	(69.88)	33	(53.23)			
	Not-Entered	10	(27.78)	25	(30.12)	29	(46.77)	5.411	2	NS
	Total	36	(100)	83	(100)	62	(100)			
Arts	Entered	30	(75.00)	84	(69.42)	55	(68.75)			
	Not-Entered	10	(25.00)	37	(30.58)	25	(31.25)	0.554	2	NS
	Total	40	(100)	121	(100)	80	(100)			
Commerce	Entered	5	(62.50)	37	(74.00)	31	(77.50)			
	Not-Entered	3	(37.50)	13	(26.00)	9	(22.50)	0.320	1	NS
	Total	8	(100)	50	(100)	40	(100)			
Science	Entered	29	(80.56)	115	(83.94)	80	(78.43)			
	Not-Entered	7	(19.44)	22	(16.06)	22	(21.57)	1.196	2	NS
	Total	36	(100)	137	(100)	102	(100)			

None of the chi-square values is significant (table 5.31, page 218). Hence, the above hypothesis is rejected neither for total sample nor for any of the sub-samples. Thus, there is evidence that entry into higher education is not associated with family size and the variations are there due to chances.

5.3.14 Association between Entry into Higher Education and Education of Siblings.

Hypothesis : 14

The entry into higher education is independent of education of siblings.

TABLE 5.32

ASSOCIATION BETWEEN ENTRY INTO HIGHER EDUCATION AND EDUCATION OF SIBLINGS

Sample		Education of Siblings						Chi-square	df	Significance
		High		Average		Low				
		f	(%)	f	(%)	f	(%)			
Total Sample	Entered	86	(83.50)	171	(74.67)	118	(77.12)			
	Not-Entered	17	(16.50)	58	(25.33)	35	(22.80)	3.157	2	NS
	Total	103	(100)	229	(100)	153	(100)			
Boys	Entered	42	(84.00)	127	(84.67)	111	(78.17)			
	Not-Entered	8	(16.00)	23	(15.33)	31	(21.83)	2.253	2	NS
	Total	50	(100)	150	(100)	142	(100)			
Girls	Entered	44	(83.02)	44	(55.70)	7	(63.64)			
	Not-Entered	9	(16.98)	35	(44.30)	4	(36.36)	10.387	1	Sig. (0.01)
	Total	53	(100)	79	(100)	11	(100)			
Arts	Entered	38	(90.48)	56	(62.92)	38	(71.70)			
	Not-Entered	4	(9.52)	33	(37.08)	15	(28.30)	10.689	2	Sig. (0.01)
	Total	42	(100)	89	(100)	53	(100)			
Commerce	Entered	11	(73.33)	24	(82.76)	29	(78.38)			
	Not-Entered	4	(26.67)	5	(17.24)	8	(21.62)	0.016	1	NS
	Total	15	(100)	29	(100)	37	(100)			
Science	Entered	37	(80.43)	91	(81.98)	51	(80.95)			
	Not-Entered	9	(19.57)	20	(18.02)	12	(19.05)	0.062	1	NS
	Total	46	(100)	111	(100)	63	(100)			

The chi-square values are significant for girls and arts students, but not for total sample or for boys, commerce and science sub-samples (table 5.32, page 219). Hence, the above hypothesis is rejected for girls and arts students only. Therefore it is evident that though entry into higher education is independent of siblings' education for total sample, but when the sample is divided either according to sex or stream of study of the students, there is association between college entry and siblings' education for two sub-samples, viz., girls and arts.

From table 5.32, it is noted that among the students who had elder siblings, those who had them with mean high level of education entered higher education in greater proportion than those who had them with mean average and low level of education. The difference for girls is 27 per cent between the sisters of highly and moderately educated siblings and for arts students it is 28 per cent.

5.3.15 Association between Entry into Higher Education and Students' Residence.

Hypothesis : 15

> The entry into higher education is independent of students' residence.

The chi-square values are not significant for total sample and for any of the sub-samples except for girls (table 5.33, next page). Hence the above hypothesis is rejected only for girls. Thus it is evident that entry into higher education is not associated with students' residence in general. But when sex is considered it turns out to be associated with students' residence for girls only. However, if the students are divided according to their stream of study no significant influence of students' residence on college entry is noticed for any of the sub-samples viz., arts,commerce and science.

From table 5.33, it is noted that girls who lived with parents or in hostels while they were students of HSC entered higher education in greater proportion than girls who stayed with relatives or elsewhere. Greater proportion of girls who lived with parents than who lived with relatives entered higher education. The difference is 26 per cent.

TABLE 5.33

ASSOCIATION BETWEEN ENTRY INTO HIGHER EDUCATION AND STUDENTS' RESIDENCE

Sample		Students' Residence								Chi-square	df	Significance
		Parentel		Relative		Hostel		Others				
		f	(%)	f	(%)	f	(%)	f	(%)			
Total Sample	Entered	269	(74.93)	49	(71.01)	78	(75.00)	70	(85.37)			
	Not-Entered	90	(25.07)	20	(28.99)	26	(25.00)	12	(14.63)	5.152	3	NS
	Total	359	(100)	69	(100)	104	(100)	82	(100)			
Boys	Entered	173	(79.36)	41	(82.00)	66	(76.74)	69	(87.34)			
	Not-Entered	45	(20.64)	9	(18.00)	20	(23.26)	10	(12.66)	3.397	3	NS
	Total	218	(100)	50	(100)	86	(100)	79	(100)			
Girls	Entered	96	(68.09)	8	(42.11)	12	(66.67)	1	(33.33)			
	Not-Entered	45	(31.91)	11	(57.89)	6	(33.33)	2	(66.67)	6.183	2	Sig.(0.05)
	Total	141	(100)	19	(100)	18	(100)	3	(100)			
Arts	Entered	125	(71.34)	16	(59.26)	11	(64.71)	17	(73.91)			
	Not-Entered	49	(28.16)	11	(40.74)	6	(35.29)	6	(26.09)	2.156	3	NS
	Total	174	(100)	27	(100)	17	(100)	23	(100)			
Commerce	Entered	46	(76.67)	7	(70.00)	9	(64.29)	11	(78.57)			
	Not-Entered	14	(23.33)	3	(30.00)	5	(35.71)	3	(21.43	0.147	1	NS
	Total	60	(100)	10	(100)	14	(100)	14	(100)			
Science	Entered	98	(78.40)	26	(81.25)	58	(79.45)	42	(93.33)			
	Not-Entered	27	(21.60)	6	(18.75)	15	(20.55)	3	(6.67)	5.176	3	NS
	Total	125	(100)	32	(100)	73	(100)	45	(100)			

5.3.16 Association between Entry into Higher Education and Home Environment

Hypothesis : 16

The entry into higher education is independent of home environment.

TABLE 5.34

ASSOCIATION BETWEEN ENTRY INTO HIGHER EDUCATION AND HOME ENVIRONMENT

Sample		Home Environment						Chi-square	df	Significanc
		Good		Moderate		Poor				
		f	(%)	f	(%)	f	(%)			
Total Sample	Entered	229	(79.51)	229	(72.47)	8	(80.00)	3.8		
	Not-Entered	59	(20.49)	87	(27.53)	2	(20.00)	3.881	1	Sig. (0.05)
	Total	288	(100)	316	(100)	10	(100)			
Boys	Entered	139	(85.80)	202	(77.39)	8	(80.00)			
	Not-Entered	23	(14.20)	59	(22.61)	2	(20.00)	4.482	1	Sig. (0.05)
	Total	162	(100)	261	(100)	10	(100)			
Girls	Entered	90	(71.43)	27	(49.09)	-	-			
	Not-Entered	36	(28.57)	28	(50.91)	-	-	8.353	1	Sig. (0.01)
	Total	126	(100)	55	(100)	-	-			
Arts	Entered	84	(75.68)	81	(64.29)	4	(100)			
	Not-Entered	27	(24.32)	45	(35.71)	-	-	3.037	1	NS
	Total	111	(100)	126	(100)	4	(100)			
Commerce	Entered	26	(70.27)	44	(78.57)	3	(60.00)			
	Not-Entered	11	(29.73)	12	(21.43)	2	(40.00)	0.556	1	NS
	Total	37	(100)	56	(100)	5	(100)			
Science	Entered	119	(85.00)	104	(77.61)	1	(100)			
	Not-Entered	21	(15.00)	30	(22.39)	-	-	1.978	1	NS
	Total	140	(100)	134	(100)	1	(100)			

The chi-square values are significant for total sample as well for boys and girls but not for any of the streamwise sub-samples (table 5.34, page 222). Hence the above hypothesis is rejected for the total sample and for boys and girls. Thus there is evidence that entry into higher education is associated with home environment for total sample as well as for boys and girls when sex is considered. But when stream is taken into account college entry remains independent of home environment for all the sub-samples, viz., arts, commerce and science.

From table 5.34, it is noted that students from homes of good environment entered higher education in greater proportion than the students from homes of moderate environment. The difference between the children of these two types of homes is seven per cent for total sample, eight per cent for boys and 22 per cent for girls.

5.3.17 Association between Entry into Higher Education and Academic Performance at HSC Examination

Hypothesis : 17

> The entry into higher education is independent of academic performance at HSC examination.

The chi-square values are significant for total sample and for all sub-samples except commerce (table 3.35, next page). Hence the above hypothesis is rejected for total sample as well as for all sub-samples except commerce. Thus there is evidence that entry into higher education is associated with academic performance at HSC examination for total sample and when sex is considered for both boys and girls. But when stream is considered, it was associated in case of arts and science students but not for commerce students.

From table 5.35, it is noted that students with higher achievement entered higher education in greater proportion than students with lower achievement. Students who secured first division at HSC examination all went to college. The difference between second and third divisioners is 25 per cent for total sample, 23 per cent for boys, 26 per cent for girls, 28 per cent for arts students and 35 per cent for science students.

TABLE 5.35

ASSOCIATION BETWEEN ENTRY INTO HIGHER EDUCATION AND ACADEMIC PERFORMANCE AT HSC EXAMINATION

Sample		Academic Performance at HSC Exam. First Division f (%)	Second Division f (%)	Third Division f (%)	Chi-square	df	Significance
Total Sample	Entered	84 (100)	293(79.62)	89 (54.94)	68.361	2	Sig. (0.01)
	Not-Entered	- -	75(20.38)	73 (45.06)			
	Total	84 (100)	368(100)	162 (100)			
Boys	Entered	65 (100)	219(83.91)	65 (60.75)	44.432	2	Sig. (0.01)
	Not-Entered	- -	42(16.09)	42 (39.25)			
	Total	65 (100)	261 (100)	106 (100)			
Girls	Entered	19 (100)	74(69.16)	24 (43.63)	21.963	2	Sig. (0.01)
	Not-Entered	- -	33(30.84)	31 (56.36)			
	Total	19 (100)	107(100)	55 (100)			
Arts	Entered	7 (100)	114(80.28)	48 (52.17)	22.874	1	Sig. (0.01)
	Not-Entered	- -	28(19.72)	44 (47.83)			
	Total	7 (100)	142 (100)	92 (100)			
Commerce	Entered	1 (100)	41(82.00)	31 (65.96)	3.460	1	NS
	Not-Entered	- -	9(18.00)	16 (34.04)			
	Total	1 (100)	50(100)	47 (100)			
Science	Entered	76 (100)	138(78.41)	10 (43.48)	40.295	2	Sig. (0.01)
	Not-Entered	- -	38(21.59)	13 (56.52)			
	Total	76 (100)	176(100)	23 (100)			

5.3.18 Association between Entry into Higher Education and Academic Performance at SSC Examination

Hypothesis : 18

The entry into higher education is independent of academic performance at SSC Examination.

TABLE 5.36

ASSOCIATION BETWEEN ENTRY INTO HIGHER EDUCATION AND ACADEMIC PERFORMANCE AT SSC EXAMINATION

Sample		Academic Performance at SSC Exam.						Chi-square	df	Significance
		First Division		Second Division		Third Division				
		f	(%)	f	(%)	f	(%)			
Total Sample	Entered	180	(89.55)	233	(73.27)	53	(55.75)			
	Not-Entered	21	(10.45)	85	(26.73)	42	(44.21	42.680	2	Sig. (0.01)
	Total	201	(100)	318	(100)	95	(100)			
Boys	Entered	155	(90.62)	158	(76.33)	36	(65.45)			
	Not-Entered	16	(9.36)	49	(23.67)	19	(34.55)	21.509	2	Sig. (0.01)
	Total	171	(100)	207	(100)	55	(100)			
Girls	Entered	25	(83.33)	75	(67.57)	17	(42.50)			
	Not-Entered	5	(16.67)	36	(32.43)	23	(57.50)	13.593	2	Sig. (0.01)
	Total	30	(100)	111	(100)	40	(100)			
Arts	Entered	8	(100)	122	(76.73)	39	(52.70)			
	Not-Entered	-	-	37	(23.27)	35	(47.30)	15.466	1	Sig. (0.01)
	Total	8	(100)	159	(100)	74	(100)			
Commerce	Entered	5	(100)	54	(73.97)	14	(70.00)			
	Not-Entered	-	-	19	(26.03)	6	(30.00)	0.268	1	NS
	Total	5	(100)	73	(100)	20	(100)			
Science	Entered	167	(88.83)	57	(66.28)	-	-			
	Not-Entered	21	(11.17)	29	(33.72)	1	(100)	21.414	1	Sig. (0.01)
	Total	188	(100)	86	(100)	1	(100)			

The chi-square values are significant for total sample and for all sub-samples except for commerce (table 5.36, page 225). Hence the above hypothesis is rejected for total sample as well as for all sub-samples barring commerce. Thus there is evidence that entry into higher education is associated with academic performance at SSC examination for total sample and also for boys, girls, arts and science students when they were divided according to sex or stream.

From table 5.36, it is noted that students with higher achievement entered higher education in greater proportion than students with lower achievement. The difference between high and average achievers is 16 per cent for total sample, 14 per cent for boys, 16 per cent for girls, 23 per cent for arts students and 23 per cent for science students. The difference between average and low achievers is 17 per cent for total sample, 11 per cent for boys, 25 per cent for girls and 24 per cent for arts students.

5.3.19 Association between Entry into Higher Education and Educational Aspirations

Hypothesis : 19

> The entry into higher education is independent of educational aspirations.

The chi-square values are significant for total sample and for girls and science students and not for other sub-samples (table 5.37, next page). Hence the above hypothesis is rejected for total sample as well as for girls and science students. Thus, there is evidence to conclude that entry into higher education is associated with educational aspirations for total sample. But when sex is taken into count, entry into higher education though remains associated with educational aspiration for girls, it losses its association in case of boys. Similarly when stream of study is considered, though educational aspirations affect the college entry of science students, there is no effect for arts and commerce students.

TABLE 5.37

ASSOCIATION BETWEEN ENTRY INTO HIGHER EDUCATION AND EDUCATIONAL ASPIRATIONS

Sample		Educational Aspirations: High f	High (%)	Average f	Average (%)	Low f	Low (%)	Chi-square	df	Significance
Total sample	Entered	394	(78.02)	63	(67.02)	9	(60.00)			
	Not-Entered	111	(21.98)	31	(32.98)	6	(40.00)	7.021	1	Sig. (0.01)
	Total	505	(100)	94	(100)	15	(100)			
Boys	Entered	294	(81.89)	47	(74.60)	8	(72.72)			
	Not-Entered	65	(18.11)	16	(25.40)	3	(27.27)	2.444	1	NS
	Total	359	(100)	63	(100)	11	(100)			
Girls	Entered	100	(68.49)	16	(51.61)	1	(25.00)			
	Not-Entered	46	(31.51)	15	(48.39)	3	(75.00)	4.894	1	Sig. (0.05)
	Total	146	(100)	31	(100)	4	(100)			
Arts	Entered	123	(71.10)	41	(71.93)	5	(45.45)			
	Not-Entered	50	(28.90)	16	(28.07)	6	(54.55)	0.276	1	NS
	Total	173	(100)	57	(100)	11	(100)			
Commerce	Entered	61	(77.22)	10	(58.82)	2	(100)			
	Not-Entered	18	(22.78)	7	(41.18)	-	-	1.588	1	NS
	Total	79	(100)	17	(100)	2	(100)			
Science	Entered	210	(83.00)	12	(60.00)	2	(100)			
	Not-Entered	43	(17.00)	8	(40.00)	-	-	5.026	1	Sig. (0.05)
	Total	253	(100)	20	(100)	2	(100)			

From table 5.37 it is noted that students who had high educational aspirations entered higher education in greater proportion than students who had average or low educational aspirations. The difference between high and average educational aspiration groups is 11 per cent for total sample, 17 per cent for girls and 23 per cent for science students.

5.3.20 Association between Entry into Higher Education and Occupational Aspirations

Hypothesis : 20

The entry into higher education is independent of occupational aspiration.

TABLE 5.38

ASSOCIATION BETWEEN ENTRY INTO HIGHER EDUCATION AND OCCUPATIONAL ASPIRATIONS

Sample		Occupational Aspirations						Chi-square	df	Significance
		High		Average		Low				
		f	(%)	f	(%)	f	(%)			
Total Sample	Entered	341	(80.05)	124	(66.67)	1	(50.00)			
	Not-Entered	85	(19.95)	62	(33.33)	1	(50.00)	13.105	1	Sig. (0.01)
	Total	426	(100)	186	(100)	2	(100)			
Boys	Entered	267	(83.70)	81	(72.32)	1	(50.00)			
	Not-Entered	52	(16.30)	31	(27.68)	1	(50.00)	7.432	1	Sig. (0.01)
	Total	319	(100)	112	(100)	2	(100)			
Girls	Entered	74	(69.16)	43	(58.11)	-	-			
	Not-Entered	33	(30.84)	31	(41.89)	-	-	2.333	1	NS
	Total	107	(100)	74	(100)	-	-			
Arts	Entered	104	(74.82)	64	(64.00)	1	(50.00)			
	Not-Entered	35	(25.18)	36	(36.00)	1	(50.00)	3.460	1	NS
	Total	139	(100)	100	(100)	2	(100)			
Commerce	Entered	33	(82.50)	40	(68.97)	-	-			
	Not-Entered	7	(17.50)	18	(31.03)	-	-	2.276	1	NS
	Total	40	(100)	58	(100)	-	-			
Science	Entered	204	(82.59)	20	(71.43)	-	-			
	Not-Entered	43	(17.41)	8	(28.57)	-	-	2.079	1	NS
	Total	247	(100)	28	(100)	-	-			

The chi-square values are significant for total sample and for boys only but not for other sub-samples (table 5.38). Hence the above hypothesis is rejected for total sample and for boys. Thus there is

evidence that entry into higher education is associated with occupational aspirations for the student community in general but when their sex is considered the association remains for boys only and not for girls. Again when the total sample is divided according to the stream of study, college entry becomes independent of occupational aspirations across all sub-samples.

From table 5.38 it is noted that students who had high occupational aspirations entered higher education in greater proportion than students who had average or low occupational aspirations. The difference between high and average occupational aspiration groups is 13 per cent for total sample and 11 per cent for boys.

5.3.21 Association between Entry into Higher Education and Co-Curricular Interests

Hypothesis : 21

The entry into higher education is independent of co-curricular interests.

The chi-square values are significant for total sample as well as for boys, arts and science sub-sample (table 5.39, next page). Hence the above hypothesis is rejected for total sample and for boys, arts and science sub-samples. Thus there is evidence that though entry into higher education is associated with co-curricular interests for total sample it is not true across all sub-samples. As, when sex is considered, it is associated in case of boys and is independent in case of girls. When stream is taken into account, though it is associated with respect to arts, and science sub-samples, it becomes independent in case of commerce sub-sample.

From table 5.39, it is noted that students who had high or average co-curricular interests entered higher education in greater proportion than students who had low-co-curricular interests. The difference between average and low interest groups is 11 per cent for total sample, nine per cent for boys, 12 per cent each for arts and science students.

TABLE 5.39

ASSOCIATION BETWEEN ENTRY INTO HIGHER EDUCATION AND CO-CURRICULAR INTERESTS

Sample		Co-Curricular Interests						Chi-square	df	Significance
		High		Average		Low				
		f	(%)	f	(%)	f	(%)			
Total Sample	Entered	8	(88.89)	328	(79.33)	130	(68.06)			
	Not-Entered	1	(11.11)	86	(20.77)	61	(31.42)	9.297	1	Sig. (0.01)
	Total	9	(100)	414	(100)	191	(100)			
Boys	Entered	7	(87.50)	259	(82.75)	83	(74.11)			
	Not-Entered	1	(12.50)	54	(17.25)	29	(25.89)	4.071	1	Sig. (0.05)
	Total	8	(100)	313	(100)	112	(100)			
Girls	Entered	1	(100)	69	(68.22)	47	(59.49)			
	Not-Entered	-	-	32	(31.68)	32	(40.51)	1.628	1	NS
	Total	1	(100)	101	(100)	79	(100)			
Arts	Entered	5	(100)	106	(74.13)	58	(62.37)			
	Not-Entered	-	-	37	(25.87)	35	(37.63)	4.357	1	Sig. (0.05)
	Total	5	(100)	143	(100)	93	(100)			
Commerce	Entered	-	-	48	(75.00)	25	(75.76)			
	Not-Entered	1	(100)	16	(25.00)	8	(24.24)	0.042	1	NS
	Total	1	(100)	64	(100)	33	(100)			
Science	Entered	3	(100)	174	(84.06)	47	(72.31)			
	Not-Entered	-	-	33	(15.94)	18	(27.69)	4.722	1	Sig. (0.05)
	Total	3	(100)	207	(100)	65	(100)			

5.3.22 Association between Entry into Higher Education and Institutional Adjustment

Hypothesis : 22

The entry into higher education is independent of institutional adjustment.

TABLE 5.40

ASSOCIATION BETWEEN ENTRY INTO HIGHER EDUCATION AND INSTITUTIONAL ADJUSTMENT

Sample		Institutional Adjustment						Chi-square	df	Significance
		Good		Moderate		Poor				
		f	(%)	f	(%)	f	(%)			
Total Sample	Entered	219	(73.49)	237	(77.96)	10	(83.33)			
	Not-Entered	79	(26.51)	67	(22.04)	2	(16.67)	1.832	1	NS
	Total	298	(100)	304	(100)	12	(100)			
Boys	Entered	135	(80.36)	204	(80.63)	10	(83.33)			
	Not-Entered	33	(19.64)	49	(19.37)	2	(16.67)	0.010	1	NS
	Total	168	(100)	253	(100)	12	(100)			
Girls	Entered	84	(64.62)	33	(64.71)	-	-			
	Not-Entered	46	(35.38)	18	(35.29)	-	-	0.000	1	NS
	Total	130	(100)	51	(100)	-	-			
Arts	Entered	95	(69.85)	72	(70.59)	2	(66.67)			
	Not-Entered	41	(30.15)	30	(29.41)	1	(33.33)	0.011	1	NS
	Total	136	(100)	102	(100)	3	(100)			
Commerce	Entered	32	(71.11)	38	(76.00)	3	(100)			
	Not-Entered	13	(28.89)	12	(24.00)	-	-	0.500	1	NS
	Total	45	(100)	50	(100)	3	(100)			
Science	Entered	92	(78.63)	127	(83.55)	5	(83.33)			
	Not-Entered	25	(21.37)	25	(16.45)	1	(16.67)	1.072	1	NS
	Total	117	(100)	152	(100)	6	(100)			

None of the chi-square values is significant (table 5.40). Hence the above hypothesis is not rejected for total sample as well as for any of the sub-samples. Thus there is evidence that entry into higher education is independent of institutional adjustment not only for total sample but even when sub-samples based on sex and stream are also considered.

5.3.23 Association between Entry into Higher Education and Achievement Motivation

Hypothesis : 23

The entry into higher education is independent of achievement motivation.

TABLE 5.41

ASSOCIATION BETWEEN ENTRY INTO HIGHER EDUCATION AND ACHIEVEMENT MOTIVATION

Sample		Achievement Motivation						Chi-square	df	Significance
		High		Moderate		Low				
		f	(%)	f	(%)	f	(%)			
Total Sample	Entered	5	(100)	240	(80.54)	221	(71.06)	8.057	1	Sig. (0.01)
	Not-Entered	-	-	58	(19.46)	90	(28.94)			
	Total	5	(100)	298	(100)	311	(100)			
Boys	Entered	3	(100)	191	(83.77)	155	(76.73)	3.620	1	NS
	Not-Entered	-	-	37	(16.23)	47	(23.27)			
	Total	3	(100)	228	(100)	202	(100)			
Girls	Entered	2	(100)	49	(70.00)	66	(60.55)	2.007	1	NS
	Not-Entered	-	-	21	(30.00)	43	(39.45)			
	Total	2	(100)	70	(100)	109	(100)			
Arts	Entered	-	-	71	(78.02)	98	(65.33)	4.357	1	Sig. (0.05)
	Not-Entered	-	-	20	(21.98)	52	(34.67)			
	Total	-	-	91	(100)	150	(100)			
Commerce	Entered	-	-	36	(83.72)	37	(67.27)	3.437	1	NS
	Not-Entered	-	-	7	(16.28)	18	(32.73)			
	Total	-	-	43	(100)	55	(100)			
Science	Entered	5	(100)	133	(81.10)	86	(81.13)	0.012	1	NS
	Not-Entered	-	-	31	(18.90)	20	(18.87)			
	Total	5	(100)	164	(100)	106	(100)			

The chi-square values are significant for total sample and for arts students only and not for boys or girls and commerce or science students (table 5.41, page 232). Hence the the above hypothesis is rejected for the total sample and for arts students only. Thus there is evidence that entry into higher education is associated with achievement motivation for the student community in general but when sex is considered it is independent for boys and for girls. But taking streamwise sample, achievement motivation influences the college entry of arts students only and not that of commerce or science students.

From table 5.41, it is noted that students who had higher achievement motivation entered higher education in greater proportion than students who had lower achievement motivation. The difference between moderate and poor achievement motivational groups is nine per cent for total sample and 13 per cent for arts students.

SECTIONAL OVERVIEW :

From the results of this section it has become clear that amongst the selected characteristics there are many which affect the entry into higher education while others do not. Still however, those which affect college entry do not affect in a similar fashion across the sub-samples. Some of them affect the college entry for total sample and for few of the sub-samples, some other though they do not affect the total sample still affect one or the other sub-sample. Table 5.42 and 5.43 provide pictures of characteristics affecting college entry.

A look into the table 5.42 (next page) enables any body to cluster the characteristics into following groups:

Group I : The following characteristics affect the college entry for the total sample as well as for both boys and girls when sex is taken into consideration: (i) Home location, (ii) Fathers' education, (iii) Fathers' occupation, (iv) Home environment, (v) Academic performance at HSC examination and (vi) Academic performance at SSC examination.

TABLE 5.42

EFFECT OF CHARACTERISTICS ON ENTRY INTO HIGHER EDUCATION

Sr. No.	Characteristics	Total Sample	Boys	Girls	Remarks
1.	Home Location	**	*	**	For total sample as well as for boys and girls
2.	Fathers' Education	*	*	**	
3.	Fathers' Occupation	*	*	**	
4.	Home Environment	*	*	**	
5.	Academic Performance at HSC	**	**	**	
6.	Academic Performance at SSC	**	**	**	
7.	Occupational Aspirations	**	**	x	For total sample and boys only
8.	Co-curricular Interests	**	*	x	
9.	Family Income	**	x	**	For total sample and girls only
10.	Socio-Economic Status	**	x	**	
11.	Educational Aspirations	**	x	*	
12.	Sex	**	-	-	Only for total sample
13.	Stream of Study	**	x	x	
14.	Achievement Motivation	**	x	x	
15.	Mothers' Education	x	x	**	For girls only
16.	Education of Siblings	x	x	**	
17.	Students' Residence	x	x	*	
18.	Religion	x	x	x	Do not affect college entry at all
19.	Birth Order	x	x	x	
20.	Age	x	x	x	
21.	Nature of Family	x	x	x	
22.	Family Size	x	x	x	
23.	Institutional Adjustment	x	x	x	

Note : ** denotes that effect is significant at 0.01 level.
* denotes that effect is significant at 0.05 level.
x denotes absence of any effect.

Group II : The following characteristics affect the college entry for total sample and only for boys when the sample is divided according to the sex of students : (i) Occupational aspirations and (ii) Co-curricular interests.

Group III : The following characteristics affect college entry for total sample and only for girls when the sample is divided according to the sex of students: (i) Family income (ii) Socio-economic status and (iii) Educational aspirations.

Group IV : The following characteristics affect the college entry only for total sample and not for any of the boys or girls sub-samples: (i) Sex, (ii) Stream of study and (iii) Achievement motivation.

Group V : The following characteristics do not affect the college entry for total sample but for girls only : (i) Mothers' education, (ii) Education of siblings and (iii) Students' residence.

Group VI : The following variables are totally independent of college entry i.e., they do not affect the college entry either for total sample or for any of the sub-sample: (i) Religion (ii) Birth order, (iii) Age, (iv) Nature of family, (v) Family size and (vi) Institutional adjustment.

Table 5.43 (next page) shows the effect of the factors on college entry across various sub-samples based on stream of study of students. From the table it is seen that there are ten characteristics which do not affect the college entry of any of the streamwise samples. These are : (i) Religion, (ii) Birth order, (iii) Fathers' education, (iv) Mothers' education, (v) Nature of family, (vi) Family size, (vii) Students' residence, (viii) Home environment, (ix) Occupational aspirations and (x) Institutional adjustment.

× Are the variables independent of College entry
Is College entry independent of these variables ?

TABLE 5.43

EFFECT OF CHARACTERISTICS ON ENTRY INTO HIGHER EDUCATION ACROSS SUB-SAMPLES BASED ON STREAM

Sr. No.	Characteristics	Arts	Commerce	Science	Remarks
1.	Sex	**	x	x	
2.	Home Location	**	x	x	
3.	Family Income	**	x	x	For Arts students only
4.	Socio-Economic Status	**	x	x	
5.	Education of Siblings	**	x	x	
6.	Achievement Motivation	*	x	x	
7.	Fathers' Occupation	*	**	x	For arts & commerce students
8.	Age	**	x	*	For arts & science students
9.	Academic Performance at HSC	**	x	**	
10.	Academic Performance at SSC	**	x	**	
11.	Co-curricular Interests	*	x	*	
12.	Educational Aspirations	x	x	*	For science students only
13.	Religion	x	x	x	Do not affect for any of the sub-samples
14.	Birth Order	x	x	x	
15.	Fathers' Education	x	x	x	
16.	Mothers' Education	x	x	x	
17.	Nature of Family	x	x	x	
18.	Family Size	x	x	x	
19.	Students' Residence	x	x	x	
20.	Home Environment	x	x	x	
21.	Occupational Aspirations	x	x	x	
22.	Institutional Adjustment	x	x	x	

Note : ** denotes that effect is significant at 0.01 level
* denotes that effect is significant at 0.05 level
x denotes absence of any effect.

From the table, it is noted that following eleven characteristics affect the college entry for arts students: (i) Sex, (ii) Home location, (iii) Family income, (iv) Socio-economic status, (v) Siblings' education, (vi) Achievement motivation, (vii) Fathers' education, (viii) Age, (ix) Academic performance at HSC examination, (x) Academic performance at SSC examination and (xi) Co-curricular interests.

From the above factors, only one factor that affects the college entry for commerce students is Fathers' occupation. This is the lone factor which affects the college entry of commerce students.

With respect to science students, the four factors from the above group of those having influence for arts students are (i) Age, (ii) Academic Performance at SSC and (iii) Academic Performance at HSC and (iv) Co-curricular interests. Besides these, 'Educational aspirations' was the factor that influenced the sub-sample of science students only.

5.4 INDEPTH STUDIES

In order to understand the problem of entry into higher education, perception of the students about higher education, the aspirations and motivations that led to the students to enter into higher education and also the reasons for not entering of the non-entrants need to be studied in depth. With this objective two indepth studies were conducted. For this, two different samples, from entrants as well as from non-entrants were selected and interviewed. The results of these indepth studies are discussed in the pages that follow.

5.4.1 Indepth Study of Entrants

For the indepth study, out of 466 students who had entered into higher education, 30 (6.44%) were selected randomly and were interviewed. The interviews were conducted either at the institutions where they had been admitted or at their residences.

of these 30, 24 were boys and six were girls. According to the stream studied, the break up was like this: arts - 12, commerce - 3 and science - 15. Of these 30 students, 16 (53.33%) had admitted themselves in honours (three years degree course), 13 (43.33%) in pass course (two years degree course) and only one(3.33%) in a professional course.

Of the sample taken, sixty per cent of the students were admitted in the courses of their first preference. Rest 40 per cent who had to go to other course mentioned the reason of non-availability of seats in the course or institution of their first preference. Most of these students were science students and they had aspired for professional course mainly engineering and medicine - but they could not enter there. The students who were admitted in courses other than first preference, 41.67 per cent admitted that they would try to change the course, 16.67 per cent said they would not try and rest 41.67 per cent had not thought over it. Of the students who entered into higher education, 3 (13.33%) chose the course that was the easiest and 14 (46.67%) were admitted in those courses which were the only available ones with his/her qualifications. Fourteen (46.67%) chose the course which complied with their vocational plans.

When asked to what extent they had discussed their college plans with their parents, only 2(6.67%) replied that they did not discuss it at all, 16 (53.33%) discussed it to some extent and 12 (40%) discussed it to great extent. Those who discussed their plans, their parents did not influence much, and in no case there was any confrontation. Of the entrants, 28 (93.33%) said their parents wanted them to go to college and 3 (6.67%) said their parents were indifferent in this respect. Of all the 30 students only one discussed his college plan with his teacher and he was encouraged by the teacher. The rest 29 never went to their teachers for any such discussion or guidance.

Thirteen (43.33%) of the entrants estimated that their parents could easily afford their expenses while 14 (46.67%) admitted that their parents could afford it but with much sacrifice. Three out of

30 students (10%) expressed the inability of their parents for total expenditure of their study. One out of the last three said that he would have meet the expense of his college education by either doing private tutions or any other job which should not come in his way of study.

Some of the nationalized banks of Bangladesh had started a scheme of 'education loan' for students. On inquiry as to whether they would borrow money for college expenditure if they would pay it back on the instalment plans after leaving college, 10 (33.33%) of them showed their readiness but rest 20 (66.67%) were reluctant to go out for any such thing as they were not exposed to such plans earlier.

When they were also asked by the investigator about their plan of study only two (6.67%) expressed that they would go upto simple graduation while rest 28 were determined to complete master degree as they aspired for prestigious jobs.

When asked what would they do if they find a suitable job before completing the desired level of education, 20 (66.67%) said they would continue, 8 (26.67%) said they would not continue and 2 (6.67%) were uncertain. When the question was put to girls as to whether they would continue if they get married before completing the desired level, 2 (one-third) of them said they would continue their education but 4 (two-third) admitted that it would depend upon the wish of the husband.

Idealistic replies were found when the entrants were asked "why are you taking this higher education?" more than 80 per cent said that they would be able to utilize their intellectual abilities properly and also they would be able to serve the nation in a better way. However, 30 to 40 per cent also admitted that with the help of higher education they would be able to earn a lot of money, higher education would help them in getting prestigious jobs and would help in improving their social status.

From the discussion with the entrants it became clear that the students who enter into higher education possess high aspirations but these are constantly moulded and changed due to the reality they have to face. Guidance and counselling are completely absent there. Even the students do not go to their teachers for discussion or advice. They sometime talk with their parents but this is more to inform their decision rather than taking suggestion from the parents. Most of the students are getting financial support from their families though in many cases, parents make sacrifices for the sake of education of their offsprings. They are unwilling to take loans from banks on the condition that they would repay after completing their education. Most of the students recite bookish importance of higher education as they themselves do not perceive the real need and value of higher education.

5.4.2 Indepth Study of Non-Entrants

For the indepth study, 16 (10.81%) non-entrants were selected randomly and were interviewed at their residences. Of these 16 non-entrants, nine were boys and six were girls; streamwise: ten were arts students, three each came from commerce and science streams.

By and large, these non-entrants could be classified into three groups

- those who could not get admitted in any institution,
- those who did not try for admission though they had intention for further studies, and
- those who were not willing for higher education at all.

In the first group there were seven (43.75%) students. Of these seven, six were boys and one was girl. One of them studied commerce and three each studied arts and science. According to them, they did not have the minimum marks for admission in their desired course. Two of them admitted that they did try for other courses, but in that case extra financial resources were necessary because in that case they had to stay at hostels which their

parents were unable to afford. They further admitted that they would have overcome the difficulties anyhow if they had got the admission in the desired courses. One of them also admitted that he was also not so much interested in higher education as he did not find himself having the intellectual ability necessary for pursuing a degree course and he was not sure whether he would pass the degree examination or not.

The second group consisted of three boys and three girls, all of them were arts students. They had interests for higher education. Of them, five could not join the institutions where they aspired to join. Last one said that her family objected vehemently to her idea of going to higher education. They cited mainly economic reasons. Most of them had homes far away from the college where they wished to join. They would have to make arrangements for their stay around the institutions. But neither they had such relatives who could help them by providing accomodation nor did their parents had financial capacity for bearing hostel costs. One of them told that he also did not have much interest in higher education because his family occupation where he would be engaged did not demand higher education than what he had already attained. Another one said that he was in doubt whether he could pass the degree examination or not. Two out of the three boys also mentioned the opposition from their families - but this was mainly due to economic reasons. All the three girls also mentioned about the opposition of the families - but the reasons were different. One told that her parents did not have financial abilities to keep her at hostels, another one said that besides the financial difficulties her parents had been trying for her marriage and the third one said that she had to look after the household work.

In the third group, all the three were girls and arts students. Of them, two were not at all interested in higher education. These two and also the third one thought that they did not possess the necessary intellectual abilities to persue higher education and they would not be able to pass the degree

examination. First two girls also thought that they would be able to find some jobs with this qualification. However, they admitted that their parents were trying for their marriage.

At the time of interview, none of the non-entrants had joined anywhere either in job market or any other institution. While talking about their future plan, two boys said that they would appear again in the examination to improve their results and another two said they would try for admission in the next session as all these four had failed to get themselves admitted in their desired courses. Remaining three boys as expressed by them would try for some employment, one would join the family occupation i.e., business and one was undecided. However, all of them except the last one, mentioned economic reasons as barriers for not entering into higher education. Among the girls, one said she would try for admission in the next year, and one thought about taking some vocational training. Three, out of remaining five girls admitted that they had nothing to do but wait for marriage and during the interim period they would help their mothers in household work. Two of the five girls told that they would try for some employment too during their waiting period.

From the discussion during the interview with the students it became clear to the investigator that students who after passing the SSC examination come to college for HSC nurture high aspirations and dreams. But in reality, due to the limitations on the part of family and due to the failure to achieve good grades at the examination, their aspirations fade out and gradually they lose interest in pursuing their studies. Though they understand the limitations of their families, and also appreciate the sacrifices of their parents for their education, yet they had accumulated grievances against their families. They emphasize higher education as a prime path for becoming 'educated' as they understand the relevence of higher education for getting good jobs and for establishing and improving social status. They were quite aware that without higher education they would fall behind in the competition and that was the main reason for frustration among them. But in case of girls along with the relevence of higher education they also realize the reality that appreciation of higher education

would depend upon the attitude of husband and their in-laws. They attached special importance to higher education on the ground that highly educated mothers would take initiative for the education of their children besides, at the time of crisis they might use this as a tool for their earning too. But one thing was clear that they were not so much frustrated as boys for their non-continuance of education because they thought that their ultimate goal was household work and family happiness.

Suming up the major hurdles in pursuing higher education in the country, it can be well listed as under:

(i) Lack of needed guidance and encouragement, whatever may be the source. It can be either in schools by way of educational guidance service or at home from parents, siblings or relatives,

(ii) Poor economic condition of parents,

(iii) Underestimation of one's ability for pursuing studies,

(iv) Non-availability of courses or institutions of one's choice,

(v) Unfavourable social tradition in case of girls,

(vi) Overall underappreciation of higher education in majority of the population etc.

5.5 FINDINGS AND DISCUSSION

Any research finding related to social science should be viewed in the particular socio-economic-cultural-political context. Having analysed the data, the results of the present investigation are discussed in the light of the theoretical framework developed in chapter III. While discussing the findings, as educational and sociological researches are few in Bangladesh, the findings of the studies done in this area in India and other countries have been referred.

To reach higher education, students have to pass through three stages, first from primary school to secondary school, next

from secondary school to college (higher secondary) and then from higher secondary to higher education. A look into the educational statistics reveals that at each stage many students dropout from the educational ladder. From the knowledge of correlates of achievement, it has been found that number of factors are operative at each of these stages. Certain factors which do not seem to influence entry into higher education, but these very factors might have already affected entry to secondary as well as entry to class XI. So, while we investigate the characteristics of students at the entry into higher education stage, we are undoubtedly considering a highly select group who have passed through such rigorous screening processes to reach at this particular destination.

The conclusions regarding the association/independence of entry into higher education with characteristics were derived from analysis given in section 5.3. The characteristics of entrants and non-entrants have been presented in detail in sections 5.1 and 5.2. The characteristic which really affect college entry also differentiates between entrants and non-entrants. Thus, taking the results of testing of the hypotheses from section 5.3 and comparing tables of sections 5.1 and 5.2, the comparision between entrants and non-entrants has been made. The findings are presented below.

FINDING 1 : ENTRY INTO HIGHER EDUCATION IS ASSOCIATED WITH SEX.

The analysis of data in this study showed that entry into higher education was not independent of sex. Boys entered higher education in greater proportion than girls. The entrants and non-entrants differed significantly in terms of their sex. Boys were more than girls in both the groups. About 43 per cent of non-entrants were girls as against 25 per cent of entrant girls.

In the total population of Bangladesh, the proportions of males and females are almost the same. The present finding that among the entrants the proportions of boys and girls are 3:1, is

not unexpected. A look into the educational statistics of Bangladesh reveals that, it is not at this stage that girls fall behind, but it starts right from the beginning of the educational ladder. The findings of Huq et al. (1983) who estimated 13 per cent girls among the students of higher education in Bangladesh and that of BANBEIS (1986) which showed that 18 per cent of the total students of higher education were girls are complementary with that of the present study. One might find some difference apparently, between the results but it is due to the fact that while Huq et al.'s sample was drawn from the final year degree students, was urban biased and was tilted towards professional education where most of the girls from rural areas or small towns could not reach and BANBEIS survey included girls from first year to final year. Present investigation estimated percentages at the entry stage of higher education. When a particular entrant batch reaches the final year, the percentage of girls drops down considerably due to reasons like purdha system, marriage residential problems etc. The results of indepth study also indicate that these factors act as major obstacles for girls in not-entering a college. Seetharamu (1982) in India has also found that only 15 per cent girls were in post graduate classes in Bangalore.

The finding of the present investigation that boys entered higher education in greater proportion than girls is consistent with the theoretical frame work and is confirmed by the results of Goetsch (1940) and Berdie's (1954) studies.

FINDING 2 : ENTRY INTO HIGHER EDUCATION IS ASSOCIATED WITH HOME LOCATION.

The data analysis showed that urban students entered higher education in greater proportion than rural students. There was significant difference between the entrants and non-entrants with respect to their home location, though both the groups had more rural students than urban students. A larger proportion of non-entrants (81%) as compared to entrants (67%) came from rural areas. Amongst the boys, 90 per cent of non-entrants were of rural origin as compared to 80 per cent entrants. The difference

was more prominent in case of girls. Whereas 70 per cent of the entrant girls were urban, 69 per cent non-entrant girls hailed from rural areas. The present investigation estimates that about two-third of the entrants came from rural areas. This proportion is quite lower than the proportion of rural people in the total population or in the overall sample of the present investigation. Huq et al. (1983) and Hossain (1984) in Bangladesh and Lal (1979) and Seetharamu (1982) in India also found that the proportions of rural students in higher education were much lower than their proportions in respective population.

The findings of the present study that 'urban students entered into higher education in greater proportion than rural students' is similar to those of Berdie (1954), Iffet (1958), Summerskill (1962) and Gurin et al. (1968). The above mentioned findings can be explained in the light of theoretical framework in terms of residential problems, distance of college, financial difficulty of the parents, failure on the part of the parents of rural students to understand relevence of higher education etc. Generally these are the explanations put for this difference, and these are also supported by the indepth study.

FINDING 3 : ENTRY INTO HIGHER EDUCATION IS NOT ASSOCIATED WITH THE RELIGION OF THE ENTRANT.

Though Steller's (1951) study reported that religion was one of the important determinant of college attendence in USA, present investigation finds that at the later part of twentieth century in a developing country like Bangladesh, religion plays no role in college entry. The times have changed. The present investigation revealed that entry into higher education was independent of religion and muslims and hindus entered higher education in equal proportion. This confirms the proposition that in a modern democracy, religion of a student has nothing to do with his/her education. The entrants and non-entrants did not differ in terms of their religion. Both the groups included greater proportion of muslims as compared to hindus, but the

proportion of hindus was higher (about twice) in comparision to their proportion in the total population of Bangladesh. In the overall sample, their proportion was also high. It means that hindus as a community take education in greater proportion since earlier stages also. The higher representation of hindus in the overall education scene is not a function of religion. It is rather a matter of family tradition. This is evident from the discussion in the theoretical frame work which led to the conclusion that hindus not by virtue of their religion but due to their early exposure to modern education system that puts them in an advantegeous position in attaining more education than muslims. A difference of eight per cent between the literacy rates of two communities also supports this.

FINDING 4 : STREAM OF STUDY AFFECTS THE ENTRY INTO HIGHER EDUCATION OF STUDENTS.

The results of present investigation showed that science students entered higher education in greater proportion than arts and commerce students. Significant differences between entrants and non-entrants were observed in terms of the streams they had studied. Forty eight per cent entrants as against 34 per cent non-entrants were science students, whereas 49 per cent non-entrants as compared to 36 per cent entrants were arts students. The percentages of commerce students in both the groups were almost the same. Perceiving the demands of science graduates in the job markets, students having science stream seem to be determined in pursuing their studies further. This contention and finding are substantiated by Rao's (1982) contension that, selection of courses appears to be an 'arbiter' of occupational selection. These findings thus confirm the hypothesis enunciated earlier.

FINDING 5 : COLLEGE ENTRY IS INDEPENDENT OF BIRTH ORDER OF STUDENTS.

From the discussion of the theoretical frame work we could not determine a prior direction of the effect of birth order and the hypothesis was arbitrary. Though Bayer's (1966) study

demonstrated that first borns excelled over others on probability of college attendence, the present investigation does not find any effect of birth order on college entry. The entrants and non-entrants did not show any significant difference in their birth order. Overwhelming majority of both entrants (71%) and non-entrants (68%) were middle born children. The results in that case are contrary to the prevailing belief that parents opt for the education of the eldest to get dividends or of the youngest because of financial relaxation.

FINDING 6 : AGE INFLUENCES THE COLLEGE ENTRY OF ARTS AND SCIENCE STUDENTS.

The findings of the present investigation regarding the effect of age on college entry are interesting. The findings show that college entry as it is, independent of age of the total sample as well as for boys and girls. But when stream was taken into account it was found that younger arts students were more likely to enter into higher education for, in arts sub-sample, 78 per cent entrants as against 58 per cent non-entrants were comparatively younger, but with respect to science sub-sample, it was found that older science students were more likely to enter higher education as 61 per cent entrants as compared to 43 per cent non-entrants were comparatively older.

FINDING 7 : ENTRY INTO HIGHER EDUCATION IS RELATED WITH FATHERS' EDUCATION OF THE STUDENTS.

The analysis revealed that the entry into higher education was associated with fathers' education. Children of highly educated fathers entered higher education in greater proportion than the children of poorly educated or illiterate fathers. The entrants and non-entrants showed significant differences in terms of their fathers' education. The fathers of 15 per cent entrants were graduates whereas the corresponding percentage of the fathers of non-entrants was five. In girls' sub-sample the differences were more prominant. The proportions of matriculate fathers were almost the same amongst entrants and non-entrants, but when the fathers of 28 per cent entrants girls were graduates, only about

six per cent of the non-entrants were the daughters of graduate fathers. On the other hand, the educational attainments of fathers of 34 per cent non-entrant girls as compared to 15 per cent entrants girls were below matriculation.

The characteristics of students regarding their fathers' education revealed an alarming situation in the sense that the observed increase in the enrolment at schools and colleges did not benifit the children of vast majority of the illiterate people. The higher education is accessible to the children of educated fathers only. It has been found that (table 3.2, page 89) the proportion of matriculate or above educated people in the total population of Bangladesh is only 4.74 per cent, the proportion of their children among the entrants was 51.93 per cent - nearly 11 times. On the other hand, though the proportion of illiterates in the total population was 69 per cent, the proportion of their children among entrants was 10.52 per cent - nearly one-seventh of the cohort. Huq et al.'s (1983) findings were also similar to these.

No doubt the descripencies start from the earlier stage of education ladder, it is acutely felt at this entry process for the results showed that children of graduate fathers were 20 per cent more than those of illiterate fathers in entering college. The findings of Berdie (1954), Krauss (1964), Spady (1967), Sewell and Shah (1968B), Khandekar (1974), Carpenter and Western (1982) and Rumberger (1983) also show that the effect of fathers' education on college entry of children is a universal phenomenon.

FINDING 8 : MOTHERS' EDUCATION INFLUENCES COLLEGE ENTRY OF THEIR DAUGHTERS.

The analysis of data of the present study revealed that the entry into higher education was independent of mothers' education, for total sample, but it was not so in case of girls. Daughters of matriculate mothers entered higher education in greater proportion than illiterate or poorly educated mothers. A comparision of mothers' education of entrants and educational levels of females of Bangladesh (table 3.2, page 89) reveals that among the

entrants the proportion of matriculate mothers was 10.3 per cent - more than 12 times of their proportion in the total population and the proportion of illiterate mothers was 26.61 per cent - one-third of their proportion in total population. The proportion of matriculate mothers was also higher and proportion of illiterate mothers was also smaller in the overall sample as compared to their corresponding percentages in the total population. This means that, barring girls, mothers' education affected the educational attainment of their children at the earlier stages of education only. This apparent independence of college entry on mothers' education for total sample and dependence for girls illustrate the social condition and social reality of Bangladesh. As mentioned earlier we are considering a select group who after passing many secreeming processes had reached this entry stage. In the male dominated Bangladeshi society, mothers have a little say in family affairs and for the further education of their sons who had reached this entry stage they hardly exert any influence. This has become evident also from the indepth study where students admitted that their parents hardly influenced their college plan. On the other hand, in case of girls the mothers still influence the further education of their daughters as highly educated mothers might inspire the daughters and influence fathers for daughters' higher education. These findings on one hand confirms the contention of Sewell and Shah (1968) that 'in case of discrepant levels of educational achievement between parents, it is generally the fathers' education that exerts more influence on aspiration and achievement', while on the other it provides evidence that 'children may use their like sexed parents as a role modal to determine how much education they ought to obtain' (Hill, 1979; Shaw, 1982).

FINDING 9 : FATHERS' OCCUPATION HAS A DETERMINING INFLUENCE ON THE ENTRY OF A STUDENT INTO HIGHER EDUCATION.

From the results of analysis it was seen that entry into higher education was associated with fathers' occupation. Children of professionals and senior officials entered higher education in

greater proportion than the children of others. Though the modal occupation of fathers of both entrants and non-entrants was agriculture, fathers' occupation significantly differentiated between entrants and non-entrants. The fathers of 50 per cent non-entrants as against 37 per cent entrants were farmers. On the other hand, the fathers of about 15 per cent entrants as against about six per cent non-entrants were professionals and senior officials. Interesting results were found in case of commerce students. Here, fathers of 33 per cent entrants as against four per cent non-entrants were businessmen. The findings of the present investigation regarding the occupation of fathers showed that the children of professionals, senior officials, teachers and businessmen out-numbered their proportion in the total population of Bangladesh (table 3.3, page 90). These findings are consistent with those of Islam et al. (1981) and Hossain (1984).

FINDING 10 : ENTRY INTO HIGHER EDUCATION IS NOT INDEPENDENT OF FAMILY INCOME.

The data analysis showed that there was an association between entry into higher education and family income. Children of higher income families entered higher education in greater proportion than the children from lower income families. The entrants and non-entrants differed significantly in terms of their family income though majority of both the groups had low income. Sixty eight per cent of the non-entrants had low family income as against 54 per cent entrants. On the other hand, 12 per cent entrants had high and 34 per cent had average family income. The corresponding percentages for non-entrants were four and 28 respectively. In case of girls entrants mainly belonged to high and average income families as 63 per cent non-entrant girls as against 35 per cent entrants came from low income families. Whereas 25 per cent entrants as against only three per cent non-entrants came from high income families. The present findings were expected from the discussion in the theoretical frame work. These findings are further substantiated

when indepth study demonstrated that non-entrants discontinued their studies due to financial difficulties. Earlier studies by Iffert (1957), Summerskill (1962), Huq et al. (1983), Rumberger (1983) and Tapan and Majumder (1985) also confirm the present findings.

FINDING 11 : SOCIO-ECONOMIC STATUS IS AN INFLUENCING FACTOR FOR COLLEGE ENTRANCE.

Results of the testing of the hypothesis of independence between entry into higher education and socio-economic status revealed that entry into higher education was not independent of SES. It was associated with socio-economic status and children from middle SES families entered higher education in greater proportion than children from low SES families. In the cohort, none came from high SES family. The socio-economic status of the families of overwhelming majority of entrants and non-entrants was low. Even then, the entrants and non-entrants differed significantly in terms of their families' socio-economic status. A larger proportion of non-entrants as compared to entrants came from low SES families. The percentages were about 90 and 79 for non-entrants and entrants respectively.

In absence of any research study measuring the SES of Bangladeshi population, proportions of various SES categories in the population were not known and thus it is difficult to compare the present finding. Islam et al. (1981) while studying the socio-economic background of Dhaka University students noted that majority of the boys came from lower and lower middle classes, but girls were from middle and higher classes. It seems that influence of SES on educational attainment also occurss at every stage. In fact, SES seems to act as a screening device at each stage to filter out the lower class students from the educational scene. An analysis by the investigator for an unpublished paper showed that SES also affected the passing of HSC examination where a lesser proportion (11%) of low SES students than middle SES students passed the examination.

From the discussion in the theoretical frame work, it was expected that students from higher SES families would go to higher education in greater proportion than the lower SES students. It is the inherent human nature to strive for socio-economic improvement. Middle class people view higher education as a prime path for upward social mobility and try to acquire it even at considerable sacrifices. The findings of the present investigation confirm this when it reveals that among the successful students of HSC examination, a greater proportion (13%) of the middle SES students than low SES students entered into higher education. Similar findings were found by numerous authors world over. To mention a few, are Astin (1964), Eckland (1964A), McMammon (1965), Wegner (1967), Panos and Astin (1968) and Rumberger (1983).

FINDING 12 : ENTRY INTO HIGHER EDUCATION IS NOT ASSOCIATED WITH THE NATURE OF FAMILY OF STUDENTS.

The data analysis of the present study showed that entry into higher education was independent of nature of family. Students from both types of families entered higher education in almost equal proportion. Most of the entrants (85%) and non-entrants (86%) came from nuclear families. Seetharamu (1982) and Mohanty and Satpathy (1983) in their samples also noted very high proportions of students from nuclear family system. In the present investigation, such a large proportion (85%) of nuclear families among the entrants and non-entrant suggests that Bangladeshi society has been undergoing a tremendous change in its family structure.

FINDING 13 : FAMILY SIZE DOES NOT AFFECT THE COLLEGE ENTRY.

On the basis of theoretical frame work and previous researches it was hypothesized that students from smaller families would enter into higher education in greater proportion than the students from larger families. The present investigation does not find any significant influence of family size on college entry. Entry into higher education was independent of family size and the entrants and non-entrants did not differ in terms of their

family size. Nearly half of the entrants (51%) and non-entrants (49%) came from medium sized families. About 14 per cent each of entrants and non-entrants were the children of smaller families. The share of large families amongst the entrants was 36 per cent as against 38 per cent non-entrants. In absence of any census data it was not possible to guess whether family size affected educational attainment at an earlier stage or not. But a separate analysis of data by the investigator showed that family size affected significantly the passing of HSC examination. Students of smaller families passed the said examination in greater proportion (8%) than the students of larger families.

FINDING 14 : EDUCATION OF SIBLINGS INFLUENCES COLLEGE ENTRY OF GIRLS AND ARTS STUDENTS.

The data analysis of this investigation showed that entry into higher education was independent of siblings' education for the total sample but it was associated with siblings' education in case of girls when sex was considered and in case of arts students when stream of study was taken into consideration. The entrants and non-entrants did not differ significantly, except the girls and arts sub-sample. Amongst the entrants who had elder siblings, 23 per cent had elder siblings with mean high level of education and 31 per cent had them with mean low level of education. Among the non-entrants, who had elder siblings 15 per cent had elder siblings with mean high level of education and 32 per cent had them with mean low level of education. Amongst the girls who had elder siblings, 46 per cent entrants as against 19 per cent non-entrants had them with mean high level of education. Looking to the educational level of Bangladeshi population, it becomes clear that elder siblings directly or indirectly play important roles in shaping the education of their younger siblings. It further implies that higher education is accessible only to them in whose families there has been an in-built tradition of college education. Greater proportion of girls who had highly educated elder siblings entered into higher education than those who had average or poorly educated elder siblings. This is also obvious, as highly educated elder siblings

siblings could influence their parents to educate their sisters. They could provide resources and facilities and might also serve as role model.

FINDING 15 : STUDENTS' RESIDENCE IS A DETERMINING FACTOR WITH RESPECT TO ENTRY OF GIRLS INTO HIGHER EDUCATION.

From the results of the present analysis it was seen that entry into higher education was independent of students' residence for the total sample but girls who lived with parents or in hostels while they were students of HSC entered higher education in greater proportion than girls who stayed with relatives or somewhere else. Majority of the entrants (58%) and non-entrants (61%) lived with their parents while they were students of higher secondary. The two groups did not differ significantly amongst total sample, but did differ amongst girls. In case of girls, 82 per cent entrants as against 70 per cent non-entrants lived in parental homes whereas 17 per cent non-entrants as compared to only seven per cent entrants stayed with relatives.

Majority of the entrant and non-entrant students lived with their parents while they had been studying HSC. This implies that majority of students are those having the institutions of higher learning situated within their reach. But unlike secondary schools, colleges are not within the physical reach of the vast majority of the students particularly of rural students. And this is substantiated when non-entrants told in the interviews that they had dropped the idea of going to degree courses due to lack of residential facilities.

The present investigation finds that girls who lived with their parents or stayed at hostels entered higher education in greater proportion than girls who lived with relatives or otherwise. This is obvious according to the discussion in theoretical framework.

FINDING 16 : HOME ENVIRONMENT ACTS AS A DIFFERENTIATOR BETWEEN ENTRANTS AND NON-ENTRANTS.

According to the present study entry into higher education was associated with home environment of the students. Students from homes of good environment entered higher education in greater proportion than the students from homes of moderate environment. The entrants and non-entrants differed significantly in terms of home environment. While 49 per cent entrants came from homes of good environment, 40 per cent non-entrants belonged to such home. On the other hand, 59 per cent non-entrants as against 49 per cent entrants belonged to homes of moderate environment. These results are supported by the studies of Trent and Ruyle (1965), Hackman and Dysinger (1970), Spenner and Featherman (1978), Punch and Waugh (1980) which showed that one or the other dimension of home environment influenced college persistence and dropout.

FINDING 17 : ACADEMIC PERFORMANCE AT HSC AND SSC IS ASSOCIATED WITH COLLEGE ENTRY.

It was found that entry into higher education was highly associated with performance at HSC and SSC examinations. Students with better past academic performance entered higher education in greater proportion than those who had poor achievements. The entrants and non-entrants differed significantly in this respect. While 18 per cent of the entrants were high achievers at HSC, none of non-entrants fell in this category. Moreover, 63 per cent of entrants as against 51 per cent non-entrants were also average achievers at HSC. On the other hand, 49 per cent of non-entrants as compared to only 19 per cent entrants achieved low at HSC examination. Thirty nine per cent of entrants as compared to 14 per cent non-entrants were high achievers at SSC, whereas 28 per cent non-entrants as compared to 11 per cent entrants were low achievers.

From the present sample it was found that academic performance played very important role in entry into higher education process. All the students who secured first divisions at HSC examination entered into higher education. This implies that if

a student is a brilliant one, at this entry stage, no other factor can block his way to further education. Other characteristics which were found to affect college entry become inoperative in case of high achievers. It seems that if a student achieves high at HSC even an illiterate farmer or father from low SES group will send his ward to higher education irrespective of his sex, home location or distance of college. The average achievers also entered into higher education in greater proportion than the low achievers. The studies of Anderson and Berning (1941), Terman (1947), Phearman (1948), Morehead (1950), Keller (1950) and Hollinshead (1952) provided data to conclude that students who achieve high in high school are more likely to attend college. The studies of Lavin (1965) Coker (1965), Panos and Astin (1968), Chase (1970), Jaffee and Adams (1970), Taylor and Hansen (1970), Blanchfield (1971), Lawhorn (1971), Smith (1971) and Sewell et al. (1981) also showed that grade performance in high school was related to persistence in college. As Buch (1963) and Palsane (1965) demonstrated that achievement at SSC was correlated to the achievement of subsequent higher level examination, it is reasonable to assume that parents of higher achievers might think that if they send their children to higher education they would be able to reach the desired goal without failure.

FINDING 18 : ENTRY INTO HIGHER EDUCATION IS ASSOCIATED WITH EDUCATIONAL ASPIRATIONS.

The analysis of data pointed out that entry into higher education was not independent of educational aspirations of students. Students who had high educational aspirations entered higher education in greater proportion than students who had average or low educational aspirations. Most of the entrants (85%) and non-entrants (75%) had high educational aspirations. However, they differed significantly. After crossing many hurdles students come to college for HSC, at that time they cherish dreams about their future particularly about future education and occupation. Sometimes they have educational aspirations which are higher than what their socio-economic

condition and academic ability would permit. Mathur (1970) also mentioned similar points. The finding that students who had higher level of educational aspirations entered higher education in greater proportion than students who had lower levels of educational aspirations is also consistent with the discussion of theoretical frame work and is confirmed by the findings of Coker (1968), Bucklin and Bucklin (1970), White (1971) and Rumberger (1983).

FINDING 19 : ENTRY INTO HIGHER EDUCATION IS DEPENDENT ON OCCUPATIONAL ASPIRATIONS.

The results of testing of the hypothesis of independence of entry into higher education with occupational aspirations showed that entry into higher education was associated with occupational aspirations. Students who had high occupational aspirations entered higher education in greater proportion than students who had average or low occupational aspirations. Majority of both entrants (73%) and non-entrants (57%) had high occupational aspirations. The entrants and non-entrants differed significantly. These findings were consistent with theoretical framework and with the findings of Spaeth (1970).

The findings of the present study regarding the occupational preference of boys and girls show that girls tend to choose different types of jobs and from smaller range of jobs compared to boys. Similar were the findings of Douvan and Adelson, 1966; Marini and Greenberger, 1978; Sinclair et al. 1977. Though the findings of the present investigation did not bear any similarity with the findings of Singh (1983), these were rather close to the findings of Govil (1967), Hooda (1968) and Saxena (1972). From the analysis of the occupational preference of the students and socio-economic-political-educational situation in Bangladesh it seems reasonable that such aspirations of students many a times turn out to be unrealistic looking to their abilities.

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FINDING 20 : CO-CURRICULAR INTERESTS OF STUDENTS AFFECT THEIR COLLEGE ENTRY.

Entry into higher education was associated with co-curricular interests. Students who had high or average co-curricular interests entered higher education in greater proportion than students who had low co-curricular interests. The co-curricular interests of both entrants and non-entrants were by and large moderate. Yet, they differed significantly as a larger proportion of entrants (70%) compared to non-entrants (58%) had moderate interests. On the other hand 41 per cent non-entrants as against 28 per cent entrants showed poor interests. They were found to have comparatively greater interests in games and sports and in cultural activities than in reading, literary, scientific and social work activities. Even from the indepth study it was evident that so far as co-curricular activities were concerned, non-entrants were more interested in those activities which were more non-academic. As expected from the discussion of theoretical frame work, students who had higher co-curricular interests entered into higher education in greater proportion than those who had lower interests. Similar was the finding of Otto (1975).

FINDING 21 : ENTRY INTO HIGHER EDUCATION IS INDEPENDENT OF INSTITUTIONAL ADJUSTMENT.

The data analysis of present research showed that there was no association between entry into higher education and institutional adjustment. The entrants and non-entrants were by and large well adjusted to the institutions where they had completed their HSC and they did not differ significantly in this respect. Entrants and non-entrants in any of the sub-samples also did not differ.

It was found that entry into higher education was independent of institutional adjustment. It means that whether a student had good or poor adjustment with the institution where he had completed his HSC had nothing to do with his aspirations for higher education and actual entry into higher education.

FINDING 22 : COLLEGE ENTRY IS ASSOCIATED WITH ACHIEVEMENT MOTIVATION.

On the basis of the statistical test, the hypothesis of independence between college entry and achievement motivation was rejected. Thus, there emerged an association between entry into higher education and achievement motivation. Students who had higher achievement motivation entered higher education in greater proportion than students who had lower achievement motivation. Slightly more than half (51.50%) of the entrants had moderate and 47.42 per cent had poor achievement motivation. On the other hand majority of non-entrants (60.81%) had low achievement motivation and 39.19 per cent had moderate achievement motivation. The entrants and non-entrants differed significantly on this characteristic.

Twenty three factors were considered for investigating their effect on entry into higher education. Of these, seventeen factors were found to influence the college entry for total sample or for few sub-samples. Six factors were found having no influence on college entry. While the students were divided according to their sex, it was found that eight factors influenced the college entry of boys, but twelve factors influenced that of girls. Similarly, while eleven factors affected college entry of arts students, four factors affected the college entry of science students but only one factor affected that of commerce students. These finding are compatible with the theoretical frame work discussed earlier.

In conclusion, it can be said that the world of higher education in Bangladesh is in general, elite-biased in the sense that the representation of the urban and male population, of families with higher levels of education and prestigious occupation and higher income is disproportionately greater. The phenomenon of entry into higher education is a complex one as the characteristics of students that determine the entry into higher education in Bangladesh are multiple in number. They include background, socio-economic and psychological characteristics. This confirms the social-psychological model of college entry developed earlier.