



## International Journal of Arts & Education Research

### MULTIVARIATE ANALYSIS OF EDUCATIONAL INTERESTS, FRUSTRATION, ACADEMIC ALIENATION AND ACHIEVEMENT AMONG GRADUATES.

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Education is an effective instrument of social change, social control and social mobility. It must be designed to promote enlightenment and progress for all in a democratic secular and socialistic country like India. True education fulfills the national as well as individual needs and aspirations. Education decides an individual's adjustment to his environments and raises the aspirations of the people in all directions. An individual undergoing an educational process, should be in a position to take decision about his future career with confidence, than at this education and training will be properly utilized for the sake of his own good and the development of the society.

As development is linked with education and the education enlarges people's understanding of themselves and of the world they live in, it becomes necessary for an individual to be educated.

When the child starts his education, he takes admission in the school in pre-primary class i.e. nursery class, and study there according to the schedule of the class and syllabus of the different class subjects. This process of systematic and disciplined schooling continues until he passes XII or Intermediate class.

When the student passes class XII he is very excited and worried about their future education because now it is a time when he has have to leave the school and enter the college. Each student has some expectation about his college and future education. But when he enters the college life there they he found sudden change that classes are not regular, discipline is not there and the colleges are closed frequently for trivial and frivolous reasons. Cries like "close it down", "on strike" are a routine. It is said that teachers are not interested in teaching and they did not come in their periods to teach. All these activities result in frustration among the students.

It is usually observed academic affairs in the colleges and universities are managed very poorly. Nobody cares for the teaching-learning environment. Teachers, by and large, had no interest in teaching and other academic programmers. As a result feeling of frustration develops among the students. Due to the demoralization and frustration some boys engaged in some other political anti-social activities and girls preferred to sit at home instead of attending the classes in colleges.

There are many people in the country who perceive that the system of higher education in India has collapsed. It is the tragedy of fate of the people of India that on the one hand the government and many academicians consider higher education extremely important at social service and on the other hand the system as it is made operative is highly frustrating. Long back in 1966 the Education Commission had said, "If the universities discharge their duties adequately, then it is well with the nation and the people." The commission had meticulously clarified the objectives,

functions and the shape of reforms. It was, and then hoped that the standards of the higher education in India would be lifted up. But this did not happen. Instead the standards continued to slip downwards year after year.

For many years people have been speaking and writing about the crisis in Higher Education or University Education. J.D. Sethi's book. "**The crisis and colleges of Higher Education in India**", is detailed and comprehensive exposure of the crisis. He said in 1983 that the atmosphere in the colleges was more of violence than of peace. The standards of education has drastically declined. The universities were crowded with activities of political parties. The whole system had become a business propositions with the administration, the teachers and the students all engaged in deals by means of which degrees were brought and sold. Many people in the country feel that teaching has become a rare activity in the institutions of higher learning in India.

In fact higher education in India is passing through its greatest time of troubles. It is extremely disappointing to note that the raising rate of disturbances in the universities and colleges and the belief by some academicians that the campuses should be the sanctuaries have brought about a crisis in confidence on the part of the public.

The break down of the higher education system in India is attributed to the changes that have taken place in the socio-political ecology of the institutions of higher education. Teachers' militancy, alienation and low sense of responsibility are found to be the consequences of the kind of socio-political environment in which they are made to function. Same is the case with the student's unrest. A feeling of meaninglessness, powerlessness and normlessness experienced both by the teachers and the students. It is generated in them by the socio-psychological and political contact which leads them to be alienated from academic pursuit forcing them to be, militant, aggressive and activists. They perhaps, feel that academic achievements, sincerity and devotion to work are worthless and serve no purpose in the kind of academic situation they are placed to study.

All kinds of educational ills such as poor quality of teaching and low standard of education, examination related corruption, students and teacher's agitations, indiscipline, campus lawlessness, may be found rooted in the alienation, demoralization and frustration among students.

#### **STATEMENTS OF THE PROBLEM**

Keeping in view the above theoretical discussion investigator has planned the present study entitled as "Multivariate Analysis of Educational Interests, Frustration, Academic Alienation and Achievement among Graduates".

#### **OBJECTIVES OF THE STUDY**

1. To compare educational interests of Science, Commerce and Arts graduates of first year and final year.

(2x3 comparison)

2. To compare the frustration level of the Science, Commerce and Arts graduates of first year and final year.

(2x3 comparison)

3. To compare the academic alienation level of the graduates of Science, Commerce and Arts of first year and final year.

(2x3 comparison)

4. To compare the academic achievement level of Science, Commerce and Arts of first year and final year.

(2x3 comparison)

### **HYPOTHESIS OF THE STUDY**

As a matter of fact all the above objectives can be achieved by 2x2 and 2x3 comparisons. Hence investigator shall prefer to frame null hypothesis in the above respect.

1. There is no significant difference in mean value of educational interests of the Science, Commerce and Art Graduates of first year and final year.

2. There is no significance difference in mean frustration level of the Science, Commerce and Arts graduates of first year and final year.

3. There is no significance difference in mean academic alienation level of the students of Science, Commerce and Arts of first year and final year graduates. .

4. There is no significance difference in mean academic achievement level of the students of Science, Commerce and Arts graduates of first year and final year.

### **SCOPE AND DELIMITATIONS**

1. The study shall be conducted in Meerut district only. This is one of the educationally enriched region of northern India.

2. The study shall be conducted only on urban institutions.

3. For University education only the students of graduation shall be studied because they have recently transited from school education. For first year graduates, tools shall administered preferably in the month of August and for final year in the month of February, so that students have ample time to sense the environment of University education,

### **Independent variables of the study**

Graduation year of students, that is, first year & final year.

### **Dependent variables**

1. Educational Interest.
2. Frustration Level.
3. Students academic alienation.
4. Academic Achievement

#### **Moderator variable**

Subject stream - Science, Commerce and Arts.

#### **Tools**

#### **Variables Tools**

Educational Interest record Dr. S.P. Kulshresta.

Frustration Level test Dr. N.S. Chauhan.

Student Academic Alienation scale Dr. R.R. Sharma.

Academic Achievement Self prepared.

#### **Sampling size**

600 students.

#### **Sampling type**

Stratified random sample as per following lay-out.

#### **Layout of the Design**

#### **2x3 Way Classification**

<b>Subject Stream</b>	<b>First Year</b>	<b>Graduates of Final Year</b>	<b>Total</b>
<b>Science</b>	<b>100</b>	<b>100</b>	<b>200</b>
<b>Arts</b>	<b>100</b>	<b>100</b>	<b>200</b>
<b>Commerce</b>	<b>100</b>	<b>100</b>	<b>200</b>
<b>Total</b>	<b>300</b>	<b>300</b>	<b>600</b>

#### **Statistical Technique**

2x3 way Analysis of variance.

#### **CHAPTER SCHEME**

1. Introduction.

2. Review of the related literature.
3. Method and Procedure.
4. Analysis and Organisation of data.
5. Discussion of the results.
6. Conclusions.

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