CHAPTER - V

FINDINGS, CONCLUSIONS AND SUGGESTIONS
5.0.0 Introduction

In this last chapter of the research report, the findings of the study are summarized. On the basis of the research findings, an attempt has been made to suggest ways for improving the academic achievement of the children and suggesting parents, teachers and educational planners as to how they can improve the academic achievement of the students. The main objective of the study was to study the influence of intelligence and Socio Economic Status on Academic Achievement of Secondary school students. The study is also aimed at to observe the influence of the following variables on the academic achievement of the student.

- Gender
- Type of Board
- Medium of Instruction

The nature of study is survey type of research. The measurement of Socio Economic Status and intelligence was done through a standardized tool by the investigator. The academic achievement was ascertained by getting the mark sheets of the board examinations of the students.

The data was collected from 14 schools of Lucknow city comprising of 10 English medium and 04 Hindi Medium schools, among these 04 have UP Board curriculum and 06 have ICSE Board & 04 have CBSE Board curriculum. Total 614 students were taken as sample. Out of which 358 are males and 256 are females. The schools selected were of high, average and below average standards. The criterion for this type of selection was based on the reputation these schools had in the mind of the
general public and the result they produced in the examination. The sample comprised of students of class IX and X standard. The final sample comprised of 614 students. For the purpose of analysis the sample was divided into the following sub- groups.

1. English Medium and Hindi Medium students
2. Male and female students
3. Class IX and Class X students
4. Students with High, Average and Low Intelligence
5. Students with High, Average and Low Socio Economic Status.
6. Student offering UP Board, ICSE Board and CBSE Board.

These sub groups were then studied on the basis of the academic achievement, intelligence and Socio Economic Status.

On the basis of the analysis and interpretation of data discussed in the previous chapter certain findings have been obtained and conclusions are drawn. The present chapter has been organized under the following headings.

5.1.0 Finding of the study
5.2.0 Testing of Hypotheses
5.3.0 Conclusions
5.4.0 Educational Implications of the Study
5.5.0 Limitations of the Study
5.6.0 Suggestion for further studies

5.1.0 Findings of the Study

The findings are systematically arranged and presented here in accordance with the objectives as follows:
5.1.1 Gender and its influence on Academic Achievement.

The finding of the study is that there is no influence of gender on academic achievement. Since girls are going to same schools and exposed to similar environment and similar teachers. They receive same level of education. Initially decades back, female children were made to do household works and look after younger siblings. They were made to help out in household chores. But now the time has changed. Equal opportunity and status is being provided to the girl child as well. She is provided facilities like tuitions and coaching for her academic excellence. Hence no difference is found between the male and female child in relation to educational opportunities. That is why gender has no influence on academic achievement.

5.1.2 Type of class and its influence on Academic Achievement.

The study shows that class influences the academic achievement of the students. The students of class IX are relaxed as compared to student of class X. The class IX students have internal school exams, whereas class X students appear in board exam. Hence class X students are serious and sincere in their studies as compared to class IX student. The teachers of board classes also take much pain and put in more efforts in board classes, as the result is the parameter for their promotion, pay hikes and it evaluates their hard work. No such assessment is carried on for classes with internal exams. Hence, teachers with their hard core efforts motivate the child to score high in the board exams. Hence board classes have higher percentage of results as compared to internal exam conducted for a class.

5.1.3 Intelligence and its influence on Academic Achievement.
The result of the study reveals that intelligence influences the academic achievement of the student. The child with High IQ has better academic achievement than the child with Average IQ. The high IQ Child will have better grasping power, retention, recall and higher understandability as compared to an average child. So he will definitely perform better in academics. A bright child will get high marks and will show good performance. The results of the study show that the average IQ children perform better than the low IQ children. The average IQ child will be better learner in comparison to a slow learner. Hence the academic achievement of Average IQ child will be higher than the Low IQ child.

The result of the study also shows that the High IQ child will score better than the Low IQ child. Low IQ child will be a slow learner. A child with high IQ is fast learner. He will understand, grasp and learn the concepts in a better way. Academic performance needs intelligence.

5.1.4 Influence of SES on Academic Achievement

The results of the study show that socio economic status of the students influences their academic achievement. There is a difference between high SES and Average SES category students. Students belonging to high SES category have higher Academic achievement as compared to average SES students. The High SES students have better exposure and environment. They go to schools with excellent infrastructure and facilities. The teachers, tutors and guidance of parents are also available to them. They have healthy environment for improving their academic achievement.

In comparison to Low SES category, Average SES category students show higher academic achievement. Academic achievement is positively related to socio economic
status. Low SES category students are deprived of good schools and outstanding guidance. Due to their meager resources they cannot work to increase their academic achievement.

There is a stark contrast, between, high SES and Low SES category students in their academic achievement. The students belonging to high SES go to schools with excellent facilities and infrastructure. They are taught by trained and experienced teachers. This helps them in enhancing their academic achievement. A child with high SES and Average intelligence will also give good result as compared to Low SES & high intelligence, as the child would be deprived of basic facilities for sharpening and honing his talent. He will not have the opportunity to project his intelligence.

5.1.5 Type of board and its influence on academic achievement

(a) The study reveals that the type of boards influences the academic achievement. Normally the government schools have U.P. Board whereas public schools follow CBSE pattern. The CBSE schools work hard with the students to earn reputation and good result. The U.P. Board students are not drilled so much as compared to CBSE students. The efforts made by teachers for academic performance are less in U.P. Board schools. Hence academic achievement for CBSE Board students is higher in comparison to U.P. Board students.

(b) The ICSE and CBSE Board schools both work hard with their students for their better academic performance. The schools are concerned about their reputation as well. The ICSE and CBSE schools are considered to be prestigious schools and parents belonging to elite class send their ward to these schools.

(c) The study shows that the U.P. Board students have lower academic achievement as compared to ICSE board students. The schools with ICSE board are particular
about the scores of their students. The teachers motivate and give a lot of practice to board appearing students to project their usage. While is U.P. Board so much pain is not taken by the school for their results. If the Child is himself motivated or encouraged by the parents, he may get good marks otherwise majority does not score well

5.1.6 Medium of Instruction and academic achievement.
The Hindi medium and English Medium students have difference in their academic achievement. The English medium students score better than the Hindi Medium students. The English medium students usually belong to good schools where a lot of significance is given to scores while admissions and in other activities as well. So, the children strive to get good marks. While in Hindi medium schools neither administration nor the teachers are bothered about the marks. The teachers are not responsible and accountable for the result as well, whereas in English medium schools, the teachers are accountable for the results, hence Hindi Medium students are not so serious for their academic achievement.

5.1.7 Medium of Instruction and Intelligence
There is an influence of Hindi medium and English medium on Intelligence. English medium students are enrolled in schools with modern facilities and infrastructures and belong to high SES. The high family status exposes them to better environment. Hence the intelligence level differs among them. English Medium students are more refined and well mannered. Efforts are made by teachers for academic performance. Hence the medium of instruction influences their intelligence level.
5.1.8 Gender and its influence on socio economic status score

Gender has no influence on socio economic status. A male or female both may belong to high, average on low SES. Gender will not change their Socio economic status.

5.1.9 Gender and Intelligence

Gender does not influence the intelligence. Since parents encourage and provide similar facilities and opportunities to both male & female child. Hence, gender has no role to play in intelligence of a child.

5.1.10 Intelligence and SES

The study reveals that there is a positive correlation between intelligence and SES. With an increase in SES, intelligence increases as well. Exposure, confidence, expression, better learning environment adds to the innate quality of intelligence. Parents’ education and type of school also plays a vital role. Children with higher SES have better exposure which leads to increase in self confidence. Hence IQ is positively related to SES.

5.1.11 Influence of SES and Intelligence on Academic Achievement

The study reveals a moderate relationship between the independent variables SES and Intelligence taken together and dependent variable Academic achievement. Although SES and Intelligence affect the Academic achievement but are not the only indicators which affect a students’ achievement. It is observed that very intelligent students do not score so well at times and vice versa. Hence, it is evident that there are other variables functional as well.

5.2.0 Testing of Hypotheses
H1 There is no significant difference between the Academic Achievement of Male and Female Secondary School Students is accepted as no significant difference was found at 0.05 level between academic achievement of males and females.

H2 There is no significant difference between the Academic Achievement of Class IX and Class X Secondary School Students is rejected as significant difference was found at 0.05 level between academic achievement of class IX and Class X students.

H3 There is no significant difference between the Academic Achievement of various categories of Intelligence of Secondary School Students is rejected as significant difference was found at 0.05 level between academic achievement of various categories of intelligence.

H4 There is no significant difference between the Academic Achievement of various categories of Socio-economic Status of Secondary School Students is rejected as significant difference was found at 0.05 level between academic achievement of various categories of Socio-economic Status.

H5 There is no significant difference between the Academic Achievement of Secondary School Students of various boards is rejected as significant difference was found at 0.05 level between academic achievement of Students of various boards.

H6 There is no significant difference between the Academic Achievement of Hindi Medium and English Medium Secondary School Students is rejected as significant difference was found at 0.05 level between academic achievement of Hindi Medium and English Medium Students.
H7 There is no significant difference between the Intelligence of Hindi Medium and English Medium students of Secondary School is rejected as significant difference was found at 0.05 level between the Intelligence of Hindi Medium and English Medium students.

H8 There is no significant difference between the Socio-economic Status of Male and Female Secondary School Students is accepted as no significant difference was found at 0.05 level between the Socio-economic Status of Male and Female Students.

H9 There is no significant difference between the Intelligence of Male and Female Secondary School Students is accepted as no significant difference was found at 0.05 level between the Intelligence of Male and Female Students.

H10 There is no significant relationship between Intelligence and Socio-economic Status of Secondary School Students is rejected as positive correlation was found between Intelligence and SES, and the value was significant at 0.01 level.

H11 There is no significant relationship of Socio-economic Status and Intelligence with Academic achievement of Secondary School Students is rejected as a moderate correlation was found between Intelligence and SES with Academic Achievement.

5.3.0 Conclusion

The major facts that emerged from the findings of the study are that gender does not affect the academic achievement. The males and females both have equal opportunity for enhancing their academic achievement. The Socio economic Status plays a vital
role in determining the academic achievement of the students. Likewise, intelligence level is also affected by the socio economic status and further influences the academic achievement of the students. Medium of instruction, class and type of board also play a major role in determining the academic achievement.

5.4.0 Educational Implications of the study

The purpose of the study is to find out the influence of Socio Economic Status and Intelligence on academic achievement of the secondary school students. It is found that low SES of children and their parents affect their Academic achievement. Due to low income group the children couldn’t be send to good schools, are deprived of basic educational facilities and are not exposed to good environment which leads to poor academic performance. Although there are exceptional cases children do achieve good scores in spite of low SES but very few. Effect of educational environment, parental education and their income play an important role in academic achievement of students. Contextual parameters play an important role in Academic achievement of students. Children belonging to Low SES may be intelligent but lack of exposure, facilities and environment; they do not develop and perform to their optimum required level. The IQ level doesn’t develop academically to perform and results in low scores. New theories of intelligence and the tool used for finding out the intelligence scores support this argument. Stefen Ceci’s (1950) Bio ecological theory of Intelligence holds that mental activities or IQ are dependant on context. He says that society and environment plays an important role in shaping human intelligence. In fact Intelligence may be a biological disposition which develops within an environment. Hence children from low SES are normally not able to score academically. On the other hand, it is observed that the students from high SES are
able to perform academically due to better facilities, educational environment and exposure but still some do not score so well as the society and the environment again plays a vital role. Such students move in a high society and are exposed to an environment which may act as a distraction and divert them from performing academically.

On the basis of the findings of the study suggestions can be given to various individuals who are policy makers and responsible for holistic development of the child.

5.4.1 Suggestions for family

1. The children belonging to low SES must be sent to school regularly.
2. The family must take the academic performance seriously.
3. Intelligence is an innate quality. If environment and exposure is provided, children from low SES can also have higher academic achievements.

5.4.2 Suggestions for Teachers

1. Teachers have great responsibility and a major role to play in enhancing the academic achievement of the students.
2. Teacher may be teaching in UP board, CBSE Board or ICSE Board, they should take their profession seriously.
3. Teachers must work hard with the students whether they are accountable to someone or not.
4. Monitoring should not force them to work with the students seriously for securing better marks.
5. Teachers with their motivation and teaching skills can bring a change in learning outcome.

6. With his dedication and sincerity a slow learner can be made to secure more than he is normally able to secure.

### 5.4.3 Suggestions for School Administrators

School administration can reserve some seats for children from Low SES.

1. Special attention to be imparted to such students.

2. School Administration can also introduce scholarship schemes for promotion of children belonging to Low SES.

3. Special Remedial classes can be arranged for slow learners or children with low IQ.

4. The classes may be divided into 3 sections and pace of teaching learning can be regulated as per the need.

5. Teachers may be instructed and given a target percentage, so that they work hard with the students.

### 5.4.4 Suggestions for Government /Educational Planner

1. Government should make special provision for children belonging to low SES.

2. The similar facilities at par with the public schools must be introduced in government Schools. It will raise the standard of learning process.

3. Special free of cost tuitions and coaching can be provided to children belonging to Low SES and children who need more attention with Low IQ.

4. Teaching- learning process needs to be monitored strictly in government schools.
5. Facility of free books for reference purpose must be made available to students of Low SES.

6. Provision of a central library must be made for children of Low SES.

7. Scholarship for children with low SES may be provided to encourage the students.

8. Although government has taken measures but strict adherence is necessary.

9. Government should set standard for schools so that children should not feel inferior or superior studying in a particular school.

5.5.0 Limitations of the Study

Although the present study provides an opportunity to examine the Academic achievement of students belonging to various categories of socio economic status with different level of intelligence, but few areas like personality, role of parents, achievement motivation could not be examined. Moreover, a limited number of schools could be selected due to constraint of time and resources.

5.6.0 SUGGESTIONS FOR FURTHER STUDY

1. This study can be conducted on a larger sample.

2. The replica of this study can be conducted on children from diverse linguistics, cultural and social groups.

3. The study can also be conducted on a sample of rural areas and on different age groups as to find out whether the findings of the present study can be generalized or not.

4. The study can be conducted on a sample of primary school children.
5. The study can be conducted taking other variables into consideration like motivation, personality traits etc.

6. The study can be conducted on various types of schools namely, municipal schools, private schools, aided schools, schools run by missionaries etc.

TO CONCLUDE

A lot of research work has been done to enhance the academic achievement of the students. However children from the low socio economic background actually face the challenge. It becomes difficult as they grow due to the hardships they face. There are many factors which contribute for academic success of the child. Schools are an integral part of the society. They do not exist in isolation. Some students need an extra effort to meet the challenges and the schools need to provide that motivation to students for success.

Intelligence plus character – that is the goal of true education.

- Martin Luther King, Jr.