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3.1. Introduction

According to John W. Best and James V. Kahn (1992), the statement of the problem gives direction to the research process and it must be limited enough in scope to make a definite conclusion possible. So the selection of the research topic is followed by refining it into a researchable problem which needs to include definitions of all the terms that could otherwise be misinterpreted. These definitions help to establish the frame of reference with which the researcher approaches the problem. And, formulation of hypotheses clarifies the nature of the problem and the logic underlying the investigation and gives direction to the data gathering process. The researcher must demonstrate why it is worth the time, effort and expense required to carryout the proposed research. Therefore, title of the problem, operational definitions of the terms used in the study, objectives, hypotheses, scope, need and importance of the study and the limitations of the study are dealt with in this chapter.

3.2. Title of the Problem

'Factors Related to School Effectiveness and Learning Achievement at Primary Stage'.

3.3. Operational Definitions of the Terms Used in the Study

Following are the operational definitions of the terms used in the study:

Factor

Collins Birmingham University International Language Data Base English Language Dictionary (1990), the New International Webster’s Comprehensive
Dictionary of English Language (1995) and Chamber’s English Dictionary (1990) define it as one of several elements or causes that produce a result. Dictionary of Education (1998) says that it is a hypothetical entity that is assumed to underlink and influence tests. Longman Active Study Dictionary of English (1998) defines that it is one of the conditions or influences which has an effect on a situation. Cambridge International Dictionary of English (1996) means it as a factor or situation which influences the result of something. According to the Concise Oxford Dictionary of Current English (1998), it is a circumstance, fact or influence contributing to a result.

**Physical**

The Concise Oxford Dictionary of Current English (1998) explains that ‘physical’ is used of objects or materials that can be touched or seen. The New International Webster’s Comprehensive Dictionary of the English Language (1995) regards it as material things considered as parts of a system. Cambridge International Dictionary of English (1996) considers it as material things that can be seen or felt: not spiritual or mental.

In this study, the term ‘Physical Factor’ refers to the objects or materials that influence learning achievement constituting (i) basic facilities (classroom space, buildings, instructional materials, toilet etc.), (ii) supplementary facilities (play facilities, furniture for students, maths kit etc.), (iii) techno-pedagogical facilities (radio, television, science lab etc.) and (iv) support services provided in the school (community support services, health and sanitary services etc.)

**Curricular**

Dictionary of Education (1998) and the Chambers English Dictionary (1990) define it as the adjective of ‘Curriculum’ which means that it is the organised course of study undertaken by a student in or under the aegis of college, school, university or other institute of learning. The Concise Oxford Dictionary of Current English (1998) considers it as the adjective of curriculum which means that it is (i) the
subjects that are studied or prescribed for study in a school and (ii) any programme of activities.

This study defines the ‘Curricular Factor’ as the programme of curricular planning (organising the lessons, motivating technique etc.) b) teaching, learning and evaluation (extent of using the low-cost and no-cost teaching aids other teaching aids, teaching slow-learners, formative and summative evaluation of pupils etc.), c) teachers’ job preparation (teachers’ academic and professional input, their knowledge of students background etc.) and d) teachers’ job satisfaction (about the self, the colleagues, the students and the society).

**Administrative**

The dictionaries regard it as a term concerned with ‘administration’. According to Chambers English Dictionary (1990), The Concise Oxford Dictionary of Current English (1998) and the New International Webster’s Comprehensive Dictionary of the English language (1995), it is the act of managing the affairs. According to Colins Birmingham University International Language Data Base English Language Dictionary (1990), it is defined as the range of activities connected with organising and supervising the way a company, institution or other organisation functions.

The present study regards the ‘Administrative Factor’ as the range of activities of primary school teacher with respect to i) classroom management (scheduling classroom activities, supervising the seating arrangements of pupils etc.) ii) resource management (time management, material management etc.) and iii) liaison between parents, teachers and administration.

**Effectiveness**

It is the noun form of the term ‘effective’. Cambridge International Dictionary of English (1996) and Longman Active Study Dictionary of English
consider it as the production of the desired result. The chambers’ English Dictionary (1990) defines ‘effectiveness’ as the success in producing the result.

As far as this study is concerned, ‘School Effectiveness’ refers to raising the learning achievement of primary school children in Tamil, English, Mathematics, Environmental Studies I (Social Science) and Environmental Studies II (Science).

**Learning**

The concise Oxford Dictionary of Current English (1998), Cambridge International Dictionary of English (1996), and the New International Webster’s Comprehensive Dictionary of the English Language (1995) have defined it as the knowledge obtained by study. A Student’s Dictionary of Psychology defines it as a relatively permanent change in knowledge, behaviour or understanding that results from experience.

**Achievement**


In this study, ‘Learning Achievement’ refers to the attainment of marks in cognitive subjects namely Tamil (Regional Language), English (Second language), Mathematics, Environmental Studies-I (Social Science) and Environmental Studies-II (Science) by 5th Standard pupils in their annual examination.

**Primary School**

Collins Birmingham University International Language Data Base English Language Dictionary (1990) treats it as a school in Britain for children between 5 and 11 years old. According to the New International Webster’s Comprehensive Dictionary of the English Language (1995), it is a school giving a course of education of pupils from six to nine years usually entering at about six years of age.
Cambridge International Dictionary of English (1996) considers it as a school for teaching of young children, especially those between five and eleven years old.

In this study, the ‘Primary Stage’ refers to primary schools of Tamil Nadu State in India, where children between 5+ and 11 years old are studying in classes I to V.

3.4. Objectives of the Study

(i) To study the physical factors (facilities) related to school effectiveness at primary stage.

(ii) To study the curricular factors related to school effectiveness at primary stage.

(iii) To study the administrative factors related to school effectiveness at primary stage.

(iv) To study the physical factors, curricular factors and administrative factors of school effectiveness taken together at primary stage.

(v) To find out the significant differences, if any, in the physical factors of school effectiveness at primary stage (basic facilities, supplementary facilities, techno-pedagogical facilities and support services provided in the school) due to variation in the type of school (Government, Private aided non-minority and Private aided minority).

(vi) To find out the significant differences, if any, in the curricular factors of school effectiveness at primary stage (curriculum planning, teaching, learning and evaluation, teacher’s job preparation and teacher’s job satisfaction) due to variation in the type of school (Government, Private aided non-minority and Private aided minority).

(vii) To find out the significant differences, if any, in the administrative factors of school effectiveness at primary stage (classroom management, resource management and liaison between parents, teachers and administration) due to
variation in the type of school (Government, Private aided non-minority and Private aided minority).

(viii) To find out the significant differences, if any, in the totality of physical, curricular and administrative factors of school effectiveness at primary stage due to variation in the type of school (Government, Private aided non-minority and Private aided minority).

(ix) To find out the significant differences, if any, in the physical factors of school effectiveness at primary stage (basic facilities, supplementary facilities, techno-pedagogical facilities and support services provided in the school) due to variation in the location of school (Rural and Urban).

(x) To find out the significant differences, if any, in the curricular factors of school effectiveness at primary stage (aspects related to curricular planning, aspects related to teaching, learning and evaluation, aspects related to teachers' job preparation and aspects related to teachers' job satisfaction) due to variation in the location of school (Rural and Urban).

(xi) To find out the significant differences, if any, in the administrative factors of school effectiveness at primary stage (classroom management, resource management and liaison between parents, teachers and administration) due to variation in the location of school (Rural and Urban).

(xii) To find out the significant differences, if any, in the totality of physical, curricular and administrative factors of school effectiveness at primary stage due to variation in the location of school (Rural and Urban).

(xiii) To find out the significant differences, if any, in the learning achievement of 5th Standard pupils at primary stage in Tamil, English, Mathematics, Environmental studies-I (Social Science) and Environmental Studies-II (Science) and subjects as a whole.

(xiv) To find out the significant differences, if any, in the learning achievement in Tamil, English, Mathematics, Environmental Studies-I (Social Science), Environmental Studies-II (Science) and subjects as a whole - of 5th Standard
pupils studying in schools with poor physical factors, moderate physical factors, and good physical factors at primary stage.

(xv) To find out the significant differences, if any, in the learning achievement in Tamil, English, Mathematics, Environmental Studies-I (Social Science), Environmental Studies-II (Science) and subjects as a whole – of 5th Standard pupils studying in schools with poor curricular factors, moderate curricular factors and good curricular factors at primary stage.

(xvi) To find out the significant differences, if any, in the learning achievement – in Tamil, English, Mathematics, Environmental Studies-I (Social Science), Environmental Studies-II (Science) and subjects as a whole – of 5th Standard pupils studying in schools with poor administrative factors, moderate administrative factors and good administrative factors at primary stage.

(xvii) To find out the significant differences, if any, in the learning achievement – in Tamil, English, Mathematics, Environmental Studies-I (Social Science), Environmental Studies-II (Science) and subjects as a whole of 5th Standard pupils studying in schools which are poor, moderate and good in the physical, curricular and administrative factors of school effectiveness taken together at primary stage.

(xviii) To find out the significant relationship between physical factors (basic facilities, supplementary facilities, techno-pedagogical facilities and support services provided in the school and the whole of these factors) and learning achievement of 5th Standard pupils at primary stage in Tamil, English, Mathematics, Environmental Studies-I (Social Science) Environmental Studies-II (Science) and subjects as a whole.

(xix) To find out the significant relationship between the curricular factors of school effectiveness at primary stage (aspects related to curriculum planning, aspects related to teaching, learning and evaluation, aspects related to teachers' job preparation, aspects related to teachers' job satisfaction and the whole of these curricular factors) and learning achievement of 5th Standard
pupils at primary stage in Tamil English, Mathematics, Environmental Studies-I (Social Science) Environmental Studies-II (Science) and subjects as a whole.

(xx) To find out the significant relationship between the administrative aspects (classroom management, resource management and liaison between teachers, parents and administration and these administrative aspects as whole) and learning achievement of 5th Standard pupils at primary stage in Tamil, English, Mathematics, Environmental Studies-I (Social Science) Environmental Studies-II (Science) and subjects as a whole.

(xxii) To find out the significant relationship between totality of physical, curricular and administrative aspects of school effectiveness at primary stage and learning achievement of 5th Standard pupils at primary stage in Tamil, English, Mathematics, Environmental Studies-I (Social Science), Environmental Studies-II (Science) and subjects as a whole.

(xxiii) To find out the significant relationship between the physical quality of primary schools and learning achievement of 5th Standard pupils in Tamil, English, Mathematics, Environmental Studies-II (Science), Environmental Studies-I (Social Science) and subjects as a whole.

(xxiv) To find out the significant relationship between the curricular quality of primary schools and learning achievement of 5th Standard pupils in Tamil, English, Mathematics, Environmental Studies-II (Science), Environmental Studies-I (Social Science) and subjects as a whole.

(xxv) To find out the significant relationship between the administrative quality of primary schools and learning achievement of 5th Standard pupils in Tamil, English, Mathematics, Environmental Studies-II (Science), Environmental Studies-I (Social Science) and subjects as a whole.

(xxv) To find out the significant relationship between the physical, curricular and administrative quality of primary schools taken as a whole and learning achievement of 5th standard pupils in Tamil, English, Mathematics,
(xxvi) To know the significant differences, if any, in the learning achievement of standard V pupils in Tamil, English, Mathematics, Environmental Studies-I (Social Science), Environmental Studies-II (Science) and subjects as a whole at primary stage due to variation in their sex (Boys and Girls), community (Scheduled Caste/ Scheduled Tribe, Most Backward class, Backward class and Forward community) Sex of the teacher (Men, Women and both Men and Women), location of the school (Rural and Urban), type of school (Government, Private aided Non-Minority and Private Aided Minority), number of family members (upto 4 members and 5 members and above), education status of parents (illiterate, upto standard V, upto standard X, upto +2, upto degree and above) and religion (Hindu and Non-Hindu).

3.5. Assumptions
1. The physical factors of school effectiveness may vary among primary schools.
2. The curricular factors of school effectiveness may vary among primary schools.
3. The administrative factors of school effectiveness may vary among primary schools.

3.6. Hypotheses
(i) There exist significant differences in the physical factors related to school effectiveness at primary stage (basic facilities, supplementary facilities, technopedagogical facilities and support services provided in the school) due to variation in the type of school (Government, Private Aided Non-Minority and Private Aided Minority).

(ii) There exist significant differences in the curricular factors related to school effectiveness at primary stage (aspects related to curriculum planning, aspects related to teaching, learning and evaluation, aspects related to teachers' job preparation and aspects related to teachers' job satisfaction) due to variation in
the type of school (Government, Private aided non-minority and Private aided minority).

(iii) There exist significant differences in the administrative factors related to school effectiveness at primary stage (classroom management, resource management and liaison between teachers, parents and administration due to variation in the type of school (Government, Private aided non-minority and Private aided minority).

(iv) There exist significant differences in the physical, curricular and administrative factors related to school effectiveness taken together at primary stage due to variation in the type of school (Government, Private aided non-minority and Private aided minority).

(v) There exist significant differences in the physical factors related to school effectiveness at primary stage (basic facilities, supplementary facilities, technopedagogical facilities and support services provided in the school) due to variation in the location of school (Rural and Urban).

(vi) There exist significant differences in the curricular factors related to school effectiveness at primary stage (aspects related to curriculum planning, aspects related to teaching, learning and evaluation, aspects related to teachers’ job preparation and aspects of related to teachers’ job satisfaction) due to variation in the location of school (Rural and Urban).

(vii) There exist significant differences in the administrative factors related to school effectiveness at primary stage (classroom management, resource management and liaison between teachers, parents and administration) due to variation in the location of school (Rural and Urban).

(viii) There exist significant differences in the totality of physical, curricular and administrative factors of school effectiveness at primary stage due to variation in the location of school (Rural and Urban).

(ix) There exist significant differences in the learning achievement in Tamil, English, Mathematics, Environmental Studies-I (Social Science),
Environmental Studies-II (Science) and subjects as a whole of 5th Standard pupils studying in schools with poor physical factors, moderate physical factors and good physical factors (facilities) at primary stage.

(x) There exist significant differences in learning achievement-in Tamil, English, Mathematics, Environmental Studies-I (Social Science), Environmental Studies-II (Science) and subjects as a whole of 5th Standard pupils studying in schools with poor curricular factors, moderate curricular factors and good curricular factors at primary stage.

(xi) There exist significant differences in the learning achievement-in Tamil, English, Mathematics, Environmental Studies-I (Social Science) Environmental Studies-II (Science) and subjects as a whole – of 5th Standard pupils studying in schools with poor administrative factors, moderate administrative factors and good administrative factors at primary stage.

(xii) There exist significant differences in the learning achievement of pupils - in Tamil, English, Mathematics, Environmental Studies-I (Social Science) Environmental Studies-II (Science) and subjects as a whole – studying in schools which are poor, moderate and good in the physical, curricular and administrative factors related to school effectiveness taken together at primary stage.

(xiii) There exists significant relationship between physical factors related to school effectiveness at primary stage (basic facilities, supplementary facilities, techno- pedagogical facilities and support services provided in the school and the whole of these factors) and learning achievement of 5th Standard pupils at primary stage in Tamil, English, Mathematics, Environmental Studies-I (Social Science), Environmental Studies-II (Science) and subjects as a whole.

(xiv) There exists significant relationship between the curricular factors related to school effectiveness at primary stage (aspects related to curriculum planning, aspects related to teaching, learning and evaluation, aspects related to teachers’ job preparation and aspects related to teachers’ job satisfaction and the whole
of these curricular aspects) and learning achievement of 5th Standard pupils at primary stage in Tamil, English, Mathematics, Environmental Studies-I (Social Science), Environmental Studies-II (Science) and subjects as a whole.

(xv) There exists significant relationship between the administrative factors related to school effectiveness at primary stage (classroom management, resource management and liaison between teachers, parents and administration and these administrative factors as a whole) and learning achievement of 5th Standard pupils at primary stage in Tamil, English, Mathematics, Environmental Studies-I (Social Science), Environmental Studies-II (Science) and subjects as a whole.

(xvi) There exists significant relationship between the totality of physical, curricular and administrative factors of school effectiveness at primary stage and learning achievement of 5th Standard pupils at primary stage in Tamil, English, Mathematics, Environmental Studies-I (Social Science), Environmental Studies-II (Science) and subjects as a whole.

(xvii) There exists significant relationship between the physical quality of primary schools and learning achievement of 5th Standard pupils in Tamil, English, Mathematics, Environmental Studies-II (Science), Environmental Studies-I (Social Science) and subjects as a whole.

(xviii) There exists significant relationship between the curricular quality of primary schools and learning achievement of 5th Standard pupils in Tamil, English, Mathematics, Environmental Studies-II (Science), Environmental Studies-I (Social Science) and subjects as a whole.

(xix) There exists significant relationship between the administrative quality of primary schools and learning achievement of 5th Standard pupils in Tamil, English, Mathematics, Environmental Studies-II (Science), Environmental Studies-II (Social Science) and subjects as a whole.

(xx) There exists significant relationship between the physical, curricular and administrative quality of primary schools taken as a whole and learning
achievement of 5th Standard pupils in Tamil, English, Mathematics, Environmental Studies-II (Science), Environmental Studies-I (Social Science) and subjects as a whole.

(xxi) There exist significant differences in the learning achievement of 5th Standard pupils at primary stage in Tamil, English, Mathematics, Environmental Studies-I (Social Science), Environmental Studies-II (Science) and subjects as a whole due to variation in their sex (Boys and Girls).

(xxii) There exist significant differences in the learning achievement of 5th Standard pupils at primary stage in Tamil, English, Mathematics, Environmental Studies-I (Social Science), Environmental Studies-II (Science) and subjects as a whole due to variation in community (Scheduled Caste/ Scheduled Tribe, Most Backward Class, Backward Class and Forward Community).

(xxiii) There exist significant differences in the learning achievement of 5th Standard pupils at primary stage in Tamil, English, Mathematics, Environmental Studies-I (Social Science), Environmental Studies-II (Science) and subjects as a whole due to variation in the sex of teacher (Men, Women and both Men and Women).

(xxiv) There exist significant differences in the learning achievement of 5th Standard pupils at primary stage in Tamil, English, Mathematics, Environmental Studies-I (Social Science), Environmental Studies-II (Science) and subjects as a whole due to variation in the location of school (Rural and Urban).

(xxv) There exist significant differences in the learning achievement of 5th Standard pupils at primary stage in Tamil, English, Mathematics, Environmental Studies-I (Social Science), Environmental Studies-II (Science) and subjects as a whole due to variation in the type of school (Government, Private aided non-minority and Private aided minority).

(xxvi) There exist significant differences in the learning achievement of 5th Standard pupils at primary stage in Tamil, English, Mathematics,
Environmental Studies-I (Social Science), Environmental Studies-II (Science) and subjects as a whole due to variation in number of family members (upto 4 members and 5 members and above).

(xxvii) There exist significant differences in the learning achievement of 5th Standard pupils at primary stage in Tamil, English, Mathematics, Environmental Studies-I (Social Science), Environmental Studies-II (Science) and subjects as a whole due to variation in educational status of parents (illiterate, upto 5th Standard, upto 10th Standard, upto 12th Standard, upto degree and above).

(xxviii) There exist significant differences in the learning achievement of 5th Standard pupils at primary stage in Tamil, English, Mathematics, Environmental Studies-I (Social Science), Environmental Studies-II (Science) and subjects as a whole due to variation in their religion (Hindu and Non-Hindu).

3.7. Scope of the Study

One of the main thrusts of New Educational Policy, 1986 revised in 1992 of India is equity and quality in education at primary stage. The quality in primary education is ascribed to enhanced learning achievement of primary school children. Primary education can hardly boast of any big leap forward in terms of quality and all recent Indian Studies (Dave forthcoming, NCERT 1996a, Govinda and Varghese 1993, Roy, Mitra and Ray 1995, Shukla and others 1994, Prakash and Panda 1996, Saxena, Singh and Gupta 1995) have shown low level of achievement among primary children. So it has become necessary to improve the quality of primary education by improving the school effectiveness and learning achievement at primary stage.

The present study aims at identifying the factors related to school effectiveness and learning achievement at primary stage. The factors of school effectiveness and learning achievement at primary stage considered are the physical
factors (basic facilities, supplementary facilities, techno-pedagogical facilities and support services provided in the schools), curricular factors (curriculum planning aspects related to teaching, learning and evaluation, aspects related to teachers’ job preparation and aspects related to teachers’ job satisfaction) and the administrative factors (classroom management, resource management and liaison between parents, teachers and administration). The type of school considered for study include Government schools, Private aided non-minority schools and Private aided minority schools in rural and urban areas. The learning achievement of primary school pupils is ascertained from the marks scored by 5th Standard pupils in their annual examination in Tamil, English, Mathematics, Environmental Studies-I (Social Science), Environmental Studies-II (Science) and subjects as a whole.

The present study also aims to study the influence of variables namely sex of the pupils (Boys and Girls), Community (Schedule Caste/Scheduled Tribe and others) sex of the teacher (Male and Female), type of school (Government, Private aided non-minority and Private aided minority), location of school (Rural and Urban), number of family members (up to 4 members and 5 and above) educational status of parents (illiterates, up to 5th Standard, up to 10th Standard, upto 12th Standard and upto degree and above) and religion (Hindu and Non-Hindu) on the learning achievement of primary children.

3.8. Need and Importance of the Study

The Ministry of Human Resources Development (1991) has observed that the traditional concept of ‘35 percent pass’ prevalent at the middle and secondary stages of education invariably prevails at the primary stage also and that it is indeed an impediment in raising the learning achievement of the primary school children. In order to increase the learning achievement of children at the primary stage of education, minimum essential facilities have been provided to schools through Operation Blackboard Scheme (OBS). The National Council of Educational Research and Training (1997) has pointed out that indepth studies on the
implementation of the Operation Blackboard Scheme are needed in each and every state for providing empirical evidence to show that equipping primary schools with essential materials would help in enhancing the achievement of pupils. The study of Pakkiam (1990) and Rajakutty (1995) are the only research available in Tamil Nadu about the implementation of the Operation Blackboard Scheme. But it was not studied in relation to learning achievement of primary school children.

There can be no two opinions about the fact that the primary schools and classrooms are not student friendly which lead to the poor achievement of primary school children in India. The learning achievement is universally poor across the area, schools, gender, categories and the states (Lockheed et al, 1997). Therefore the primary teachers who are the key figures in curriculum transaction were empowered with competencies related to curriculum planning, teaching, learning, evaluation, classroom management, resource management etc. Which would help children for higher learning achievement. Special Orientation Programmes for Primary Teachers were organised and implemented by the District Institutes of Education and Training, State Council of Educational Research and Training and National Council of Educational Research and Training for teacher empowerment in these curricular factors at primary school levels. Only few studies (Buch and Sudame 1990, Govinda and Varghese 1991 and 1993, Varghese 1995, Snehlata Shukla 1995, Shukla 1984, Satvir Singh and Saxena 1995, Satvir Singh, Saxena and Gupta 1995) have been reported on the influence of some of these efforts on learning achievement of primary school children. These studies have concentrated on the learning achievement of primary school children either in one or two of the subjects namely Mathematics, language and social studies only. Studies are hardly found which throw much light on the physical, curricular and administrative factors of school effectiveness unitarily which influence learning achievement of primary school children.
A study of learning achievement of pupils studying in schools with poor, moderate and good factors of school effectiveness (physical, curricular and administrative) at primary stage will be useful to find out the type of factors that contribute for enhanced learning achievement.

A study of higher learning achievement in different type of schools (Government, Private aided non-minority and Private aided minority) will help to identify certain factors contributing to better school effectiveness and learning achievement. The study of the influence of variables on learning achievement namely sex and community of the pupils, sex of the teacher, location of the schools, type of schools, number of family members, educational status of parents and religion of the students will lend something useful to know whether the equity in quality of education is maintained to improve the learning achievement of primary school pupils. It will also be helpful in policy making and in planning with respect to the kind of orientation for the primary teachers to help improve the learning achievement of children at primary stage. A study of this kind will be suggestive of helping the educational authorities to guide the primary teachers for better learning achievement of primary children in Tamil, English, Mathematics, Environmental Studies-I (Social Science) and Environmental Studies-II (Science) even in a situation of the non-existence of either of the physical, curricular and administrative factors related to school effectiveness and learning achievement.

Therefore, an attempt has been made in the present study to identify the physical (basic facilities, supplementary facilities, Techno-pedagogical facilities and support services provided in the school) curricular (aspects related to curriculum planning, aspects related to teaching, learning and evaluation, aspects related to teachers' job preparation and aspects related to teachers' job satisfaction) and administrative factors (classroom management, resource management and liaison between parents, teachers and administration) related to school effectiveness that influence higher learning achievement at primary stage in all the prescribed
subjects namely Tamil, English, Mathematics, Environmental studies I (Social Science) and Environmental studies II (Science) by the children studying in primary schools situated in different locations (Rural and Urban) and types of school (Government, Private aided non-minority and Private aided minority) with an eye on studying the differences in learning achievement of primary children due to variations in their sex (Boys and Girls) Community (Scheduled Caste/Scheduled Tribe, Most Backward Class, Backward Class and Forward Community) sex of the teacher (Men and Women and both Men and Women) location of the schools (Rural and Urban), type of schools (Government, Private aided non-minority and Private aided minority), number of family members (up to 4 members and 5 and above) educational status of parents (illiterates, up to 5th Standard, up to 10th Standard, up to 12th Standard and up to degree and above) and religion (Hindu and Non-Hindu).

3.9. Limitations of the Study

The following are the limitations of the present study:

(i) The study is limited to primary schools only.

(ii) The area of the study is limited to three educational blocks only namely Aruppkottai, Kariapatti and Tiruchuli.

(iii) Learning Achievement of 5th Standard Children studying under State Board of Education Syllabus are assessed for cognitive subjects only (Tamil, English, Mathematics, Environmental Studies-I (Social Science) and Environmental Studies-II (Science) from their achievement scores in the annual examination.

(iv) The teachers and headmasters of both sexes working in those type of primary schools (Government, Private aided non-minority and Private aided minority) imparting education under the syllabus prescribed by the State Board of Education only are considered as the respondents to the Rating Scales.

(v) With respect to the Physical Factors related to School Effectiveness, availability of basic facilities, supplementary facilities, techno-pedagogical facilities and
support services provided in the school only are considered for the study, but not the extent of their utilisation.

(vi) In respect of Curricular Factors related to School Effectiveness, aspects related to curriculum planning, teaching, learning and evaluation, teachers’ job preparation and teachers’ job satisfaction only are taken for study.

(vii) With respect to Administrative Factors related to School Effectiveness, classroom management aspects, resource management aspects and aspects of liaison between parents, teachers and administration only have been taken into account for study.

The methodology of the study is presented in the next chapter.