

A STUDY OF THE ROLE PERCEPTIONS OF THE STUDENT OF HIGHER SCONDRARY SCHOOL IN CONTEXT OF SOME VARIABLE OF AHMEDABAD DISTRICT

Dr. Kiransinh C. Rajput

Assistant Professor, Dhruv Rutvij College of Education.

Received: January 13, 2019

Accepted: February 22, 2019

1.0 Introduction

Higher Secondary education is the foundation bridge joining Secondary education and college education, which is a strong link. As strong this link becomes, so the nation will achieve all-round progress.

Secondary education system had begun at the last part of 18th century and at beginning of 18th century. Numbers of secondary schools had increased since English language was given eminent place in secondary education. In 1857, the ultimate goal or aim of secondary education was university education, educational institutions and *vidyapiths*. The prevalence of secondary schools had become rapid during 1882 to 1902. As a result of westernization, the rapid progress could be achieved.

To make qualitative secondary education, education is made free for all. Gradually, Gujarat government also had made provision for 'free' education since 1969 and given relief to students coming from economically backward classes in paying fees. Free education is provided to students in Gujarat as well as India to accelerate educational process.

In this way, rapid development is seen in the field of secondary education. The numbers of secondary schools are increased with this progress. It cannot be said that this development is free from any defect. Along with the process of development, educational problems were existed. In spite of such progress in secondary educational field, Calcutta University Commission and afterwards reports of rating committees had suggested to remove certain evils and evidences remained in secondary educational system.

After independence, Indian government had determined firmly to regularize and organize the education system. For this purpose, university education had been begun. The major cause for this state of affair was that numbers of students were increased in universities but level of their education was found going very low. This situation made our countrymen very dissatisfied. Beside this, the university education was not found able to fulfill needs of our nation according to social and political situation of India.

Considering such situation, 'University Education Commission' was appointed on 4th November, 1948. Its President was Dr. Sarvapalli Radhakrishnan.

Dr. Radhakrishnan had informed about role of universities that,

"The student is not created for university but the university exists for the students"

This statement has become more important in the current situation also.

The main aim of University Education Commission was as below.

"To report on Indian university education and to suggest improvements and extensions that may be desirable."

Dr. Rajendraprasad had spoken about contribution of University Education Commission in his message to Indian people that,

"The value of University Commission Report lies very largely, in the fact that it recognizes the necessity for a fundamental change in the set-up of things in this country and proceeds to deal with its educational problems on that basis. It has, therefore, had to recommend many revolutionary changes."

"It has the merit of not contemplating a complete break with the past but of conserving the best that is available."

Then, Indian government had determined to make improvement and changes in secondary education system. Very slowly, but changes had been taking place in economical, social and political situation of India. In such situation, Secondary Education Commission was established in 1952 to set-up solidarity. Dr. Laxman Swami Mudliyar, Vice-chancellor of Madras University, was appointed as its

President. So the commission was called as Mudaliyar Commission. Mudliyar Commission had put emphases on professional courses and multipurpose matters in education saying that,

“Our secondary schools should no longer the single track institutions, but should offer a diversity of educational programmes.”

Thus, five different educational commissions were appointed in India between 1882 and 1952. Even after independence, two commissions named Radhakrishnan Commission (1948-49) and Mudliyar Commission (1952-53) were appointed. Both commissions had suggested many remedies to remove defects in educational system and to make it more effective, but success has not achieved yet. Kothari Commission has written for reforms and changes in education that,

“The most important and urgent reform needed in education is to transform it, to endeavor to relate it there by make it to life needs and aspirations of people, and thereby make it a powerful instrument of social, economical and cultural trans for the nation, necessary for the realization of the national goods.”

For educational equality, commission has noted that,

“One of the important school objectives of education is to equalize, - opportunity, emailing the backward or under privileged classes and individuals to use education as a level for the improvement of their conditions.”

Indicating importance of women education, commission has informed that,

“For full development of our human resources, the improvement of homes and for molding the character of infancy, the education for women”

In this way, after independence, Mudliyar Commission of 1952-53 and Kothari Commission of 1964 had made suggestions for removing defects and evils in education and to avoid waste and obstacles in it and certain remedies were also found out.

Kothari Commission is a precious and revolutionary gift to the history of world of education after or before the independence, which has covered educational system starting from Preprimary to higher education including Ph. D. courses. Moreover, it has included all subjects related to Indian point of view. In viewpoint of Indian cultural education, it has not left any deficiency.

So, the commission has thought over economical, political and religious aspects of our country in relation with education. It has considered the health problem of children of India as more important issue. It has not missed the field of sports and games in education. India is shaped by agriculture and home industries. The commission has covered the importance of home industries and useful subjects related to agriculture such as farming, cattle breeding etc in its report.

The commission has placed emphasis on scientific technology and industrial development in order to solve the problem of unemployment. Beside this language policy had put India in difficult situation. The commission had tried to solve it by formulating language formula. In this way, Kothari Commission has taken a revolutionary step in the field of Indian education.

Higher Secondary schools were born by recommendations of Kothari Commission. In Gujarat State, the recommendations of Kothari Commission were implemented in 1969 and Higher Secondary schools were stated.

As a result of awareness among people, numbers of students have been increasing in schools day by day. In the same way, numbers of schools also found increasing.

Different projects are undertaken by State Government as well as the Central Government after independence of our country. Along with other branches, the field of education is also given same importance in such projects and financial allotment is made for it. The persons, who have achieved progress in educational field, lead the nation to the path of progress and reach the higher peak of higher education. The Government has increased financial expenditure for education, which shows that she has given more importance to education than the other fields.

In spite of such problems and difficulties, schools are active and students study according to their ability and available instruments in Higher Secondary schools. No physical discomfort hurdles to students who have ardency to progress at any cost. Considering this fact, the present study is conducted.

2.0 Aims and objectives and Hypothesis

2.1 Aims and Objectives of the Study :

The researcher has decided the following objectives.

1. To Construct and standardize Role Perception Inventory.
2. To determine level of Role Perception of Higher Secondary Schools Students.
3. To study the Role Perception of Higher Secondary Schools Students in context to Gender.

4. To study the Role Perception of Higher Secondary Schools Students in context to Area.
5. To study the Role Perception of Higher Secondary Schools Students in context to Socio-Economical Status.

2.2 Hypothesis of the Study :

Hypothesis of the present study were as follows:

- Ho₁ There will be no significant difference between the mean scores of Role Perception of Boys and Girls of Higher Secondary Schools.
- Ho₂ There will be no significant difference between the mean scores of Role Perception of Urban and Rural area Students of Higher Secondary Schools.
- Ho₃ There will be no significant difference between the mean scores of Role Perception of High and Low Level of Socio-Economical Status of Higher Secondary Schools.
- Ho₄ There will be no significant difference between the mean scores of Role Perception of Boys and Girls of urban area students of Higher Secondary Schools.
- Ho₅ There will be no significant difference between the mean scores of Role Perception of Boys and Girls of rural area students of Higher Secondary Schools.
- Ho₆ There will be no significant difference between the mean scores of Role Perception of Boys and Girls students having High level of Socio Economical status of Higher Secondary Schools.
- Ho₇ There will be no significant difference between the mean scores of Role Perception of Boys and Girls students having low level of Socio Economical status of Higher Secondary Schools.
- Ho₈ There will be no significant difference between the mean scores of Role Perception of urban and rural area students having High level of Socio Economical status of Higher Secondary Schools.
- Ho₉ There will be no significant difference between the mean scores of Role Perception of urban and rural area students having low level of Socio Economical status of Higher Secondary Schools.

2.3 Variables of the Study :

Table:1
Variables of the study

Sr. No	Type of Variable	Variable	Level	Category
1	Independent	Gender	2	❖ Boys ❖ Girls
2	Independent	Area	2	❖ Urban ❖ Rural
3	Independent	Socio-Economical Status	2	❖ High SES ❖ Low SES
5	Dependent	Role Perceptions	-	

4.0 Methodology

4.1 Population of the Study

In any research, the investigator has to think of the population to which the results are to be applied. The population is a universal set of subjects to which the results are to be applied. Here, the researcher had decided to study Role perceptions of higher secondary schools students of Gujarati medium of Ahmedabad District of Gujarat State. Therefore, all the students of studying in standard-11th of higher secondary schools of educational year 2014-15 considered as population of the present study.

4.2 Sample of the Study

The population for the present study was the students of higher secondary schools of Gujarati Medium of the Ahmedabad of Gujarat, so as to ensure that the entire Ahmedabad District is adequately represented in the sample. Schools were selected stratified random sampling method. Students of standard-11th of were selected using cluster sampling technique, from each schools. **Thus, schools were selected through stratified random sampling method and the students from those selected schools were selected using cluster sampling method.**

No attempt has been made to maintain the equal ratio of gender, area and level of Socio-Economical status of students. Schools of were classified into two section (I) Urban Area and (II) Rural Area. Four Schools were selected from District of urban and rural area each.

Total 605 students were selected from the present study, Details of sample as per difference variables given in table-2.

Sr. No.	Boys		Girls	
	High SES	Low SES	High SES	Low SES
Urban	99	109	53	47
Rural	87	95	52	63
Total	186	204	105	110
	390		215	

4.3 Research Tools

To measure role perception below research tool were used :

1. To Know Socio-Economical Status of the students, standardize Socio-Economical Test by Dr. Bharti H. Thakar were used for the present study.
2. To Know Role Perceptions of the students, self prepared standardize Role perception Inventory were used for the present study.

4.4 Methods of Data Analysis

Tables were prepared accordance with variables under the study. for analysis and interpretation of data, the Ms-Excel computer programmed was used, in which percentage, quartile deviation, mean, SD, standard mean error and critical ratio, correlation, PR and T-Score were computed. Graphs were prepared for comparative presentation of data.

4.4.1 Testing of Hypothesis

Null Hypothesis were formed by the investigator. Testing of hypothesis given in table-3.

Table-3
Testing of Hypothesis

Hypothesis No	Hypothesis	t-Value	Level of Significance
H01	There will be no significant difference between the mean scores of Role Perception of Boys and Girls of Higher Secondary Schools.	4.93	0.01
H02	There will be no significant difference between the mean scores of Role Perception of Urban and Rural area Students of Higher Secondary Schools.	5.28	0.01
H03	There will be no significant difference between the mean scores of Role Perception of High and Low Level of Socio-Economical Status of Higher Secondary Schools.	12.68	0.01
H04	There will be no significant difference between the mean scores of Role Perception of Boys and Girls of urban area students of Higher Secondary Schools.	0.81	NS
H05	There will be no significant difference between the mean scores of Role Perception of Boys and Girls of rural area students of Higher Secondary Schools.	6.27	0.01
H06	There will be no significant difference between the mean scores of Role Perception of Boys and Girls students having High level of Socio Economical status of Higher Secondary Schools.	4.96	0.01
H07	There will be no significant difference between the mean scores of Role Perception of Boys and Girls students having low level of Socio Economical status of Higher Secondary Schools.	2.75	0.01
H08	There will be no significant difference between the mean scores of Role Perception of urban and rural area students having High level of Socio Economical status of Higher Secondary Schools.	7.97	0.01
H09	There will be no significant difference between the mean scores of Role Perception of urban and rural area students having low level of Socio Economical status of Higher Secondary Schools.	0.17	NS

5.0 Results and Discussions

1. Boys were found to have higher Role Perception than girls which shows that gender of higher secondary schools students is affecting variable to Role perceptions.

2. Students of Urban area were found to have higher Role Perception than students of Rural area which shows that area of higher secondary schools students is affecting variable to Role perceptions.
3. Students having High Level of Socio-Economical Status were found to have higher Role Perception than Students having Low Level of Socio-Economical Status which shows that Socio-Economical Status of higher secondary schools students is affecting variable to Role perceptions.
4. Boys and girls of urban area found equal as far as their Role of perception concern which shows that gender of urban area of higher secondary schools students is not affecting variable to Role perceptions.
5. Boys of rural area were found to have higher Role Perception than girls of rural area which shows that gender of rural area students of higher secondary schools is affecting variable to Role perceptions.
6. Boys having High Level of SES were found to have higher Role Perception than girls having High level of SES which shows that gender of High level of Socio-Economical Status students of higher secondary schools is affecting variable to Role perceptions.
7. Boys having Low Level of SES were found to have higher Role Perception than girls having Low level of SES which shows that gender of High level of Socio-Economical Status students of higher secondary schools is affecting variable to Role perceptions.
8. Students of urban area having high Level of SES were found to have higher Role Perception than students of rural area having High level of SES which shows that gender of area of students having high level of Socio-Economical Status of higher secondary schools is affecting variable to Role perceptions.
9. Students of urban area and rural area found to be equal as far as their Role Perception concern which shows that area of students having low level of Socio-Economical Status of higher secondary schools is not affecting variable to Role perceptions.

6. Conclusions

Each and every research work determines new directions of future researches and indicates limitations of completed work. So many points come to know from experiences and difficulties faced during research work. Though such points are essential and important but due to lack of time they cannot be tested. Here, investigator had considered them as appropriate to note them. The present study is a humble effort put to study Role Perception of Higher Secondary Schools Students in context to some variables. The study had been limited to higher secondary Schools students of Gujarati medium of Ahmedabad District, so it cannot be applied to the whole universe. The present thesis is a little attempt of the investigator, so if there is any error or inaccuracy, forgive and exonerate it.

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