Chapter 6

Suggestions, Conclusions and Findings

This chapter deals with the summary, findings, and interpretation of the data gathered of the study tilted ‘Parental Stimulation and Peer Experiences as correlates of select Social Relations and Academic Achievement of primary school children’. The procedures adopted for the study, inferences drawn from the findings of the study together with suggestions for further research are also given.

6.1 Study in Retrospect

Child’s development at the primary stage is greatly influenced by the involvement of parents. When parents are involved in their children’s education at home, they do better in schools. And when parents are involved in school, children excel further in school and the schools that they go are better placed.

Parents and peer relations seem to complement one another. Parents provide affection and guidance, granting children the security and social skills they needed to enter the world of peers. Peer interaction in turn, permits children to expand their social skills further.
Peer relations serve as vital sources of security in threatening situations and contribute greatly to development. But they do so more effectively when combined with warm, supportive ties to parents.

The importance of the early years in the formation of intelligence, personality, social behaviour and physical development is acknowledged. It is during the primary classes that our basic sense of ourselves and our relationship to the world is established. Learning occurs faster in the early years than at any other time and patterns are established at this time that have far-reaching implications.

Child development at the primary stage is greatly influenced by the involvement of parents. When parents are involved in their children’s education at home, they do better in schools. And when parents are involved in school, children go farther in school and the schools that they go to are better. Parents need information about what is happening in their child’s classroom and how they can help. The best way to know is to get involve. So we can say that the research regarding the Parental Stimulation is a vital factor in the development of a child, society or a nation itself.

The present study revealed that there is significant correlation between. Parental Stimulation and Peer Experiences on select Social Relations and Academic Achievement of primary school children.
Statement of the Problem

The present study was entitled as ‘Parental Stimulation and Peer Experiences as correlates of select Social Relations and Academic Achievement of primary school children’

Objectives of the study

The objectives set for the study are given below.

1. To estimate the inter relationship of the variables selected for the study viz; Parental Stimulation and Peer Experiences on select Social Relations and Academic Achievement for the total sample and relevant sub samples based on gender, place of residence and type of management of schools.

2. To test whether the equivalent correlations obtained for the two gender groups rural urban groups and type of management of schools differ significantly.

3. To find out the correlation between Parental Stimulation and select Social Relations with the effect of Peer Experiences partial out.

4. To find out the correlation between Parental Stimulation and Academic Achievement with the effect of Peer Experiences partial out.

5. To find out the correlation between Peer Experiences and select Social Relations with the effect of Parental Stimulation partial out.
6. To find out the correlation between Peer Experiences and Academic Achievement with the effect of Parental Stimulation partial out

7. To develop Multiple regression equation for predicting Social Relations and Academic Achievement given Parental Stimulation and Peer Experiences.

8. To study the combined effect of Parental Stimulation and Peer Experiences on select Social Relations and Academic Achievement using Multiple correlation coefficient.

Hypotheses

The following hypotheses were set for the study.

1. There will be significant relationship between the selected variables \textit{viz:} Parent Stimulation and Peer Experiences taken on Social Relations and Academic Achievement:

   (a) for the total sample and

   (b) relevant sub samples based on gender, place of residence and type of management of schools.

2. There will be significant difference in the correlation obtained for Parental Stimulation and Peer Experiences on Social Relations and Academic Achievement with respect to:

   (a) the two gender groups,
(b) place of residence and

(c) type of management of schools.

3. There will be significant relation between:

(a) Parental Stimulation and select Social Relations with the effect of Peer Experiences partial out and

(b) Peer Experiences and Academic Achievement with the effect of Peer Experiences partial out and

(c) Peer Experiences and Social Relations with the effect of Parental Stimulation partial out and

(d) Peer Experiences and Academic Achievement with the effect of Parental Stimulation partial out.

4. There will be significant influence of Parental Stimulation and Peer Experiences on select Social Relations and Academic Achievement.

**Methodology in Brief**

The study was intended to analyse the influence of Parental Stimulation and Peer Experiences on Social Relations and Academic Achievement of primary school children. So the investigator selected normative survey method.
6.2 Findings of the Study

1. The study proved that, there is a positive correlation between Parental Stimulation and Peer Experiences on select Social Relations and Academic Achievement for the total sample and relevant sub samples based on gender, place of residence and type of management of schools.

2. The study revealed that the correlation for the two gender groups rural urban groups and type of management of schools differed significantly.

3. The study could bring out the correlation between Parental Stimulation and select Social Relations with the effect of Peer Experiences partial out.

4. The study revealed the correlation between Parental Stimulation and Academic Achievement with the effect of Peer Experiences partial out.

5. The study proved that the correlation between Peer Experiences and select Social Relations with the effect of Parental Stimulation partial out.

6. The study revealed the correlation between Peer Experiences and Academic Achievement with the effect of Parental Stimulation partial out.
7. The researcher could develop Multiple regression equation for predicting Social Relations and Academic Achievement given Parental Stimulation and Peer Experiences.

8. The study analysed the combined effect of Parental Stimulation and Peer Experiences on select Social Relations and Academic Achievement using Multiple correlation coefficient.

6.3 Tenability of Hypotheses

The first hypothesis of the study was ‘There will be significant relationship between the selected variables viz: Parent Stimulation and Peer Experiences taken on Social Relations and Academic Achievement:

(a) for the total sample and

(b) relevant sub samples based on gender, place of residence and type of management of schools.’

The results showed that correlation $r$ between Parental Stimulation and Academic Achievement is .771 which is significant. It is clear that the Parental Stimulation and Academic Achievement are significantly correlated. Further it is found that the correlation ‘$r$’ between Parental Stimulation and Social Relations as .721 which is also highly significant. There is also a significant correlation between Peer Experiences and Social Relations ($r$ being .605) and between Peer Experiences and Academic
Achievement (r = .862). From this it is clear that there is a significant relationship between Parental Stimulation and Social Relations; Peer Experiences and Social Relations and Peer Experiences and Academic Achievement for the Total sample. The hypothesis is accepted.

The obtained correlation showed a significant relationship between Parental Stimulation and Academic Achievement (r = .830). Further it is evidenced that the correlation ‘r’ between Parental Stimulation and Social Relations as .600 which is also significant. There is also a significant relationship of between Peer Experiences and Social Relations (r being .517). When Peer Experiences and Academic Achievement were correlated, the obtained r = .859 which is also significant. From this it is clear that there is a significant relationship between Parental Stimulation and Social Relations; Peer Experiences and Social Relations and Peer Experiences and Academic Achievement for the sample type of gender - Boys. The hypothesis is accepted.

The obtained correlation showed a significant relationship between Parental Stimulation and Academic Achievement (r = .889). Further it is evidenced that the correlation ‘r’ between Parental Stimulation and Social Relations as .773 which is also significant. There is also a significant relationship of between Peer Experiences and Social Relations (r being .616). When Peer Experiences and Academic Achievement were correlated, the
obtained $r = 0.846$ which is also significant. From this it is clear that there is a significant relationship between Parental Stimulation and Social Relations; Peer Experiences and Social Relations and Peer Experiences and Academic Achievement for the sample type of gender – Female. The hypothesis is accepted.

The results showed a significant correlation ‘$r$’ of 0.901 between Parental Stimulation and Academic Achievement. Further it is found that the correlation $r$ between Parental Stimulation and Social Relations as 0.689 which is significant. There is also a significant correlation between Peer Experiences and Social Relations ($r$ being 0.596) and between Peer Experiences and Academic Achievement ($r = 0.858$). From this it is clear that there is a significant relationship between Parental Stimulation and Social Relations; Peer Experiences and Social Relations and Peer Experiences and Academic Achievement for the sample type of residence - Urban. The hypothesis is accepted.

The results showed a significant correlation ‘$r$’ of 0.623 between Parental Stimulation and Academic Achievement. The obtained $r$ between Parental Stimulation and Social Relations is 0.751 which is also significant. There is also a significant correlation of 0.600 between Peer Experiences and Social Relations and between Peer Experiences and Academic Achievement ($r = 0.858$). From this it is clear that there is a significant
relationship between Parental Stimulation and Social Relations; Peer Experiences and Social Relations and Peer Experiences and Academic Achievement for the sample type of residence - Rural. The hypothesis is accepted.

The obtained correlation showed a significant relationship between Parental Stimulation and Academic Achievement (r = .800). Further it is evidenced that the correlation ‘r’ between Parental Stimulation and Social Relations as .788 which is also significant. There is also a significant relationship of between Peer Experiences and Social Relations (r being .783). When Peer Experiences and Academic Achievement were correlated, the obtained r = .863 which is also significant. From this it is clear that there is a significant relationship between Parental Stimulation and Social Relations; Peer Experiences and Social Relations and Peer Experiences and Academic Achievement for the sample type of management of schools - Government. The hypothesis is accepted.

The obtained correlation showed a significant relationship between Parental Stimulation and Academic Achievement (r = .804). Further it was found that the correlation r between Parental Stimulation and Social Relations as .720, which is also highly significant. There is also a significant correlation between Peer Experiences and Social Relations (r = .609) and between Peer Experiences and Academic Achievement (r being .877).
From this it is clear that there is a significant relationship between Parental Stimulation and Social Relations; Peer Experiences and Social Relations and Peer Experiences and Academic Achievement for the sample type of management of schools – Aided Schools. The hypothesis is accepted.

The second hypothesis of the study was ‘There will be significant difference in the correlation obtained for Parental Stimulation and Peer Experiences on Social Relations and Academic Achievement with respect to:

(a) the two gender groups,

(b) place of residence and

(c) type of management of schools.’

When Peer Experiences and Academic Achievement were considered, the obtained ‘t’ values for the government and unaided school is .59 which is not significant. When the aided and unaided school students were compared, the obtained ‘t’ value is 1.52, which is not significant. The obtained ‘t’ value for boys and girls students is 0, which is not significant. The ‘t’ value obtained for government and aided schools is .79 which is not significant. The ‘t’ value obtained for urban and rural schools is 0 which is not significant. Here the hypothesis that, there will be significant difference in the correlation obtained for Peer Experience and Academic
Achievement with respect to two gender groups, place of residence and type of management of school is rejected.

When Peer Experiences and Social Relations were considered, the obtained ‘t’ values for the government and unaided school is 4.48 which is significant at .01 level. When the aided and unaided school students were compared, the obtained ‘t’ value is 1.64, which is not significant. The obtained ‘t’ value for boys and girls students is 1.66, which is not significant. The ‘t’ value obtained for government and aided schools is 2.98 which is significant at .01 level. The ‘t’ value obtained for urban and rural schools is 0 which is not significant. Here the hypothesis that, there will be significant difference in the correlation obtained for Peer Experience and Social Relations, with respect to government and unaided schools, it is accepted. But as in case of aided and unaided school students, boys and girls is not significant and the hypotheses is rejected. The obtained value for government and aided schools is significant and the hypothesis id accepted. But as far as the urban ad rural students were concerned the obtained value is not significant and the hypothesis is rejected.

When Parental Stimulation and Academic Achievement was considered, the obtained ‘t’ values for the government and unaided school is 1.6 which is not significant at .05 level. When the aided and unaided
school students were compared, the obtained ‘t’ value is 1.6, which is not significant at .05 levels. The obtained ‘t’ value for boys and girls students is 4.22, which is significant at .05 level. The ‘t’ value obtained for government and aided schools is .01 which is not significant and the obtained ‘t’ value of government and unaided schools is 1.6 which is also not significant. But the obtained t value for urban and rural school is 8.14 which is significant at .01 levels. Here the hypothesis that, there will be significant difference in the correlation obtained for Parental Stimulation and Academic Achievement with respect to government and aided schools and aided and unaided schools is not significant and the hypothesis is rejected. But the value obtained for boys and girls, government and aided schools, and government and unaided schools is significant and the hypothesis is accepted.

When Social Relations and Parental Stimulation were considered, the ‘t’ value obtained for the urban and rural group is 1.32 and the government and aided schools is 1.760 which is not significant at .05 level. while considering the government and unaided schools the obtained ‘t’ value is 2.20, which is significant at .05 level. The obtained ‘t’ value for the aided and unaided school is .95, which is not significant. The ‘t’ value obtained for boys and girls is 3.66 which is significant. Here the hypothesis that, there will be significant difference in the correlation obtained for
Social Relations and Parental Stimulation with respect to urban and rural groups, government and aided schools is not significant and the hypothesis is rejected. But the value obtained for government and aided school students, boys and girls, and government and unaided schools is significant and the hypothesis is accepted.

The third hypothesis of the study was ‘There will be significant relation between:

(a) Parental Stimulation and select Social Relations with the effect of Peer Experiences partial out and

(b) Peer Experiences and Academic Achievement with the effect of Peer Experiences partial out and

(c) Peer Experiences and Social Relations with the effect of Parental Stimulation partial out and

(d) Peer Experiences and Academic Achievement with the effect of Parental Stimulation partial out.’

From the analysis it is clear that, the obtained correlation between Parental Stimulation and select Social Relations with the effect of Peer Experiences partial out $r$ is $.523$ which is significant. The correlation between Parental Stimulation and Academic Achievement with the effect of Peer Experiences partial out is $.465$ which is also significant. The
correlation between Peer Experiences and select Social Relations with the effect of Parental Stimulation partial out is .204 which is significant. The correlation between Peer Experiences and Academic Achievement with the effect of Parental Stimulation partial out is .709 which is significant.

So the third hypothesis of the study is that there will be significant relation between Parental Stimulation and select Social Relations with the effect of Peer Experiences partial out and Peer Experiences and Academic Achievement with the effect of Peer Experiences partial out and Peer Experiences and Social Relations with the effect of Parental Stimulation partial out and Peer Experiences and Academic Achievement with the effect of Parental Stimulation partial out is accepted.

The fourth hypothesis of the study that, ‘There will be significant influence of Parental Stimulation and Peer Experiences on select Social Relations and Academic Achievement.’ The results obtained proved that the value of R as .894, which is significant. It is clear that, the combined effect of Parental Stimulation and Peer Experiences on Academic Achievement is significant at .05 levels. The combined effect of Peer Experiences and Parental Stimulation on Academic Achievement was ascertained by using Multiple R. The results obtained that the value of r is .735, which is significant and the hypothesis is accepted. The results obtained proved that the value of R as .735, which
is significant. It is clear that, the combined effect of Parental Stimulation and Peer Experiences on Social Relations is significant at .05 levels. The combined effect of Peer Experiences and Parental Stimulation on Social Relations was ascertained by using Multiple R. The results obtained that the value of r is .735, which is significant and the hypothesis is accepted.

6.4 Educational Implications of the Study

1. The orientation courses should be provided to the teachers to adopt innovative group activities in the teaching learning process which can enhance better social relationship among children.

2. Parents should be oriented to provide better learning facilities and home environment for their children.

3. Teachers should act as a coordinator of ensuring parental participation and peer assistance in the learning activities of children.

4. More parental participation should be ensured for adopting effective teaching learning activities for the children who are suffering from less parental stimulation in their studies.

5. Parents should give adequate praise and encouragement to children in their academic success.
6. Parents should overcome the drawbacks of the school by providing better facilities in home and active involvement in the school activities.

7. More opportunities should be given to the children for group work and teachers should ensure active participation of each child.

8. Teachers should take care to provide peer oriented activities to the children.

9. Curricular and co curricular activities of the school should be oriented towards the development of social skills in children.

10. Teachers should consider the socio-familial background of the child while planning curricular activities for the children.

6.5 Suggestions for Further Research

The full implications of the study can be ascertained when it is supplemented by other studies into the more specific areas. The research on the following topics can enrich the perspectives of the present study.

1. The present study can be replicated by selecting more samples and all districts of Kerala.

2. Effects of cultural and social structural factors and parents’ education on the achievement of primary school children.
3. A study of parental expectations, involvement and family acceptance of the child as a correlates for achievement of primary school children.

4. Effect of child rearing practices and parents emotional intelligence on peer relationship and academic achievement of primary school children.

5. Effectiveness peer learning strategies on the development of peer-related social development and achievement of deprived children.

### 6.5 Conclusion

The present study analysed the role of Parental Stimulations which are given to the child and the importance of Peer Experiences and Social Relations. The present study needs to be elaborated with the help of further research studies for the progress of primary school students.

The Academic Achievement of students are not only being influences by cognitive abilities of the learner, but an array of so many co-scholastic and non cognitive variables that are involved in the process of learning. The present study focused on the influence of Parental Stimulation and Social Relations and Peer Experiences which has proved to be of highly related and mutually interacting and influencing the scholastic outcome of primary school children.
The notion that, Peer Experience is harmful to the scholastic outcome is totally a baseless one which is empathetically proved with the present study. The modern psychological thought of Piaget, Vygotsky Ausubel, etc is proved to be in the scholastic outcome of the learner in the context of social setting and Peer Experiences in constructive learning designs.

Thus the investigator is amply rewarded by the findings of present study and hopes that further research using more variables will definitely yield convincing results in support of the present study.