CHAPTER V

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Restatement of the Problem

This study designed with the objectives of measuring and assessing whether each of the independent (personal) variables pertaining to X standard pupils, then teachers and students viz. Sex, Domicile, Father’s Literacy, Mother’s Literacy, Father’s Occupation, Mother’s Occupation, No.of Brothers / Sisters, Religion, Community, Faith in Religion, Family Size, Family Type, Family Income, Food Habit, Family Works, School Locality, Distance from Home to School, Mode of Conveyance to School, Residence, School Type, School Level, School Kind, Medium of Study, Tuition, Study Habit, Visit to School Library, Newspaper Reading, Participation in Sports and Games, Participation in Extra-curricular activities and Receiving Govt./Other Scholarship exert significant influence on X pupils attitude towards learning; Teachers’ personal variables viz. Sex, Age, Educational Qualifications, Community, Religion, Residence, Marital Status, Family Type, Subjects Studied, Teaching Experience, Designation, Salary per month, No. of pupils in the class, School Locality, School Kind, School Type, Management Type, Special Talent if any, Awards/ Rewards received if any, and Computer Operation Skills exerts significant influence on teachers’ perception on their teaching; and Parents’ personal variables viz. Age, Sex, Community, Religion, Literacy Level, Occupation, Food Habit, Family Income Nativity and Position in P.T.A. exerts significant influence on parents’ opinion on school.

Moreover the study was undertaken to analyze the significant difference among the X standard pupils’ personal variables in their academic achievement. Further this study was carried out to find out the relationship among the above mentioned variables with the X pupils’ academic achievement.
Adequate data were collected from a stratified representative sample of 2160 X standard pupils, 420 teachers and 825 parents constituted from 30 high and higher secondary schools situated in Dindigul district of southern Tamil Nadu. The following research tools were scientifically constructed and standardized by the investigator with the assistance of guide and supervisor for this research were used in this study:

1. Pupils’ Personal Data Sheet.
2. Pupils’ Attitude Towards Learning
3. Teachers’ Personal Data Sheet
4. Teachers’ Perception on Teaching
5. Parents’ Personal Data Sheet
6. Parents’ Opinion on School

In brief, the design of the study was descriptive, method was normative and the technique followed was survey. The data collected were edited, processed, consolidated and subjected to appropriate statistical analysis viz. ‘t’ test between large independent samples and Pearson’s product moment correlation. Scientific hypotheses formulated were verified, specific conclusion evolved, educational implication worked out and suggestion for further research are indicated in the following pages.

FINDINGS

Hypotheses Verification

**Hypothesis I**: The level of the X standard pupils’ attitude towards learning is above average.

The X standard pupils’ attitude towards learning (63.59) is well above the theoretical average (39). Hence the hypothesis I is **accepted.**
Hypothesis II: Each of the select independent variables of X standard pupils exerts a significant influence on their attitude towards learning.

Out of 30 independent variables involved in the study, the following eleven variables are found influencing the X standard pupils’ attitude towards learning.

(i) Domicile --- Rural vs. Urban
(ii) Mother’s Literacy --- Literate vs. Illiterate
(iii) Family Size --- Less than 4 vs. 4 to 5

Less than 4 vs. 6 and above
4 to 5 vs. 6 and above
(iv) Food Habit --- Vegetarian vs non-vegetarian
(v) Family Works --- Compulsory vs. Not-compulsory
(vi) Distance from Home to School --- 3 to 5 kms. vs. 6 kms. and above
(vii) School Management Type --- Aided vs Unaided
(viii) School Level --- High vs. Higher Secondary
(ix) Tuition --- Yes vs No
(x) Study Habit --- Individual vs. Group
(xi) Visit to School Library --- Frequently vs Rarely

Hence the hypothesis II is minimally accepted.

Hypothesis III: The level of the X standard teachers’ perception on teaching is above average.

Teachers’ perception on teaching (69.98) is well above the theoretical average (45). Hence the hypothesis III is accepted.
**Hypothesis IV**: Each of the select independent variables of X standard teachers’ exerts a significant influence on their perception on teaching.

Out of 20 independent variables of the X standard teachers involved in the study, the following ten variables are found influencing on the teachers’ perception on teaching.

1. **Educational**
   - Qualifications --- U.G. with B.Ed. vs. P.G.with B.Ed.
     - U.G. with B.Ed. vs. M.Phil.with B.Ed.
     - P.G. with B.Ed. vs.M.Phil.with B.Ed.
2. **Religion** --- Hindu vs. Muslim Hindu vs. Christian
3. **Marital Status** --- Married vs Unmarried
4. **Family Type** --- Nuclear vs Joint
5. **Subjects Studied** --- Language vs.Science
   - --- Arts vs Science
7. **School Level** --- High / Higher Secondary
8. **School kind** --- Unisex vs. Mixed
9. **Special Talents** --- Yes vs. No
10. **Computer Operation Skills** --- Yes vs. No

Hence the hypothesis IV is **moderately accepted**.

**Hypothesis V**: The level of X standard pupils’ parents’ opinion on school is above average.

X standard pupils’ Parents’ opinion on school (8.53) is below the theoretical average (10.00). Hence the hypothesis V is **rejected**.
**Hypothesis VI:** Each of the select independent variables of X standard Parents’ parents exerts a significant influence opinion on their school.

Out of 10 independent variables involved in the study, the following four variables are found influencing the X standard pupils’ parents’ opinion on school.

(i) Occupation --- Self-employed vs. Private
(ii) Food Habit --- Vegetarian vs. Non-vegetarian
(iii) Nativity --- Rural vs Urban
(iv) Position in PTA --- Yes vs No

Hence the hypothesis VI is **minimally accepted**.

**Hypothesis VII:** The level of academic achievement of X standard pupils is above average.

Academic achievement of X standard pupils’ is (60.12) is above the theoretical average (50). Hence the hypothesis VII is **accepted**.

**Hypothesis VIII:** Each of the select independent variables of X standard pupils exerts a significant influence on academic achievement.

Out of 30 independent variables involved in the study, the following 17 variables are found influencing the X standard pupils’ academic achievement.

(i) Domicile --- Rural vs. Urban
(ii) Mother’s Literacy --- Literate vs. Illiterate
(iii) Father’s Occupation --- Govt. vs. Self-employed --- Self-employed vs. Private
(vi) Mother’s Occupation --- Self-employed vs. Private
(v) Faith in Religion --- Yes vs. No
(vi) Family Size --- Less than four vs. 4 to 5
Less than four vs. 6 and above
4 to 5 vs. 6 and above

(vii) Family Type --- Nuclear vs. Joint

(viii) Food Habit --- Vegetarian vs. Non-vegetarian

(ix) Family Work --- Compulsory vs. Not compulsory

(x) Distance from Home to School --- Below 3 kms. Vs. 3 to 5 kms.
3 to 5 kms. vs. 6 kms. and above

(xi) School Type --- Aided vs. Unaided

(xii) School Level --- High vs. Higher Secondary

(xiii) Medium of Study --- English vs Tamil

(xiv) Tuition --- Yes vs No

(xv) Study Habit --- Individual vs. Group

(xvi) Visit to School Library --- Frequently vs. Rarely

(xvii) Participation in Extra-Curricular Activities --- Yes vs. No

Hence the hypothesis VIII is **maximally accepted**.

**Hypothesis IX:** There is a positive relationship among the X standard pupils’ attitude towards learning, teachers’ perception on teaching, parents’ opinion on school and academic achievement.

It is revealed that there is significant and positive relationship among

(i) Pupils’ attitude towards learning and teachers’ perception on teaching is substantial (0.61)
(ii) Pupils’ attitude towards learning and parents’ opinion on school is moderate (0.43)

(iii) Pupils’ attitude towards learning and academic achievement is substantial (0.72)

(iv) Teachers’ perception on teaching and parents’ opinion on school is moderate (0.56)

(v) Teachers’ perception on teaching and academic achievement is moderate (0.44)

(vi) Parents’ opinion on school and academic achievement is low (0.38)

Hence the hypothesis IX is accepted

Conclusions

The specific conclusions emerged out of the present investigations are as follows:

1. The X standard pupils’ attitude towards learning is found above the average level (theoretical average is 39, whereas the empirical average is 63.09)

2. The X standard pupils’ attitude towards learning is found independent of the following variables viz. Sex, Father’s Literacy, Father’s Occupation, Mother’s Occupation, No.of Brothers / Sisters, Religion, Community, Faith in Religion, Family Type, Family Income, School Locality, Distance from home to school (below 3 kms. vs 3 to 5 kms and below 3 kms. vs 6 kms. and above), Mode of Conveyance to School, Residence, School management type (government vs aided and government vs unaided),School Kind, Medium of Study, Newspaper Reading, Participation in Sports and Games, Participation in Extra-curricular activities and Receiving Govt./Other Scholarship.
3. The X standard pupils’ attitude towards learning is found more among the following groups:
   - Whose domicile is rural (64.09) than urban (62.80)
   - Whose mother is literate (63.71) than illiterate (63.05)
   - Whose family size is 4 to 5 (64.35) has more than the family size less than 4 (63.43), and 6 and above (61.70)
   - Who are non-legislatives (63.72) than vegetation (63.49)
   - Who are doing family works not-compulsory (63.76) than compulsory (63.25)
   - Who travel a distance of 3 to 5 kms. (63.50) from home to school than 6 kms. and above (62.80) to attend school.
   - Who are studying in unaided schools (63.69) than aided schools (63.49)
   - Who are studying in higher secondary schools (63.94) than high school (63.40)
   - Who are attending tuition (63.60) than not attending tuition (63.58)
   - Who practice individual study study habit (63.88) than group study (63.41)
   - Who visit school library frequently (63.59) than rarely (63.16)

4. Teachers’ perception on their teaching is found above the average level (theoretical average is 45, whereas the empirical average is 69.98)

5. Teachers’ perception on teaching is found independent of the following variables viz. Sex, Age, Community, Religion (Muslim vs Christian), Residence, Subjects Studied (Language vs Arts), Teaching Experience, Salary per month, No. of pupils in the class, School Locality, School Management Type and Awards/ Rewards received if any.
6. Teachers’ perception on teaching is found more among the following groups:

- Whose educational qualifications are U.G. with B.Ed. (71.58) than P.G. with B.Ed. (69.21); and M.Phil. with B.Ed. (66.08)
- Who are Hindus (71.29) than Christians (68.41) and Muslims (68.15)
- Who are married (70.12) than unmarried (69.05)
- Who are in nuclear family (70.06) than joint families (69.65)
- Who are B.T. Assistants (70.22) than P.G. Assistants (69.77)
- Who are Arts teachers (70.66) than Language (69.77) and Science (69.29) teachers
- Who are working in higher secondary schools (69.98) than high schools (69.77)
- Who are working in unisex (70.94) schools than in Co-ed (68.89) schools
- Who are having special talents (70.88) than no special talents (69.65)
- Who have computer operation skills (69.99) than who have no computer operation skills (69.86)

7. Parents’ opinion on school is found below the average level. (theoretical average is 8.53, whereas the empirical average is 10)

8. Parents’ opinion on school is found independent of the variables viz. Age, Sex, Community, Religion, Parents Literacy Level, Family Income.
9. Parents’ opinion on school is found more among the following groups:
   - Who are self-employed (8.69) than in government (8.57) and private services (8.48)
   - Who are non-vegetarians (8.59) than vegetarians (8.39)
   - Who are in rural areas (8.58) than the urban areas (8.41)
   - Who are members in P.T.A. (8.58) than who are not members in P.T.A. (8.53)

10. The X standard pupils’ academic achievement is found above the average level. (Theoretical average is 50, whereas the empirical average is 60.12)

11. The X standard pupils’ academic achievement is found independent of the variables viz. Sex, Father’s Literacy, Father’s Occupation (government vs private), Mother’s occupation (government vs self-employed and government vs private), No.of Brothers / Sisters, Religion, Community, Family Income, School Locality, Mode of Conveyance to School from home, Residence, School management type (government vs aided and government vs unaided), School Kind, Newspaper Reading, Participation In Sports and Games, and Receiving Govt./Other Scholarship.

12. The X standard pupils’ academic achievement is found more among the following groups:
   - Whose domicile is urban (61.76) than rural (59.08)
   - Whose mother are literate (60.52) than illiterate (58.37)
   - Whose father’s are in private services (60.38) than self-employed (59.99) and in government services (57.61)
   - Whose mother’s occupation is in private services (60.87) than self-employed (59.55)
• Who have faith in religion (60.72) than no faith in religion (59.23)
• Whose family size is 4 to 5 (60.39) than less than 4 (60.21) and 6 and above (57.67)
• Who belong to joint families (60.90) than nuclear families (59.62)
• Who are non-vegetarians (60.78) than vegetarians (59.60)
• Who do family works not compulsory (60.58) than compulsory (59.88)
• Who travel below 3 kms. (60.76) than 3 to 5 kms (60.11) and 6 kms. and above (57.40) to attend school
• Who study in unaided schools (60.66) than aided schools (58.72)
• Who study in higher secondary schools (60.80) than high school (58.85)
• Who are in English medium (60.35) than Tamil medium (59.82)
• Who attend tuition (60.19) than the not attending tuition (60.01)
• Who practice individual study habit (61.84) than group study habit (59.65)
• Who frequently visit the school library frequently (60.90) than rarely (58.30)
• Who participate in extracurricular activities (61.27) than not participating in extra curricular activities (59.15).

13. There is significant and positive relationship among pupils’ attitude towards learning, teachers’ perception on teaching, parents’ opinion on school with academic achievement as detailed below:

   The magnitude of relationship in terms of correlation coefficients are the association among pupils’ attitude towards learning; teachers’ perception on their teaching, and X standard pupils’ academic achievement is substantial
(0.61 and 0.72); whereas pupils’ attitude towards learning and parents’ opinion on schooling (0.43); teachers perception on their teaching and parents opinion on schooling (0.56); and teachers perception on teaching and pupils academic achievement (0.44) are moderate. But the parents opinion on schooling and pupils academic achievement (0.38) is low.

Educational Implications

Design, construction and standardization of three research tools viz. Pupils’ Attitude Towards Learning, Teachers’ Perception on Teaching and Parents’ Opinion on School scientifically are a tremendous task needed at present is a great work carried out by the researcher to the field of teaching / learning in secondary education.

There is no doubt that these research tools would be of immense utility for the policy makers, educational planners, administrators, educational practitioners like organizers, trainers, teachers, learners, parents and public in secondary education, especially for the X standard education.

It is a welcome finding that the X standard pupils’ attitude towards learning is well above the average level. This is not enough for the present society which is more competitive and creative. It should attain the maximum level. Appropriate steps should be taken for enhancing this level.

Out of the 30 independent variables put into this research only eleven variables viz. domicile, pupils’ mothers literacy level, family size, food habit, doing family work, distance from home to school, school type, school level, tuition, study habit and visit to school library are influencing the achievement of X standard pupils. Hence the administrators, teachers and parents should take keen concern on these factors (variables) for furtherance of high academic achievement among the X standard pupils.
The finding, that teachers’ perception on their teaching is high is a good sign in secondary education. Attempting may be made to make this to a very high level.

Among 20 variables put into this research only the following ten viz. teachers’ educational qualifications, religion, marital status, family type, subjects studied, designation, school level, school kind, special talents and computer operation skills are influencing the perception of teachers on their teaching. More qualifications among the teachers of X standard have no use. Apt qualifications i.e. either U.G. with B.Ed. or P.G. with B.Ed. is enough for enhancing the teachers’ perception on their teaching. Hence the secondary education institution need not seek more qualified persons for X standard teaching.

Parents’ opinion on school is low i.e. below the theoretical average as revealed by the study is a thought provoking finding. The parents are X standard pupils in Dindigul district are not happy about the functioning of the secondary and higher secondary schools. The educational institution should take appropriate steps to enhance their opinion on schooling. Then only the authorities can have desirable cooperation from parents and that may create goodwill among the concentrated public and society.

Of the 10 variables put into this research only four viz. occupation, food habit, nativity and membership in PTA alone are influencing the opinion of the parents on school. The educational institutions should take care of the other variables related to the parents of X standard pupils.

The academic achievement among X standard pupils is found high in this research. This is not so good as the administrations of X standard expect the result to be very good or excellent. Hence, the educational institutions should concentrate on the factors (variables) closely correlated with the
academic achievement among X standard pupils. Innovative programmes should be organized for X standard pupils to enhance the academic results. Extra teaching and coaching should be organized. Remedial teaching programmes should be conducted for the below average pupils.

Out of the 30 variables put into the research only 17 are influencing the academic achievement among X standard pupils. Of this domicile, mothers’ literacy, fathers’ occupation, mother’s occupation, faith in religion, family size, distance from home to school, school type, school level, medium of study, tuition, study habit, visit to school library and participation in extra-curricular activities are common variables found influencing the X standard pupils’ academic achievement. These factors should be concentrated for further academic achievement among the X standard pupils in Dindigul district.

The government, its machinery of secondary education and the educational institutions should organize suitable programmes for X standard pupils’ optimum level of achievement.

The relationship among the major variables inclusive of their sub groups viz. X standard pupils’ attitude towards learning, teachers’ perception on their teaching and parents’ opinion on schooling with academic achievement is significantly positive. There is substantial relationship between the X standard pupils’ attitude towards learning and teachers’ perception on teaching, and academic achievement. The relationship between pupils’ attitude towards learning and parents’ opinion on schooling; teachers’ perception on their teaching and parents’ opinion on schooling and with academic achievement are moderate.

But the parents’ opinion on schooling and pupils’ academic achievement is low. Hence as already pointed out, the authorities of X standard schooling should conduct on enhancing the parents’ opinion on schooling.
Suggestions for Further Research

Following are a few areas of research related to the present investigations which deserve further explorations:

1. The replica of the study may be carried out in other districts so that the net results of these studies will be useful to the policy makers and executives in secondary education in Tamil Nadu.

2. Studies involving other variables on X standard pupils.

3. The same study may be carried out among the X standard pupils in other streams / syllabus followed in public schools, central schools etc.

4. Studies on higher secondary school students involving the same variables.

5. Comparative studies on public under CBSC and ISC branch.