



CHAPTER - V

SUMMARY
MAJOR FINDINGS
AND
CONCLUSION

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5.0.0 Introduction

In the first chapter problem was introduced, objectives and research questions were formulated and limitations were spelt out. In the second chapter researcher presented an account of review of related literature. In the third chapter methodology of the present work was described also describes tools, techniques and data collection procedure. In the fourth Researcher analyzed and interpreted the given data. The present chapter deals with the findings, discussions summary and implications of the study. These are presented below under separate headings.

5.1.0 Summary:

5.1.1 Statement of the Problem

The problem is:

Policies and Practices of Schooling: Socio-economic Factors of School Choice and its linkages to Distance Travelled and the Baggage Carried to Schools by V Class Children in Bhopal- A Study

5.1.2 Objectives of the Study

There are various policies of schooling but it is difficult to study all of them at a time. Therefore, present study is undertaken with limited objectives.

Leading objective of this study is

1) To study gap between policies and practices,

In terms of following objectives

- ✓ To study the Socio Economic Factors of school choice
- ✓ To study the distance travelled to school by 5th class children.
- ✓ To study baggage carried to school by 5th class children
- ✓ To study the difference between Distances travelled and Baggage carried to school by 5th class children of English and Hindi medium school students.

5.1.3 The Research Questions of the Study:

The study is carried to find answers to the following questions:

- ✚ What is the link between socio economic status of parents and their choice of school?
- ✚ What is the Distance Travelled by fifth class children to reach their school?
- ✚ What is the Baggage Carried to school by fifth class children?
- ✚ Is there any difference the difference between Distances travelled and Baggage carried to school by 5th class children of English and Hindi medium school students?

5.1.4 Delimitations of the Study

This study is limited to

- 1) Limited sample is taken for the study. This is one of the limitations.
- 2) Only Physical load of the baggage is considered for the study. The important dimension of cognitive load of burden is not considered in the study. This is, in fact, big limitation of the study.
- 3) Limited socio-economic factors are considered in the study and their intersection is not considered. Not considering their intersection is another limitation of the study.

5.2.1 Research Methodology

Simple descriptive survey method is used in the study.

5.2.2 Sample of the Study

The samples include seven schools of the Bhopal city of class 5th children. Researcher selected the schools by stratified random sampling technique.

5.2.3 Tools Used For Data Collection

Self-prepared tool administered for collecting the data. This tool consists of student's profile, parental information and school profile.

5.2.4 Data Analysis Procedure

The data is analyzed with the help of simple descriptive statistics. Only percentages are used in statistics. The data is analyzed into two sections, Section A and Section B. Section-A dealt with the description and graphical presentation of the distribution of the samples. Section-B dealt with the analysis of the results, findings and their interpretation.

5.3.0 Major Findings of the Study

Following findings were emerged from the analysis of the data.

5.3.1 Socio-Economic Factors Affecting the School Choice in terms of medium of instruction and fee structure of the school

Various socio-economic factors (Caste, education, income and occupation) show linkage between School choice in terms of medium of instruction and fee structure.

1) Caste wise Choice of school in terms of medium of instruction

Out of total 224 samples 66.5% selected English medium school and 33.5% Hindi medium school. Majority of general category Parents selected English medium school for their children and few selected Hindi medium schools. On the contrary, Majority of SC and ST candidates select Hindi medium schools for their wards where as few selected English medium schools. OBC are almost equally distributed in the schools with both the medium of instruction. Therefore, based on this finding, it can be concluded that social differentiation and segregation with little alteration is reflecting school choice.

2) Educational qualification of the parents and the school choice in terms of medium of instruction

The educational level of 75% parents of the sampled students is up to school education and only 25% are graduates, postgraduates and above. 51.8% of the school educated parents selected Hindi medium school for their ward and 48.2% selected English medium school. Almost all except 1 or 2

graduates, post-graduates and above parents selected English medium schools for their children. Therefore, there exists a link between educational level of parents and school choice in terms of medium of instruction.

3) Occupation of the parents and the school choice in terms of medium of instruction

Parents belonging to laboring category are 109. Out of this 109, 48 (44.1%) parents are sending their wards to English medium schools and the rest 61 (55.9%) parents are sending their children to Hindi medium schools.

Parents belonging to business category are 44. Out of this 44, 36 (81.8%) parents are sending their children to English medium schools and the rest 8 (18.2%) are sending to Hindi medium schools.

Similarly, parents belonging to Professional category are 27. Out of this 27, 24 (88.9%) are sending to English medium schools and the remaining 3 (11.1%) parents are sending their wards to Hindi medium schools.

Above findings inform us the division in choice of school in each category of parents. However, this division has a trend to be read out and understood. Whereas majority of laboring parents are sending their children to Hindi medium schools, the other two category parents in over whelming majority are sending their children to English medium schools. The number and the percentage of the Laboring parents sending their children to English medium school are not small. It stands at 44% i.e. 48 parents in absolute number. By any standard, it is not insignificant number. This can be explained when we look at the 'strata within strata' i. e. two kinds of English medium schools- low fee English medium and high fee English medium schools.

4) Income of the parents and the school choice in terms of medium of instruction

Out of total sample, the data is available only for 180 sampled students. Out of 180, 108 (59.8%) are of English medium and 72(40.2%) are of Hindi medium category of the medium of the instruction. Out of 108 parents of English medium sampled students, the income of 20 (18%) is between Rs 1000 to 5000, 38 (35.5%) is Rs 5000 to 10,000, 9 (8.4%) is Rs 10,000 to 20,000, 41 (22.9%) is Rs 20,000 and above. Out of 72(40.2%) parents of Hindi medium sampled students, 64 (88.9%) parents have the

income of up to 5000, 8 (11.1%) are of Rs 5000 to 10,000 no parents with the income 10,000 and above is sending their children in to Hindi medium schools.

Therefore, it can be said that there is clear link between Income and choice of school in terms of medium of instruction of school. Selection of school on the bases of medium of instruction depends on income level of parents, as English medium private schools comparatively demand more fee than Hindi medium and government schools.

Having said this, the researcher being aware of the fact that in the growing atmosphere of privatization, where 'payment capacity' leaves behind other factors in choice making, caste as standalone social factor may not be a factor in school choice. Hence, the researcher probed how the same caste fares with school choice in terms fee structure. Following tables brings us status of socio-economic categories and school choice in terms of fee structure.

5) Caste and choice of school in terms of fee structure

Out of total 224 samples 105 general ,85 OBC and 34 ST and SC. Majority of the General category students are going to highest fee structure(Rs 2000 to 3000 p.m.) schools ,OBC medium fee (100 to 1000 p.m.) charged school and ST/SC Nominal fee(nil or 100 p.a.) structure school. Caste and school choice in terms of fee structure have clear linkage.

6) Educational qualification of the parents and the school choice in terms of fee structure

Out of 180 parents of sampled students, the educational level of 135 parents is only up to school education i.e. +2. Out of these 135, whose educational level is only schooling , 70 parents opted such a school that charges no fee or nominal fee, 63 opted schools of fee structure between Rs 100 to 1000 and only 1 parent opted for the high fee structure school i.e. Rs 2000 to 3000.

The finding reveals that out of 28 graduate parents, only one parent is sending their child to no fee or nominal fee per annum schools. Total of 20 parents are sending their wards to high fee charges schools i. e. Rs. 2000 to 3000 per month and rest 7 are sending their wards to school that charges fee Rs 100 to 1000 p. m. month.

Out of 17 parents, whose educational level is post graduation and above, 1 parent opt for a school that charges no fee or nominal fee, 3 opted schools that charge the fee between Rs 100 to 1000 and 13 opt for the high fee charging schools between Rs 2000 to 3000.

Out of total considered sample- 180, 72(40%) parents preferred such schools where fee is nominal i.e. less than Rs100 per annum. 74 (41.17%) parents preferred those schools where fee is between Rs100 to 1000 per month and 34 (18.8%) parents selected those schools where fee is between Rs2000 to 3000. Interestingly, no sampled parent selected schools where fee structure is Rs1000 to 2000 per month

The findings reveal the linkage between educational level of parents and their school choice in terms of fee structure for their wards.

7) Occupation of the parents and the school choice in terms of fee structure

Out of total 224 data is available for only 180 samples. Out of 180 sample, 72 (40%) parents preferred to send their children to such schools where fee is nominal or less than 100 per annum. 74 parents (41.17%) parents are sending their wards to such schools where fee is 100 to 1000 per month and 34 parents (18.8%) selected those schools where fee is between Rs 2000 to 3000.

Out of 180 parents of sampled students, 109 fall into labour and caste vocations category. Out of these 109, majority numbering 61 (55.9%) parents are sending their children to those where fee is nominal, 29 (44.1%) parents are sending to schools where fee is charged between Rs100 to 1000 p.m. and no parents belonging to this occupational category is sending their child to high charging schools.

Out of 180 parents of sampled students, 44 parents belong to business category. Out of these 44 parents, 19 (55.8%) parents are sending their

children to high fee charging schools- Rs 2000 to 3000 p.m., 17 (22.9%) are sending their children to schools that charge the fee between Rs 100 to 1000 and rest of the sample of business category -8 (11.1%) are sending their children to school where fee is nominal.

Out of 180, 27 parents of sampled students belong to Professional category. Out of these, 15(44.1%) parents are sending their children to schools that charge fee of Rs 2000 to 3000 p.m. 9 parents are sending to schools that charge between Rs100 to 1000 p.m. and 3 parents (4.1%) to nominal fee charging schools.

High fee charging schools, in popular imagination, are considered to be the better schools. A close look at the table vindicates the popular imagination as the relationship between Choice of school in terms of occupation and fee structure. Most of the parents belonging to labourers and caste vocational category numbering 61 (55.9%) are sending their children to schools that charges nominal or low fee. Parents who belong to business and profession categories 19 (55.8%) and 15(44.1%) respectively are sending their children to high fee charging school i.e. Rs 2000 to 3000.

8) Income of the parents and the school choice in terms of fee structure

Out of total sample, the data is available for only 180 sampled students. The samples are classified into five income group categories. The findings according to income group are given below.

Out of 180, 33(17.9%) parents are with income Rs 1000 to 3000 p.m. p.m. Of them, 31(93.8%)parents are sending their ward to school with nominal fee charges and only 2(2.7%)parents are sending their ward to a school that charges the fee between Rs 100 to 1000.

Out of 180, 51(28.5%) parents are with income of Rs 3000 to 5000. Of these, 34(66.7%) are sending their ward to school with nominal fee charges and 17(33.3%) are sending their ward to school where the fee is between Rs 100 to 1000.

Out of 180, 46(25.7%) parents are with income Rs 5000 to 10,000 out of them 8(17.4%) are sending their ward to school with nominal fee charges and 38(82.6%) are in school charges fee Rs 100 to 1000.

Out of 180, 9 (5%) parents with income of 10,000 to 20,000 all are sending their ward in a school with Rs 100 to 1000 fee charged.

Out of 180, 41(22.9%) parents are with the income of 20,000 and above. Out of them, 7 (17.1%) parents are sending their ward to school that charges Rs 100 to 1000. The majority of parents- 34(82.9%) are sending their wards to those schools where fee is as high as Rs 2000 to 3000 p.m.

This shows a clear link between income of parents and the choice of school in terms of fee paid by them for quality school. Most of the Parents with the low-income levels-below 5000 rupees p. m- selected schools with the nominal fee structure and few of them moved to school where the fee is between 100 to 1000 rupees p. m. Conversely, majority of high income group parents preferred to send their children to high fee school with an expectation that their wards get quality education. Therefore, it can, conveniently, be concluded that there is strong linkage between income levels of the parents and the choice of school in terms of fee structure.

5.3.2 Distance travelled by class v children of Bhopal city:-

Out of total 224 children 75(33.5%) are opted for Hindi medium school and 149 opted for English medium of schools. Out of 75 Hindi medium school children, majority of children -68 (90.7%) are within 1 km distance from school, 3(4%) children are within 2-3 km range and 4 (5.3%) children are in 3-5 km range. No one is travelling the distance of more than 5 km to reach his or her school. Whereas, out of 149 English medium School going children, 68 (45.6%) children are coming to school from within 1 km, 9 (6%) students are in the range of 2 to 3 km, 22 (14.8%) 3 to 5 km range and 50 (33.6%) are travelling more than 5 km.

The data indicates a clear trend beyond any ambiguity that Hindi medium schools are proximate to children or children who living in the vicinity are attending Hindi medium school. This is not the case with English medium school. As far as English medium is concerned, the path traversed is different for different students. This difference could be due to different kinds of schools within English medium schools in terms of fee structure.

The strata considered for the study is the medium of instruction of the school. This strata is considered by the researcher with an assumption founded on

popular perception that medium of instruction quality goes together. However, after random selection of the schools from strata, the researcher found that there is 'strata within strata' particularly among English medium schools. This strata within strata is bringing heterogeneity in the same strata.

Out of total 224 children, 75(33.5%) students are attending nominal fee charged schools, and 75 (33.5%) children going to schools that charge the fee between Rs100 to 1000 and the rest 74 (33%) are attending the schools that are charging the fee between Rs 2000 to 3000.,

Out of total 224 samples, 75 (33.5%) students are attending the schools that are charging nominal fee. Out of this 75 students, 68 (90.7%) students are travelling less than 1 km to reach their school, 3(4%) are travelling 2-3 km and 4 (5.3%) 3-5 km no one travels more than 5 km to study in this no fee schools.

The Other 75 students are attending the schools that charge the fee between Rs100 to 1000 p. m. Out of these 75 students, 66 (88%) students are coming from within 1 km and 9 (12%) students are coming in the range of 2 to 3 km. No child who is studying in the school that charges the fee range school is travelling more than three km to reach school.

Out of total 224, 74(33%) students are attending the schools that charge the fee between Rs 2000 to 3000 p.m. In this strata of schools (from fee structure perspective) only 2 (2.7%) students are from within 1 km distance, whereas 22 (29.7%) students have to travel 3 to 5 km to reach school and majority of students -50 (67.6%) are travelling more than 5 km to reach their school.

On the basis of the data, a clear linkage between the fee structure and the distance travelled by students to reach their schools. The pattern that emerged is that more the fee more the distance to be traversed to reach school. Less the fee would demand smaller amount of distance for the children. If we venture to read the social orientation of the parents in school choice reveals interesting linkages between high fee, better facilities for learning and quality education for their wards. If we metaphorically conclude, physical proximity of school to child does not necessarily guarantee the cognitive proximity. Physical proximity and cognitive proximity of schools are moving in opposite direction. This could be the reason why parents who can 'afford' mentally

ready to search a quality, English medium school for their ward even if demands the children to bear the burden of travelling. Further, civil society is not willing to abide by the policy formulations and legal frameworks that restrict children to travel more than one km to reach their primary school.

5.3.3. What is the baggage carried by fifth class children:

One school has the physical load of 5 to 6 kg per day in the form of 20 books per day. But another high fee charged school is having facility of runner in which students keep books and notebooks which are not required daily like special subject's book. They are also having a common semester book for mathematics, EVS and social science which reduces carrying of physical load. Except one school, all schools having common base subject books and notebooks like Hindi, English, Mathematics, EVS and Social Science. Private English medium schools are high fee charging school is having more extra subjects books and notebooks.

The above table indicates that private school children are having more number of books than government schoolchildren. It also indicates that baggage of English medium school also more than Hindi medium school. As English medium schools are high fee charging schools, it can be observed and mentioned that private, high fee charging English medium school children are burdened with more physical load than Government, low charging Hindi medium schoolchildren.

If the finding is interpreted in the light of promulgated laws and professed policies, the burden the children carry to schools is very high. Therefore, our school practices in terms of both desired distance between home and school and the burden of weight the children are supposed carry are going against the stated policies and legal frameworks. This paradoxical situation is true in the case of private, high fee charging English medium schools which needs to be checked.

5.4.0 SUGGESTIONS FOR FURTHER RESEARCH

In the light of the limitations of the present study and its limited findings, the researcher thinks that there is lot of scope for further research on the same problem by incorporating many other related dimensions.

Probable and necessary areas further investigations into the problem could be as below and many more.

- 1) In this present study we considered only socio-economic factors of school choice and they are taken independently which is the major limitation of this study. In future studies combined effect of socio-economic factors can be taken up.
- 2) In the present study, simply distance travelled to school from home is taken. Further research can be conducted on the relationship between distance travelled and attendance, academic achievement and health of the child.
- 3) This study simply looked into the distribution of the students in various schools .It is also need to study academic attitude of the children towards joining of the particular school.
- 4) Further need to study the extent of the fuel consumption and transportation cost.
- 5) A study may be initiated into student's Aspiration level of the high fee paid schools and low fee paid schools.
- 6) Further studies can be conducted in to classroom processes in relation to school with different medium of instruction and unequal fee structures.
- 7) In this study only physical load is considered. In future, further studies can be conducted to look into curricular and cognitive load.