

## A Study Of Educational Needs Of Senior Secondary School Students Of Rural Area Of Ambala District



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### A B S T R A C T

*One of the important functions of education is to develop the right type of values and attitudes in students towards life so that they may contribute to the maximum for the welfare of the society. It is widely accepted that this function of education is no longer being fulfilled by the present educational system in India. It is very unfortunate that even after fifty eight years of independence; the educational system has not been developed to cater to the needs of the students. In the developing countries like India, the education should be used as a powerful instrument of social, economic and political change.*

### Introduction

Education is an institution specially devised by the society to prepare its young for adequate and desired participation in the society. It makes an attempt to develop man in terms of his multidimensional personality. No two individuals are identical in this world physically, mentally or psychologically. Therefore their interests, values, needs and many other characteristics differ from one another. The time at which an individual makes his final decision and extent of his line of action for future depends upon his abilities, needs aspiration and kind of education in which he lives. Young defines need as specific goal directed activity of the organism. Need arises as a result of any circumstance that gives to particular way. All educational institutions are concerned with the shaping of men, with molding their characters, their abilities in such a way that they become desired members of the society.

Needs of adolescents are value oriented. Values are essentially socio-products which guide the individual in his adjustment with the social reality. Value changes with the span of time and education plays an important role for this. Educational needs stand on the infrastructure of the education. Cumulative effect of value and education leads to specific needs of adolescents that are educational needs. In the present study educational need refers to -"For what one does feel the necessity of being educated?" Educational needs of an area are affected by its socio-economic

conditions, social-philosophy and culture. So educational need differ from area to area and from individual to individual.

### Significance Of The Study

The aim of present study was to find out the educational needs of students of rural area of Ambala district, to compare the educational needs of science and arts group students and establishing a hierarchical order of first five or six educational needs. The problem taken for study by investigator is significant because no comprehensive study has been conducted at secondary level in Ambala district.

### Statement Of The Problem

**The main objectives of the study were:**

- To identify the educational needs of students in the rural areas of Ambala district.
- To compare the educational needs of science and arts group students.
- To establish a hierarchy of educational needs for the rural areas of Ambala district.

### Hypotheses Of The Study

- There is a significant difference in the educational needs of arts and science group students.
- There is a definite hierarchy of educational needs for this area.

### Delimitations Of The Study

" The study was delimited to the Ambala district only.

" The study was confined to the students of two Government Senior Secondary Schools of the rural areas of Ambala district.

**Table A Educational Needs (General) Sample-100**

S.NO.	Educational Needs	No. of students opting the educational Need	Percentage
1.	Accounts	19	19.0
2.	Administration	19	19.0
3.	Animal Husbandry	20	20.0
4.	Bee-Keeping	7	7.0
5.	Broadcasting	28	28.0
6.	Clerical job	53	53.0
7.	Communication	35	35.0
8.	Cottage industry	13	13.0
9.	Defence/police	65	65.0
10.	Engineering	59	59.0
11.	Farming	42	42.0
12.	Fine Arts	48	48.0
13.	Gardening	23	23.0
14.	Horticulture	32	32.0
15.	Jewellery	17	17.0
16.	Judiciary	44	44.0
17.	Literary	36	36.0
18.	Medical/health	43	43.0
19.	Merchant/business	34	34.0
20.	Poultry	14	14.0
21.	Research/Scientist	43	43.0
22.	Social work	54	54.0
23.	Teaching	83	83.0
24.	Transport	20	20.0
25.	Village officials	46	46.0
	Total	897	11.14

**Table- B Factors Affecting The Educational Needs Of Students**

Sr.No.	Educational Needs	Factors						Total
		Economic	Interest	Avail-ability	Prestige	Freedom	Social service	
1.	Accounts	8	9	2	-	1	1	21
2.	Administration	7	7	1	2	-	3	20
3.	Animal Husbandry	4	10	2	2	2	3	23
4.	Bee Keeping	0	7	3	2	-	-	12
5.	Broadcasting	5	8	4	3	1	6	27
6.	Clerical	17	21	3	2	2	7	52
7.	Communication	8	14	3	2	1	4	32
8.	Cottage industry	5	5	2	-	1	2	15
9.	Defence/police	9	15	-	1	3	34	62
10.	Engineering	17	30	4	4	1	6	62
11.	Farming	14	14	4	1	3	3	39
12.	Fine Arts	5	35	-	3	5	-	48
13.	Gardening	1	16	3	-	-	2	22
14.	Horticulture	2	12	6	7	-	4	31
15.	Jewellery	6	4	3	-	-	-	13
16.	Judiciary	3	12	1	5	4	19	44
17.	Literary	2	19	1	3	4	8	37
18.	Medical/health	10	18	1	1	-	15	45
19.	Merchant/ business	17	9	5	1	-	3	35
20.	Poultry	8	4	4	1	1	1	19
21.	Research/ scientist	4	31	1	3	-	6	45
22.	Social work	1	12	1	5	1	28	48
23.	Teaching	12	45	-	1	2	25	85
24.	Transport	5	7	2	1	2	1	18
25.	Village officials	3	8	2	7	2	24	46
	Total	173	372	58	57	36	205	901

**Table C Comparison Of Educational Needs Of Arts And Science Group Students**

S. No.	Educational Needs	Arts Students		Science Students		Cr Value
		No. Of Students Opting The Needs	Percentage	No. Of Student Opting The Needs	Percentage	
1.	Accounts	17	27.0	4	10.8	.69
2.	Administration	15	23.8	5	13.5	.49
3.	Animal Husbandry	17	27.0	6	16.2	.52
4.	Bee Keeping	9	14.3	3	8.1	.27
5.	Broad Casting	16	25.4	11	29.7	.25
6.	Clerical Job	40	63.5	12	32.4	1.90
7.	Communication	13	20.6	14	37.8	.97
8.	Cottage Industry	12	19.0	3	8.1	.46
9.	Defence/Police	42	66.7	20	54.1	.99
10.	Engineering	35	55.6	27	73.0	3.60+
11.	Farming	32	50.8	7	18.9	1.56
12.	Fine Arts	35	55.6	15	40.5	1.0
13.	Gardening	20	31.7	2	5.4	.78
14.	Horticulture	23	36.5	8	21.6	.77
15.	Jewellery	10	15.9	3	8.1	.34
16.	Judiciary	24	38.0	20	54.1	1.07
17.	Literary	31	49.2	8	21.6	1.43
18.	Medical/Health	30	47.6	15	40.5	.45
19.	Merchant/ Business	24	38.0	11	29.7	.46
20.	Poultry	15	23.8	4	10.8	.73
21.	Research/ Scientists	17	27.0	28	75.7	3.60+
22.	Social Work	32	50.8	16	43.2	.51
23.	Teaching	57	90.5	28	75.7	1.90
24.	Transport	13	20.6	5	13.5	.34
25.	Village Officials	31	49.2	15	40.5	.58

+ Significant At .01 Level Of Confidence For 98 Df

**Table D Hierarchy Of Educational Needs**

S. No.	Educational Needs	1st Education Need	2nd Educational Need	3rd Educational Need	4th Educational Need	5th Educational Need	Total
1.	Accounts	2	1	1	2	3	9
2.	Administration	5	1	2	2	0	10
3.	Animal Husbandry	1	0	1	1	0	3
4.	Bee Keeping	1	0	0	0	0	1
5.	Broad casting	1	2	5	2	1	11
6.	Clerical job	4	8	9	5	3	29
7.	Communication	0	1	3	4	0	8
8.	Cottage industry	0	0	0	0	0	0
9.	Defence/police	19	10	12	6	4	51
10.	Engineering	23	15	5	6	5	54
11.	Farming	1	6	1	0	7	15
12.	Fine Arts	1	5	7	10	8	31
13.	Gardening	0	1	0	2	4	7
14.	Horticulture	0	2	3	1	1	7
15.	Jewellery	0	0	3	1	1	5
16.	Judiciary	3	5	9	4	5	26
17.	Literary	1	1	1	1	3	7
18.	Medical/health	7	9	7	4	2	29
19.	Merchant	1	3	4	5	6	19
20.	Poultry	0	2	0	0	0	2
21.	Research/Scientist	3	8	5	7	1	24
22.	Social work	1	1	2	2	10	16
23.	Teaching	26	19	13	13	5	76
24.	Transport	0	0	1	5	5	11
25.	Village officials	0	0	1	5	7	13

"Only 10+1 and 10+2 class students of arts and science have been selected for study. was survey method.

**Research Methodology**

The methodology used in the present study

**Sample**

From the senior secondary school of the rural areas of Ambala district, 100 students of

class XI and XII were selected. Out of them, 60 students were of arts group and remaining 40 students of science.

#### **Tools Used**

In order to fulfill the objectives of the present study, a self structured questionnaire was used.

#### **Tables Showing The Findings**

#### **Analysis And Interpretation Of Data**

Data were analyzed in light of objectives and hypotheses, using "critical ratio test" (CR) for the comparison of educational needs of arts and science group students. Hierarchy of first five educational needs was computed by the frequencies. Identification of educational needs for the area was also done with the help of frequencies of each educational need.

#### **Main Findings**

#### **The findings of the study revealed that:**

1. All the 25 educational needs were identified as their educational needs by the students of senior secondary school of the rural areas of Ambala district.

2. There was no significant difference in educational needs of arts and science students except engineering and research at 0.01 level of significance. There was no significance difference in the factors which affects the educational needs of arts and science group students.
3. Hierarchy of first five educational needs for the area was as under:
  1. Teaching
  2. Engineering
  3. Defence/Police
  4. Clerical job and Medical/health
  5. Judiciary.

At number four two educational needs namely clerical job and medical/health having the same number of frequencies are identified so both bear the same number in hierarchical order.

#### **Suggestion For Further Study**

- The study may be extended to a large sample to get better results.
- The present study was confirmed to some schools of Ambala District; similar studies can be conducted in other area also.

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