CHAPTER - V

MAIN FINDINGS,
EDUCATIONAL IMPLICATIONS
AND SUGGESTIONS
FOR FURTHER RESEARCH
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MAIN FINDINGS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

The present chapter is devoted to main findings, educational implications and suggestions for further studies. The investigator is in position to draw certain findings of the present study on the strength of the analysis and interpretations of data in preceding chapter. On the basis of analysis and interpretation as given in the previous chapter, the following main findings have emerged regarding Scholastic Achievement in relation to Achievement Motivation, Intelligence, Level of Aspiration and Socio-Economic Status of Elementary School Children.

5.1 MAIN FINDINGS

The statistical data of the study revealed the following main findings.

5.1.1 Findings based on Correlation Analysis

5.1.1.1 Correlation between Scholastic Achievement and Achievement Motivation

1. There was significant positive relationship between Scholastic Achievement and Achievement Motivation of Elementary School Children. That means the performance of Elementary School Children revealed significant positive relationship with their Achievement Motivation.
2. There was significant positive relationship between Scholastic Achievement in Mathematics and Achievement Motivation of Elementary School Children. That means the performance of Elementary School Children in Mathematics revealed significant positive relationship with their Achievement Motivation.

3. There was significant positive relationship between Scholastic Achievement in Science and Achievement Motivation of Elementary School Children. That means the performance of Elementary School Children in Science revealed significant positive relationship with their Achievement Motivation.

4. There was significant positive relationship between Scholastic Achievement in Hindi and Achievement Motivation of Elementary School Children. That means the performance of Elementary School Children in Hindi revealed significant positive relationship with their Achievement Motivation.

5.1.1.2 Correlation between Scholastic Achievement and Intelligence

1. There was significant positive relationship between Scholastic Achievement and Intelligence of Elementary School Children. That means Scholastic Achievement of Elementary School Children revealed significant positive relationship with their Intelligence.

2. There was significant positive relationship between Scholastic Achievement in Mathematics and Intelligence of Elementary School Children. That means the performance of Elementary School Children in...
Mathematics revealed significant positive relationship with their Intelligence.

3. There was significant positive relationship between Scholastic Achievement in Science and Intelligence of Elementary School Children. That means the performance of Elementary School Children in Science revealed significant positive relationship with their Intelligence.

4. There was significant positive relationship between Scholastic Achievement in Hindi and Intelligence of Elementary School Children. That means the performance of Elementary School Children in Hindi revealed significant positive relationship with their Intelligence.

5.1.1.3 Correlation between Scholastic Achievement and Level of Aspiration

1. There was significant positive relationship between Scholastic Achievement and Level of Aspiration of Elementary School Children. That means Scholastic Achievement of Elementary School Children revealed significant positive relationship with their Level of Aspiration.

2. There was significant positive relationship between Scholastic Achievement in Mathematics and Level of Aspiration of Elementary School Children. That means the performance of Elementary School Children in Mathematics revealed significant positive relationship with their Level of Aspiration.
3. There was significant positive relationship between Scholastic Achievement in Science and Level of Aspiration of Elementary School Children. That means the performance of Elementary School Children in Science revealed significant positive relationship with their Level of Aspiration.

4. There was significant positive relationship between Scholastic Achievement in Hindi and Level of Aspiration of Elementary School Children. That means the performance of Elementary School Children in Hindi revealed significant positive relationship with their Level of Aspiration.

5.1.1.4 Correlation between Scholastic Achievement and Socio-Economic Status

1. There was significant positive relationship between Scholastic Achievement and Socio-Economic Status of Elementary School Children. That means Scholastic Achievement of Elementary School Children revealed significant positive relationship with their Socio-Economic Status.

2. There was no significant positive relationship between Scholastic Achievement in Mathematics and Socio-Economic Status of Elementary School Children. That means the performance of Elementary School Children in Mathematics did not show any significant positive relationship with their Socio-Economic Status.

3. There was no significant positive relationship between Scholastic Achievement of Science and Socio-Economic Status of Elementary School Children. That means the
performance of Elementary School Children in Science did not reveal any significant positive relationship with their Socio-Economic Status.

4. There was no significant positive relationship between Scholastic Achievement in Hindi and Socio-Economic Status of Elementary School Children. That means the performance of Elementary School Children in Hindi did not show any significant positive relationship with their Socio-Economic Status.

5.1.2 Findings based on Differential Analysis

5.1.2.1 Scholastic Achievement differentials between groups with different Achievement Motivation:

1. There was a significant difference between high and low Achievement Motivation groups of Elementary School Children on Scholastic Achievement. Further, the mean score of high Achievement Motivation group was higher than the low Achievement Motivation group on Scholastic Achievement. It indicated that Elementary School Children with high Achievement Motivation had higher Scholastic Achievement than the low Achievement Motivation group.

2. There was significant difference between high and low Achievement Motivation groups of Elementary School Children on Scholastic Achievement in Mathematics. Further, the mean score of high Achievement Motivation group was higher than the low Achievement Motivation group on Scholastic Achievement in Mathematics. It indicated that Elementary School Children with high Achievement Motivation had higher Scholastic
Achievement in Mathematics than the low Achievement Motivation group.

3. There was significant difference between high and low Achievement Motivation groups of Elementary School Children on Scholastic Achievement in Science. Further, the mean score of high Achievement Motivation group was higher than the low Achievement Motivation group on Scholastic Achievement in Science. It indicated that Elementary School Children with high Achievement Motivation had higher Scholastic Achievement in Science than the low Achievement Motivation group.

4. There was significant difference between high and low Achievement Motivation groups of Elementary School Children on Scholastic Achievement in Hindi. Further, the mean score of high Achievement Motivation group was higher than the low Achievement Motivation group on Scholastic Achievement in Hindi. It indicates that Elementary School Children with high Achievement Motivation had higher Scholastic Achievement in Hindi than the low Achievement Motivation group.

5.1.2.2 Scholastic Achievement differentials between different Intelligence groups:

1. There was significant difference between high and low Intelligence groups of Elementary School Children on Scholastic Achievement. Further, the mean score of high Intelligence group was higher than the low Intelligence group on Scholastic Achievement. It indicated that Elementary School Children with high Intelligence had higher Scholastic Achievement than the low Intelligence group.
2. There was significant difference between high and low Intelligence groups of Elementary School Children on Scholastic Achievement in Mathematics. Further, the mean score of high Intelligence group is higher than the low Intelligence group on Scholastic Achievement in Mathematics. It indicates that Elementary School Children with high Intelligence had higher Scholastic Achievement in Mathematics than the low Intelligence group.

3. There was significant difference between high and low Intelligence groups of Elementary School Children on Scholastic Achievement in Science. Further, the mean score of high Intelligence group was higher than the low Intelligence group on Scholastic Achievement in Science. It indicated that Elementary School Children with high Intelligence group had higher Scholastic Achievement in Science than the low Intelligence group.

4. There was significant difference between high and low Intelligence groups of Elementary School Children on Scholastic Achievement in Hindi. Further, the mean score of high Intelligence group was higher than the low Intelligence group on Scholastic Achievement in Hindi. It indicated that Elementary School Children with high Intelligence had higher Scholastic Achievement in Hindi than the low Intelligence group.

5.1.2.3 Scholastic Achievement differentials between different Level of Aspiration groups:

1. There was significant difference between high and low Level of Aspiration groups of Elementary School
Children on Scholastic Achievement. Further, the mean score of high Level of Aspiration group was higher than the low Level of Aspiration group on Scholastic Achievement. It indicated that Elementary School Children with high Level of Aspiration had higher Scholastic Achievement than the low Level of Aspiration group.

2. There was significant difference between high and low Level of Aspiration groups of Elementary School Children on Scholastic Achievement in Mathematics. Further, the mean score of high Level of Aspiration group was higher than the low Level of Aspiration group on Scholastic Achievement in Mathematics. It indicated that Elementary School Children with high Level of Aspiration had higher Scholastic Achievement in Mathematics than the low Level of Aspiration group.

3. There was significant difference between high and low Level of Aspiration groups of Elementary School Children on Scholastic Achievement in Science. Further, the mean score of high Level of Aspiration group was higher than the low Level of Aspiration group on Scholastic Achievement in Science. It indicated that Elementary School Children with high Level of Aspiration had higher Scholastic Achievement in Science than the low Level of Aspiration group.

4. There was significant difference between high and low Level of Aspiration groups of Elementary School Children on Scholastic Achievement in Hindi. Further, the mean score of high Level of Aspiration group was
higher than the low Level of Aspiration group on Scholastic Achievement in Hindi. It indicated that Elementary School Children with high Level of Aspiration had higher Scholastic Achievement in Hindi than the low Level of Aspiration group.

5.1.2.4 Scholastic Achievement differentials between different Socio-Economic Status groups:

1. There was significant difference between high and low Socio-Economic Status groups of Elementary School Children on Scholastic Achievement. Further, the mean score of high Socio-Economic Status group was higher than the low Socio-Economic Status group on Scholastic Achievement. It indicated that Elementary School Children belonging to high Socio-Economic Status had higher Scholastic Achievement than the low Socio-Economic Status group.

2. There was significant difference between high and low Socio-Economic Status groups of Elementary School Children on Scholastic Achievement in Mathematics. Further, the mean score of high Socio-Economic Status group was higher than the low Socio-Economic Status group on Scholastic Achievement in Mathematics. It indicated that Elementary School Children belonging to high Socio-Economic Status had higher Scholastic Achievement in Mathematics than the low Socio-Economic Status group.

3. There was significant difference between high and low a Socio-Economic Status group of Elementary School Children on Scholastic Achievement in Science. Further,
the mean score of high Socio-Economic Status group was higher than the low Socio-Economic Status group on Scholastic Achievement in Science. It indicated that Elementary School Children belonging to high Socio-Economic Status had higher Scholastic Achievement in Science than the low Socio-Economic Status group.

4. There was significant difference between high and low Socio-Economic Status groups of Elementary School Children on Scholastic Achievement in Hindi. Further, the mean score of high Socio-Economic Status group was higher than the low Socio-Economic Status group on Scholastic Achievement in Hindi. It indicated that Elementary School Children high Socio-Economic Status had higher Scholastic Achievement in Hindi than the low Socio-Economic Status group.

5.1.2.5 Differential analysis between Girls and Boys with different Independent Variables

1. No significant difference was found between girls and boys of Elementary School on Achievement Motivation.

2. There was no significant difference between girls and boys of Elementary School on Intelligence.

3. No significant difference was found between girls and boys of Elementary School on Level of Aspiration.

4. There was no significant difference between girls and boys of Elementary School on Socio-Economic Status.

5. No significant difference was found between girls and boys of Elementary School on Scholastic Achievement as a whole.
6. No significant difference was found between girls and boys of Elementary School on Scholastic Achievement in Mathematics.

7. There was no significant difference between girls and boys of Elementary School on Scholastic Achievement in Science.

8. No significant difference was found between girls and boys of Elementary School on Scholastic Achievement in Hindi.

5.1.2.6 Differential analysis between rural and urban children with different Independent Variables

1. There was significant difference between rural and urban Elementary School Children on Achievement Motivation.

2. No significant difference was found between rural and urban Elementary School Children on Intelligence.

3. There was no significant difference between rural and urban Elementary School Children on Level of Aspiration.

4. No significant difference was found between rural and urban Elementary School Children on Socio-Economic Status.

5. There was significant difference between rural and urban Elementary School Children on Scholastic Achievement as a whole.

6. There was significant difference between rural and urban Elementary School Children on Scholastic Achievement in Mathematics.
7. Significant difference was found between rural and urban Elementary School Children on Scholastic Achievement in Science.
8. There was significant difference between rural and urban Elementary School Children on Scholastic Achievement in Hindi.

5.2 EDUCATIONAL IMPLICATIONS

The most outstanding characteristics of any research is that, it must contribute something new to the development of the area concerned. The present piece of research has its implications for teachers working at elementary level, the policy planners, the curriculum framers and the parents.

In the present study, it has been found that there is a positive relationship between Scholastic Achievement and Achievement Motivation, Intelligence, Level of Aspiration and Socio-Economic Status of Elementary School Children. With regard to upgrade the level of the Achievement Motivation of Elementary School Children, the following suggestions can be made.

(i) The teachers should make clear, the importance of achievement motive in life by means of telling the stories of great personalities and their achievement from every walks of life. The life stories of successful personalities of their local community can be included in the syllabus so as to boost their level of achievement motivation.
(ii) The achievement motivation can be developed among children in school itself by designing special curriculums and this seeks attention in view of the educational needs of the country.

(iii) The teachers should make them understand the aims and objectives of schooling and provide conducive environment in the school and outside the school so that they may develop higher level of motive.

(iv) The teachers' attitude and enthusiasms will create better environment for achievement motivation in Elementary School Children.

(v) Qualified and good teachers belonging to same locality should be appointed so that they may understand the difficulties faced by the elementary students and moreover they will not hesitate to talk about their problems to the teachers.

(vi) Self-study should be encouraged and emphasized. The teachers should ask the students to keep the record of their progress towards their set goals.

(vii) The teachers should make an effort to develop a conducive social climate in the class so that every student should feel that he/she belongs to a group.

Further, the findings of the present study revealed that there was a significant positive relationship between Scholastic Achievement and Intelligence of Elementary School Children. With regard to the development of the intelligence of the elementary school children up to their fullest extent the following suggestions can be forwarded.
(i) Learning should be in accordance with the abilities, rate of development, purposes and capacities of the students.

(ii) Conducive environmental experiences and opportunities should be provided to the students to widen their cognitive structure and nourish their mental abilities.

(iii) The Elementary School Children are somehow late bloomers. They take longer period of time to unfold their all mental faculties, and it is very urgent for the schools to keep the road open and for the teachers to have patience and come to the help of the elementary school children also.

(iv) While delivering the lessons, the teachers should keep in mind individual differences among the students.

(v) They should collect information about the family atmosphere and values at home and moreover a clear picture of family background so as to understand their development and readiness for learning.

(vi) The teachers should assist the students to use new concepts and skills on a continual basis.

(vii) Teachers should encourage the elementary school children to achieve maturity level quickly so that they may be able to take up responsibilities. Such maturity will enhance and sharpen intellectual potentialities of the students.

Again, there is a significant positive relationship between Scholastic Achievement and Level of Aspiration
among Elementary School Children. So, it can be suggested that, all the concerned authorities should keep in mind the following points so as to develop the Aspiration level of Elementary School Children.

(i) Emphasizing the teachers to improve the communication skills with latest audio-visual aids so that student’s aspiration level is stimulated.

(ii) Counsel the students not to bother about family disputes and problems but to concentrate on their career and future perspective which will enhance their aspiration level.

(iii) Provide the work, achievement done by the successful person of the world to enhance the level of aspiration among students.

(iv) Encouraging the students to do actively and to maximum utilize their potentialities.

(v) Curriculum should be community need based that will generate interest of the students in learning process.

(vi) Bringing awareness among the parents of students about the psychological traits of their wards. This type of parents-teachers link will sensitize the parents to provide more attention, co-operation and facilities for their children which will be fruitful to improve their aspiration level.

If we look the findings related to the relationship between Scholastic Achievement and Socio-Economic Status of Elementary School Children, it was found that
there is a significant positive relationship between Scholastic Achievement and Socio-Economic Status of Elementary School Children. So, it can be suggested that:

(i) Parents should never compromise with the education of their children.

(ii) Awareness programme regarding education should be organized to enhance the literacy rate among the parents.

(iii) The school should organize parents-teacher meeting regularly to create interest among the parents about the education of their children.

(iv) Positive attitude towards education should be developed among the parents, so that they can earn more to educate their children.

But the present study does not demonstrate a significant difference or relationship among the Elementary School Children belonging to different Socio-Economic Status in Relation to their Scholastic Achievement. In some instance high Socio-Economic Status Children showed better Scholastic Achievement than the Low Socio-Economic Status Children. So, it is suggested that:

(i) Children belonging from the low socio-economic status families need special attention from their teachers and parents.

(ii) Children at an appropriate age level are to be sent to pre-primary school and teachers at elementary level can adopt remedial teaching practices for such children at school.

(iii) Parents should aware about the importance of education for their wards.
5.3 SUGGESTION FOR FURTHER RESEARCH

Following suggestions can be considered for further research investigation.

(i) The present study was confined to four districts i.e. Panipat, Sirsa, Panchkula and Faridabad of Haryana State. Similar study can be undertaken in other parts of the states/country.

(ii) This study was confined to govt. schools only. Study of same type can be taken up on private and aided schools of Haryana also.

(iii) The study was delimited to four independent psychological variables i.e. Achievement Motivation, Intelligence, level of Aspiration and Socio-Economic Status similar study can be geared up on other psychological dimensions like, creativity, interest pattern, attitude and aptitude in different branches of study, and so on.

(iv) The present study was a survey type descriptive one, experimental study can also be conducted to see the relationship and effect of independent variables on the selected dependent variables.

(v) The present study consisted of a sample of only 800 Elementary School Children of Haryana State. However further studies can be conducted on a large sample for a wide generalization.