PROBLEMS FACED BY FIRST GENERATION LEARNERS IN HIGH SCHOOLS FROM PALANI EDUCATIONAL DISTRICT, TAMIL NADU

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ABSTRACT

The main objective of the study is to find out the problems faced by the first generation learners in high schools from Palani Educational District, Tamil Nadu. The survey method was adopted for the study. The sample is composed of 250 first generation high school learners selected randomly from nine schools of Palani Educational District. First Generation Learners Inventory was used as tool. Percentage analysis and 't' test were the statistical techniques used. The major findings show that there is no significant difference between the problems faced by the first generation learners with respect to gender and locality of the school. There is a significant difference between nuclear and joint family first generation learners in the dimension economical problems but there is no significant difference between nuclear and joint family first generation learners in the dimensions psychological problems, personal problems, social problems and problems in total.

INTRODUCTION

A First Generation Learner is defined as someone whose parents did not obtain a Higher Secondary education. Even if student's siblings have attended a post-secondary institution, the student is still considered a First Generation Learner. First-generation students can come from families with low income or from middle-or higher-income families without a college-going tradition. Some have parents who support their plans for higher education; others are under family pressure to enter the workforce right after high school education.

SIGNIFICANCE OF THE STUDY

Though numbers of children are admitted in schools year after year, the problem of illiteracy is still existing. Children hailing from the families with no educational background are found to be affected very much. Such children remain less motivated, lack enthusiasm, initiative and are exposed to non-conductive home climate

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with less aspiration, low achievement and over-dependence. The first generation learners have problems related to psychological, personal, economical and social spheres.

A good education is almost a sure guarantee of empowerment. When an educated person moves around freely and confidently experiencing oneself as equal to anybody else, he/she is empowered, even though economically he/she may be very poor at that moment. He/she has the hope of finding a job, confident that he/she can cope with the problem when encounter. The teacher helps the student to overcome the problems which are faced by the first generation learners.

STATEMENT OF THE PROBLEM

The investigator has selected the problem "Problems Faced by the First Generation Learners in High schools from Palani Educational District"

OBJECTIVES

1. To find out the level of problems faced by the first generation learners in high schools.
2. To find out the level of problems faced by the first generation learners in high schools with regard to gender.
3. To find out the significant difference in the problems of first generation learners in high schools with respect to gender, locality and type of family.

HYPOTHESES

1. There is no significant difference in the problems faced by first generation learners in high schools with respect to gender.
2. There is no significant difference in the problems faced by first generation learners in high schools with respect to locality.
3. There is no significant difference in the problems faced by first generation learners in high school with respect to type of family.

METHOD ADOPTED FOR THE PRESENT STUDY

The survey method was adopted for the present study to find out the problems faced by first generation learners in high schools by the investigator.

POPULATION AND SAMPLE FOR THE PRESENT STUDY

The population for the present study consists of the first generation learners of high schools from Palani Educational District, Tamil Nadu.

The investigator selected a sample of 250 first generation learners in high schools from nine schools of Palani Educational district. The sample was selected by the simple random sampling technique.

RESEARCH TOOL USED

For the present study, the investigator used First Generation Learners Inventory was prepared and validated by D.J.Flora (2011).

STATISTICAL TECHNIQUES USED

For analysis of data, statistical techniques like percentage analysis and t-test were used.

DATA ANALYSIS

TABLE 1

LEVEL OF PROBLEMS FACED BY THE FIRST GENERATION LEARNERS IN HIGH SCHOOLS

Problems and its dimensions	Low		Average		High	
	Count	%	Count	%	Count	%
Psychological	56	22.4	154	61.6	40	16.6
Personal	12	4.8	205	82.0	33	13.2
Economical	48	19.2	154	61.6	48	19.2
Social	23	9.2	192	76.8	35	14.0
Problems in Total	33	13.2	171	68.4	46	18.4

It is inferred from the above table that 22.4%, 61.6% and 16.6% of first generation learners in high schools have low, average and high level of psychological problems respectively.

4.8%, 82.0% and 13.2% of first generation learners in high schools have low, average and high level of personal problems respectively.

19.2%, 61.6% and 19.2% of first generation learners in high schools have low, average and high level of economical problems respectively.

9.2%, 76.8% and 14.0% of first generation learners in high schools have low, average and high level of social problems respectively.

13.2%, 68.4% and 18.4% of first generation learners in high schools have low, average and high level of problems in total respectively.

TABLE 2

LEVEL OF PROBLEMS FACED BY FIRST GENERATION LEARNERS IN HIGH SCHOOLS WITH RESPECT TO GENDER

Problems in dimensions	Gender	Low		Average		High	
		Count	%	Count	%	Count	%
Psychological	Boys	28	22.4	73	58.4	24	19.2
	Girls	28	22.4	81	64.8	16	12.8
Personal	Boys	8	6.4	101	80.8	16	12.8
	Girls	4	3.2	104	83.2	17	13.6
Economical	Boys	21	16.8	74	59.2	30	24.0
	Girls	27	21.6	80	64.0	18	14.4
Social	Boys	11	8.8	104	83.2	10	8.0
	Girls	12	9.6	88	70.4	25	20.0
Problems in Total	Boys	18	14.4	85	68.0	22	17.6
	Girls	15	12.0	86	68.8	24	19.2

It is inferred from the above table that 22.4%, 58.4% and 19.2% of boys and 22.4%, 64.8% and 12.8% of girls first generation learners have low, average and high level of psychological problems respectively.

6.4%, 80.8% and 12.8% of boys and 3.2%, 83.2% and 13.6% of girls first generation learners have low, average and high level of personal problems respectively.

16.8%, 59.2% and 24.0% of boys and 21.6%, 64.0% and 14.4% of girls first generation learners have low, average and high level of economical problems respectively.

8.8%, 83.2% and 8.0% of boys and 9.6%, 70.4% and 20.0% of girls first generation learners have low, average and high level of social problems respectively.

14.4%, 68.0% and 17.6% of boys and 12.0%, 68.8% and 19.2% of girls first generation learners have low, average and high level of problems in total respectively.

Hypothesis 1

There is no significant difference between the problems faced by high school first generation learners with respect to gender.

TABLE 3

SIGNIFICANT DIFFERENCE BETWEEN THE PROBLEMS FACED BY HIGH SCHOOL FIRST GENERATION LEARNERS WITH RESPECT TO GENDER

Problems and its dimensions	Gender	N	Mean	S.D	Calculated 't' Value	Remark at 5% Level
Psychological	Boys	125	14.26	2.174	0.151	NS
	Girls	125	14.22	2.020		
Personal	Boys	125	12.71	1.768	0.985	NS
	Girls	125	12.50	1.564		
Economical	Boys	125	13.66	2.210	1.803	NS
	Girls	125	13.18	2.068		
Social	Boys	125	13.74	1.901	1.689	NS
	Girls	125	14.21	2.480		
Problems in Total	Boys	125	54.38	6.213	0.329	NS
	Girls	125	54.11	6.465		

NS – Not Significant (Null hypothesis is accepted)

Hypothesis 2

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There is no significant difference in the problems faced by first generation learners in high schools with respect to locality of school.

TABLE 4

SIGNIFICANT DIFFERENCE IN THE PROBLEMS FACED BY FIRST GENERATION LEARNERS IN HIGH SCHOOLS WITH RESPECT TO LOCALITY OF SCHOOL

Problems in dimensions	Locality of school	N	Mean	S.D	Calculated 't' Value	Remark at 5% Level
Psychological	Rural	196	14.35	2.091	1.564	NS
	Urban	54	13.85	2.078		
Personal	Rural	196	12.63	1.688	0.362	NS
	Urban	54	12.54	1.610		
Economical	Rural	196	13.52	2.109	1.279	NS
	Urban	54	13.07	2.281		
Social	Rural	196	14.05	2.175	0.957	NS
	Urban	54	13.70	2.368		
Problems in Total	Rural	196	54.54	6.178	1.340	NS
	Urban	54	53.17	6.801		

NS – Not Significant (Null hypothesis is accepted)

Hypothesis 3

There is no significant difference between the problems faced by first generation learners in high schools with respect to type of family.

TABLE 5

SIGNIFICANT DIFFERENCE BETWEEN THE PROBLEMS FACED BY FIRST GENERATION LEARNERS IN HIGH SCHOOLS WITH RESPECT TO TYPE OF FAMILY

Problems and its dimensions	Type of family	N	Mean	S. D	Calculated 't' Value	Remark at 5% Level
Psychological	Nuclear	201	14.16	2.023	1.185	NS
	Joint	49	14.59	2.353		
Personal	Nuclear	201	12.56	1.702	1.043	NS
	Joint	49	12.82	1.523		
Economical	Nuclear	201	13.26	2.117	2.385	S
	Joint	49	14.08	2.178		
Social	Nuclear	201	13.89	2.179	1.120	NS
	Joint	49	14.31	2.365		
Problems in total	Nuclear	201	53.87	6.197	1.838	NS
	Joint	49	55.80	6.686		

S – Significant (Null hypothesis is rejected)

NS – Not Significant (Null hypothesis is accepted)

FINDINGS

1. There is no significant difference between the problems faced by the first generation learners in high schools with respect to gender.

2. There is no significant difference between the problems faced by the first generation learners in high schools with respect to locality of school.

3. There is a significant difference between nuclear and joint family first generation learners in high schools in the dimension of economical problems but there is no significant difference between nuclear and joint family first generation learners in high schools in the dimensions of psychological problems, personal problems, social problems and problems in total.

RECOMMENDATIONS

The following are the major recommendations that have been made on the basis of this study to tackle the problems faced by first generation learners in high schools.

1. The teacher gives enough motivation to the first generation learners. Through motivation he tries to solve their problems.

2. Teacher should know the students' psychological, personal and social problems and based on that the teacher can guide them in a proper way.

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