CHAPTER-V

SUMMARY

5.1 Introduction

Among all the stages of formal education viz. elementary, secondary and higher education, the elementary education is treated as the most important because it is this stage where the foundation is laid down and the child acquires the basic learning competencies. The increased global attention towards Universalisation of Elementary Education (UEE) has been reflected through International declaration of Education for All (EFA), 1990 supported and promoted by United Nations Educational, Scientific and Cultural Organization (UNESCO) which aims to meet the learning needs of all by 2015.

Keeping up with the commitment of Indian constitution many commissions on education and their recommendations moved towards the goal of universalizing elementary education like Kothari commission (1964-66), National Policy on Education (1986), revised policy and Programme of Action (1992) etc.

A number of centrally sponsored projects were launched in light of these recommendations like Operation Black Board (1987), District Primary Education Programme (1994), Midday Meal Programme (1995), Education Guarantee Scheme (2000) and Right of Children for Free and Compulsory Education act (RTE, 2009) leading to expansion in elementary education.

Amidst these rapid developments, elementary education also has not been able to escape from the quality vs. quantity debate. The fact that quantitative expansion seems to have over shadowed the quality of elementary education has been reflected in nationwide surveys like Public Report On Basic Education (PROBE, 1998), Govinda (2002) and Public Report On Basic Education (PROBE) revisited (2006).

Research studies conducted in India by Govinda and Varghese (1993); Shukla et al. (1994); Aikara (1997); Hasan (1995); Aggarwal (2000); Reddy(2004); Goyal (2007); Singh (2014) and National Assessment Surveys (NAS, 2015) have also assessed learner achievement in India and have shown that achievement levels at the terminal grades of primary school are disappointingly low.
Increased focus on learning achievement in India began around 1980 with the preparation of the document called 'Minimum Level of Learning' (MLL) by the National Council of Educational Research and Training (NCERT) which played a major role in focusing the attention of planners and policy makers as well as administrator and practitioners all over the country on the issue of learner achievement.

Research has established that learning achievement should refer to the acquisition of both cognitive and non-cognitive competencies which are necessary for the overall development of individual. But it is worth mentioning that, in all the national level surveys the term learning achievement has been delimited to cognitive aspects due to the evaluation constraint. So researchers in India who have used the term learning achievement have largely used competency based standardized achievement test, for example in mathematics, language, social studies, science etc.

Since no clear cut line of demarcation can be drawn on how levels of learning may be differentiated by using examination based on standardized tests when the learning has occurred in the same very formal system of classroom interactions and schooling, so the term learning achievement/scholastic achievement/academic achievement are used interchangeably.

Learning achievement has become a variable of interest to all and this explains the reason why scholars have been working hard to locate the factors that are detrimental against good academic performance (Aremu and Sokan, 2002).

Buch and Buch (1983) synthesized more than 200 studies focusing on the determinants of learning outcomes at the level of primary education. The correlates of pupils performance were categorized into three groups as (a) family characteristics (b) school characteristics and (c) individual characteristics.

Thus apart from the individual who is at the centre of teaching learning process, the two main factors which have been found to effect learning achievement are school characteristics and the home related factors.

The quality of the school is determined by the scholastic/learning achievement of the students which can only be enhanced if the school environment is congenial and productive (Singh et al., 2008). School environment emerges as one of the most important factors for an effective school and academic success of students.
Eric (2005) studied the role of the supportive school environment in promoting academic success and found out that the school environment had broad influence on students learning and growth.

Home background factors constitute the second most important variable affecting the learning achievement of the students. Several studies on home background have revealed its positive impact on students learning (Jagannadhan, 1985 and Shukla et al., 1994). Researchers have not drawn any difference between home or family related variables. A comprehensive variable which represents the support extended to the child from home is family support. Family support is the support extended by parents, siblings, grandparents, maternal and paternal uncle and aunts and other significant members of the family.

Education means much more than providing students with academic knowledge and skills. It includes making the students put into effective use the acquired knowledge and skills in the larger society. So, for students to be effective citizens, both school and family should provide the necessary environment for the successful education of the child.

Another factor emerging out of the family and social life of an individual is the level of socio economic deprivation which is a strong determinant of academic achievement of an individual. The scheduled castes, scheduled tribes, other backward classes and minorities and other economically weaker sections are categorised as socially disadvantaged groups when placed on the continuum of socio-economic development. Many research studies have reported that scheduled caste and scheduled tribe students tend to show low performance as compare to other social groups (Shukla et al., 1994).

As a result of oppression and servitude these classes of people have a background of illiteracy, ignorance and poverty, which is the major reason that children of this section of society do not perform well when it comes to achievement in school education.

The statistics of various research studies (Reddy, 2004; Aggarwal, 2000; Shukla et al., 1994) portray a dismal situation regarding the learning achievement scores of these groups. However causes behind such low achievement have not been identified perhaps because the factors like home, school and pupil characteristics
affecting learning achievement have not been investigated precisely for scheduled caste, scheduled tribe and other backward class students especially at the elementary stage.

Though the related literature brings to the forefront low levels of learning achievement of these socio-economically deprived groups but there is dearth of studies which have specially tried to investigate the major factors affecting learning achievement viz learner characteristics, home and school characteristics of scheduled caste, scheduled tribe and other backward class students specially for the state of Punjab.

The investigator could locate just two studies by Kaur (2007) and Kaur (2010) carried out on schools of district Barnala and Sangrur respectively. Moreover no study could be located which was specifically done to assess the learning achievement of socio economically deprived group of elementary school students in Punjab. So through the present study the investigator tried to obtain a more representative sample for Punjab by including the three most literate and the three least literate districts of Punjab and tried to present a comprehensive picture of learning achievement levels of scheduled caste, scheduled tribe and other backward class of elementary school students in relation to school environment and family support.

SCHOOL ENVIRONMENT AND FAMILY SUPPORT AS CORRELATES OF LEARNING ACHIEVEMENT OF SOCIO-ECONOMICALLY DEPRIVED ELEMENTARY SCHOOL STUDENTS

Objectives

1. To explore the levels of learning achievement of socio-economically deprived group of elementary school students.

2. To study the relationship between school environment and learning achievement of socio-economically deprived elementary school students.

2(a) To study the relationship between creative stimulation dimension of school environment and learning achievement of socio-economically deprived elementary school students.

2(b) To study the relationship between cognitive encouragement dimension of school environment and learning achievement of socio-economically deprived elementary school student.
2(c) To study the relationship between permissiveness dimension of school environment and learning achievement of socio-economically deprived elementary school students.

2(d) To study the relationship between acceptance dimension of school environment and learning achievement of socio-economically deprived elementary school students.

2(e) To study the relationship between rejection dimension of school environment and learning achievement of socio-economically deprived elementary school students.

2(f) To study the relationship between control dimension of school environment and learning achievement of socio-economically deprived elementary school students.

3. To study the relationship between family support and learning achievement of socio-economically deprived elementary school students.

4. To study the relationship of learning achievement of socio-economically deprived elementary school students across gender.

5. To study the interaction between school environment, family support learning achievement of socio-economically deprived elementary school students.

5(a) To study the interaction between creative stimulation dimension of school environment and family support on learning achievement of socio-economically deprived elementary school students.

5(b) To study the interaction between cognitive encouragement dimension of school environment and family support on learning achievement of socio-economically deprived elementary school students.

5(c) To study the interaction between permissiveness dimension of school environment, family support on learning achievement of socio-economically deprived elementary school students.

5(d) To study the interaction between acceptance dimension of school environment and family support on learning achievement of socio-economically deprived elementary school students.
To study the interaction between rejection dimension school environment, family support on learning achievement of socio-economically deprived elementary school students.

To study the interaction between control dimension of school environment, family support on learning achievement of socio-economically deprived elementary school students.

To study the interaction between school environment and gender with respect to learning achievement of socio-economically deprived elementary school students.

6a. To study the interaction between creative stimulation dimension of school environment and gender with respect to learning achievement of socio-economically deprived elementary school students.

6b. To study the interaction between cognitive encouragement dimension of school environment and gender with respect to learning achievement of socio-economically deprived elementary school students.

6c. To study the interaction between permissiveness dimension of school environment and gender with respect to learning achievement of socio-economically deprived elementary school students.

6d. To study the interaction between acceptance dimension of school environment and gender with respect to learning achievement of socio-economically deprived elementary school students.

6e. To study the interaction between rejection dimension of school environment and gender with respect to learning achievement of socio-economically deprived elementary school students.

6f. To study the interaction between control dimension of school environment and gender with respect to learning achievement of socio-economically deprived elementary school students.

7. To study the interaction between family support and gender with respect to learning achievement of socio-economically deprived elementary school students.
Hypotheses

Ho1 There exists no significant difference between learning achievement of socio-economically deprived elementary school students with good and poor school environment.

Ho1.1 There exists no significant difference between learning achievement of socio-economically deprived elementary school students with good and poor creative stimulation dimension of school environment.

Ho1.2 There exists no significant difference between learning achievement of socio-economically deprived elementary school students with good and poor cognitive encouragement dimension of school environment.

Ho1.3 There exists no significant difference between learning achievement of socio-economically deprived elementary school students with good and poor permissiveness dimension of school environment.

Ho1.4 There exists no significant difference between learning achievement of socio-economically deprived elementary school students with good and poor acceptance dimension of school environment.

Ho1.5 There exists no significant difference between learning achievement of socio-economically deprived elementary school students with good and poor rejection dimension of school environment.

Ho1.6 There exists no significant difference between learning achievement of socio-economically deprived elementary school students with good and poor control dimension of school environment.

Ho2 There exists no significant difference between learning achievement of socio-economically deprived elementary school students with high and low family support.

Ho3 There exists no significant difference between learning achievement of socio-economically deprived elementary school students across gender.

Ho4 There exists no significant interaction between school environment and family support on learning achievement of socio-economically deprived elementary school students.
Ho4.1 There exists no significant interaction between creative stimulation dimension of school environment and family support on learning achievement of socio-economically deprived elementary school students.

Ho4.2 There exists no significant interaction between cognitive encouragement dimension of school environment and family support on learning achievement of socio-economically deprived elementary school students.

Ho4.3 There exists no significant interaction between permissiveness dimension of school environment and family support on learning achievement of socio-economically deprived elementary school students.

Ho4.4 There exists no significant interaction between acceptance dimension of school environment and family support on learning achievement of socio-economically deprived elementary school students.

Ho4.5 There exists no significant interaction between rejection dimension of school environment and family support on learning achievement of socio-economically deprived elementary school students.

Ho4.6 There exists no significant interaction between control dimension of school environment and family support on learning achievement of socio-economically deprived elementary school students.

Ho5 There exists no significant interaction between school environment and gender with respect to learning achievement of socio-economically deprived elementary school students.

Ho5.1 There exists no significant interaction between creative stimulation dimension of school environment and gender with respect to learning achievement of socio-economically deprived elementary school students.

Ho5.2 There exists no significant interaction between cognitive encouragement dimension of school environment and gender with respect to learning achievement of socio-economically deprived elementary school students.

Ho5.3 There exists no significant interaction between permissiveness dimension of school environment and gender with respect to learning achievement of socio-economically deprived elementary school students.
Ho5.4 There exists no significant interaction between acceptance dimension of school environment and gender with respect to learning achievement of socio-economically deprived elementary school students.

Ho5.5 There exists no significant interaction between rejection dimension of school environment and gender with respect to learning achievement of socio-economically deprived elementary school students.

Ho5.6 There exists no significant interaction between control dimension of school environment and gender with respect to learning achievement of socio-economically deprived elementary school students.

Ho6 There exists no significant interaction between family support and gender with respect to learning achievement of socio-economically deprived elementary school students.

Delimitations

- The study was delimited to only six districts, three from the five most literate districts, namely Hoshiarpur, Ajitgarh, Ludhiana and three from the five least literate districts of Punjab, namely, Sangrur, Muktsar and Mansa.
- The sample was drawn from only government Schools of these districts.

Only eighth grade socio-economically deprived elementary school students were selected for the present study.

Operational definitions of terms

Learning Achievement: The term learning achievement for the present study connotes performance of eighth grade elementary school students on competency based achievement tests in Language, Mathematics and Environmental studies developed by the investigator.

Family support: family support is the support extended by parents, siblings, grandparents, and significant others present in the family. Family support connotes family interest, attitude, engagement and motivation being provided to children in their learning process. It has been measured by tool developed by the investigator.

School Environment: It refers to the psycho-social climate of schools as perceived by the pupils. In the present study it is represented by six dimensions of school environment-creative stimulation, cognitive encouragement, permissiveness,
acceptance, rejection and control measured by school environment Inventory by Misra (1984).

**Socio-Economically Deprived Students:** Those students who suffer disadvantage stemming from low socio economic status, relative deprivation, poverty, membership of an ethnic minority, gender, physical disability. In the present research work socio-economically deprived students refers to scheduled castes, scheduled tribes, other backward classes and annual income of their family is l lakh or less than one lakh

**Elementary School:** A school having classes from grade I to VIII is referred to as elementary school according to the prevailing two tier system of education in Punjab.

**Method and Procedure**

**Sample**

The present investigation was a descriptive study. The socio-economically deprived elementary school students were taken as universe. In order to collected data three most literate districts of Punjab viz Hoshiarpur, Ajitgarh and Ludhiana and three least literate districts of Punjab viz Mansa, Muktsar and Sangrur were selected for drawing out the sample. A list of government elementary schools in each district was procured and 8-12 schools were selected randomly from each district by the method of drawing of lots. All the socio-economically deprived students enrolled in a school selected for sample were taken to collect data. At the end 1350 (675 boys and 675 girls) socio-economically deprived from 53 elementary schools constituted the sample.

**Research tools**

To collect data for present exploration following tools were used:

1. School Environment Inventory by Misra (2012) to study the psycho social environment of the school as perceived in terms of its six dimensions namely creative stimulation, cognitive encouragement, permissiveness, acceptance, rejection and control.

2. Family support scale to measure the educational support extended by all the family members in the learning process of children, developed by the investigator.
3. Learning achievement tests developed by the investigator in the subjects of:
   i. Social studies
   ii. Punjabi
   iii. Mathematics

Analysis of data

Descriptive statistics that is mean, median, mode and standard deviation were used to understand the nature of distribution of scores on learning achievement, school environment and family support of socio-economically deprived elementary school students. The t-test was used to test significance of difference in learning achievement of groups of respondents perceiving high and low scores on school environment (in terms of its six dimensions), family support and gender. Analysis of the variance was used to study the main and interaction effect of school environment and family support on learning achievement.

5.2 Conclusions

The present study made an attempt to assess learning achievement of socio-economically deprived elementary school students in relation to school environment and family support. The study has yielded the following conclusions:

1. Learning achievement of socio-economically deprived elementary school students is at lower level.

2. There exists significant difference between learning achievement of socio-economically deprived elementary school students with good and poor school environment on the dimensions of creative stimulation, cognitive encouragement, rejection and control.

3. There exists no significant difference between learning achievement of socio-economically deprived elementary school students with good and poor school environment on the dimensions of permissiveness and acceptance.

4. Significant difference exists between learning achievement of socio-economically deprived elementary school students perceiving high and low family support.
5. Significant difference exists between learning achievement of socio-economically deprived elementary school students across gender.

6. School environment (in terms of its two dimensions only i.e. cognitive encouragement and permissiveness) and family support have significant interaction effect on learning achievement of socio-economically deprived elementary school students.

7. No significant interaction between school environment (taken in terms of its four dimensions namely creative stimulation, acceptance, rejection and control) and family support exists to predict level of learning achievement of socio-economically deprived elementary school students.

8. Significant interaction emerges between rejection dimension of school environment and gender to determine level of learning achievement of socio-economically deprived elementary school students.

9. There exists no significant interaction between creative stimulation, cognitive encouragement, permissiveness, acceptance and control dimensions of school environment and gender to effect learning achievement of socio-economically deprived elementary school students.

10. Significant interaction does not occur between family support and gender on learning achievement of socio-economically deprived elementary school students.

5.3 Educational implications

It is always essential to establish the utility of any research study by suggesting its implications which can be drawn out of the conclusions of the study. The inferences churned out of the present investigation may have following implications to change the existing practices in the field of school education:

1. Quality of role of school as an agency of formal education is always seen through level of learning achievement of students. The assessment of learning achievement of students in general and socio-economically deprived students in particular by conducting competency and skill based achievement tests learning achievement becomes important to monitor how services in the field of education being delivered and policies implemented. The present investigation shows that learning achievement of socio-economically deprived
elementary school students tends to be on the lower side which calls for focused attention of the teachers, administrators, policy makers and all other stakeholders. It is a matter of grave concern that despite numerous efforts and reservation policies for the socio-economically backward classes, there learning achievement remains low. A massive revamping of the elementary education, especially for the socio-economically deprived classes is required. A serious evaluation of the present policies and programmes to frame new policies which are practically viable is the need of the hour to uplift the marginalized sections of society.

2. (i) In order to enhance learning achievement the role of teacher and his/her relationship with students has an significant contribution in stimulating creative abilities among the pupils. The teacher needs to induce innovative practices and encourage initiative on the part of the learners. The classroom environment should provide opportunities for nurturing creative abilities amongst the students.

(ii) It is essential that teachers involve in classroom practices which offer cognitive challenges to students, they should be continuously allowed to express their views and desires freely with no interruptions from teachers. Innovative methodology like concept mapping, brainstorming and mind games should be used regularly to promote development of cognitive skills among students.

(iii) Negative psychosocial atmosphere usually generated through rejection by teacher during activities in the classroom should be vigorously checked as it hinders the participation of learner in teaching learning process. The discouragement felt by the students when the teachers do not accord recognition to the right of students to deviate, act freely, raise questions and be autonomous leads to lowering of the levels of learning achievement significantly. Hence it becomes a duty of every teacher to create a free and democratic atmosphere in the class and allow the students to unveil their latent potentials without fear of rejection.

(iv) The study has also brought into light a positive aspect of control generated in the schools to maintain discipline and augment results. This
implies a fair degree of control within a democratic framework of teaching
learning practices can surely enhance the learning achievement of the
students.

3. The school should play a serious role in making the teachers and the family
members understand the indispensible role played by the family support
rendered to a student in raising his learning achievement. The school should
maintain proper cumulative record of family background of each student and
monitor the support given to him by his family. In case there is lack of family
support, periodic parents teacher interactions should be organized for such
students and counseling programmes for such families who habitually skip
these meetings should be organized. A new look may be given to such
interaction by shifting the meetings outside school i.e. in the households, at
some common gathering point and scheduling these meeting as per
convenience of family members.

4. Government should exhibit a political will to put it on priority that economic
hardships of people facing discrimination are seriously remedied. It shall
prompt the socio-economically deprived families to lend a helping hand to
their wards and enable them to achieve a reasonably good position in
academics.

5. The study brings forth the gender differences in learning achievement, girls
tend to achieve more as compare to boys. This finding is a relief as far as
gender disparity issues in India are concerned but it calls for attention towards
the learning methods adopted by the boys and locating valid reasons for their
underperformance. Girls should be adequately reinforced so as to motivate
them to further improve their academic position.

6. The investigation also reported significant interaction in school environment
on the dimension of cognitive encouragement and permissiveness with respect
to family support and has brought to light the role of both school and family in
raising learning achievement. Its is clearly suggested through the findings that
good scores on these dimensions of school environment become ineffective if
they are not coupled with high support given by the family, similarly high
family support without good perception of school environment on these
dimensions gets equally ineffective. This has a serious implication and brings together the family and school to produce conjoined efforts in improving learning achievement.

7. The study has brought to light the sensitivity of girls to rejection experienced in school environment as compared to boys. This indicates that the handling of girls in the classroom has to be more sensitive as they are liable to perceive rejection sooner than boys. The teacher needs to address gender concerns carefully through her classroom transactions.

8. The in-service training programmes of school teachers should be redesigned for their capacity building to look into matters of learning achievement, school environment and family support. Regular skill up gradation of teachers to handle these important aspects of academic life of learners should be rigorously planned and executed. Training of in-service trainers is also required at the same level to make the whole process of caring the underprivileged an effective one.

Thus this study has reiterated the much understood and reflected role of school and family in raising learning achievement and has called out for joint and mutually supportive efforts on the part of these important agencies of education in the society.

5.4 Suggestions for further research

1. Investigations should be conducted to review the framing and implementation of policies for education of socio economically deprived section of society. A comparison needs to be made through research between our policies and policies of other countries regarding catering to the needs of marginalised sections of society.

2. Explorations may be done to develop modules for teachers to create good school environment in terms of its dimensions namely creative stimulation, cognitive encouragement, permissiveness, acceptance, rejection and control.

3. The area of assessment of learning achievement may be further enhanced by developing new instruments for testing in all the school subjects. Competency and skill based tools should be evolved through research to know the level of
achievement of learners. Similarly, research tools may be developed on school environment and family support factors by taking into account local socio-cultural factors into account.

4. Qualitative research may be done to evolve participation of home and community in the schooling of child in a fruitful way. Workable innovations may emerge by involving various sections of society.

5. Longitudinal studies may be conducted to explore variations in learning achievement across various subjects and standards. It may lead towards a more comprehensive understanding of causes of level of learning achievement.

6. Though National Policy of Education (NPE, 1986) has stressed upon assessment of non-cognitive areas in learning achievement but review of literature shows absence of any systematic effort to explore this area. So this field is required to be developed through research in order to make the concept of learning achievement more inclusive.

7. The present study used a representative sample for the state of Punjab collected across six districts and the learning achievement was taken as a mean score of the total collected sample (N = 1350). A major research study may be carried out to collect data on learning achievement of elementary students from all the districts of Punjab to evolve a larger picture of the status of learning achievement of socio economically deprived school students.

8. To widen the limits of the present study, a cross state comparison of learning achievement in relation to school and family related variables can be carried out, this would help to generate the role of socio-cultural diversity on the learning achievement of students.

9. The present study used composite score for the three core subjects of elementary schools, that is Punjabi, social studies and mathematics. A further investigation can be carried out which can compare the learning achievement of students in all subjects of elementary stage and find out subject related differences in mean scores in learning achievement of respondents.

10. The current study worked on the sample of socio-economically deprived elementary school students, a further research investigation for studying the learning achievement of the general category students and their comparison
with socio-economically deprived students for interpreting contrasts may be carried out. This would help to throw light on the quantum of effect of socio economic deprivation on learning achievement.

11. The present study was done on elementary school students and class VIII was selected for the sample, the learning achievement for other stages namely high and senior secondary level may be studied to evolve a comparison of learning achievement across various groups of students.

12. The correlation of school environment and family support with learning achievement was analysed for the present study. The correlation of other variables related to school type of school, pre-school experiences, quality of classroom interactions, rigidity of time table, periodicity of assessment, type of tests conducted for assessment, involvement in extra-curricular activities etc. can also be studied in further attempts of educational research.

13. Learning achievement is measured from the point of view of the prescribed syllabus, so the achievement of learner also involves relatedness of syllabus or prescribed text. Content of the text is reported as a factor for poor performance of children (Kumar, 1983). Vigorous effort should be made to conduct research to see meaningfulness, relatedness of text with society and culture of students particularly those learners who face continuous discrimination and remain on rear ranks due their race, caste, ethnicity etc.

14. Studies may be conducted to know the status of teachers in terms of their own achievements, level of motivation, job satisfaction, incentives to remain in profession, quality of in-service training, avenues of career progression, freedom to work, scope for divergence in curriculum transactions etc. learning achievement of students may be understood from the angularity of status and quality of teachers also.