CHAPTER – V

THE SUMMARY OF THE FINDINGS AND RECOMMENDATIONS

Introduction

In the present investigation, an attempt has been made to find out the awareness and the preference of parents regarding admission of their children in schools. This chapter summarizes the findings which have been presented in different sections of the chapter IV. The salient findings of the study are brought together in this chapter. Besides the major findings emerging from the study, the researcher also presents areas for further research and the educational implication of the findings of the study in the light of the present investigation.

The salient findings of the study are summarized below:

Inference through Parents’ Awareness Scale

Identification of Awareness of Parents

1. The analysis made on the total sample revealed that the parents had the topmost awareness on the factor, ‘school assures 100% pass with good marks’ and they had the least awareness on the factor, ‘I do not know the aims and objectives of the school’.

The analysis made on different themes in the rating scale revealed that parents had the highest awareness on the theme, ‘extra-curricular activities’ and the lowest awareness on the theme, ‘administrative structure of school’.
2. The illiterate parents and the parents with school education had the topmost awareness on the factor, ‘school assures 100% pass with good marks’. The graduate parents had the topmost awareness on the factor, ‘school has adequate classrooms to accommodate the students’ and the parents with professional degree had the topmost awareness on the factor, ‘school does not have qualified and experienced teachers’.

The illiterate parents had the least awareness on the factor, ‘I know the IQ of my child’. The parents with school education had the least awareness on the factor, ‘I do not know the aims and objectives of the school’. The graduate parents had the least awareness on the factor, ‘I am not aware of the administrative structure of the school’ and the parents with professional degree had the least awareness on the factor, ‘the academic performance of students are compared with his/her previous performances only, not with the performance of others’.

The illiterate parents, parents with school education and the graduate parents had their highest awareness on the theme, ‘extra-curricular activities’ and the parents with professional degree had the highest awareness on the theme, ‘teaching-learning practices’. The illiterate parents and the parents with professional degree had their lowest awareness on the theme, ‘perception about their child’ and the other two groups in the variable had their lowest awareness on the theme, ‘administrative structure of the school’.
3. The parents with an income less than Rs.3000 per month and the parents with an income between Rs.5001 and Rs.10000 had the topmost awareness on the factor, ‘school assures 100% pass with good marks’. The parents with an income between Rs.3001 and Rs.5000 had the topmost awareness on the factor, ‘school does not practice the innovative strategies in teaching-learning process’ and the parents with an income more than Rs.10000 per month had the topmost awareness on the factor, ‘school has adequate classrooms to accommodate the students’.

The parents with an income less than Rs.3000 per month and the parents with the income between Rs.5001 and Rs.10000 had the least awareness on the factor, ‘I do not know the aims and objectives of the school’. The parents with the income between Rs.3001 and Rs.5000 and the parents with income more than Rs.10000 had the least awareness on the factor, ‘I am not aware of the administrative structure of the school’.

All the parents irrespective of their income category had the highest awareness on the theme, ‘extra-curricular activities’. The parents with income between Rs.3001 and Rs.5000 had the lowest awareness on the theme, ‘perception about their children’, remaining others had the lowest awareness on the theme, ‘administrative structure of school’.

4. Based on the class of admission of the child the parents were classified into five groups namely, the parents of children in KG class (group I), the parents of children in class I (group II), the parents of children in class VI (group III), the parents of children in class IX (group IV), and the parents of
children in class XI (group V). Among these groups, group-I and group-II had the topmost awareness on the factor, ‘school has adequate classrooms to accommodate the students’. Group-III and group-V had the topmost awareness on the factor, ‘school assures 100% pass with good marks’ and group-IV had the topmost awareness on the factor, ‘school does not practice the innovative strategies in teaching-learning process’.

Group-II and group-IV had the least awareness on the factor, ‘I do not know the aims and objectives of the school’, group-I had the least awareness on the factor, ‘school does not encourage and develop hints taking habit to pupils during teaching’, group-III had the least awareness on the factor, ‘I know the IQ of my child’ and group-V had the least awareness on the factor, ‘I am not aware of the interest of my child’.

The groups I, III and IV had the highest awareness on the theme, ‘extra-curricular activities’, group-II had the highest awareness on the theme, ‘infrastructure of the school’ and group-V had the highest awareness on the theme, ‘teaching-learning practices’. The groups I, III, IV, and V had the lowest awareness on the theme, ‘perception about their children’ and group-II had the lowest awareness on the theme, ‘administrative structure of the school’.

5. Based on the type of management of school the parents were classified into three groups namely, the parents of children in government schools (group I), the parents of children in government aided schools (group II) and the parents of children in private schools (group III). Among these
groups, group-I had the topmost awareness on the factor, ‘school assures 100% pass with good marks’, group-II had the topmost awareness on the factor, ‘school has adequate classroom to accommodate the students’ and group-III had the topmost awareness on the factor, ‘school does not have qualified and experienced teachers’.

The groups I and II had the least awareness on the factor, ‘I know the IQ of my child’ and group-III had the least awareness on the factor, ‘I do not know the aims and objectives of the school’.

The groups I and II had the highest awareness on the theme, ‘extracurricular activities’ and group-III had the highest awareness on the theme, ‘teaching-learning practice’. Group-I had the lowest awareness on the theme, ‘administrative structure of the school’ and groups II and III had the lowest awareness on the theme, ‘perception about their children’.

6. Based on the distance from their home to school the parents were classified into three groups namely, the parents with distance less than 1 km (group I), the parents with distance between 1 km and 3 km (group II), and the parents with distance more than 3 km (group III). Among these groups, group-I had the topmost awareness on the factor, ‘school has adequate classroom to accommodate the students’, group-II had the topmost awareness on the factor, ‘schools assures 100% pass with good marks’ and group-III had the topmost awareness on the factor, ‘school does not have qualified and experienced teachers’.
Group-I had the least awareness on the factor, ‘I know the IQ of my child’ and groups II and III had the least awareness on the factor, ‘I do not know the aims and objectives of the school’.

The groups I and II had the highest awareness on the theme, ‘extra-curricular activities’ and they had the lowest awareness on the theme, ‘administrative structure of the school’. Group-III had the highest awareness on the theme, ‘teaching-learning practice’ and had the lowest awareness on the theme, ‘perception about their children’.

7. Based on the mode of transportation to school the parents were classified into four groups namely, the parents send their children by public transport (group I), parents send their children by school vehicle (group II), parents send their children by own vehicle (group III) and the parents send their children on foot (group IV). Among these groups, groups I, II, III and IV had the topmost awareness on the factors, ‘school does not practice the innovative strategies in teaching-learning process’, ‘school assures 100% pass with good marks’, ‘school does not have qualified and experienced teachers’, and ‘school has adequate classrooms to accommodate the students’ respectively.

The groups I, II, III, and IV had the least awareness on the factors, ‘I do not know the aims and objectives of the school’, ‘I know the IQ of my child’, ‘I do not know the aims and objectives of the school’ and ‘I am not aware of the administrative structure of the school’ respectively.
All the parents irrespective of mode of transportation had the highest awareness on the theme, 'extra-curricular activity' and had the lowest awareness on the theme, 'administrative structure of the school'.

8. The parents of urban area had the topmost awareness on the factor, 'school assures 100% pass with good marks' and the parents of rural area had the topmost awareness on the factor, 'school has adequate classrooms to accommodate the students'. Both the parents irrespective of their locality had the least awareness on the factor, 'I do not know the aims and objectives of the school'.

The parents of urban area had the highest awareness on the theme, 'extra-curricular activity' and the parents of rural area had the highest awareness on the theme, 'teaching-learning practices'. Both the parents had their lowest awareness on the theme, 'administrative structure of the school'.

9. The parents of male children had the topmost awareness on the factor, 'school assures 100% pass with good marks' and they had the least awareness on the factor, 'I know the IQ of my child'. The parents of female children had the topmost awareness on the factor, 'school has adequate classrooms to accommodate the students' and they had the least awareness on the factor, 'I am not aware of the administrative structure of the school'.

The parents of male children had the highest awareness on the theme, 'extra-curricular activity' and the parents of female children had the highest
awareness on the theme, ‘teaching-learning practices’. Both the parents had the lowest awareness on the theme, ‘administrative structure of the school’.

10. The parents of children in state board education had the topmost awareness on the factor, ‘school has adequate classrooms to accommodate the students’ and had the least awareness on the factor, ‘school has well furnished library with dailies, journals, books and reference materials’. The parents of children in matriculation education had the topmost awareness on the factor, ‘school assures 100% pass with good marks’ and had the least awareness on the factor, ‘I do not know the aims and objectives of the school’.

Both the parents had the highest awareness on the theme, ‘extracurricular activity’. The parents of children in state board education had the lowest awareness on the theme, ‘administrative structure of the school’ and the parents of children in matriculation education had the lowest awareness on the theme, ‘perception about their children’.

**Differential Analysis on Awareness of the Parents**

11. From the analysis made on the values obtained through the Parents’ Awareness Scale, the calculated F-value 3.146 shows a statistically significant difference at 0.05 level among the awareness of the parents on the basis of their educational qualification. Hence it is concluded that the parents had shown a difference in their awareness based on their educational qualification.
12. No significant difference (F value 1.769) could be noticed among the awareness of the parents on the basis of their income. Therefore it is inferred that the parents had shown similarity in their awareness based on their income.

13. While comparing the awareness values of the parents on the basis of the class of admission of the child, a significant difference at 0.05 level (F value 2.832) could be observed. Hence it is concluded that the parents had differences in their awareness based on the class of admission of the child.

14. The calculated F-value 3.107 shows a difference at 0.05 level among the awareness of the parents based on the type of management of the school. Hence it is inferred that the parents had varied in their awareness on the basis of the type of management of the school.

15. It is concluded from the analysis that the awareness of the parents significantly differs on the basis of the distance from their home to school. The calculated F-value 3.230 shows a significant difference at 0.05 level.

16. No significant difference could be noticed (F = 1.099) among the awareness of parents based on the mode of transportation to school. Hence it is deduced from the analysis that the mode of transportation to school had shown similarity among the awareness of the parents.

17. A significant difference at 0.05 level (t=2.060) could be identified between the awareness of the parents based on the locality. The mean value of the parents from urban area is 44.08 and the mean value of rural parents
is 43.34. Hence it is concluded from the analysis that the parents of urban area had better awareness than that of the parents residing in rural area.

18. The t-value 1.712 shows no significant difference between the awareness of the parents on the basis of the gender of the child. Therefore it is deduced from the analysis that the parents had shown a similar awareness irrespective of the gender of the child.

19. The mean value of the awareness of the parents of children in matriculation education is 44.32 and the mean of the parents of children in state board education is 43.40. The calculated t-value 2.311 shows a significant difference at 0.05 level between these two groups. Hence it is inferred that the parents of children in matriculation education had better awareness than that of the parents of children in state board education.

Inference through Parents’ Preference Scale

Identification of Preference made by the Parents

20. The analysis made on the total sample revealed that the parents had given the topmost preference to the factor, ‘school assures 100% pass with good marks’ and the least preference had been given to the factor, ‘school in which known teachers are working’. Further analysis made on different themes in the rating scale revealed that the parents had given the highest preference to the theme, ‘teaching-learning practices’ followed by other themes and had given the lowest preference to the theme, ‘other considerations’.
21. The factor, ‘school assures 100% pass with good marks’ had its topmost preference by the illiterate parents and parents with school education. The graduate parents had given the topmost preference to the factor, ‘school provides extra coaching for low achievers with special attention’. The factor, ‘school has qualified and experienced teachers’ had been given the topmost preference by the parents with professional degree.

The factors, ‘water scarcity is common in the school’, ‘school in which known teachers are working’, and ‘school has inadequate toilet facilities’ had been given the least preference by the parents viz., who are illiterates, with school education and the parents with professional degree, and graduate parents.

The highest preference had been given to the theme, ‘teaching-learning practices’ and the lowest preference had been given to the theme, ‘other considerations’ by the parents irrespective of their educational qualification.

22. The factor, ‘school assures 100% pass with good marks’ had been given the topmost preference by the parents with an income less than Rs.3000 per month and the parents with the income between Rs.3001 and Rs.5000. The parents with income between Rs.5001 and Rs.10000 had given the topmost preference to the factor, ‘school has adequate classrooms to accommodate the students’ and the parents with an income more than Rs.10000 per month had given the topmost preference to the factor, ‘school has qualified and experienced teachers’.
The factors, 'school in which known teachers are working', 'school has inadequate toilet facilities', 'school celebrates national festivals and leaders' birthday in a grand manner', and, 'school in which my neighbours are not admitting their children' were given the least preference by the four groups viz. the parents with an income less than Rs.3000, with an income between Rs.3001 and Rs.5000, with an income between Rs.5001 and Rs.10000 and the parents with an income more than Rs.10000 per month.

The highest preference had been given to the theme, 'teaching-learning practices' and the lowest preference had been given to the theme, 'other considerations' by the parents irrespective of their income.

23. The parents of children in KG class and the parents of children in class I had given the topmost preference to the factor, 'school has adequate classrooms to accommodate the students'. The parents of children in class VI and the parents of children in class IX had given the topmost preference to the factor, 'school assures 100% pass with good marks' and the parents of children in class XI had given the topmost preference to the factor, 'school has qualified and experienced teachers'.

The factors, 'school has adequate laboratory facilities', 'school has inadequate toilet facilities', 'school does not practice the innovative strategies in teaching-learning process', 'school in which the known teachers are working', and 'school has classes up to standard XII' had been given the least preference by the five groups viz. the parents of children in KG class, the parents of children in class I, the parents of children in
class VI, the parents of children in class IX, and the parents of children in class XI.

The theme, ‘infrastructure of the school’ had been given the highest preference by the parents of children in KG class and remaining others had given the highest preference to the theme, ‘teaching-learning practices’. The theme, ‘other considerations’ had been given the lowest preference by all the parents irrespective of the class of admission of the child.

24. The factors, ‘school has qualified and experienced teachers’, ‘school does not honour their pupils for their academic excellence’, and ‘school assures 100% pass with good marks’ had been given the topmost preference by the three groups of parents viz. the parents of children in the government schools, the parents of children in the government aided schools, and the parents of children in private schools.

The factors, ‘school has inadequate toilet facilities’, ‘school in which known teachers are working’, and ‘school has classes up to standard XII’ had been given the least preference by those three groups of parents respectively.

The theme, ‘teaching-learning practices’ had been given the highest preference and the theme, ‘other considerations’ had been given the lowest preference by the parents irrespective of the type of management of school.

25. The two groups of parents namely, the parents with distance less than 1 km and the parents with distance more than 3 km from their home to school had given the topmost preference to the factor, ‘school assures 100%
pass with good marks'. The factor, 'school provides training on additional languages other than instructional language' had been given the topmost preference by the parents with distance between 1 km and 3 km from their home to school.

The factors, 'school in which the known teachers are working', 'school has inadequate toilet facilities', and 'school celebrates national festivals and leaders' birthdays in a grand manner' had been given the least preference by the parents with distance less than 1km from their home to school, the parents with distance between 1 km and 3 km, and the parents with distance more than 3 km respectively.

The theme, 'teaching-learning practices' had been given the highest preference and the theme, 'other considerations' had been given the lowest preference by the parents irrespective of the distance from their home to school.

26. The parents who send their children to school by public transport and who send by school vehicle had given their topmost preference to the factor, 'school assures 100% pass with good marks'. The parents who send their children to school by their own vehicle had given the topmost preference to the factor, 'school has adequate classrooms to accommodate the students' and the parents who send their children to school on foot had given the topmost preference to the factor, 'school has qualified and experienced teachers'.
The factors, 'school in which the known teachers are working', 'school has inadequate toilet facilities', 'school celebrates national festivals and leaders’ birthday in a grand manner', and 'school in which my neighbours are not admitting their children' had been given the least preference by the parents viz. who send their children by public transport, who send by school vehicle, who send by their own vehicle and who send their children on foot.

The theme, 'teaching-learning practices' had been given the highest preference and the theme, 'other considerations' had been given the lowest preference by the parents irrespective of the mode of transportation to school.

27. The parents of urban area had given the topmost preference to the factor, 'school has qualified and experienced teachers' and the parents of rural area had given the topmost preference to the factor, 'school assures 100% pass with good marks'.

The factor, 'school in which the known teachers are working' had been given the least preference by the parents irrespective of their locality.

The theme, 'teaching-learning practices' had been given the highest preference and the theme, 'other considerations' had been given the lowest preference by the parents irrespective of their locality.

28. The parents of male children had given the topmost preference to the factor, 'school has qualified and experienced teachers'. The parents of female children had given the topmost preference to the factor, 'school assures 100% pass with good marks'.
The parents of male children had given the least preference to the factor, ‘school celebrates national festivals and leaders’ birthday in a grand manner’ and the parents of female children had given the least preference to the factor, ‘school does not have guidance and counselling facilities’.

The theme, ‘teaching-learning practices’ had been given the highest preference and the theme, ‘other considerations’ had been given the lowest preference by the parents irrespective of the gender of the child.

29. The parents of children in state board education had given the topmost preference to the factor, ‘school assures 100% pass with good marks’ and the parents of children in matriculation education had given their topmost preference to the factor, ‘school has qualified and experienced teachers’.

The parents of children in state board education had given the least preference to the factor, ‘school in which the known teachers are working’ and the parents of children in matriculation education had given the least preference to the factor, ‘school has inadequate toilet facilities’.

The theme, ‘teaching-learning practices’ had been given the highest preference and the theme, ‘other considerations’ had been given the lowest preference by the parents irrespective of the pattern of education.

**Differential Analysis on Preference made by the Parents**

30. A statistically significant difference at 0.05 level (F-value 3.352) could be noticed among the preference made by the parents based on their educational qualification. Hence it is concluded that the parents had shown
a difference in their preference on admission of their children in schools on the basis of their educational qualification.

31. The F-value 4.211 obtained from the preference values based on the income of parents shows a significant difference at 0.01 level. Therefore it is inferred from the analysis that the preference made by parents on admission of their children in schools differ based on their income.

32. A significant difference at 0.01 level (F-value = 6.263) could be identified among the preference made by the parents on admission of their children in schools on the basis of the class of admission of the child. Hence it is deduced that the parents had varied in their preference on admission of their children in schools on the basis of the class of admission of the child.

33. While comparing the preference made by the parents on admission of their children in schools based on the type of management, a significant difference at 0.01 level (F-value = 6.119) could be observed. Therefore it is concluded that the parents had made differences in their preference on admission of their children in schools based on type of management of schools.

34. No significant difference could be noticed (F-value = 1.501) among the preference made by the parents on admission of their children in schools based on the distance from their home to school. Hence it can be inferred from the analysis that the parents had not shown much consideration on the distance while selecting schools to admit their children.
35. The preference results based on the mode of transportation to school revealed a significant difference at 0.05 level (F-value = 3.099) among the different groups in it. Hence it is deduced that the preference made by parents on admission of their children in schools differs on the basis of the mode of transportation to school.

36. No significant difference (t-value 1.193) could be noticed between the preference made by the parents on admission of their children in schools based on the locality. Hence it is inferred that the parents of rural area and the parents of urban area had made similarity in their preference on admission of their children in schools.

37. A significant difference at 0.05 level (t-value 2.368) could be observed between the preference made by the parents on admission of their children in schools on the basis of the gender of the child. Therefore, it is concluded that the parents of male children and the parents of female children had made a difference in their preference on admission of their children in schools.

38. A significant difference could be identified between the preference made by the parents on admission of their children in schools on the basis of the pattern of education. The t-value 2.735 shows statistically significant difference at 0.01 level. Hence it is deduced from the analysis that the parents of children in matriculation education and the parents of children in state board education differ in their preference on admission of their children in schools.
Correlation Study

39. The coefficient of correlation of the total sample is 0.0029 (df = 2598), which shows no significant positive correlation between the awareness of the parents and the preference made by them on admission of their children in schools. Therefore, it is inferred from the analysis that the awareness of the parents had no significant positive relationship with their preference made on admission of their children in schools.

40. It is observed that no significant positive correlation is found between the awareness of the illiterate parents \( r = 0.0188, \text{df} = 450 \), the parents with school education \( r = 0.0023, \text{df} = 992 \) and the graduate parents \( r = 0.0213, \text{df} = 697 \) with their preference made on admission of their children in schools. But, a statistically significant positive correlation at 0.01 level \( r = 0.2815, \text{df} = 453 \) could be identified between the awareness of the parents with professional degree and the preference made by them on admission of their children in schools. Hence it is concluded that the parents with professional degree had selected the schools for their children having better awareness.

41. The coefficient of correlation is 0.0032, 0.0319 and 0.0071 of the parents with an income less than Rs.3000 per month, with an income between Rs.3001 and Rs.5000 per month, and with an income between Rs.5001 and Rs.10000 respectively. No significant positive correlation is found among these groups in relation to their awareness and the preference made on admission of their children in schools. But, a significant positive
correlation at 0.05 level \( (r = 0.1282, df = 387) \) is found between the awareness of the parents with an income more than Rs.10000 per month and with their preference made on admission of their children in schools. Therefore it is inferred that the parents with an income more than Rs.10000 per month had preferred the schools for their children having better awareness.

42. It is observed that the parents of children in KG class, the parents of children in class I, the parents of children in class VI and the parents of children in class IX had no statistically significant positive relationship between the awareness and their preference made on admission of their children in schools. But, a significant positive correlation at 0.05 level \( (r = 0.1092, df = 508) \) is found between the awareness of the parents of children in class XI with their preference made on admission of their children in schools. Therefore, it is deduced that the parents of children in class XI had admitted their children only after having better awareness.

43. The coefficient of correlation 0.0806 with df 895 shows a significant positive correlation at 0.05 level between the awareness of the parents of children in private schools and their preference made on admission of their children. Hence it is concluded that the parents of children in private schools had admitted their children only after having better awareness. But, the awareness of parents of children in government schools and the parents of children in government aided schools had no significant positive
relationship with their preference made on admission of their children in schools.

44. No significant positive correlation is found between the awareness of the parents and the preference made by them on admission of their children in schools on the basis of the distance from their home to school. Therefore, it is inferred that the awareness of the parents had no significant positive relationship with their preference made on admission of their children based on the distance from their home to school.

45. No significant positive correlation is found between the awareness of the parents and the preference made by them on admission of their children among the groups in the mode of transportation to school. Therefore it is concluded that the awareness of the parents had no significant positive relationship with the preference made by the parents on admission of their children in schools based on the mode of transportation to school.

46. The coefficient of correlation between the awareness and the preference made on admission of the parents of rural area 0.0412 (df = 1274) and the parents of urban area 0.0191 (df = 1322) show no significant positive correlation. Hence it is concluded from the analysis that the awareness of the parents irrespective of the locality had no significant positive relationship with their preference made on admission of their children in schools.
47. No significant positive correlation is observed between the awareness and their preference among parents of male children ($r = 0.0095, \ df = 1335$) and the parents of female children ($r = 0.0159, \ df = 1261$). Hence it is inferred that the awareness of the parents had no significant positive relationship with their preference made on admission of their children in schools irrespective of the gender of the child.

48. A significant positive correlation at 0.05 level ($r = 0.0818, \ df = 895$) is found between the awareness of the parents of children in matriculation education and their preference made on admission of their children in schools. Therefore it is inferred that the parents of children in matriculation education had selected the schools having better awareness. But, it was not found in the case of the parents of children in state board schools. The coefficient of correlation 0.0003 shows no significant positive correlation between the awareness and the preference made by the parents.

**Recommendations of the Study**

The present research is a need based one. When the government encourages the private schools and liberalizes the clenches on starting new schools, a research like this attempted to study the awareness and preference of parents on admission of their children in schools, indeed, contributes significantly towards parents, managements of schools and policy making as well. The recommendations based on the results of the study are broadly classified under the following categories:
1. Parents

One of the factors contributing to better future of the young ones is providing quality education in the suitable schools. It is the prime responsibility of the parents to provide this education to their children by having better awareness on schools as well as on their children. The study revealed that the parents had selected schools having minimum awareness on schools and on their children. Therefore, necessary steps may be taken to provide thorough knowledge to parents regarding the schools and about their children. Certain suggestions are as follows:

1.1 Awareness helps to make better preference on schools. But, it could be noticed from the analysis made on the total sample that there is no significant positive relationship between the awareness of parents and the preference made by them on admission of their children in schools. It implies that parents were making preference without having proper awareness on schools and on their children. This habit of making preference may lead to either aversion on the part of the learner or depression on the part of the parents. Hence the study recommends that parents may be given thorough orientation about schools and the role of the psychological factors such as IQ, attitude, aptitude and interest of the learner in learning. This will help the
parents to take correct decision in selecting schools and courses for their children.

1.2 The study revealed that most of the parents had poor awareness on a) the administrative structure of the schools and b) the perception about their children (knowledge about their children) which are the two major aspects that have pre-dominant role in making conducive teaching-learning climate (atmosphere). The poor knowledge on these aspects can mislead the parents in such a way that they may select the schools beyond the capacity or below the capacity of their children. Either of these situations will give a negative impact on both learning side as well as the teaching side. By devoting enough time and developing attitude towards knowing these things, parents may overcome this situation. Therefore the study recommends that proper orientation may be given to parents to change their attitudes towards having better awareness on schools and on their children.

1.3 The study revealed that the parents with professional degree, the parents with income more than Rs.10000 per month, the parents of children in class XI, the parents of children in private schools, and the parents of children in matriculation education had a significant positive relationship between the awareness and their preference made on admission of their children in schools. The remaining others had not have such positive relationship. It may be concluded that the need has created such positive relationship. Hence the study recommends that the parents may be oriented by NGOs to have better awareness on education for the future of their children.
1.4 Due to the vicious circle like poor facility, poor economic conditions, poor educational status, poor accessibility with others, poor knowledge, etc. the parents living in rural area had not have better awareness on par with the parents of urban area. Hence the study recommends that the rural parents must be oriented thoroughly about the schools, about the learning ability of their children and the availability of different avenues for their children in providing better education.

1.5 Due to over importance given to subject marks for promotion and admission, the parents had confined themselves only on marks. This narrow-down attitude of parents had made a barrier on their children to develop their individual talents and creativity. Therefore, the study recommends that parents may be oriented with the real purpose of education.

2. Management of Schools

The management of schools is the nerve centre of any society in equipping the schools to provide the suitable education which is expected by the society. Therefore, the managements have vital role to play not only in providing necessary infrastructural facilities to the learners but also in updating them periodically and in assisting the staff to impart quality education to the learners. Some of the recommendations pertaining to the management of schools as emerged from this study are enumerated as follows:

2.1 In the prevailing educational trend in which the subject marks alone taken for the promotion of students in a class and the admission into higher classes, the schools may think that their prime responsibility is to produce
100% pass with good academic marks only. As indicated by the Kothari Commission, 'the destiny of the nation is being shaped in her classrooms', schools have vital role not only providing the literal knowledge, but also shaping the personality of students towards the socially desirable direction. Therefore the schools should slightly redefine their role, thereby concentrating on the aspects other than mere teaching the subjects and securing 100% exam results. The results of the study strongly justify the concentration on non-scholastic aspects for better career development and behaviour modification of the learner. Therefore the study recommends that the managements of schools should not confine their aims on producing exam results alone.

2.2 The study revealed that the preference made by the parents differ on the basis of the needs rose. Some parents had given the topmost preference to the infrastructure, some had given the topmost preference to teaching-learning and some others had given the topmost preference to discipline practiced in the school and so on. Therefore the study recommends that the managements should equip themselves to suit to the needs of all sorts of people.

2.3 The study revealed that the parents who had a significant positive relationship between the awareness and the preference had preferred the factor, 'the school has qualified and experienced teachers', which means the group of parents who had better awareness prefers the standard of teachers and their qualifications. Hence it is recommended that the managements of schools must
appoint the teachers with higher qualification and retain them by providing necessary facilities and privileges to them.

2.4 The study revealed that majority of the parents had awareness on the extra-curricular activities of the schools only, the other aspects were not distinctly known by them. Therefore it is recommended that managements of schools must create awareness on their unique aspects such as, morning prayers, round the clock internet facilities, discussing on G.K. and Current affairs, and coaching on music, dance, fine arts etc. of their schools to parents.

2.5 Almost all the parents had given the topmost preference to, ‘teaching-learning practices’ of the school. Therefore it is the recommendation to the managements that introducing and practicing innovative strategies in teaching-learning process would attract the parents more than any other strategies.

3. Policy Making

In addition to the above recommendations, certain recommendations are pertaining to policy matters. They are described below:

3.1 When the government have constraints to start new schools and when considerable number of private organizations have entered in this field to start schools, it is the responsibility of the government to take necessary steps to maintain the quality of education. The functioning of a department in the state government as a decision making body is a big boon to school education in the state as well as in district also. This department is supposed to monitor the quality and functioning of schools in the state and in the district at the grass
root level. One of the duties of this department is to evolve appropriate norms for starting new schools and monitoring the functions of them. It is vital that the department should give due emphasize not only on the physical facilities but also the intellectual practices of the school in a comprehensive way. Hence the study recommends that the department should frame suitable norms regarding the infrastructure, area of the school, staff structure, curriculum and monitoring the functioning of the schools to provide right education needed to the society.

3.2 The common curriculum and common pattern of evaluation is being practiced throughout the state. This practice in education has the pitfall that, it dims the diamonds and polishes the pebbles. The curriculum must fulfill the needs of the learner and the pattern of evaluation must judge the level of the learner. Therefore the study recommends that instead of having the common curriculum, syllabus and the common pattern of evaluation throughout the state, schools may be given autonomy to frame their own curriculum and design their own pattern of evaluation. A monitoring committee must be appointed to supervise the standard of curriculum, suitability of the evaluation pattern, fee structure, infrastructural facilities and salary to their staff.

3.3 In the present days, the government have constituted various committees which are in-charge for framing the curriculum, syllabus and preparing the text books to the learners who are admitted in government and government aided schools at all levels throughout the state. But in matriculation schools which are run by the private bodies, they have their own
text books up to IX standard and at higher secondary level they follow the text books prepared by the Tamilnadu State Text Book Corporation. This habit of having text books and learning through them naturally give more emphasize on rote memory learning rather than learning by understanding or application. Therefore it is recommended that an expert committee formed by the government must frame the curriculum and prepare the skeleton of the syllabus alone. The autonomy should be given to schools, teachers and students to select the content of their own.

3.4 The result of the study revealed that the parents of all categories had given the topmost preference to the schools which assures 100% pass with good marks. But by definition it is meant that the curriculum is the totality of experience gained by the learner. In practice, the evaluation is made only on the knowledge gained from the text book alone. The promotion of students and the admission into the higher classes are also made on the basis of the marks scored on the subject knowledge alone. The evaluation on other aspects of the curriculum is miserably missing. Hence the study recommends that the pattern of evaluation in education must be modified to evaluate the factors such as learning the text materials, doing physical activities and exercises, individual talents and the habit of moving with people.

3.5 In the present set-up, the job market is linked with the educational qualification of the job seekers. So majority of the parents prefer to admit their children only in the courses in which the job is assured. The psychological factors like the aptitude, attitude, interest, IQ, etc. of the learners are not
considered at higher secondary levels during admission. This act of avoidance of such factors may develop the aversion against education among learners. Therefore, the study recommends that the government must de-link the educational qualification with job market, besides this, the government must also include the self employment schemes in the curriculum.

3.6 Today in schools the academic marks of the learners alone preserved for longer period for references. The historical background of the students such as their aptitude, attitude, health, interest, economic status and other relevant information are not maintained properly. The result of this study also revealed that most of the parents had very poor awareness on their children. So it is very difficult to get the general information other than scholastic details of students during admissions into higher classes. Therefore the study recommends that the government should make it compulsory to maintain the cumulative record of the learners for easy references of the background variables of a learner as well as their academic performances.

3.7 The advertisements given by the schools are mainly focusing the merits like school results and achievements and the positive aspects of the schools alone, the other sides are not focused through those advertisements. Many ignorant parents are attracted by those advertisements and rush to get admission in that school. Therefore it is recommended that the government should collect all the details of the schools and propagate the merits and limitations of each school.
The findings and the recommendations made in the preceding sections clearly pointed out the awareness of the parents and the preference made by them on admission of their children in schools. It also indicated the relationship between the awareness and the preference of the parents on admission of their children. The parents participated in the study clearly expressed the factors that are preferred to admit their children in schools irrespective of the variables specified. Therefore the study would be a guideline for the organizations that are going to start new schools and that are running schools.

Suggestions for further Research

A research study would be incomplete if it doesn’t provide necessary guidelines as well as potential research topics, for further exploration. The following suggestions are made for further research in this area.

1. This study was conducted in Coimbatore district only. This may be extended to other districts in the state and other states in the country.

2. Only the parents of children in schools were taken for this study. This can be extended to other levels like arts and science colleges and professional colleges also.

3. The parents of normal children were taken for this research study. A study may be taken to identify the parents of Dyslexia and also Creative children.
4. The preference of parents and their awareness alone are taken for this study. A study may be conducted to identify the awareness and preference of learners also.

5. This study was conducted for the parents of children in matriculation education and state board education only. This may be extended to the parents of children in CBSE, ICSE, and other pattern of education.

6. A comparative study may be conducted to find out the relationship between the preference of parents and the preference of learners.

Conclusion

A research activity in a specific area is just the beginning of the exploration of the unidentified treasures in that area. In the present climate where the private schools are coming-up day-by-day, the awareness and the preference of parents on schools are considered to be the two sides of the admission coin. The selection of schools by the parents for their children based on the awareness on schools and on their children is being highlighted in many studies carried out in abroad but in India such practices were conspicuously missing.

Therefore the present study has opened up new horizons in the midst of parents, management of schools and the government. Making preference without having proper awareness and admitting the children in schools where the curriculum is over-doze or beyond the capacity of the children and vice-versa will produce an adverse effect on the education of the children. It is the
oppression from the parents who want every one of their sons and daughters to be either a doctor or an engineer irrespective of the child’s aptitude or mental caliber. On the other hand, it is the suppression from the teacher who tailors the students’ area of wisdom to suit his own limited sphere of knowledge. Sandwiched between these two forces the student is finally ‘cured’ by the depression system of examination also. Thus the poor boy and girl becomes the victim of the triangular forces of oppression, suppression and depression. But, the awareness of parents on schools might help them having better judgement on the facilities and functioning of schools and the awareness on their children might help them knowing the true capabilities of their children.

Hence, the awareness of parents certainly rescues the learners from the triangular forces of oppression, suppression and depression, at the same time the study revealed that majority of the parents have only poor awareness on the schools and on their children. So, choice advisors may be appointed to provide proper awareness to parents. The preference made by the parents on schools is the real status indicator of the school. It will help the management of schools and the government to know their status among parents and pave the way in taking right decision in redesigning the curriculum, restructuring the method of transaction, practicing the innovative techniques in the pattern of evaluation and updating the physical facilities of the school to fulfill the expectations of the society.

Therefore, the future of education depends upon how well a strong network is created between the awareness and the preference of parents on the
admission of their children. The better awareness can really help in making a better preference among parents and that have a direct influence on the personality development and overall performance of students. This is the kind of situation that the country will be looking for in the near future. The future depends on how well the relationship between the awareness and the preference is established. When the relationship is good, the future of young buds will be definitely bright. Let us be optimistic.