CHAPTER - V

CONCLUSION
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### CONCLUSION

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CHAPTER – V
CONCLUSION

5.1. INTRODUCTION

The strength and vitality of a nation depends upon its human resource and the quality of education. The quality of an individual is determined by many factors and education plays a significant role in developing these factors. Further, the entire spectrum of education is basically linked with primary and upper primary education. This is first phase of education in the life of every human being. As far as India is concerned, the compulsory primary education assured in the Constitution could not be achieved within the time frame due to various reasons, such as heavy work load, lack of infrastructure, poor quality and performance of teachers, unorganized system of education, outmoded method of teaching and evaluation, bureaucratic system and regulations, lack of co-operation between the school and the community, lack of understanding of the objectives of curriculum, lack of interest on the part of the students, wastage, stagnation etc. Unless serious efforts are taken to arrest the heavy wastage and stagnation at the primary education level, the investment on education would be a mere waste. Hence continuous efforts should be made to arrest repetition at the primary and upper primary level of education, without which, universalisation of primary education in India will be a dream for ever.

5.2. METHODOLOGY

This chapter deals with the statement of the problem, operational definitions of key terms, assumptions of the study, objective and
hypotheses of the study, variables chosen, tools used, reliability and validity of the tool, selection of sample, data collection, delimitation of the study etc.

5.3. STATEMENT OF THE PROBLEM

The Government of India has made the primary education a fundamental right and thereby encourages the managements and department of education to enroll all the children. Consequently the enrolment increased in all the schools. While due importance is given to increase in strength the standard of education also requires attention. Students who do not get the level of knowledge required for promotion, he or she is detained in the same class. Thus two problems (encouraging primary education Vs repetition) are contradictory to each other. Hence the researcher ventures to analyse the reason for the repetition. Having these in mind the investigator has chosen the following topic for his research. “Repetition Among Upper Primary Students in Thiruvallur District”.

5.4. METHOD OF THE STUDY

In this research survey method was used. Random sampling technique was adopted to select responses from head masters, teachers, repeater students, repeater’s parents. In order find solution for research question, appropriate data gathering instruments were constructed and validated. By using this validated tools data were collected from head masters, teachers, repeater students, repeater’s parents. Data was subjected to analysis and the findings drawn are presented below.
5.5. FINDINGS

The researcher after collecting data from various sections – teachers, headmasters, parents and students has scientifically interpreted and analysed the views of all the above people. The research findings are already reported in the previous chapter. Poverty, lack of exposure to the importance of education, environment, etc., contribute substantially to repetition. However from the data collected the researcher presents the analysis as follows:

Between 1961-1970 highest number of schools were established in Tamil Nadu. Around 50% of the schools have only 3 sections. There are also schools which have 15 sections in upper primary classes which clearly indicate thick population in that area. Almost one fourth of the schools have three to four teachers. A maximum of 16 teachers are working in some schools. With regard to the infrastructure 75% of the schools have more than 5 class rooms and only 50% of the schools have eight blackboards in usable condition. The researcher observes that the infrastructure facilities at the upper primary level has to be improved to make teaching - learning effective.

The supervisory authorities visit the institutions thrice a year only to one fourth of the schools during an academic year. Unless the supervisory mechanism is strengthened, the desired output in education cannot be achieved. The researcher infers from the data that the supervisors visit some schools 7 to 10 times. The same frequency of visits is necessary to impart efficiency in classroom teaching. Considering the repetition in upper primary level, the researcher suggests
that academic support be obtained from the teaching faculty of DIET, BRC and CRC.

The data indicate that the main reason for repetition is long absence from class and a very poor academic performance. To encourage the students to be regular to class, it is necessary to encourage students interaction and sustain interest. Around 50% of the heads of institutions suggest that the students should complete the lessons each day. In the case of students whose parents are occupied in profession such as business, agriculture, etc., hardly find time to finish the lessons each day. Such students can be retained in the institutions till they complete the lessons. More percentage of repeaters are boys and hence it could be inferred that the boys engage themselves in some work at home or they waste the time in marry making, site seeing etc.

No significant association is noted between the year of establishment of the institutions and the number of repeaters; the school buildings and the number of repeaters; the number black boards and the number of repeaters.

The teachers expressed the view that they should be given special training to deal with the slow learners. They also expressed their difficulties in doing non-academic work. Some students are very low in intelligence. They are of the view that students coming from poor families do not cope with studies.
5.6. MAJOR FINDINGS

1. The students hold the view that long absence from class is an important reason for their retention. The same view is expressed by the Headmasters, teachers and the parents. The same research findings is reported by Pratap et al (1971), Care (1977), Vasthsala (1981), Saxena (1982) and Hussan (1982).

2. The Students continue to be absent from the class for more than a month only due to ill health. Barua. A.P. (1971), Rewart and Gupta (1972), Punalekar (1975), Pillai, Benjamin and Nair (1980), Singh (1988) in their research work reveal a same view.


4. More number of repeaters are only in 6\textsuperscript{th} standard (i.e.,) the first stage of upper primary class.

5. Most of the repeaters are boys. The research finding of Sharma (1982), Dass R.C. (1969), Vyas I.C. et al (1992) Patrick (1990) reveal that the percentage of dropout is more in the case of girls than the boys. In this research work the investigator observed that in the school under study the percentage of the boy repeaters are more than that of girls.

6. The students accept their own responsibility for the retention. They also accept that they have not concentrated on their studies. The teachers, the headmasters and parents have expressed similar view that the students are responsible repetition.
7. The teachers and the headmasters are of the view that the students should study at home which means that the students’ individual effort and frequent recapitulation are necessary. But the teachers and the headmasters view that students do not do much academic work at home. Masavi (1976), Bihari (1969), Devi (1983), Mishra (1992) and Sharma (1992) in their research work reveal the same view.


10. The teacher’s educational qualification is only very minimum (Higher Secondary and DTED) at the upper primary level. Hence this would be a reasons for the poor teaching in class. Naturally, the Students get inadequate help from the teachers. So the Students become repeaters.
11. In the view of the teachers the students are lethargic incompetent and not interested in learning.

12. The headmasters find the student’s attitude of postponing their everyday academic work as one of the important reasons for poor performance and subsequently their retention.

5.7. SYNTHESIS OF THE FINDINGS

The Headmasters, teachers, parents and the students have the same view that long absence from class and lack of interest in studies are the major reasons for retention. On the part of the Headmasters and teachers they blame the students for retention. Parents also blame their wards. So every one blames the students for being fully responsible for retention. A very careful re-reading of the responses reveal that except the students, the others have not fully realized their responsibility of helping the slow learners (repeaters). The very basis of learning presupposes that all students are capable of learning but the difference is only in the level of learning. Both the teachers and the Headmasters have a poor perception of their own responsibilities. The parents also evade their responsibility of educating their wards through frequent monitoring of their studies. The supervisory mechanism have neither made any sincere attempt to find out whether the teachers have given adequate attention to the repeaters but also remained indifferent to their official responsibility. The statistical outcome proves that more number of repeaters belong to 6th standard. The reason may be that the students face the psychological problem of moving from an elementary school to another school at a higher level. Besides, the children realize their identity and develop a
self-concept at this stage. The psychological tension results in illness and as a result, they continue to be absent from the class.

Detention is not a solution but another problem. The class room is a place where the teacher is the key figure. If he is resourceful, responsible and interested in his profession major problems can be solved. Finally it is only the teachers, headmasters and the supervisory authorities who are to be held responsible for repetition of the students. The accountability is a very important criteria which the teachers have to accept. They are the people who are paid for their job and so the moral responsibility of answering to the people cannot be disregarded. So the investigator is of the firm view that every effort should begin with the teacher to strengthen classroom teaching.

5.8. EDUCATIONAL IMPLICATIONS

1. Subject-wise teachers should be appointed to improve the quality of education at the primary level.
2. Periodical in-service programme should be arranged to effectively deliver the subject in the class.
3. Periodical parent teachers meeting should be convened to discuss the academic issues with respect to their wards.
4. Periodical health checkup should be conducted to enable the children keep fit themselves.
5. The teaching community should be made accountable.
6. More academic support should be given to the socially disadvantaged students to overcome the repetition.
7. Parents should be educated not to assign domestic works frequently to their wards.
8. Periodical personality development programmes should be conducted to the upper primary students to instill confidence in them.

5.9. SUGGESTIONS FOR FURTHER RESEARCH

Research study could be attempted on:

1. “Trend of Repetition in Thiruvallur District.”
2. Research on “Causes of repetition in other types of schools except Panchayat Union Middle Schools”.
3. “Repetition at the Stage of Primary Level”.
4. “Reasons for Repetition at the Secondary Level”.
5. “Trends of Repetition in Tamil Nadu”.
6. “Relational analysis between repetition and wastage”.
7. Research study between curriculum practised and repetition of students at the primary level.

5.10. CONCLUSION

From this investigation, the investigator draws the following conclusion

It is found that long absenteeism is the main cause for repetition at the upper primary level. This may be due to the ill-health of the children as well as the poor environmental conditions of the children. The long absenteeism may also be due to students’ dislike of the classroom and their inability to cope with the lessons. Further the ignorance of the parent also leads to long absenteeism of their wards. The researcher infers that the heavy academic workload causes the repetition of students. It is noted
that most of the repeaters are from the socially disadvantaged community, because it may be due to the first generation learners. It is noted that the shirking of responsibilities of the headmasters, teachers and parents lead the children to the repetition. Further the anxiety of the students from lower class to middle class also leads to repetition. It is found that the illiteracy of the parents is one of the important causes for repetition. The students’ lack of interest in learning also leads to repetition. From all these the investigator concludes that the reasons for repetition is long absenteeism, illiteracy of parents, lack of responsibilities of teachers and headmasters.

Extraneous factors such as games, TV etc., distract then Students from concentrating on their studies. Now a days, the learning activity is only result oriented and subject-oriented. All students do not have the same learning competence. Hence the slow learner’s problems should also be kept in mind by the teachers. The teacher can make learning enjoyable only if he/she is resourceful, efficient and accommodative. The teacher should be a guide, philosopher and a friend to the students in the classroom. It is the duty of the teacher to draw students to his class. He/She is at liberty to follow any technique to keep their classes lively and make their classes interesting. If the students do not attend the classes for any reason (except ill health) it reflects teachers’ indifferent and efficiency. To make the teachers take the above roles, he or she needs frequent in-service training which includes orientation in educational psychology and methodology in teaching. He/she has to identify the children who have learning disabilities and they should take special care
to help them. Headmasters play a key role at the elementary and secondary level. They must motivate the teachers and also students. They should serve as bridge between teachers, students, parents and the officials. The supervisory authorities' contribution to both academic and administration is essential to tackle the problem of repetition and wastage. The government spends a substantial money for each student towards education. The expenditure per student works out to be much higher than that of the other developing countries. Repetition is a burden to the government in the next few years. Dropout and wastage in education is a permanent burden. As a developing country, India cannot afford to meet the cost of education of the repeaters. Thus effectiveness of the system of education depends on the collective responsibility of the students, parents, teachers, headmaster and supervisory authorities. Only if these people work together repetition, dropout and wastage can be arrested.