CHAPTER I: INTRODUCTION

NEED FOR THE STUDY

There are about 888 thousands educational institutions in India with an enrolment of about 179 millions. Elementary education system in India is the second largest in the world with 149.4 million children of 6-14 years enrolled and 2.9 million teachers. This is about 82% of the children in the age group.

A uniform structure of school education, the 10+2 system has been adopted by all the States and Union Territories, of India. However, among the states and the union territories, there remain variations in the number of classes constituting the primary, upper primary and secondary school stages, age for admission to class I, medium of instruction, teaching of Hindi and English, fee structure, compulsory education, etc.

Every country dreams of a fully literate population, even though it has to be ensured through legislative measures. Article 45 in Indian Constitution provides for elementary education, free and compulsory education for the children of 6-14 years with in ten years. Yet it is a dream even today. Article 46 provides special emphasis on weaker and vulnerable sections of the society. The three important phases of primary education are enrolment, sustainment and performance. A number of studies conducted in the recent
past and interviews held with various kinds of personnel involved in primary education vividly indicate that enrolment and sustainment are taken care of to a greater extent after the implementation of projects like District Primary Education Programme (DPEP), Sarva Siksha Abhyan (SSA) - Education for all. Therefore the need for the conduct of a study exclusively on the influence of certain variables on the achievement of primary schools. It is in this context that the present investigation was undertaken.

BACKGROUND OF THE PROBLEM

The present investigator hails from a village of Madurai district. He has first hand acquaintance with the current scenario of primary education in Madurai District since he belongs to a teacher’s family. Hence he thought of the conduct of the present study which is entitled “INFLUENCE OF CERTAIN VARIABLES ON THE ACHIEVEMENT OF PRIMARY SCHOOLS IN MADURAI DISTRICT”.

TERMS AND DEFINITIONS
Influence – refers to the power or ability to affect primary school pupils’ achievement.

Achievement of primary schools - refers to marks scored by the primary school pupils in achievement test prepared and conducted by the investigator.

Madurai District – refers to one of the districts in the state of Tamil Nadu.

VARIABLES OF THE STUDY

Dependent Variable

1. Achievement in all the primary school subjects viz., Tamil, English, Mathematics, Social Science and Environmental Science in-toto.

Independent Variables

1. Pupils’ variables
   a. Sex
   b. Age
   c. Educational level of father
   d. Mother tongue
   e. Distance from the school
   f. Teacher’s partiality to children in the class
   g. Teacher’s special attention
   h. Teacher’s creation of the desire in children to become great men/women
2. Teachers’ variables
   a. Age
   b. Sex
   c. Education level
   d. Designation
   e. Subjects taught
   f. Experience
   g. In-service training attended
   h. Experience in the same school
   i. Residence
   j. Distance of the school form the house
   k. School Administration
   l. Members in the family
   m. Religion
   n. No. of pupils in the class
   o. Parents’ Meeting
   p. Development of PTA
   q. Public opinion about the school
   r. Officials’ opinion about the school

3. Parents’ variables
   a. Sex
   b. Occupation
c. Place of residence
d. Position in PTA
e. Desire for sending children to higher education
f. View of school

**OBJECTIVE OF THE STUDY**

The specific objective of the present study is 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.

**HYPOTHESES OF THE STUDY**

The following hypotheses were formulated 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.

**METHODOLOGY-IN-BRIEF**

**Design:** Descriptive

**Method:** Normative

**Sample**

A stratified representative sample of 45 primary schools in Madurai district with due representation given to the variables viz., sex, school type, school locality and school management.
Pupils

A sample of 600 pupils from the 45 schools

Teachers

A sample of 150 teachers from the 45 schools

Parents

A sample of 600 parents who are the mothers/fathers of the pupils involved in this study

Tools

1. Primary Education Status Scale (PESS) for Teachers
2. Primary Education Status Scale (PESS) for Parents
3. Primary Education Status Scale (PESS) for V standard pupils
4. Checklist for Primary Schools’ Achievement
5. Achievement Test for V Standard Pupils (an integrated Achievement Test for V standard pupils involving Tamil, English, Mathematics, Social Science and Environmental Science subjects)

Statistical Treatment

‘t’- test for significance of difference between the means of large independent samples was used for analyzing the data collected.
DELIMITATIONS AND SCOPE OF THE STUDY

The study has involved schools under Tamil Nadu State Board System only. Hence the findings of the present study need not necessarily be applicable to schools under other systems viz., the Central Board of Secondary Education (CBSE) and the Indian Certificate of School Education (ICSE).

There may be many more variables associated with this study. But this study involves some of the population variables only. It is a delimitations of the present study.

The findings of this study construed to be contributing towards the field of education. It is hoped that the primary education practices can be enriched based on the identified factors.