CHAPTER VI

CONCLUSIONS AND SUGGESTIONS

Major findings of the study

I. Findings relating to the extent of wastage and stagnation in the Secondary Schools of Kerala.

II. Findings relating to the efficacy of the different measures adopted for preventing wastage and stagnation.

III. Findings relating to the opinions of the different groups regarding the efficacy of the various measures adopted for preventing wastage and stagnation.

Conclusions and Suggestions.

Suggestions for further research.
CONCLUSIONS AND SUGGESTIONS

Major findings of the study

The major findings that emerged from the different sections of the analysis are noted below under three heads.

I. Findings relating to the extent of Wastage and Stagnation in the Secondary Schools of Kerala

1. The enrolment status in the secondary schools under study shows that during the five year period under study (1979-’80 to 1983-’84), a large number of children got enrolled in the secondary schools selected for the study (N =152265), the proportions in Standards VIII, IX and X being 36.29, 35.18 and 28.53 respectively. Comparatively a higher proportion of boys were enrolled in the secondary school classes under study (C.R =26.40; P < .01).

2. Of the total children who got enrolled during the five year period under study, 61.59 per cent were promoted, the proportions of promotion in Standards VIII, IX and X being 27.79, 26.93 and 6.87 respectively.
While a greater proportion of boys were promoted from Standards VIII (C.R. = 2.71; \( P < .01 \)), a greater proportion of girls were promoted from Standard X (C.R. = 2.56; \( P < .05 \)). No sex difference was noted in the case of pupils of Standard IX.

3. The incidence of Wastage (Drop-outs) among the Secondary School children under study is 4.98 per cent, the proportions in Standards VIII, IX and X being 2.21, 1.96 and 0.80 respectively. A higher proportion of boys were found to be drop-outs, when compared to girls (C.R. = 3.88; \( P < .01 \)).

4. The incidence of Stagnation (repeaters) among the Secondary School children under study is 33.43 per cent, the proportions in Standards VIII, IX and X being 6.29, 6.29 and 20.85 respectively. A greater proportion of boys is found to be repeaters, when compared to girls (C.R. = 13.83; \( P < .01 \)).

5. The incidence of Wastage and Stagnation (total educational waste) among the Secondary School children selected for study is 38.41 per cent, the proportions in Standards VIII, IX and X being 8.50, 8.25 and 21.66 respectively.
6. Comparison of the sub-samples with respect to the Wastage and Stagnation (total educational waste) in the Secondary Schools under study showed

(a) A higher proportion of Wastage and Stagnation (total educational waste) among boys, when compared to girls (C.R. = 18.53; \( P < .01 \)).

(b) A higher proportion of Wastage and Stagnation among the rural pupils under study, when compared to their urban counterparts (C.R. = 4.47; \( P < .01 \)).

(c) No significant difference between the government and private school pupils under study with respect to Wastage and Stagnation (C.R. = 1.39; \( P > .05 \)).

(d) A higher proportion of Wastage and Stagnation among scheduled/caste/scheduled tribe students, when compared to their counterparts in other communities (C.R. = 10.99; \( P < .01 \)).

II. Findings relating to the efficacy of the different measures adopted for preventing Wastage and Stagnation in the Secondary Schools of Kerala

1. Among the total pupils under study, only 17.43 per cent (6.72% boys and 10.71% girls) enjoy the different measures adopted for preventing Wastage
and Stagnation, while a greater proportion of the pupils (82.57%) do not have any access to these measures.

2. Among the different measures adopted for preventing Wastage and Stagnation, the measure 'lump sum grant for SC/ST students' is enjoyed by a good number of pupils (N=19498), the proportions of students in Standards VIII, IX and X being 38.71, 35.02 and 26.26 respectively.

While a greater proportion of boys in Standard VIII when compared to their female counterparts receive lump sum grant (C.R.=2.56; P < .05), no significant difference is noted among the recipients of lump sum grant in Standards IX and X.

Among the recipients of lump sum grant, 56.13 per cent were promoted during the five year period under study. The proportion of promotion among boys and girls is more or less the same (C.R.=1.43; P > .05).

The incidence of Wastage and Stagnation (total educational waste) among the recipients of lump sum grant is 43.87 per cent. The proportion of Wastage and Stagnation among the boys who receive lump sum grant is more than that of girls (C.R.=4.86; P < .01).
The $X^2$ test of significance showed that there is an evidence of real association between the measure 'lump sum grant for SC/ST students' and 'Wastage and Stagnation' ($X^2=256.32; P < .01$).

3. The proportions of pupils who received 'monthly stipend for Scheduled Tribe students' during the period under study in Standards VIII, IX and X are 36.77, 30.96 and 32.26 respectively.

Of the total children who received the monthly stipend during the period under study, 58.71 per cent were promoted, the proportions in Standards VIII, IX and X being 27.74, 19.35 and 11.61 respectively.

The incidence of Wastage and Stagnation (total educational waste) among the recipients of monthly stipend is 41.29 per cent, the proportions in Standards VIII, IX and X being 9.04, 11.61 and 20.65 respectively.

The $X^2$ test of significance revealed that there is no significant relation between the measure 'Monthly stipend for Scheduled Tribe Students' and 'Wastage and Stagnation' ($X^2=0.7697; P > .05$).
4. The proportions of students who received 'meritorious scholarship for SC/ST students' during the period under study in Standards VIII, IX and X are 36.48, 34.33 and 29.18 respectively.

Among the recipients of meritorious scholarship, 91.42 per cent were promoted, the proportions in Standards VIII, IX and X being 34.33, 32.19 and 24.89 respectively.

The incidence of Wastage and Stagnation (total educational waste) among the recipients of meritorious scholarship is 8.58 per cent, the proportions in Standards VIII, IX and X being 2.15, 2.15 and 4.30 respectively.

The \( X^2 \) test of significance revealed that there is an evidence of real association between the measure 'meritorious scholarship for SC/ST students' and 'Wastage and Stagnation' \( (X^2 = 84.826; \ P < .01) \).

5. The proportions of students who received 'Muslim girls' scholarship' during the period under study in standards VIII, IX and X are 38.65, 33.34 and 28.01 respectively.

Among the recipients of Muslim girls' scholarship 65.81 per cent were promoted, the proportions in Standards VIII, IX and X being 30.14, 26.19 and 9.48 respectively.
The incidence of Wastage and Stagnation (total educational waste) among the recipients of Muslim girls' scholarship is 34.19 per cent, the proportions in Standards VIII, IX and X being 8.51, 7.15 and 18.52 respectively.

The $x^2$ test of significance showed that there is no significant relation between the measure 'Muslim girls' scholarship' and 'Wastage and Stagnation' ($x^2 = 0.7738, P > .05$).

6. The proportions of pupils who received 'Nadar Girls' Scholarship' during the five year period under study in Standards VIII, IX and X are 38.16, 32.24 and 29.60 respectively.

Of the total recipients of 'Nadar Girls' Scholarship' 61.18 per cent were promoted, the proportions of promotion in Standards VIII, IX and X being 27.63, 25.33 and 8.22 respectively.

The incidence of Wastage and Stagnation (total educational waste) among the recipients of 'Nadar Girls' Scholarship' is 38.82 per cent, the proportions of Wastage and Stagnation in Standards VIII, IX and X being 10.53, 6.91 and 21.38 respectively.
The \( \chi^2 \) test of significance showed that there is no evidence of any real association between the measure 'Nadar Girls' Scholarship' and 'Wastage and Stagnation' \( (\chi^2 = 3.633; \ P > .05) \).

7. The proportions of students who received the 'Upper Secondary Scholarship' during the period under study in Standards VIII, IX and X are 30.80, 40.68 and 28.52 respectively.

The proportion of promotion among the recipients of 'Upper Secondary Scholarship' is 96.10, the proportions in Standards VIII, IX and X are 30.80, 40.30 and 27.00 respectively.

The incidence of Wastage and Stagnation (total educational waste) among the recipients of 'Upper Secondary Scholarship' is 1.90 per cent, the proportions in Standards VIII, IX and X being 0.00, 0.38 and 1.52 respectively.

The \( \chi^2 \) test of significance showed that there is an evidence of real association between the measure, 'Upper Secondary Scholarship' and 'Wastage and Stagnation' \( (\chi^2 = 144.42; \ P < .01) \).

8. The proportions of boys and girls who received the physically handicapped pupils' scholarship in Standard VIII are 55.10 and 44.90 respectively.
The proportions of promotion among the recipients of 'Physically Handicapped Pupils' scholarship' in Standard VIII is 81.63 (44.90% boys and 36.73% girls).

The proportion of Wastage and Stagnation (total educational waste) among the recipients of 'Physically Handicapped Pupils' Scholarship' is 18.37 (11.22% boys and 7.15% girls).

The $X^2$ test of significance revealed that there is no significant relation between the measure 'Physically handicapped Pupils' Scholarship' and 'Wastage and Stagnation' ($X^2 = 1.075; P > .05$).

9. The proportions of boys and girls who attended the 'Coaching classes for SC/ST students' in Standard X are 43.94 and 56.06 respectively. The proportion of promotion among the students who attended the coaching classes is 12.63 (4.58% boys and 8.05% girls). No significant difference was noted between the boys and girls who attended the 'Coaching classes for SC/ST students' with respect to promotion (C.R. = 0.87; $P > .05$).

The proportion of Wastage and Stagnation (total educational waste) among the pupils who attended the 'Coaching Classes for SC/ST students' is 87.37. The proportion of Wastage and Stagnation among the girls, who attended coaching classes is more than that of Boys (C.R. = -2.98; $P < .01$).
The $X^2$ test of significance showed that there is an evidence of real association between the measure 'Coaching classes for SC/ST students' and 'Wastage and Stagnation' ($X^2 = 104.52; \ P < .01$).

III. Findings relating to the opinions of the different groups regarding the efficacy of the various measures adopted for preventing wastage and stagnation in the Secondary Schools of Kerala

1. Analysis of the opinions of the Secondary School teachers and administrators under study regarding the efficacy of the different measures adopted for preventing Wastage and Stagnation brought out the following views (as expressed by them):

   (i) The provision of scholarships is an aid for the financially backward pupils in meeting their minimum requirements for study (55.39%).

   (ii) Castewise distribution of scholarships prevents the other needy and deserving pupils from enjoying the scholarships (55.15%).

   (iii) The coaching classes act as a facilitator in attaining pass marks (72.79%).

   (iv) Many of the SC/ST students do not benefit from the measure 'Coaching Classes for SC/ST students', as they are reluctant to attend these classes for fear of being branded as 'lower caste students' (70.59%).
(v) The suggestions made by the Secondary School teachers and administrators for improving the existing measures under study are given below:

(a) The scholarships should be given on the basis of a fixed percentage of marks and attendance (78.43%).

(b) Academically backward students of all communities should be allowed to participate in the coaching classes (57.35%).

(c) The coaching classes may be extended to the lower classes as well (73.04%).

2. Analysis of the opinions of the Secondary School pupils under study regarding the efficacy of the different measures adopted for preventing Wastage and Stagnation brought out the following views:

(i) The amount received as scholarships is used for 'study purposes' (68.81%).

(ii) Receipt of scholarships is instrumental in raising the educational aspirations of the pupils (68.83%).

(iii) The amount given as scholarship is too little to meet the purpose (55.25%).
(iv) Inordinate delay in getting scholarships adversely affects studies (66.98%).

(v) Conduct of coaching classes is helpful in getting individual attention from teachers (52.45%).

(vi) As the coaching classes are specifically meant for SC/ST students, caste discrimination becomes too glaring (55.86%).

3. Analysis of the opinions of parents regarding the efficacy of the different measures adopted for preventing Wastage and Stagnation brought out the following views:

(i) The amount received as scholarships is used for 'study purposes' (67.19%).

(ii) The receipt of scholarships acts as a motivating factor for sending children to school (96.88%).

(iii) The amount received as scholarships is not sufficient to meet the purpose (98.44%).

(iv) The coaching classes acts as a facilitator in attaining pass marks (78.13%).

(v) Coaching classes are conducted only for Standard X and not for the lower Standards (82.29%).
(vi) Admission to coaching classes are limited
to SC/ST students only (71.88%).

(vii) The important suggestions made by the parents
regarding the improved practices required
for minimising Wastage and Stagnation in the
Secondary Schools of Kerala are as follows:

(a) The scholarship amount should be
increased and distributed timely
(90.63%).

(b) Coaching classes should be arranged not
only for the SC/ST students, but also
for students of all communities who are
academically backward (56.77%).

(c) Uniform, mid-day meals, books and other
amenities for study should be provided
free of cost by the government to
deserving pupils (58.33%).

(d) Education should be made vocation-based
(52.61%).

4. (a) Analysis of the opinions of drop-outs regarding
the efficacy of the different measures adopted for
preventing Wastage and Stagnation brought out
the following views:

(i) The amount received as scholarships is insufficient to meet the educational expenditure like purchase of study materials and uniforms (78%).

(ii) Caste-wise distribution of financial assistance to pupils results in 'caste labelling' and thereby a social stigma which eventually leads to inferiority complex among the recipients (52%).

(iii) Coaching classes for SC/ST students are conducted only for students of Standard X and not for the lower standards (65%).

(b) The major reasons pointed out by the drop-outs for leaving school are the following:

(a) Lack of attendance (53%)
(b) Learning difficulties (85%)
(c) Failure to make satisfactory progress in school (73%)
(d) Financial difficulties (89%)
(e) Poor goal perception (75%)
(f) Negative peer group influence (69%)
(g) Poor learning environment at home (87%)
(h) Lack of vocational-bias in the present system of education (81%).
Conclusions and Suggestions

Based on the major findings of the study, the following conclusions and suggestions are arrived at:

1. The study brought out the revealing finding that the incidence of Wastage and Stagnation in the Secondary Schools of Kerala during the five year period under study is not a negligible one (38.41%). This highlights the imperative need for taking further concrete steps for the proper evaluation of the existing measures for preventing Wastage and Stagnation in the Secondary Schools of Kerala and introducing further effective steps to minimize Wastage and Stagnation. Preparation of a catalogue of symptoms displayed by drop-outs would be helpful in identifying potential drop-outs well ahead of their leaving school. Extending adequate help at the right time in the form of financial aid, remedial instruction, sympathetic approach on the part of teachers and the like may go a long way in minimizing Wastage and Stagnation in education.

2. Another crucial finding that emerged from the study is that out of the eight measures adopted for preventing Wastage and Stagnation in the Secondary
Schools of Kerala, only four are found to be effective viz., Lump Sum Grant for SC/ST students, Meritorious Scholarship for SC/ST students, Upper Secondary Scholarship and Coaching Classes for SC/ST students. This indicates the need for a thorough probe into the situation, so that effective steps can be taken for the proper utilization of the resources available at present. A separate cell may be set up for the proper evaluation of the effectiveness of the different measures adopted for preventing Wastage and Stagnation in the Secondary Schools of Kerala.

3. Majority of the Secondary School teachers and administrators, pupils and their parents have reported that they have utilized the amount of scholarships for study purposes. But however, some of them have admitted that they have utilized the amount received as scholarships for other purposes, such as household expenses, buying medicines and the like. In this context it can be suggested that fifty per cent of the scholarship amount alone should be given as cash and the remaining fifty per cent should be given in the form of books, stationary and other amenities for study.
Majority of the subjects under study are of opinion that the amount received as scholarships is too little to meet the educational expenditure. This implies the need for raising the amount of scholarships.

Another opinion made in this context is that caste-wise distribution of scholarships leads to 'caste-labelling', which in turn, paves way for developing an inferiority complex among the recipients. Such children are likely to develop a feeling of segregation and evade participation in group activities, which might result in the development of an unhealthy attitude towards fellow students, teachers, school and academic work. It is, therefore, suggested that distribution of scholarships should be made strictly on 'economic basis' and not on 'caste basis'.

4. Majority of the subjects under study have expressed their disagreement with the concept of conducting Coaching Classes for SC/ST students of Standard X alone. Therefore, it is suggested that the Coaching Classes should be conducted for all academically backward students, irrespective of caste discrimination.
Extending this facility (Coaching Classes) to the lower classes is also suggested. Steps may, therefore, be taken to translate these suggestions into action.

5. Another significant finding of the study is the realisation of the student community regarding the need for guidance and counselling in schools. Immediate steps may, therefore, be taken for the effective organisation of guidance and counselling in the schools of Kerala. Care should be taken to see that trained personnel like career masters, guidance workers and counsellors are appointed for student personnel work.

6. The general observation that can be made from the present study is that parents, in general, are least interested in the education of their children, especially in the case of girls. The study, further indicates that the parents have not taken proper care of the utilization of the Muslim girls' scholarship and the Nadar girls' scholarship. This indicates the need for parental education, whereby the specific reasons for 'droppage' can be brought to the awareness of parents. Such awareness and
educational improvement can go a long way in enabling the parents to act as powerful agents for checking the reasons for 'droppage', such as irregular attendance, poor goal perception and improper learning environment at home.

Parent-Teacher Association in schools can also play a major role in conscientizing the parents regarding the relative importance of education for the children, who are the citizens of tomorrow.

7. Lack of vocational-bias in the present system of education has been pointed out as one of the major reasons for the incidence of Wastage and Stagnation. This suggests the imperative need for introducing vocational courses in all the schools in the state, which might go a long way in motivating the children to attend schools and in sustaining their interest in academic work.

**Suggestions for further research**

The present study has been helpful in finding out the efficacy of certain measures adopted for preventing Wastage and Stagnation in the Secondary Schools of Kerala. The study also provides some insight into many desirable and related areas for further research within the main field
of investigation. The desirable areas of further research in the field are presented below.

1. A critical study of the high school drop-outs in rural areas.

2. The extent of wastage and stagnation in the tribal situation.

3. A socio-economic analysis of wastage and stagnation with special reference to rural and tribal areas.

4. Promotion system in the schools of Kerala: An evaluative study.

5. Adjustment problems of SC/ST students in the residential schools of Kerala.

6. A critical study of the different measures adopted by the government for preventing wastage and stagnation in primary education ever since independence.


8. An investigation of the personal, social, educational and economic reasons for success and failure in school as expressed by students.

9. An investigation into the effectiveness of the programmes implemented for preventing wastage and stagnation among SC/ST students in the colleges of Kerala.
10. Developing a pragmatic model for reducing drop-out rates in schools/colleges.

11. A comparative study of the efficacy of the different measures adopted for preventing wastage and stagnation in select states in India.