The statistical measures and results of test of significance of difference between the mean scores of Primary Schools’ Achievement in terms of Parents’ Views about schools are presented in Table 58.

**TABLE 58: STATISTICAL MEASURES AND RESULTS OF TEST OF SIGNIFICANCE FOR DIFFERENCE BETWEEN THE MEANS OF PRIMARY SCHOOLS’ ACHIEVEMENT: PARENTS’ VIEWS ABOUT SCHOOLS – WISE**

<table>
<thead>
<tr>
<th>Factor</th>
<th>GOOD SCHOOL</th>
<th>ORDINARY SCHOOL</th>
<th>‘t’ value</th>
<th>Significance at 0.05 level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>M</td>
<td>S.D.</td>
<td>N</td>
</tr>
<tr>
<td>Total Achievement</td>
<td>526</td>
<td>26.84</td>
<td>5.13</td>
<td>74</td>
</tr>
</tbody>
</table>

S* -denotes significant at 0.05 level

The ‘t’ test indicates that there is a significant difference in opinion about Primary Schools’ Achievement between primary school students’ parents whose views on schools is “good” and those whose views on schools is “ordinary”. It is further noted that primary school students’ parents whose views on schools is ‘good’ have a better opinion about the Primary Schools’ Achievement than those whose views on schools is “ordinary”.

The next chapter discusses the hypotheses verification, the major conclusions that emerge, educational implications and suggestions for further research.

**CHAPTER V: CONCLUSIONS AND SUGGESTIONS**

**RESTATEMENT OF THE PROBLEM**

The present investigation has been carried out with a view to identify the influence of certain variables on achievement of the
primary school subjects under the Directorate of School Education of Government of Tamil Nadu. Data were collected from 600 primary school pupils, 150 primary school teachers and 600 parents of the primary school pupils by using (a) Achievement test for standard V students, (b) Primary Education Status Scale (PESS) for primary school pupils, (c) Primary Education Status Scale (PESS) for primary school Teachers, (d) Primary Education Status Scale (PESS) for Parents of Primary School Children, (e) Achievement of Primary Schools Scale (APSS). The collected data were subjected to analysis in terms of the objectives of the study. Meaningful conclusions were drawn, suggestions for further research are also noted down.

HYPOTHESES VERIFICATION

The following hypotheses were formulated and verified for the present study
1. There is no significant difference in the Academic achievement among V Standard Pupils with reference to the select independent variables.

2. There is no significant difference in “Primary Education Status” among V Standard Pupils with reference to the select independent variables.

3. There is no significant difference in “Primary Education Status” among Primary School Teachers with reference to the select independent variables.

4. There is no significant difference in “Primary Education Status” among Parents of Primary School Children with reference to the select independent variables.

5. There is no significant difference in “Primary School Achievement” among Primary School Teachers with reference to the select independent variables.

6. There is no significant difference in “Primary School Achievement” among Parents of Primary School Children with reference to the select independent variables.
The above hypotheses are verified with suitable statistics and are accepted, except for a few sub groups, where the critical ratio “t” obtained is significant.

**FINDINGS**

- There is no significant difference in achievement between male and female pupils in all the five subjects, viz., Tamil, English, Mathematics, Social Sciences and Environmental Sciences as well as in-toto.

- There is no significant difference in achievement between the pupils whose age is 9-10 years and those whose age is 11 & above years in four subjects, viz., Tamil, English, Social Sciences and Environmental Sciences.

- There exists a significant difference in achievement between the two groups based on age in Mathematics subject as well as in-toto. Further it is noticed that pupils who belong to age 9-10 years have higher achievement than their counterparts of the other age bracket.
There is no significant difference in achievement between the pupils whose fathers are literate and those whose fathers are illiterate in four subjects, viz., Tamil, Mathematics, Social Sciences and Environmental Sciences as well as in-toto.

There exists a significant difference in achievement between the two groups in English subject. Further it is noticed that pupils whose fathers are literate have higher achievement than their counterparts.

There is no significant difference in achievement between the pupils who have Tamil as mother tongue and those who have other language as mother tongue, in all the five subjects, viz., Tamil, English, Mathematics, Social Sciences and Environmental Sciences as well as in-toto.

There is no significant difference in achievement between the pupils who have residence less than 1 km from the school and those who have residence 2 km and above, in all the five subjects, viz., Tamil, English, Mathematics, Social Sciences and Environmental Sciences as well as in-toto.
There is no significant difference in achievement between the pupils who said teachers showed partiality and those who said teachers are not partial, in all the five subjects, viz., Tamil, English, Mathematics, Social Sciences and Environmental Sciences as well as in-toto.

There is a significant difference in achievement between the pupils who said teachers gave special attention to them and those who said teachers did not give special attention to them, in all the five subjects, viz., Tamil, English, Mathematics, Social Sciences and Environmental Sciences as well as in-toto.

Pupils who said teachers gave special attention to them have higher achievement than their counterparts in all the five subjects, viz., Tamil, English, Mathematics, Social Sciences and Environmental Sciences as well as in-toto.

There is no significant difference in achievement between the pupils who said teachers gave motivation to them and those who said teachers did not give motivation to them, in four subjects, viz., Tamil, Mathematics, Social Sciences and Environmental Sciences as well as in-toto. In English subject,
there is a significant difference between them. Pupils who said teachers gave motivation to them have higher achievement than their counterparts in English subject.

➢ There is no significant difference in opinion about Primary Education Status between male and female students in five dimensions viz., Curriculum, Teacher & Teaching, School Environment, Home Environment and Physical Health as well as in-toto.

➢ There exists a significant difference in opinion about Primary Education Status, between the two groups based on age in two dimensions viz., Administration and Parents. Further it is noticed that the male pupils have good opinion than female pupils in two dimensions viz., Administration and Parents.

➢ There is no significant difference in opinion about Primary Education Status between the students whose age is 9-10 years and those whose age is 11 and above years, in all the seven dimensions viz., Curriculum, Teacher & Teaching, School Environment, Administration, Parents, Home Environment and Physical Health, as well as in-toto.
➢ There is no significant difference in opinion about Primary Education Status between the students who have literate fathers and those who have illiterate fathers in four dimensions viz., Curriculum, Teacher & Teaching, Parents and Home Environment, as well as in-toto.

➢ There exists a significant difference in opinion about Primary Education Status, between the two groups in three dimensions viz., School Environment, Administration, and Physical Health. Further, it is noticed that the male pupils have better opinion than female pupils in three dimensions viz., School Environment, Administration, and Physical Health.

➢ There is no significant difference in opinion about Primary Education Status between the students whose mother tongue is Tamil and those whose mother tongue is other languages in all the seven dimensions viz., Curriculum, Teacher & Teaching, School Environment, Administration, Parents, Home Environment and Physical Health, as well as in-toto.

➢ There is no significant difference in opinion about Primary Education Status between the pupils who are residing less than
1 km from the school and those who are residing more than 2 km from the school in all the seven dimensions viz., Curriculum, Teacher & Teaching, School Environment, Administration, Parents, Home Environment and Physical Health, as well as in-toto.

- There is no significant difference in opinion about Primary Education Status between the pupils who said teachers are partial in nature and those who said teachers are not partial in nature, in all the seven dimensions viz., Curriculum, Teacher & Teaching, School Environment, Administration, Parents, Home Environment and Physical Health, as well as in-toto.

- There is a significant difference in opinion about Primary Education Status between the pupils who said teachers gave special attention to them and those who said teachers did not give special attention to them, in all the seven dimensions viz., Curriculum, Teacher & Teaching, School Environment, Administration, Parents, Home Environment and Physical Health, as well as in-toto.
Pupils who said teachers gave special attention to them have better opinion, than those pupils who said teachers did not give special attention to them, in all the seven dimensions viz., Curriculum, Teacher & Teaching, School Environment, Administration, Parents, Home Environment and Physical Health, as well as in-toto.

There is no significant difference in opinion about Primary Education Status between those pupils who said teachers gave motivation to them and those pupils who said teachers did not give motivation to them, in all the seven dimensions viz., Curriculum, Teacher & Teaching, School Environment, Administration, Parents, Home Environment and Physical Health, as well as in-toto.

There is no significant difference in opinion about Primary Education Status between teachers who belong to age bracket below 40 years and 40 and above, in all the seven dimensions, viz., Curriculum, Teacher & Teaching, School Environment, Administration, Parents, Health and Mental status, as well as in-toto.

There is no significant difference in opinion about Primary Education Status between the male and female teachers in all the seven dimensions, viz., Curriculum, Teacher & Teaching,
School Environment, Administration, Parents, Health and Mental status, as well as in-toto.

➢ There is no significant difference in opinion about Primary Education Status between the teachers who have required qualification and those who have higher qualification, in all the seven dimensions, viz., Curriculum, Teacher & Teaching, School Environment, Administration, Parents, Health and Mental status, as well as in-toto.

➢ There is no significant difference in opinion about Primary Education Status between teachers whose designation is just teachers and whose designation is Headmasters/Headmistresses, in all the seven dimensions, viz., Curriculum, Teacher & Teaching, School Environment, Administration, Parents, Health and Mental status, as well as in-toto.

➢ There is no significant difference in opinion about Primary Education Status between teachers who taught 3 subjects, and those who taught 4 subjects and above, in six dimensions, viz., Curriculum, Teacher & Teaching, School Environment, Parents, Health and Mental Status as well as in-toto. But it is observed that there exists a significant difference between the two groups in dimension Administration. Further it is noticed that the teachers who taught 3 subjects have better opinion than the teachers who taught 4 subjects and above, in the dimension Administration.

➢ There is no significant difference in opinion about Primary Education Status between the teachers who attended in-service training and those who did not attended in-service training in
all the seven dimensions, viz., Curriculum, Teacher & Teaching, School Environment, Administration, Parents, Health and Mental Status, as well as in-toto.

- There is no significant difference in opinion about Primary Education Status between the teachers who are residing in rural areas and those who are residing in urban areas, in all the seven dimensions, viz., Curriculum, Teacher & Teaching, School Environment, Administration, Parents, Health and Mental Status, as well as in-toto.

- There is no significant difference in opinion about Primary Education Status between the teachers who are residing within 1 KM from the school and those who are residing in above 1 KM from the school, in all the seven dimensions, viz., Curriculum, Teacher & Teaching, School Environment, Administration, Parents, Health and Mental Status, as well as in-toto.

- There is no significant difference in opinion about Primary Education Status between primary teachers who are having family members below 4 and those who have family members 4 and above, in all the seven dimensions, viz., Curriculum, Teacher & Teaching, School Environment, Administration, Parents, Health and Mental Status, as well as in-toto.

- There is no significant difference in opinion about Primary Education Status between the teachers who belong to Hindu religion and those who belong to other religions, in all the seven dimensions, viz., Curriculum, Teacher & Teaching,
School Environment, Administration, Parents, Health and Mental Status, as well as in-toto.

- There is no significant difference in opinion about Primary Education Status between the teachers who have class strength below 30 and those who have class strength 30 and above, in all the seven dimensions, viz., Curriculum, Teacher & Teaching, School Environment, Administration, Parents, Health and Mental Status, as well as in-toto.

- There is no significant difference in opinion about Primary Education Status between the teachers who said parents meet the teachers and those who said parents do not meet the teachers, in all the seven dimensions, viz., Curriculum, Teacher & Teaching, School Environment, Administration, Parents, Health and Mental Status, as well as in-toto.

- There is no significant difference in opinion about Primary Education Status between the teachers who said the development of PTA in schools is good, and those who said the development of PTA in schools is not good, in all the seven dimensions, viz., Curriculum, Teacher & Teaching, School Environment, Administration, Parents, Health and Mental Status, as well as in-toto.

- There is no significant difference in opinion about Primary Education Status between the teachers who said the public opinion about the school is good and those who said the public opinion about the school is not good in all the seven dimensions, viz., Curriculum, Teacher & Teaching, School
There is no significant difference in opinion about Primary Education Status between the teachers who said the officials’ opinion about the school is good and those who said the officials’ opinion about the school is not good, in all the seven dimensions, viz., Curriculum, Teacher & Teaching, School Environment, Administration, Parents, Health and Mental Status, as well as in-toto.

There is no significant difference in opinion about Primary Education Status between male and female parents of primary school students in all the eight dimensions, viz., Curriculum, Teacher & Teaching, School Environment, Administration, Parents, Home Environment, Physical Health and Mental Status, as well as in-toto.

There is no significant difference in opinion about Primary Education Status between parents of primary school students who are government employees and those who are private employees in all the eight dimensions, viz., Curriculum, Teacher & Teaching, School Environment, Administration, Parents, Home Environment, Physical Health and Mental Status, as well as in-toto.

There is a significant difference in opinion about Primary Education Status between primary school students’ parents who are residing in rural areas and those who are residing in urban areas, in all the eight dimensions, viz., Curriculum, Teacher & Teaching, School Environment, Administration,
Parents, Home Environment, Physical Health and Mental Status, as well as in-toto. Further it is noticed that those who are residing in rural areas have better opinion than those who are residing in urban areas in all the eight dimensions, viz., Curriculum, Teacher & Teaching, School Environment, Administration, Parents, Home Environment, Physical Health and Mental Status as well as in-toto.

- There is a significant difference in opinion about Primary Education Status between primary school students’ parents who are Member in PTA and those who are non-members in PTA, in all the eight dimensions, viz., Curriculum, Teacher & Teaching, School Environment, Administration, Parents, Home Environment, Physical Health and Mental Status, as well as in-toto. Further it is noticed that the those who are Members in PTA have better opinion than those who are non-member in PTA in all the eight dimensions, viz., Curriculum, Teacher & Teaching, School Environment, Administration, Parents, Home Environment, Physical Health and Mental Status, as well as in-toto.

- There is no significant difference in opinion about Primary Education Status between the parents of primary school students who said they have a desire for sending their children to higher education and those who are not for sending their children to higher education, in all the eight dimensions, viz., Curriculum, Teacher & Teaching, School Environment, Administration, Parents, Home Environment, Physical Health and Mental Status, as well as in-toto.
➢ There is a significant difference in opinion about Primary Education Status between primary school students’ parents whose views on school is “good” and those whose views on school is “ordinary”, in all the eight dimensions, viz., Curriculum, Teacher & Teaching, School Environment, Administration, Parents, Home Environment, Physical Health and Mental Status, as well as in-toto. Further it is noticed that the those parents whose views on school is “good” have better opinion than those whose views on school is “ordinary” in all the eight dimensions, viz., Curriculum, Teacher & Teaching, School Environment, Administration, Parents, Home Environment, Physical Health and Mental Status, as well as in-toto.

➢ There is no significant difference in opinion about Primary Schools’ Achievement between the teachers who belong to age bracket below 40 years and those of age 40 and above.

➢ There is no significant difference in opinion about primary schools’ achievement between male and female teachers.

➢ There is no significant difference in opinion about Primary Schools’ Achievement between the teachers who have required educational qualification and those who have higher educational qualifications.

➢ There is no significant difference in opinion about Primary Schools’ Achievement between the teachers whose designation is just teachers and those whose designation is Headmasters / Headmistresses.
There is no significant difference in opinion about Primary Schools’ Achievement between the teachers who handle 3 subjects and those who handle 4 or more subjects.

There is no significant difference in opinion about Primary Schools’ Achievement between the teachers who have attended in-service training and those who have not attended in-service training.

There is no significant difference in opinion about Primary Schools’ Achievement between the teachers who are residing in rural areas and those who are residing in urban areas.

There is no significant difference in opinion about Primary Schools’ Achievement, between the teachers who are residing within 1 KM from the school and those who are residing at more than 1 KM from the school.

There is no significant difference in opinion about Primary Schools’ Achievement, between the teachers who have family members below 4 and those who have family members 4 and above.

There is no significant difference in opinion about Primary Schools’ Achievement, between the teachers who belong to Hindu religion and those who belong to other religions.

There is no significant difference in opinion about Primary Schools’ Achievement between the teachers who have class strength below 30 and those who have class strength 30 and above.

There is no significant difference in opinion about Primary Schools’ Achievement between the teachers who said parents
meet the teachers to know about their child’s education and those who said parents do not meet the teachers at all.

➢ There is no significant difference in opinion about Primary Schools’ Achievement between the teachers who said the development of PTA in schools is good and those who said the development of PTA in schools is not good.

➢ There is no significant difference in opinion about Primary Schools’ Achievement between the teachers who said the public opinion about the school is “good” and those who said the public opinion about the school is “not good”.

➢ There is no significant difference in opinion about Primary Schools’ Achievement between the teachers who said the Officials’ Opinion about the school is “good” and those who said the Officials’ Opinion about the school is “not good”.

➢ There is no significant difference in opinion about Primary Schools’ Achievement between male and female parents of primary school students.

➢ There is no significant difference in opinion about Primary Schools’ Achievement between parents of primary school students who are government employees and those who are private employees.

➢ There is a significant difference in opinion about Primary Schools’ Achievement between primary school students’ parents who are residing in rural areas and those who residing in urban areas. It is further noted that parents of rural school students have better opinion about primary schools’ achievement than that of parents of urban school students.
There is a significant difference in opinion about Primary Schools’ Achievement between primary school students’ parents who are Members in PTA and those who are non-members in PTA. It is further noted that parents of primary school students who are Members in PTA have better opinion than those who are non-members in PTA.

There is no significant difference in opinion about Primary Schools’ Achievement between the parents of primary school students who expressed a desire for sending their children to higher education and those who said that they were not for sending their children to higher education.

There is a significant difference in opinion about Primary Schools’ Achievement between primary school students’ parents whose views on school is “good” and those parents whose views on school is “ordinary”. It is further noted that primary school students’ parents whose views on school is “good” have better opinion about the primary schools’ achievement than those whose views on school is “ordinary”.

CONCLUSIONS

The present study on the “Influence of Certain Variables on the Achievement of Primary Schools in Madurai District” has been conducted to find out the contribution of certain variables to the successful and effective functioning of primary schools.
Accordingly, Primary Education Status Scales (PESS) were structured for V Standard Pupils, V Standard Teachers and Parents of V Standard Children in the study area. The tools included the variables

Curriculum
Teacher and Teaching
School Environment
Administration
Parents
Home Environment
Physical Health, and
Attitude (in the PESS for Teachers)

Data were collected from V standard Pupils, Teachers and Parents of V standard Pupils.

The data were analysed and statistically treated. The details are presented in Tables. They are interpreted and hypotheses verified.

The educational implications made out are presented in the following pages.
EDUCATIONAL IMPLICATIONS

The implications of the present study in the parlance of primary education are discussed. The following pages present them.

The children who attend the primary classes should be made possessing favourable attitude towards academic functions, teachers and schools by the provision of colourful, concrete, learner-centred, academic exercises at school by qualified, appropriately trained, committed, locally residing, preferably female teachers. In this endeavour, parents should motivate their children to attend the school regularly, discuss their wards’ problems with the teachers concerned, provide the needed facilities for study at home, help or supervise their wards’ Academic works by even helping to complete their works, performance, attending the school as frequently as possible in tune with the demands of the schools, discouraging or not involving children in house-hold works, agricultural works, coolie works, family and religious functions, and ensuring that the children are in touch with academic exercise during holidays and vacations, besides the inculcation of regular morning and evening study habit.

Each school should be provided with electricity, adequate classroom space, benches for sitting, teaching aids, radio, television, drinking water,
toilet, playground, garden and adequate number of teachers with secondary grade teacher training qualification.

Schools should organize functions like national day celebration involving the local people in such a way as to ensure that pupils feel that schools are their own property. Schools can invite the old students who are currently leaders in various walks of life and ensure them serving as models for emulation. Parent-Teacher Association should be a functional and activity based one, not like a letterhead body.

The above said measures warrant the implementation of the following guidelines

1. Ensuring admission in standard I at the age of five

2. Appointment of teachers with appropriate teacher training only

3. Ensuring specialization in particular subjects wherever the number of teachers agrees with the number of standards

4. Ensuring specialization in a combination of subjects by particular teachers when the number of teachers is less than that of the number of standards

5. Ensuring teachers’ residence in the locality in which school is situated

6. Recruitment of Female Teachers to the extent of (about) 75%
7. Provision of appropriate content enriched curriculum suitable for the level.

8. Provision of content enrichment Summer Courses to all the teachers to update their knowledge.

9. Periodic conduct of Refresher Courses for relatively aged teachers

10. Making the youngest teacher in a school to be the in-charge for pupils’ co-curricular experiences

11. Appointment of unemployed graduates/retired teachers as guest teachers for low salary in single teacher schools

12. Ensuring the availability of at least minimum requirements of schools classrooms, water facility, electricity, toilet, playground, garden and teachers

13. Display of the names and designations of the old students, who are in high positions, at schools to motivate children to become leaders, scientists, etc. in future.

14. Ensuring equal treatment to all children.

15. Giving all importance to girls’ education

16. Strengthening of PTA functionally to orient illiterate parents on the value of primary education.
17. Replacing the threatening present system of examination with an interesting achievement appraisal system.

18. Declaring child labour and child marriage as more punitive social evils.

19. Taking adequate measures to present drop-outs.

20. Making the stakeholders of Primary Education, and all concerned with it, including Officials and Government feel that the Achievement of Primary Schools in given contexts, is no mean, for the simple reason that it lays the foundation for individual higher education, tones up the educational edifice and contributes to human resource development and national development in the midst of constraints. This is a responsibility of the State Education Development.

**SUGGESTIONS FOR FURTHER RESEARCH**

The present study has enormous scope for the following further studies.

1. The replica of the present study may be conducted with the other types of schools.

2. The replica of the present study may be conducted in other districts of the state.
3. The replica of the present study may be conducted with the other independent variables.

4. The replica of the present study may be conducted with VIII standard pupils.