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An analysis of Educational problems of first generation learners

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Abstract

Present study titled “An analysis of educational problems of first generation learners” conducted on primary schools of Delhi. Descriptive survey method was implied to collect the data of the study. Hundred twelve primary school first generation learners have been selected by using multi stage stratified random sampling technique as a sample of the study. These learners are selected on the basis of gender and type of school from the primary school. Educational Problems Questionnaire (EPQ) for students Dr. Beena Shah and Dr. S.K Lakhera have been used to collect the data. Descriptive and inferential statistics (mean, standards derivation, t-value and correlation) have been used for analyzing and interpreting the data and its finding are conducted as: -

- There are educational problems of FGL and NFGL studying in primary schools of Delhi and First generation learner are facing more problems.
- First generation learners feel more problems related to medium of instruction, adjustment with curriculum, Home work, adjustment with Teachers, time table, Examination, teaching and with Colleagues, Additional and Special coaching classes and Problems of Adequate Teachers than non first generation learner studying in primary schools.
- First generation learners find more problems related to Educational Background of the family, Economic-Status, Parental encouragement, Students attitude towards education and teaching, Adequate space facilities in the home, Causes of low attendance in schools (distance and unavailability of school/family and other), Hurdles due to distance between residence and schools, Need of Hostel facility, Assistance in Completing the school home work, Tuition facility at home than non first generation learner studying in primary schools.
- First generation learners find more problems related to Organizational and Administrative causes viz; reading room facilities, Mid-day meal, Scholarship facility and its utilization by the students and Co-curricular activities and encouragement to participation than non first generation learner studying in primary schools.
- First generation learners find more problems related to Cultural and Historical causes than non first generation learner studying in primary schools.

Keywords: Educational problem, First Generation Learner

Introduction

The process variables in the school environment play a similar role towards affecting students’ outcomes. Dwivedi 2005 studied the effect of School environment on the Academic achievement of students and found that School environment had significantly better Academic achievement than students from shabby School environment. Over the past six decades much research has been undertaken in the Australia on the relationship between school size and Academic achievement at Elementary level. Borland, 2003 studied that effect of Elementary school size on students Academic Achievement did not imply cause ability. While school size might relate strongly to Academic achievement, the former might not be the cause for the outcome of the later, and vice versa. For instance it could be argued that a group of caring and well qualified teachers at a school attracted more students in the schools, while at the same time teaching methods employed by the teachers contributed to high degree of students’ achievement. If so, excellent/experienced teachers in a school environment influenced the better result and Academic achievement, however, it was neither the cause nor the effect of school size. Thus, there is a need for conducting a study that looked at the children and their Educational problems and Academic achievement in a comprehensive way in relation to their School environment and Socio-economic status.

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The present study is in fact one such attempt to delineate the influence of Educational problems on School environment of First Generation Learners of Elementary schools of Delhi. More specifically the problem of present study was stated as follow:

Statement of the Problem

The problem of present study was taken up by the researcher as follow:

“An analysis of Educational problems of first generation learners”

Objective of the Study

The major objective of the study was taken as follow:
To study the Educational Problems of Different generation (First Generation and non First Generation) learners studying in Primary schools of Delhi.

- To study the Educational Problems of Different generation (First Generation and non First Generation) learners studying in Primary schools of Delhi.

Hypothesis of the Study

In the light of the objective of the study the investigator has framed the following null hypothesis.

- There is no significant difference in Educational Problems of Different generation (First Generation and non First Generation) learners studying in Primary schools.

Method

As per objectives of the study the nature of the present study, survey method was used. The normative survey method attempted to describe and interpret what exists at present in terms of conditions and effects thereon. It was concerned with the phenomenon that was typical of the normal conditions. It investigated into the condition or relationship between Academic achievement and other Socio-psychological variables viz. Socio - Economic status,

Educational problems, School environment of First Generation Learners of Elementary schools of Delhi. It also studies the influences that were being felt. It was an organized attempt to analyze, interpret and report the present quality of the learning outcomes at Elementary stage and the criterion that was influenced by different Socio-psychological indicators.

Population

The children of First and non first Generation Learners of Elementary schools located at Delhi were considered as the population of the study.

Sample

112 students of different generations from the Delhi have been selected by random sampling technique.

Tools used

Educational Problems Questionnaire (EPQ) for students Dr. Beena Shah and Dr. S.K Lakhera.

Data analysis and interpretation of the study

Objective

To study the Educational Problems of different generation (First Generation and non First Generation) learners studying in Primary schools of Delhi.

Hypothesis H01

There is no significant difference in Educational Problems of different generation (First Generation and non First Generation) learners studying in Primary schools.

The first objective of the study was to study the Educational Problems of different generation (First Generation and non First Generation) learners studying in Primary schools of Delhi. To achieve this objective the data was analyzed by using descriptive and nonparametric statistics, the results are shown in the following table 1.

Table 1: showing various dimensions of Educational Problems of FGL and NFGL studying in primary schools of Delhi

Dimensions of Educational Problems	First Generation Learner (In %)		Non First Generation Learner (In %)	
	Government	Private	Government	Private
Causes related to Teachers and Teaching (yes/no)	28	34	17	16
Problems of Medium of Instruction (yes/no)	37	49	12	23
Problem of Adjustment (yes/no)	43	23	17	19
(i) Curriculum (yes/no)	23	34	21	22
(ii) Home Work (yes/no)	29	34	18	24
(iii) Teachers (yes/no)	31	25	12	21
(iv) Time Table (yes/no)	18	12	05	09
(v) Examination (yes/no)	32	23	11	10
(vi) Teaching (yes/no)	37	21	22	15
(vii) Colleagues (yes/no)	38	42	26	23
Need of Additional and Special coaching classes (yes/no)	45	39	21	20
Problems of Adequate Teachers (yes/no)	36	34	16	13
Chi square = 35.128 degrees of freedom= 27 p-value= 0.14				
Causes related to Social and Educational Atmosphere.	57	61	23	19
Educational Background of the family (low/high)	64	75	27	29
Economic-Status (low/high)	66	70	23	34
Parental encouragement (low/high)	39	41	11	19
Students attitude towards education and teaching (favourable/ unfavourable)	55	59	48	58
Adequate space facilities in the home (Adequate/ Inadequate)	16	26	78	72
Causes of low attendance in schools (distance and unavailability of school/family and other)	33	38	41	44
Hurdles due to distance between residence and schools (Yes/No)	37	45	19	23

Need of Hostel facility (Yes/No)	89	76	23	45
Assistance in Completing the school home work yes/no	12	21	66	88
Tuition facility at home (yes/no)	10	13	56	61
Chi square = 361.696 degrees of freedom= 27, p-value= .00				
Organizational and Administrative causes	43	37	33	56
Library and reading room facilities (yes/no)	40	45	51	59
Mid-day meal (yes/no)	89	93	88	87
Scholarship facility and its utilization by the students. (yes/no)	61	56	55	58
Co-curricular activities and encouragement to participate to them (yes/no)	34	33	59	67
Chi square = 17.238* degrees of freedom= 9 p-value= 0.045				
Cultural and Historical causes				
Traditions, taboos and prejudices	56	47	78	71
Chi square = 9.429** degrees of freedom= 3 p-value= 0.024				
Overall chi Square = 53.51 degrees of freedom= 9 p-value= .0005				

Descriptive analysis of Data related to Educational Problems of different generation (First Generation and non First Generation) learner

To achieve the objective of the study data was first analyses with the help of descriptive statistic, the dimension of educational problem questionnaire are divided into four broad areas. These are: Causes related to Teachers and Teaching, Causes related to Social and Educational atmosphere, Organizational and Administrative causes and Cultural and Historical causes. The first aspect was Causes related to Teachers and Teaching divided into Problems of Medium of Instruction, Problem of Adjustment (Curriculum, Home Work, Teachers, Time table, Examination, Teaching and Colleagues), Need of Additional and Special coaching classes and Problems of Adequate Teachers. On these aspects data are analysed by using percentage for different generation (First Generation and non First Generation) learners studying in primary schools of Delhi.

1. Problems of Medium of Instruction

When first generation learner are asked about problems related to medium of instruction, 28% government and 38% private school students said yes that they have problems related to medium of instruction. When same question is asked by non first generation learner 17% government and 16% private schools feel same problems. Thus it can be clearly conclude that first generation learner feel more problem related to medium of instruction than non first generation learner studying in primary schools.

A) Problem of Adjustment

(i) curriculum: When first generation learner are asked about problems of adjustment related to curriculum, 43% government and 34% private school students said yes that they have problems related to curriculum. When same question is asked by non first generation learner 17% government and 19% private schools feel same problems. Thus it can be clearly conclude that first generation learner feel more problem related to adjustment with curriculum than non first generation learner studying in primary schools.

(ii) Home work: When first generation learner are asked about problems of adjustment related to Home work, 29% government and 34% private school students said yes that they have problems related to Home work. When same question is asked by non first generation learner 18% government and 24% private schools feel same problems. Thus it can be clearly conclude that first generation learner

feel more problem related to adjustment with Home work than non first generation learner studying in primary schools.

(iii) Teachers: When first generation learner are asked about problems of adjustment related to Teachers, 31% government and 25% private school students said yes that they have problems related to Teachers. When same question is asked by non first generation learner 12% government and 21% private schools feel same problems. Thus it can be clearly conclude that first generation learner feel more problem related to adjustment with Teachers than non first generation learner studying in primary schools.

(iv) Time Table: When first generation learner are asked about problems of adjustment related to time table, 18% government and 12% private school students said yes that they have problems related to time table. When same question is asked by non first generation learner 05% government and 09% private schools feel same problems. Thus it can be clearly conclude that first generation learner feel more problem related to adjustment with time table than non first generation learner studying in primary schools.

(v) Examination: When first generation learner are asked about problems of adjustment related to examination, 32% government and 23% private school students said yes that they have problems related to examination. When same question is asked by non first generation learner 11% government and 10% private schools feel same problems. Thus it can be clearly conclude that first generation learner feel more problem related to adjustment with examination than non first generation learner studying in primary schools.

(vi) Teaching: When first generation learner are asked about problems of adjustment related to teaching, 37% government and 21% private school students said yes that they have problems related to teaching. When same question is asked by non first generation learner 22% government and 15% private schools feel same problems. Thus it can be clearly conclude that first generation learner feel more problem related to adjustment with teaching than non first generation learner studying in primary schools.

(vii) Colleagues: When first generation learner are asked about problems of adjustment related to Colleagues, 38% government and 42% private school students said yes that they have problems related to Colleagues. When same question is asked by non first generation learner 26%

government and 23% private schools feel same problems. Thus it can be clearly conclude that first generation learner feel more problem related to adjustment with Colleagues than non first generation learner studying in primary schools.

B) Need of Additional and Special coaching classes

When first generation learner are asked about problems related to Need of Additional and Special coaching classes,45% government and 39% private school students said yes that they have problems related to Need of Additional and Special coaching classes. When same question is asked by non first generation learner 21% government and 20% private schools feel same problems. Thus it can be clearly conclude that first generation learner feel more problem related to Additional and Special coaching classes than non first generation learner studying in primary schools.

C) Problems of Adequate Teachers

When first generation learner are asked about problems related to Problems of Adequate Teachers,36% government and 34% private school students said yes that they have problems related to Problems of Adequate Teachers. When same question is asked by non first generation learner 16% government and 13% private schools feel same problems. Thus it can be clearly conclude that first generation learner feel more problem related to Problems of Adequate Teachers than non first generation learner studying in primary schools.

2. Analysis of causes related to social and Educational Atmosphere

The second dimension of schools problems questionnaires is causes related to social and Educational Atmosphere. This dimension has ten aspects. These are Educational Background of the family, Economic-Status, Parental encouragement, Students attitude towards education and teaching, Adequate space facilities in the home, Causes of low attendance in schools (distance and unavailability of school/family and other), Hurdles due to distance between residence and schools, Need of Hostel facility, Assistance in Completing the school home work, Tuition facility at home. On these aspects data are analyses by using percentage for different generation (First Generation and non First Generation) learners studying in primary schools of Delhi.

A) Educational Background of the family

When first generation learner are asked about to Educational Background of the family,64% government and 75% private school students said low Educational Background of the family When same question is asked by non first generation learner 27% government and 29% private schools feel same problems. Thus it can be clearly conclude that first generation learner feel more problem because of low Educational Background of the family than non first generation learner studying in primary schools of Delhi.

B) Economic-Status

When first generation learner are asked about to Economic-Status of the family,66% government and 70% private school students said low Economic-Status of the family When same question is asked by non first generation learner 23% government and 34% private schools feel same

problems. Thus it can be clearly conclude that first generation learner feel more problem in their schooling and education because of low Economic-Status of the family than non first generation learner studying in primary schools of Delhi..

C) Parental encouragement

When first generation learner are asked about to Parental encouragement in their study,39% government and 41% private school students said low Parental encouragement in their study When same question is asked by non first generation learner 11% government and 19% private schools feel same problems. Thus it can be clearly conclude that first generation learner feel more problem in their schooling and education because of low Parental encouragement in their study than non first generation learner studying in primary schools of Delhi.

D) Students attitude towards education and teaching

When first generation learner are asked about to Students attitude towards education and teaching, only 55% government and 59% private school students found favourable attitude towards education and teaching When same question is asked by non first generation learner 48% government and 58% private schools feel same problems. Thus it can be clearly conclude that first generation learner feel less problem in their schooling and education because of favourable Students attitude towards education and teaching than non first generation learner studying in primary schools of Delhi.

E) Adequate space facilities in the home

When first generation learner are asked about Adequate space facilities in the home, only 16% government and 26% private school students found Adequate space facilities in the home. When same question is asked by non first generation learner 78% government and 72% private schools feel same problems. Thus it can be clearly conclude that first generation learner feel problem in their schooling and education because of inadequate space facilities in the home than non first generation learner studying in primary schools of Delhi.

F) Causes of low attendance in schools

When first generation learner are asked about Causes of low attendance in schools, only 84% government and 74% private school students found distance and unavailability of school whereas only 16% government and 26% private school students found family and other related cause. When same question is asked by non first generation learner 41% government and 44% private schools feel same problems whereas only 59% government and 74% private school students found family and other related cause. Thus it can be clearly conclude that first generation learner feel problem in their schooling and education because Causes of low attendance in schools than non first generation learner studying in primary schools of Delhi.

G) Hurdles due to distance between residence and schools

When first generation learners are asked about Hurdles due to distance between residence and schools only 37% government and 45% private school students found distance and unavailability of school. When same question is asked

by non first generation learner 19% government and 23% private schools feel same problems. Thus it can be clearly conclude that first generation learner feel problem in their schooling and education because Hurdles due to distance between residence and schools related issue than non first generation learner studying in primary schools of Delhi.

H) Need of Hostel facility

When first generation learners are asked about Need of Hostel facility, only 89% government and 76% private school students found Need of Hostel facility. When same question is asked by non first generation learner 23% government and 45% private schools feel same problems. Thus it can be clearly conclude that first generation learner feel problem in their schooling and education due to unavailability of Hostel facility than non first generation learner studying in primary schools of Delhi.

I) Assistance in completing the school home work

When first generation learners are asked about Assistance in completing the school home work, only 12% government and 21% private school students found Assistance in completing the school home work. When same question is asked by non first generation learner 66% government and 88% private schools feel same problems. Thus it can be clearly conclude that first generation learner feel problem in their schooling and education due to Assistance in completing the school home work than non first generation learner studying in primary schools of Delhi.

J) Tuition facility at home

When first generation learners are asked about Tuition facility at home, data indicates only 10% government and 13% private school students found Tuition facility at home. When same question is asked by non first generation learner 56% government and 61% private schools feel same problems. Thus it can be clearly conclude that first generation learner feel problem in their schooling and education due to Assistance in completing the school home work than non first generation learner studying in primary schools of Delhi.

3. Organizational and Administrative causes

The third dimension of schools problems questionnaires is Organizational and Administrative causes. This dimension has four sub aspects. These are Library and reading room facilities, Mid-day meal, Scholarship facility and its utilization by the students and Co-curricular activities and encouragement to participate to them. On these aspects data are analyses by using percentage for different generation (First Generation and non First Generation) learners studying in primary schools of Delhi.

A) Library and reading room facilities

When first generation learner are asked about to Library and reading room facilities, 40% government and 45% private school students said yes there is facilities of Library and reading room facilities. When same question is asked by non first generation learner 51% government and 59% private schools students feel same problems. Thus it can be clearly conclude that first generation learner feel more problem because of Library and reading room facilities than non first generation learner studying in primary schools of Delhi.

B) Mid-day meal

When first generation learner are asked about to Mid-day meal facilities, 89% government and 93% private school students said yes there is facilities of Mid-day meal. When same question is asked by non first generation learner 88% government and 87% private schools students feel same problems. Thus it can be clearly conclude that first generation learner feel more problem because of Mid-day meal than non first generation learner studying in primary schools of Delhi.

C) Scholarship facility and its utilization by the students

When first generation learner are asked about to Scholarship facility and its utilization by the students, 61% government and 56% private school students said yes there is facilities of Scholarship facility and its utilization by the students. When same question is asked by non first generation learner 55% government and 58% private schools students feel same problems. Thus it can be clearly conclude that first generation learner feel more problem in context of Scholarship facility and its utilization by the students than non first generation learner studying in primary schools of Delhi.

D) Co-curricular activities and encouragement to participate to them

When first generation learner are asked about Co-curricular activities and encouragement to participate to them, 61% government and 56% private school students said yes there is facilities of Co-curricular activities and encouragement to participate to them. When same question is asked by non first generation learner 55% government and 58% private schools students feel same problems. Thus it can be clearly conclude that first generation learner feel more problem in context of Co-curricular activities and encouragement to participate to them than non first generation learner studying in primary schools of Delhi.

4. Cultural and Historical causes

The fourth dimension of schools problems questionnaires is Cultural and Historical causes. This dimension includes Traditions, taboos and prejudices. On this aspect data is analyses by using percentage for different generation (First Generation and non First Generation) learners studying in primary schools of Delhi. When first generation learner are asked about issues related to Traditions, taboos and prejudices, 56% government and 47% private school students said yes there is issues related to Traditions, taboos and prejudices. When same question is asked by non first generation learner 78% government and 71% private schools students feel same problems. Thus it can be clearly conclude that first generation learner feel more problem because of Library and reading room facilities than non first generation learner studying in primary schools of Delhi.

On the basis of above description and analysis we can conclude that there is difference in the educational problem in different generation (First Generation and non First Generation) learner. To confirm the results again data was analyses with the help of non parametric statistics – chi square. When first dimension of educational problem that is Causes related to Teachers and Teaching and its sub component was analyses, the calculated chi square values 35.13 for 27 degrees of freedom and p-value 0.14 indicates that the chi square values is significant at .14. Thus it can be

concluded that the first dimension of educational problem of FGL and NFGL has significant difference in favour of FGL. Similarly data was analysed for second dimension of educational problem questionnaires that is Causes related to Social and Educational Atmosphere and its ten sub categories. For this chi square was calculated for all the ten sub categories and calculated value is 361.696 for 27 degrees of freedom. Thus its value is also greater than the table value inferring there was significant difference in FGL and NFGL studying in primary school of Delhi. For third dimension of the educational problems again chi square was calculated and calculated value was found to be 17.24 for 9 degrees of freedom. This value was also significant for FGL and NFGL studying in primary school of Delhi. For fourth dimension of educational problem questionnaire calculated chi-square value was 9.43 for 3 degrees of freedom. This also indicates the significant value. *Overall for all the four dimension of educational problem questionnaire calculated chi-square value was 53.51 for 9 degree of freedom. Thus it can be inferred that there is educational problems of FGL and NFGL studying in primary schools of Delhi and First generation learner are facing more problems. Thus the hypothesis was rejected and alternate hypothesis was accepted.*

Results and conclusions

- First generation work, adjustment with Teachers, time table, Examination, teaching and with Colleagues, Additional and Special coaching classes and Problems of Adequate Teachers than non first generation learner studying in primary schools.
- First generation learners find more problems related to Educational Background of the family, Economic-Status, Parental encouragement, Students attitude towards education and teaching, Adequate space facilities in the home, Causes of low attendance in schools (distance and unavailability of school/family and other), Hurdles due to distance between residence and schools, Need of Hostel facility, Assistance in Completing the school home work, Tuition facility at home than non first generation learner studying in primary schools.
- First generation learners find more problems related to Organizational and Administrative causes viz; reading room facilities, Mid-day meal, Scholarship facility and its utilization by the students and Co-curricular activities and encouragement to participation than non first generation learner studying in primary schools.
- First generation learners find more problems related to Cultural and Historical causes than non first generation learner studying in primary schools.
- Overall for all the four dimension of educational problem calculated chi-square value was 53.51 for 9 degree of freedom. Thus it can be inferred that there is difference in Educational problems of FGL and NFGL studying in primary schools of Delhi and First generation learner are facing more problems. Thus the hypothesis was rejected and alternate hypothesis was accepted.

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