
SUMMARY AND CONCLUSION

CHAPTER - V

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Education is considered as the physical, intellectual, emotional and ethical integration of the individual into a complete man. Every child that enters the portals of education, enters it with a cultural heritage, with a particular psychological traits bearing within him the effects of his family environment and social surroundings.

It is found from the earlier researches that certain quarters of the society is affecting a child when he grows and gets educated and also these quarters wield greater influence on the acquisition and attainment of education. Certain pertinent questions arise from the views and these are as follows:

1. Whether the area of institution, type of institution and sex of the child have any influence on the academic achievement.
2. Whether SES, Ho.Env., Cl.Cl.,Cl.Tru., Pee. Inf.,Int, Creat, Edu. Asp. and Stu. Ori. and personality variables exert the same influence or exert influence of a different magnitude?
3. If they exert influence and contribute to the variance, how much do they individually contribute?

In order to have a clear understanding and satisfactory answer for the questions emerged from the theoretical background, a study was undertaken and the problem was stated as under:

A study of some factors related to academic achievement.

5.1 SELECTION OF VARIABLES:

The independent variables selected for the study are 1. area of the institution 2. type of the institution 3. sex, 4. socio-economic status 5. home environment 6. classroom climate 7. classroom trust 8. peer influence 9. Intelligence 10. creativity 11. educational aspiration 12. study orientation, and vocational personality types 13. realistic 14. investigative 15. artistic 16. social 17. enterprising and 18. conventional. The major dependent variable for the study is Academic achievement.

5.2 OBJECTIVES OF THE STUDY:

- The following were the selected objectives of the study.
1. To study the effects of area of institution, type of institution and sex of the sample on academic achievement of pupils.
 2. To study the individual impact of all the functional variables taken for the study on academic achievement of the combined sample, rural sample, urban sample, government school sample, private school sample, boys sample and girls sample.

3. To establish the regression equation for academic achievement in relation to all the fifteen variables taken for the study.
 - a. for the combined sample
 - b. for rural and urban sample
 - c. for government and private schools samples
 - d. for boys and girls sample.

Accordingly hypotheses were formulated. The formulated hypotheses stated the functional relationship between dependent and independent variables. Again hypotheses formulated for regression analyses denoted the notion of prediction of dependent variable by explanatory variables.

5.3 METHODOLOGY:

The review of related studies revealed different approaches for the study of the selected variables. In the perspectives of the review of related literature and theoretical background, a model was hypothesized for the present study. The major aim of the study was to examine the impact of demographic, environmental and cognitive and non-cognitive variables on academic achievement of the pupils in the pre final year of the secondary stage.

Therefore the hypotheses that the fifteen explanatory variables can facilitate academic achievement of secondary students was tested through a regression analysis model. The model also took into consideration area of institution, type of

institution and sex of the sample separately.

5.3.1 TOOLS FOR THE STUDY:

In order to measure different variables taken in the study several tools were required. Accordingly nine standardized tools were selected, one tool was modified and the last tool was developed by the investigator. A Succinct description of the tools are as follows:

1. Socio economic status rating scale (Narain Rao, 1977) is modified to suit the present economic standards of the study area.
2. Home environment scale (Salunke, 1979)
3. Classroom climate scale (Sr. Marie de sales, 1978)
4. Classroom trust shedule as adapted by Sr. Marie de sales (1978)
5. Peer influence scale (Swarnalatha dass, 1986)
6. Standard Progressive Matrices (Raven, 1977)
7. Wallach and Kogan's battery of Creativity instruments (Wallach and Kogan, 1965)
8. Adapted version of Educational Aspiration scale of Mathur (Swarnalatha Dass, 1986)
9. Survey of study habits and attitudes (Brown and Holtzman, 1965)
10. Vocational Preference Inventory (Balakrishnan, 1979)
11. Academic achievement questionnaire developed by the investigator where academic achievement had been

conceptualised and defined as "the subjects' achieved knowledge and skills in science and maths".

5.3.2 SAMPLING:

As per the objectives and nature of the study, saturated stratified random sampling method was used for the present study. The target population of the study was all the students studying in class IX (1990-1991) of the 144 co-educational schools, following Tamil Nadu board of secondary education syllabus and teaching in Tamil medium of the Coimbatore Revenue District, Tamil Nadu. All the schools are under the jurisdiction of Board of Secondary education, Tamil Nadu. The stratification was according to the area of institution (rural/urban) and type of institution (Govt/Private). Altogether 15 schools were selected from the target population and all the students of one section of class IX of each school were selected for the purpose of data collection. The final sample size taken for the study is 423 pupils.

5.4 ANALYSIS OF DATA:

The data were analysed using statistical techniques-Mean, SD, critical Ratio, and regression analyses. In total, three critical Ratios and seven simple and multiple regression equations were computed.

5.5 FINDINGS OF THE STUDY:

The finding of the study were presented in correspondence to the objectives selected.

5.5.1 FINDINGS CORRESPONDING TO THE FIRST OBJECTIVE WERE STATED AS UNDER:

1. Students studying in institutions situated in urban area achieve more than the students of rural area.
2. Private school students achieve more than the government school students.
3. Girls score more than the boys in academic achievement.

5.5.2 FINDINGS CORRESPONDING TO THE SECOND OBJECTIVE WERE STATED AS FOLLOWS:

1. The extent of the academic achievement of the combined sample varies positively due to SES, Cl.Cl., Cl.Tru., Int, Creat, Edl. Asp. Stu. Ori., R, I and C.
2. The extent of academic achievement of the combined sample varies negatively due to Pee.Inf.
3. The extent of academic achievement of both rural and urban samples varies positively due to SES, Cl.Tru., Int, Creat, Edl. Asp., Stu. Ori., R and I.
4. The extent of academic achievement of rural sample varies positively due to Ho. Env., Pee. Inf., S and C, while it is not in urban sample.
5. The extent of academic achievement of urban sample varies positively due to cl.cl. and negatively due to pee. inf. while it is not in rural sample.
6. The extent of academic achievement of both Government and Private school samples varies positively due to SES and Int.

7. The extent of academic achievement of Government school sample varies positively due to Ho.Env., Pee. Inf. and negatively due to Creat and Stu.Ori.
8. The extent of academic achievement of Private school sample varies positively due to Cl.Tru., Creat, Edl. Asp., Stu.Ori., R,I,A, S and C.
9. The extent of academic achievement of both Boys and Girls samples varies due to SES.
10. The extent of academic achievement of Boys sample varies positively due to Edl.Asp. and negatively due to E.
11. The extent of academic achievement of Girls sample varies positively due to Pee.Inf. and negatively due to Stu.Ori. and R.

5.5.3 CORRESPONDING TO THE THIRD OBJECTIVE, THE FINDINGS WERE STATED AS FOLLOWS:

1. All the fifteen explanatory variables considered in the study did not predict the criterion level of academic achievement to the same extent.
2. For combined sample, the academic achievement is predicated to the extent of 78.79% and the major predictors according to their magnitude are Int, Cl.Tru., Creat, SES, Edl. Asp., S, Stu.Ori. and C.
3. For rural sample, the prediction of academic achievement is to the extent of 79.81% and the major predictors in

the descending order are Int, Ho.Env., SES, Stu.Ori., Creat, S, Cl. Tru., C and Pee. Inf. and the negative contributor is I.

4. For urban sample the prediction of academic achievement is to the extent of 96.52% and the major predictors in the descending order are SES, Creat, Stu.Ori., R, Int, Pee. Inf., Cl. Tru. and I.
5. For government school sample, the prediction of academic achievement is to the extent of 87% and the major contributors in the descending order are Creat, Ho.Env., SES, S, Int, Stu. Ori., Pee.Inf. and R. The negative contributor is E.
6. For private school sample the prediction of academic achievement is to the extent of 89.58% and the major predictors in the descending order are Int, SES, Stu. Ori., R, A, Cl.Tru. and S. The negative contributors are I and Cl.Cl.
7. For boys sample, the academic achievement is predicted to the extent of 59.46% and the major predictors in the descending order are SES, Int, Creat, R and Ho.Env. The negative predictor is S.
8. For girls sample, the academic achievement is predicted to the extent of 84.82% and the major predictors in the descending order are SES, R, Stu. Ori., Int, A, Cl.Cl. and S. The negative contributor is Pee. Inf.

9. The maximum predicatability is observed in urban group (96.52) and minimum predictability is observed in boys group (59.46%) in academic achievement.

5.6 CONCLUSIONS:

1. The rural area students, government school students and boys have to be given more consideration and facilities for better academic achievement.
2. The academic achievement of all the pupils can be improved if the following factors are considered and attended to: SES, Ho.Env., Cl. Tru., Pee.Inf., Int, Creat, Stu. Ori., R and S.