CHAPTER – V

FINDINGS, SUGGESTIONS

AND CONCLUSION
CHAPTER – V

FINDINGS, SUGGESTIONS AND CONCLUSION

5.1 SUMMARY

There have been many attempts made to enhance students’ academic achievements. It has always been the main concern of many dedicated teachers and parents that their students and children be as much successful as possible. Individual differences play an important role in academic achievement of students.

There have been many attempts to address the problem of low academic achievement and some factors have been identified in explaining academic achievement. Among the numerous variables researched, demographic status (Casanova, Garcia-Linares, de la Torre, and de la Villa Carpi, 2005; O’Sullivan, 2009; Ray, 2010), intelligence (Deary, Strand, Smith and Fernandes, 2007), behavioral characteristics (Ergul, 2004; Lane, Barton-Arwoo, Nelsonz and Wehby, 2008), and psychological factors, namely, attitudes (Erdogan, Bayram and Deniz, 2008; Olatunde, 2009), have been used to explain academic achievement.

The present chapter summarizes the research findings of the investigator and concludes by suggesting areas for further research and by extending suggestions for improving the Personal Factor (intelligence & achievement motivation) and Environmental Factor (classroom climate & socio-economic status) on academic achievement of students.
For the purpose of the present study, a sample 935 (nine hundred and thirty five) students, comprising of both boys and girls in Government, Government aided and private schools are selected using systematic randomization. The students thus selected are subjected to assessments required for the study.

Appropriate Research Instruments were selected to suit the present purpose and used in the present study are:

(i) Intelligence - A scale on Standard Progressive Matrices developed by Raven 1960
(ii) Achievement Motivation - A Scale on Achievement Motivation constructed and validated by the investigator G. Sundara Murthy & Dr. D. Vinodh Kumar.
(iii) Classroom Climate - A Scale on Classroom Climate scale developed by Babu 1994.
(iv) Socio Economic Status - A Scale on Socio-economic Status adopted by the investigator which is developed by Srivatsava 1991.

The research instruments thus selected and constructed are subjected to reliability and validity assessments in order to establish the workability and the appropriateness of the instruments. The instruments thus found workable are administered to the sample according to the procedures provided. The data collected is subjected to appropriate statistical analyses.
5.2 FINDINGS

Within the restricted realm of the present study the following conclusions were drawn.

5.2.1 Findings Pertaining to Descriptive Analysis

- On the whole it is concluded that $\frac{1}{5}^{th}$ of the secondary level students were having high Intelligence, but $\frac{1}{5}$th of the secondary level students are falling in the category of low Intelligence.
- The secondary level students are having above average level of Intelligence.
- On the whole it is concluded that $\frac{1}{4}^{th}$ of the secondary level students were having high Achievement Motivation, but $\frac{1}{20}$th of the secondary level students are falling in the category of low Achievement Motivation.
- The secondary level students are having above average level of Achievement Motivation.
- On the whole it is concluded that $\frac{1}{4}^{th}$ of the secondary level students were having high Class room Climate, at the same time $\frac{1}{4}^{b}$ of the secondary level students are falling in the category of low Class room Climate.
- The secondary level students are having average level of Class room Climate.
- On the whole it is concluded that $\frac{1}{7}^{th}$ of the secondary level students were having high Socio-Economic Status, at the same time $\frac{1}{4}^{b}$ of the secondary level students are falling in the category of low Socio-Economic Status.
- The secondary level students are having average level of Socio-Economic Status.
On the whole it is concluded that \(\frac{1}{5}\)th of the secondary level students were having high Academic Achievement, at the same time \(\frac{1}{4}\)th of the secondary level students are falling in the category of low Academic Achievement.

The secondary level students are having average level of Academic Achievement.

5.2.2 Findings Pertaining to Analysis of Relationships

In the case of the boys in Government schools all independent variables correlate and contribute significantly to the dependent variable, academic achievement. All independent variable together are able to explain 76% of the variations observed in the academic performance of these boys in Government schools at the secondary level.

In the case of the girls in Government schools, all independent variables correlate and contribute significantly to dependent variable academic achievement. All independent variables together are able to explain 79% of the variations observed in the academic achievement of the girls in Government schools at the secondary level.

Looking into the results of the analyses of data collected from boys in Government aided schools it is observed that similar to the case of the boys in Government schools, classroom climate becomes a very important determinant of their academic achievement. All independent variables together are found to explain 87% of the variations observed in the academic achievement of boys in Government aided schools at the secondary level.

In the case of the girls in Government aided schools classroom climate is found to be excluded in the regression analysis, meaning that though
classroom climate correlates significantly with academic achievement it does not contribute significantly to the academic achievement of these girls. In the order, achievement motivation, intelligence and socio-economic status are able to explain 84% of the variations observed in the academic achievement of the girls in Government aided schools.

➢ In the case of the boys in private schools socio-economic status is excluded in the regression analysis and all other independent variables, in the order, achievement motivation, intelligence and classroom climate becomes very important for them to cope with the challenging syllabus and perform to the optimum in the final examination, and they are found to explain 80% of the variations observed in the academic achievement of the boys in private schools at the secondary level.

➢ On analyzing the data collected from girls in private schools, all independent variables in the order, classroom climate, socio-economic status, intelligence and achievement motion are able to explain 80% of the variations observed in the academic achievement of these girls in private schools at the secondary level.
5.2.3 Findings Pertaining to Analysis of Comparisons

- On comparing the boys and girls in different categories of schools, namely, Government, Government aided and private schools, it is seen that in all categories of schools the girls are found to be significantly better than the boys pertaining to all variables, intelligence, achievement motivation, classroom climate, socio-economic status and academic achievement.

- On interpreting the results of comparison of boys in three different categories of schools, following different systems of education, namely, Government, Government aided and private schools, it is found that boys of private schools are from a better classroom climate and socio-economic status, with better intelligence, achievement motivation when compared to their counterparts in other two systems of education, Government aided and Government schools. Thus it is not surprising that these boys in private schools perform academically better than the boys in Government and Government aided schools.

- Similarly, on comparing the girls in different categories of schools, similar in the case of the boys, the girls in private schools are found to be significantly better than the girls in other two categories of schools, Government and Government aided schools.

5.3 Suggestions for Further Research

Research in the area of academic achievement of students can be extended to all levels of school students, irrespective of many systems (CBSC, ICSE and IGCSE).
In addition to that this research can be extended to urban and rural area children. Moreover there are many variables in education, apart from this area of research; some more variables can be taken for further study and research. Principles, Teachers and Stakeholders may include for further research on students academic achievement.

5.4 IMPLICATIONS OF THE PRESENT STUDY

As a society becomes increasingly complex owing to rapid scientific and technological progress, it needs high capacity manpower to sustain and maintain the pace of progress. For reasons such as this, the concept of intelligence is becoming increasingly important in modern societies.

No sphere of life, whether it is education or social and physical science, literature or art etc. has remained uninfluenced by the intelligence. The working force behind the success and attainments of world’s greatest laureate, scientists, psychologists and politicians etc. has been one and only, and that is intelligence. Intelligence enables an individual to attain great heights of success in life and also develops in him the ability by which he is well adjusted in his environment and saves himself from becoming its victim.

According to Boit, Njoki and Chang’ach (2012) secondary education is an important sector in national and individual development. It plays a vital role in creating a country’s human resource base at a level higher than primary education (Achoka and others, 2007).

Provision of quality secondary education is therefore important in generating the opportunities and benefits of social and economic development (Onsumu and
others, 2006). One of the indicators of quality of education being provided is cognitive achievement of learners (United Nations Educational, Scientific and Cultural Organization, UNESCO, 2005). According to Adediwura and Tayo (2007), academic achievement is designated by test and examination scores or marks assigned by the subject teachers.

It could also be said to be any expression used to represent students’ scholastic standing. Levin and others (2011) reported that the academic achievement of students at secondary school level is not only a pointer of the effectiveness of schools but also a major determinant of the well-being of youths in particular and the nation in general. Yusuf and Adigun (2010); Lydiah and Nasongo (2009) noted that the performance of students in any academic task has always been of special interest to the government, educators, parents and society at large.

From the above discussions the following recommendations should be made in the grounds.

1. Parents supporting activities
2. Modifying school atmosphere
3. Society’s responsibilities

Parents supporting activities

Menon (1972) found demographic factors and Socio-economic status markedly influence over and under achievement. Higher occupational education level of parent’s, Family income and parental attention where related to achievement of their children.

According to above view the parent may take, and pay more attention to their child to fulfill their goals. They may support them morally by enthusiasm. They
should facilitate frequently in positive manner. The parent’s should take more care on their health.

Parent should provide newspaper, magazines and moral story books for nurturing their human values.

**Modifying school atmosphere**

Angel (1991) explains that the relationship between school climate and citizenship outcomes at the elementary level and found democratic. School climate is very essential to inculcate qualities of democratic citizenship.

According to her view the school administrators, principals may emphasise to plan, design a wonderful school climate a clean premises neatness of a classrooms maintaining a good library lab facilities and show on may be kept in well manor.

More over in the classroom a teacher is the hero. The teacher may have more qualities to nurture the students to enhance their good characteristics. The Principals and Teachers can help to plan, to design and execute the student’s emotional intelligences and integrate them to make success of the students.

A motivational forum, enrichment programs, resource trainings may uplift the level of principle and teachers. Teachers are most important group of professional for our nation’s future.

**Society’s responsibilities**

The charity institutions and volunteers association shall change the societies in multiple ways. Curriculum design, plan and proper execution for upgrading the level of education in high position. Value based education, designing of curriculum and managing of faculties may be taken to the next level.
Life is full of challenges and surprises and it is intelligence and motivation which prepares us for facing these challenges and accepting these surprises as successfully as possible. There is no gainsaying the fact that a person’s intellectual development at a particular stage is the sum of what he inherited from his parents and his experiences as a result of interaction with the environmental situations.

5.6 CONCLUSION

From the above discussion the results of the research concludes that the Academic Achievement is a dependent variable on Intelligence, Achievement Motivation, Classroom Climate and Socio-economic status. All intelligence students may not be successful in academics. But successful students are having high intelligence. Success may not occur through intelligence. It may require more motivation and other factors such as Classroom Climate, Socio-economic Status and etc.,

For centuries, our society has highly valued a very concrete ideal of the human being: that of the intelligent person. In traditional schools, children were considered to be intelligent when they acquired the classic languages (Latin or Greek) and skill based subjects (mathematics, algebra, or geometry).

More recently, intelligent children have been identified as those who obtain high scores on intelligence tests. The intelligence quotient (IQ) has become the reference point, and this standpoint is based on the positive relationship found between a student’s IQ and academic performance. Students who score higher on intelligence tests usually achieve the highest grades in school.
First, academic intelligence is not enough to achieve professional success (see Sternberg’s [1997] practical commonsense reasoning theory).

Lawyers who win more cases, prestigious doctors who service more patients, brilliant professors, successful business people and managers who achieve the best results, were not necessarily the most intelligent in their classes at school. They were not necessarily those teenagers who always raised their hand first when the teacher asked a question, or who stood out for their excellent grades in high school.

They were not those adolescents who sat alone during break time, while the other kids had lunch together or played football. However, they were those who knew how to read their own emotions, and how to manage them correctly so that their emotions would work together with their intelligence. They were those who cultivated friendships, who knew the mechanism that motivated people; in short, they were more interested in people than in things with a better self-concept and adjustment styles. They were those who understood that the largest asset we have is human capital.

Second, intelligence does not guarantee a successful life (Bar-On and Parker, 2001; Ciarrochi, Forgas, and Mayer, 2001). It does not guarantee happiness with significant others, or with one’s children, and it does not supply one with more or better friends. People’s IQs do not contribute to their emotional equilibrium, nor to their mental health.

Emotional and social abilities are responsible for our emotional and mental stability, and for our social and relational adjustment. In this context, society asks itself: Why are emotions so important in everyday life? The answer is not easy, but it has driven us to a more open attitude about other models of human beings.
In this critical moment, the exclusive ideal of the intelligent person does not hold or raise the concept of EI as an alternative to the classic view. This general crisis has reached the schools, showing the limitations of an educational system focused exclusively on intellectual abilities. School psychologists have seen how their students differ, not just in their grades but also in their emotional abilities. These differences in emotions have not gone unnoticed by parents or schoolmates, and they have also been noticed by science.

During this decade, science has shown that this range of personal abilities decisively influences a child’s psychological adjustment to class, emotional well-being, academic achievements, and future employment (Salovey and Sluyter, 1997). Emotional intelligence theories point out that our ability to perceive, understand, and regulate emotions is crucial for our adjustment to the environment, and contributes substantially to our psychological wellbeing and personal growth, regardless of cognitive abilities and/or academic performance (Salovey and Mayer, 1990; Mayer and Salovey, 1997).

It is now well accepted that when schools attend to students’ social and emotional education, behavioral problems decrease and academic achievement increases. There is also an enhanced quality of relationships supporting students (Elias, 1997).

Gardner’s and Goleman’s work can be described as promoting a holistic view of children which advocates an integrated assessment/teaching approach (Mindes, 2007). These are important standpoints because the education and assessment of emotional intelligences can assist in intervention planning as a way of building upon observed weaknesses. More specifically, teachers and school psychologists can help
design plans for assessing emotional intelligences and integrating them into the intervention process.

Teachers and educational psychologists have been attempting to test the features of academic achievement, an ultimate outcome of education inputs. The role played by some of the personal or psychological variables as pressure disposed and the social and educational variables as precipitating variables either facilitating or weakens the academic achievement.