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Over-Imitation and Economic Burden on Education-An Analysis

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Abstract : Education is basic instruments for overall development of a country. It plays an important role in the active participation of the people in the process of development. This paper tries to define the relationship between imitation and economic burden of the students. Earlier empirical results reveal mixed results about the relationship between student expenditure and educational cost in the Indian context. Education considered has a main filler of the growth and development, but in recent year the cost of education is increasing rapidly due to over-imitation and its cause to economic burden of them with educational unemployment. The present study foucesed on empirical relationhip between over-imitation and economical burden to the students in study area, to find out the nature of Imitation and cost of education in study region. The present paper it is depended on primary and secondary sources of information.
Keywords: Education, Over-Imitation, Economical Burden, Educational Unemployment.

I.   INTRODUCTION

The education is an important determinant of economic growth has been acknowledged over a long period of time. Economists like Adam Smith, Romer, Rabert Lucas and Solow all have prescribed education as an important factor and have over time developed many economic growth theories and models. Among the top 15 countries, India is the least expensive country for foreign students. The cost of living here is very less as compared to other countries. One of the major reasons for low cost of education is that the government of India funds a wide range of education streams. The term '*imitation*' refers to '*A thing intended to simulate or copy something else*'. Imitation is also a form of social learning that leads to the development of traditions, and ultimately our culture. But, in recent year it has taken important role in cost of education of the students. The recent survey trace out the cost of education in India is increasing rapidly due to increasing of tuition fees and cost of living. But the structural changes in the nature of imitation are cause to economical burden to the students, because in the modern era youths are attracted to urban culture, modernization, and fashion. It causes to increase their cost of living but they are including this cost to educational expenditure and finally they will consider this economical burden.

II.   REVIEW OF LITERATURE

A very brief review of studies on the subject has been made here under;

Pritchett. L (2001) supports the view that there is a long-run relationship investment in education and economic growth in India. Okubal. P J E (2005) confirms that a 1% fall in human capital investment lead to 48.1% fall in the rate of growth of GDP between 1970 and 2000in the Uganda economy. Studies confirming a positive relationship between education expenditure and economic growth have been made by Ansari. M. LandSingh. S. K (1997). According to Musila and Belassi (2004) a 1% increase in average educational expenditure per worker led to about 0.04% increase in output in the short-run and 0.6% in the long-run. In another study Chandra (2010) tested the causality between investment in education and economic growth in India and concluded a bi-directional causality between them. Gounden (1967) found that education expenditures in India are not very attractive forms of investment and its rate of return was very low compared to that of physical capital.

III.   OBJECTIVES

For the purpose of the study has been set the following objectives;

A.   To know the empirical relation between over-imitation and economical burden to the students in study region.
B.   To find out the nature of Imitation and cost of education in study region.

IV. HYPOTHESIS OF THE STUDY

There is no association between socio-economic profile such as gender, age, area, educational status, religion, community and annual income of the respondents and their level of opinion about the over-imitation and economical burden to the students.

V. METHODOLOGY

The data were collected from primary sources and has been analyzed with the help of appropriate and suitable tables has also been used in interpretation. Simple statistical tools like percentages, averages and Arithmetic mean, Standard Deviation and X^2 distribution have been used in testing of hypothesis, discussion and interpretation of the data by using of SPSS Statistical Packages.

1) *Sampling Unit:* SSLC, PUC, UG and PG Student's of Chitradurga District.
2) *Sampling Method:* Random Sampling
3) *Sampling Size:* 50
4) *Survey Period:* March 2019

A. Identification of Level of Opinion of The Respondents About The Over-Imitation and Economical Burden of Students

The responses observed for each statement in the schedule have been scored to secure the total opinion score for the respondents five points are given for "Highly satisfied", four points for "Satisfied", three points are given for "Fair", two points for "Dissatisfied", and one points for "Highly Dissatisfied", responses. Thus the total opinion score of the respondent is obtained by adding up scores of all 15 statements. The level of opinion has been classified into three categories namely, low level, medium level and high level opinion for analytical purpose. The classification is followed by the basic statistical parameter such as mean and standard deviation. Arithmetic mean (X) and standard deviation (SD) of the total opinion scores of 50 respondents were computed while the score value of the respondent $\geq$ (X + SD) and the score value of the respondent $\leq$ (X – SD) have been classified as high level perception and low level opinion respectively and score values between (X + SD) and (X – SD) have been classified as medium level opinion, X and SD are the arithmetic mean and standard deviation which are calculated from the score values of 50 respondents. The arithmetic mean and standard deviation are approximately 56 and 7 respectively.

$$(X + SD) = (56 + 7) = 63 \text{ and above} = \text{High level}$$
$$(X – SD) = (56 – 7) = 49 \text{ and below} = \text{Low level}$$
$$(X – SD) \text{ to } (X + SD) = 49 \text{ to } 63 = \text{Medium level}$$

Table-01 Level of Opinion of the Respondents About the Over-Imitation

SL. No	Particulars	Male		Female		Total
		Rural	Urban	Rural	Urban	
1	High	4	6	8	3	21
2	Medium	5	7	5	5	22
3	Low	3	1	1	2	7
Total		12	14	14	10	50

Source: Calculated Data by using SPSS

The above table shows that 42% level of opinion of the respondents highly agreed the Over-imitation cause to economical burden to the students in education while 14% of respondents disagreed regarding over-imitation.

B. Socio- Economic Factors and Level of Opinion About THE Over-Imitation and Economical Burden:

For testing the relationship between socio- economic variable of the respondents and level of opinion regarding the over-imitation and economic burden to the students, Chi – Square Test has been employed. For computing chi – square test manually the following formula has been used.

$$\text{Chi – Square } (X2) = \sum E \frac{(O-E^2)}{\text{With (r-1) (c-1) degree of freedom}}$$

Where E= $\dfrac{\text{Row total X colome total}}{\text{Grand total}}$ O= Observed frequency

E= Expected

R= Number of rows in a contingency table

C= Number of colum in a contingency table

The calculated value of chi- square is tested with the Table value, if chi- square for given level of significance usually at 5 per cent level. If the calculated value (CV) is less than the table value (TV), the null hypothesis is accepted and otherwise is rejected. The following null hypothesis was framed for analyzing the opinion of the respondents.

Table-02

Shows the Computed Results of Chi- Square Tests.

Variable	Type	Calculated value	Degree of Freedom	Table Value	Result
Gender	Over-Imitation and economical burden	4.284	2	5.99	Not Significant
Age	Over- Imitation and economical burden	19.215	6	12.6	Significant
Educational Status	Over- Imitation and economical burden	11.746	8	15.5	Not Significant
Area (R/U)	Over-Imitation and economical burden	14.127	8	15.5	Not Significant
Religion	Over-Imitation and economical burden	14.937	4	9.49	Significant
Community	Over-Imitation and economical burden	6.716	4	9.49	Not Significant
Marital Status	Over-Imitation and economical burden	5.871	4	9.49	Not Significant
Annual Income	Over-Imitation and economical burden	16.481	6	12.6	Significant

Source: Calculated Data by using SPSS

The above table shows that there is an association between socio- economic variables, such as only Age, Religion, Annual Income and their level of opinion about the over-imitation with economical burden and there is no association between socio- economic variables such as gender, educational status, area, marital status, community and their level of opinion about the over-imitation with economical burden.

VI. FINDINGS

Major findings of the present study has been listed in below.

A. It is clear that majority of the respondents (78%) agreed that the over-imitation caused to economical burden to the students in education

B. The study found that 63% of the respondent's family income is Rs 20000 annually but even though their educational expenditure (including their cost of living) is more than Rs 10000 per monthly.

C. 52% of respondents were having bike/scooter, out of this nearly 27% of respondents were having bike/scooter due to imitation.

D. Almost 43% of respondents were joined college and course due to imitating of their friends.

E. The study found that comparing to SSLC and PUC, the over-imitation was very high in Degree and higher education level.

F. 81% of respondents strongly said that, it was helped in the time of demonetization.

G. 58% of respondents were addicting smoking and alcohol consumption due to imitation.

H. 57% of respondents were having more than one mobile/cell.

I. The study also traced out comparing to urban respondents, the rural respondents were over-imitating more considerably.

J. The Chi – Square test reveals that there is an association between age, religion, family income and the opinion of the respondents' about over-imitation. The test also reveals that there is no association between socio-economic factors like gender, educational status, area, community, marital status and the opinion of the respondents.

VII. CONCLUSION

The based on primary data investigation and discussion we can conclude this, there has been mixed response about the over-imitation and economical burden to the students in the study region. The huge percentage of respondents were suffering economical burden due to the over-imitation. However, we can solve it only by stopping over-imitation and adapting simplicity in our life.

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