

REGULARITY IN SCHOOL AND COGNITIVE FUNCTIONS

ABSTRACT

Education is important for every child as it shapes physical and mental development. Numerous schemes and programs have been implemented for the upliftment of education among all classes of people especially for the deprived, Scheduled Caste and Scheduled Tribe. But issues of irregularity and dropouts still persist. Many studies state that social, economic and cultural reasons are responsible for school dropouts and irregularity. This study is aimed at finding if the selected motivational and cognitive factors among primary school children get affected by gender of the participants, area to which they belong and regularity of the participants.

The sample belonged to Naswadi (tribal block) and Dabhoi (non-tribal block) of Vadodara district. Total 406 participants belonging to 6th, 7th and 8th grade and their 398 parents were selected as sample for the study. Total five tools were used in the study. Four performance based tools were used for participants and one questionnaire developed by the researcher was used for parents. The tools used for participants were; a) Ring toss game for assessing Need for Achievement, b) Kohs Block design for assessing Problem Solving Ability, c) Guilford's Alternative Uses Task for assessing Creativity, d) Cancellation Test for assessing Concentration and e) Questionnaire assessing Parents' Attitude Towards Education.

Analysis of Variance (ANOVA) was used to find out the effect of independent variables like gender, area and regularity of participants in the school on dependent variables like Problem Solving Ability, Creativity and Concentration among the selected sample. Chi-square analysis was used to find the effect of independent variables (gender, area and regularity) on the Need for Achievement variable. 'T' test was used to find whether there is a significant difference between gender, regularity and area of living of participants and Parents' Attitude Towards Education. Further, the

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correlation statistic was conducted to find out the effect Parents' Attitude Towards Education on motivational as well as cognitive variables. Lastly, regression analysis was conducted to see if Parents' Attitude Towards Education predicts motivational and cognitive variables which were found to have significant difference (on conducting correlation analysis).

The results of the present study show when gender, area of residence, and regularity are individually analyzed with Need for Achievement, there is no significant difference among all groups of participants but when area and regularity are analyzed together, there is significant difference in Need for Achievement score. The results also show that male participants and regular participants have scored more on Problem Solving Ability than female and irregular participants. The results revealed that area and regularity have significant effect on Creativity of participants. Regular participants, female participants and participants belonging to non-tribal area (Dabhoi) have scored more on Concentration than irregular participants, male participants and participants belonging to tribal area. There is a significant difference in attitude towards education between parents living in different areas (tribal and non-tribal). Parents staying in non-tribal area have more positive attitude towards education than the parents staying in tribal area. There is significant difference in attitude towards education between parents of regular participants and parents of irregular participants. Participants are regular in school whose parents have positive attitude towards education. The study suggests that psychological variables are required to be considered as important variable to deal with the problem of irregularity.