Chapter 5

Discussion
This chapter deals with the rational account of the outcomes of the study in which the respondents of the primary schools of the EBDs have been compared to the respondents of the primary schools of the EADs on the measure of the academic achievement in relation to the gender, the intelligence, the adjustment and the SES. The outcomes have been represented in the tabulated forms and figures in the preceding chapter of the analysis and the interpretation. Moreover, the results have been interpreted and explained in the following paragraphs in accordance with the hypotheses which have already been mentioned in the chapter of the Introduction.

**Hypothesis-1**: “There would be no significant difference in between the Academic Achievement of the children of the Educationally Backward and the Advance Districts.”

The result of the analysis accords a lucid evidence of the existence of the significant difference in the academic achievement of the respondents belonging to the two different populations which can be observed from the Table 4.1.

This particular finding strengthens the fact that the respondents (school going age children of the primary level) belonging to the EBDs are lagging behind in the academic achievement as compared to their counterparts. This finding can be corroborated with the Report of the Census-2001. According to the report the literacy rate of the persons belonging to the EBDs (Pilibhit and Bareilly) is 49.43 which is less than the literary rate of the persons belonging to the EADs (Agra and Aligarh) which is 62.33. Thus, the result is very much in the expected line and is corroborated by the findings of the researches of Rebecca (1976), Krishna (1999), Gupta (2002), Aytack and Rankin (2004) and Hinton et. al. (2004). Thus the hypothesis No. 1 is rejected.
Hypothesis-2: “There would be no significant difference in between the Academic Achievement with respect to the personal and the social factors of the children of the Educationally Backward and the Advance Districts.”

The three groups of each variable namely; the intelligence, the adjustment and the SES were made for both the types of districts for the analysis. The findings of the analysis are as follows:

(i) Results on the Basis of the Intelligence

The Table 4.1.1 clearly shows that the academic achievement of the respondents belonging to the high intelligence group of the EBDs is significantly below than the academic achievement of the respondents belonging to the high intelligence group of EADs on the similar lines. The respondents belonging to the EBDs either from the average intelligence group or from the low intelligence group have been found significantly different in achievement as compared to their respective counterparts i.e., respondents of the average and the low intelligence groups of the EADs.

(ii) Results on the Basis of the Adjustment

The results obtained on the basis of the adjustment show the same pattern as the results of the intelligence. The respondents belongings to the EBDs at the adjustment levels i.e., the high, the average and the low are found to be achieving low in comparison to the respondents belonging to EADs at the respective adjustment levels.

(iii) Results on the Basis of the Socio-Economic Status

The results of the analysis of the three groups of the SES have been shown in the Table 4.1.1. It is clear from the table that the respondents of the EBDs at every SES levels are found to be low in the academic achievement as compare to the counterparts of the EADs. It is very much obvious and logical
as the results of the total sample of the EBDs were low in the academic achievement as compared to the EADs. The findings of both the total sample and the groups are similar. This is obviously because of the similar effect of the factors of the adjustment and the SES.

The present finding is also corroborated by the results of the studies conducted by Basvayya (1974), Ushasri (1978), Patel (1987), Whang and Hancock (1994), Barbora (1999), Gupta (2002) and Lowler et al. (2006). Thus the Hypothesis No. 2 is rejected.

Hypothesis-3: “The personal and the social factors would not be the significant contributors to the Academic Achievement of the children of the Educationally Backward and the Advance Districts.”

The result of the contribution of the personal and the social factors on the academic achievement has been shown in the Tables No. 4.1.3, 4.1.3-A, 4.1.3-B, 4.1.4, 4.1.4-A and 4.1.4-B. A comparative study of the Tables No. 4.1.3, 4.1.3-A and 4.1.3-B with that of the Tables 4.1.4, 4.1.4-A and 4.1.4-B reveal that there are two significant predictors namely; the intelligence and the SES for the academic achievement of the EBDs where as it is three i.e., the intelligence, the adjustment and the SES for the academic achievement of the EADs. In the case of the EBDs the most contributing factor is the SES as it contributes 15.9 percentage and the less contributing factor is the intelligence as it contributes only 2.5 percentage. It may be due to the maximum utilization of the available socio-economic resources for the better academic performance irrespective of the intelligence which is considered traditionally only an important deciding factor. As far as the contribution of the intelligence, the adjustment and the SES to the academic achievement is concerned for the respondents of EADs, it is 1.2 percentage, 23 percentage and 0.6 percentage respectively. Thus, it is the adjustment which plays more important role in the contribution of the academic achievement as compared to the intelligence and the SES which are
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at the second and the third places respectively. It is very much obvious that the more adjusted persons perform better in every walk of life including education. The intelligence and the SES have emerged as the common significant predictors for the respondents of both the EBDs and the EADs. Moreover, the intelligence is playing an important role for both the groups of the respondents where as the SES is playing more important role for the EBDs as compared to the EADs. It has already been pointed out that the respondents of EBDs are utilizing more of their socio-economic resources (whatever they have) and the intelligence as compared to their counterparts. Thus, in order to come forward from the very disgraceful life of the backwardness, the respondents of the EBDs have been trying for better academic performance. The adjustment is found to be the additional predictor only for the respondents of the EADs. That is why they have been found to be more adjusted, better achiever and better in position in the society. On the other hand, the respondents of the EBDs (Pilibhit and Bareilly) extend helping hand in the work of their parents till late night hours in cottage industries i.e., embroidery, furniture workshop, flute preparation and rope making etc. Consequently, this leads to the maladjustment among the children in their families of these areas and thereby they show the poor academic achievement. The findings of this study is also supported by the findings of Aruna (1981), Kaur (1991), Radha (1992), Benno (1995), Mishra (1997), Geeta (2001) and Susan et. al. (2003). Thus the Hypothesis No. 3 is almost rejected.

Hypothesis-4: “There would be no significant difference in between the Academic Achievement of the male children of the Educationally Backward and the Advance Districts.”

The results presented in Table 4.2 relating to the comparison of the academic achievement of the male respondents of the EBDs and the EADs reveal the significant difference in the academic achievement of the male
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respondents in between both the type of districts. The academic achievement of male respondents of the EADs is better than their counterpart of the EBDs. This result gets support from the Table 4.1. and also from the Census Report-2001. According to the Census Report-2001 the male literacy rate for the EADs (Agra and Aligarh) is 76.27 which is better than the male literacy rate for the EBDs (Pilibhit and Bareilly) which is 61.47. Therefore, the result get support of the Census Report and the result is also corroborated by Lalithamma (1975), Golwalkar (1986), Barbora (1999), and Sathapathy and Singhal (2002). Thus the hypothesis No. 4 is rejected.

Hypothesis-5: “The personal and the social factors would not be the significant contributors to the Academic Achievement of the male children of the Educationally Backward and the Advance Districts.”

The regression Tables 4.2.2, 4.2.2-A; and 4.2.2-B related to the male respondents of the EBDs and the Tables 4.2.3, 4.2.3-A; and 4.2.3-B related to the male respondents of the EADs exhibit that the three variables i.e., the intelligence, the adjustment and the SES have emerged as a significant predictors for the academic achievement of the male respondents of both the type of districts. But the contributions of these predictors for male respondents of the EBDs and the EADs vary and are 22 percentage and 37 percentage respectively. It has traditionally been accepted and is also a well known fact that the intelligence is an important input for the achievement in various fields including education and the male respondents of the EADs surely have better opportunities in harnessing the intellectual resources for the academic achievement in comparison to their counterpart of the EBDs which is evident from the Tables 4.2.2 and 4.2.3. According to these tables the contribution of the intelligence for the academic achievement of the male respondents in the EADs and EBDs are 30.7 percentage and 4.3 percentage respectively.
The above tables also show that the contribution of the adjustment is 3.3 percentage and 1.1 percentage, whereas the contribution of the SES is 14.4 percentage and 5.2 percentage for the academic achievement of the male respondents of the EBDs and the EADs respectively. Thus, the adjustment and the SES have contributed significantly in the academic achievement of the male respondents of the EBDs as compare to their counterparts which is in consonance with the total population. This is perhaps because of the efforts of the male population of the backward section to come up at par with the advance counterparts by using their socio-economic resources at the maximum levels. As far as the greater contribution of the adjustment of the backward male population is concerned, it may be due to the fact that, at present they are more serious within their limits and resource to achieve better academically. The above findings are in harmony with the findings of Kaur (1991), Mavi and Patel (1998), Mohan (1998), Rupport et. al.(2002) and Anne Marie et. al.(2004). Thus the Hypothesis No. 5 is rejected.

**Hypothesis-6 : There would be no significant difference in between the Academic Achievement of the female children of the Educationally Backward and the Advance Districts."**

The results of the analysis given in the Table 4.3 show that there is a clear evidence of the existence of the significant difference in the academic achievement of the female respondents belonging to the EBDs and the EADs.

This finding strengthens the fact that the female respondents of the school going children of the primary levels of the EBDs significantly lag behind in the academic achievement as compared to the female respondents of the school going children of the primary levels of the EADs. The National Documents like the Census Report-2001 has already pointed out that the average literacy rate of the females of the EADs (Agra and Aligarh) which is 46.01 is far better than the female literacy rate of the EBDs (Pilibhit and
Bareilly) which is 35.48. This now strengthens the present findings about the females of the EBDs that they lag behind academically with their counterpart of the EADs. Thus, the results are not very much surprising as it is in accordance with the results shown in the Table 4.1. The similarity of the present result with the total sample is because of the female being the part and parcel of the EBDs and the EADs. The above finding is supported by the findings of the Basvayya (1974), Patel (1987), Beena and Khemchandani (1996), and Gupta (2002). Thus the Hypothesis No. 6 is rejected.

**Hypothesis-7**: “The personal and the social factors would not be the significant contributors to the Academic Achievement of the female children of the Educationally Backward and the Advance Districts.”

The results of the analysis shown in the Tables 4.3.2 and 4.3.3 give clear evidence of the existence of different strengths of the contribution of the personal and the social factors for the academic achievement of the female respondents of both the EBDs and the EADs. According to the findings, although the contribution of the SES in both the groups is the same yet contributing significantly. Similarly, in case of the intelligence, although the difference of the contribution in the academic achievement of the female respondents of the EBDs and the EADs is not significantly different, yet it is significant. It makes the point clear that the intelligence has played an important role in the prediction of the academic achievement of the female respondents equally in the EBDs and the EADs. Moreover, the whole backward population, including females has been using their intellectual powers and socio-economic resources at par with the forward population which has been discussed in case of the total sample. As far as the contribution of the adjustment for the backward female population is concerned, it is greater due to the fact that now at present the backward female population is serious within its circle to achieve better in academics in
relation to their adjustment. The above findings are supported by the findings of Sharma (1984), Benno (1995), Mohan (1998), Mavi and Patel (1998), Guay et. al. (2004) and Koushian et.al., (2005), Thus the Hypothesis No. 7 is partially accepted.

Hypothesis-8: “There would be no significant difference in between the Academic Achievement of the male and the female children of the Educationally Backward Districts.”

The results of the analysis given in the Table 4.4 in the preceding chapter depict that the academic achievement of the male respondents of the EBDs is better than the academic achievement of the female respondents of the same districts. This gap in the academic achievement between the male and the female respondents of the same district may be due to the difference in the adjustment and the SES in between them which is evident from the Table 4.4. The poor academic performance among the female respondents as compared to the male respondents may be due to their engagements in the house hold chores and thereby finding less time to the studies. This finding is also supported by the Census Report-2001 which reveals the poor literacy rates (35.48 percentage) among females as compared to the literacy rate (61.47 percentage) among males in the EBDs (Pilibhit and Bareilly). The above results are also supported by the findings of Lalithamma (1975), Raghawan (1986), Shah (1990),Mohan (1998), Suneetha and Mayuri (2001) and Joseph (2004). Therefore, the Hypothesis No. 8 is rejected.

Hypothesis-9: The personal and the social factors would not be the significant contributors to the Academic Achievement of the male and the female children of the Educationally Backward Districts.”

The contributions of the intelligence, the adjustment and the SES in the academic achievement of the male and the female respondents of the EBDs have been given in the Tables 4.2.2 and 4.3.2 which delineate that all the three
variables are contributing significantly to both the groups. But the comparative strength of the predictors for the two groups does not differ significantly. This shows that both the respondents i.e., males and females of the EBDs are using their intellectual power, the socio-economic resources and the adjustment to their level of best. The present findings can be corroborated by the findings of Aruna (1981), Sharma (1984), Mishra (1997), Mohan (1998); and Susan et. al. (2003). Thus, the Hypothesis No. 9 is partially accepted.

**Hypothesis-10: The personal and the social factors would not be responsible for the Low Academic Achievement of the primary school children of the Educationally Backward Districts.”**

The results of the analysis about the dependent and the independent variables given in the Table 4.1 reveal that the academic achievement of the respondents of the EBDs is significantly less than the academic achievement of the respondents of the EADs. The result further reveals that the adjustment and the SES of the respondents of the EBDs are significantly poor than the adjustment and the SES of the respondents of the EADs. But there is no significant difference in the level of intelligence in between the respondents of the EBDs and the EADs. This result is very fascinating in the sense that the property of the intelligence is not restricted to the gender or the social status and can not be associated with any country, state, city, as well as with culture, community and religion etc. As such, it has no boundary and may be seen in any person irrespective of each and every aspects. This is evident from the results of this study as both the groups in relation to the intelligence are very much identical. Moreover, the intelligence plays the similar role in the prediction of the academic achievement of the respondents of the EBDs and the EADs (Table 4.1.5). Thus, the above mentioned facts are also supported by this finding.
The adjustment of the respondents of the EBDs is lower than the adjustment of the respondents of the EADs which has already been mentioned. The adjustment as shown in the Table 4.1.3 does not play any role in the prediction of the academic achievement of the respondents of the EBDs but it predicts the academic achievement of the respondents of the EADs significantly. So, the adjustment is an important factor which may be the cause of low academic achievement of the respondents of the EBDs. The EBDs are famous for flute industry, embroidery, rope and furniture making. In these industries a number of children including girls are engaged not only to develop the skills of the vocations but also to enhance the family income. Due to the engagement of the children in these works they not only apply their mental abilities in the family profession but also devote a lot of time to it. In the seasons of marriage and fair etc. they get engaged in the work for the whole day and till the late night hours and remain absent from the school. The burden of the domestic and the professional work as well as absence from the school make them maladjusted. This consequently led to the lower academic achievement of the respondents. Thus, the adjustment is one of the responsible factor for the poor academic achievement among the respondents of the EBDs.

The SES of the respondents of the EBDs is significantly lower than the SES of the respondents of the EADs (Table 4.1). It is due to the fact that in the EBDs (Pilibhit and Bareilly) the industrial developments are almost inadequate and therefore, there are less opportunities of the jobs for the technical, manual and illiterate persons. However, they work hard for even little money which hardly caters their basic needs and requirements. Moreover, a majority of the people of these districts are away to eke out their living. The engagement of the respondents in petty works and their families
being away provide them of having a very little chance in the societal work. Thus, the SES of the respondents and their families remain lower in the EBDs.

Although the respondents of the EBDs have low SES than the respondents of the EAD, yet the SES plays crucial role in the prediction of the academic achievement of the respondents of the EBDs as compare to the respondents of the EADs (4.1.5) Therefore, in order to enhance the academic achievement of the respondents of the EBDs one has to plan programmes and make provisions to make them socio-economically better in the society.

In this way the adjustment may be the major and the SES may be the important factors for the low academic achievement of the respondents of the EBDs. The findings of the present study are corroborated by the finding of the studies of Barial (1966), Kamat (1981), Mehlotra (1986), Devi (1990), Verghese (1991), Stephen and Carlbak (1997), Agrawal (2003), Wood and Wolke (2004) and Koushian et. al. (2005). Thus, the hypothesis No. 10 is almost rejected.

**Hypothesis-11: The personal and the social factors would not be responsible for the Low Academic Achievement of the primary school male children of the Educationally Backward Districts.”**

The findings of the study already shown in the Table 4.2 depict that the academic achievement of the male respondents of the EBDs is significantly lower than the academic achievement of the male respondents of the EADs. The male respondents of the EBDs have also been found lower on the measure of the adjustment and the SES in comparison to the counterparts of the EADs. Moreover, the male respondents of both the EBDs and the EADs display almost the similar level of the intelligence. The fact is that the intelligence is a mental ability which obviously, can not be restricted and limited to certain persons. Further, the results shown in the Tables 4.2.2, 4.2.3 and 4.2.4 reveal that the intelligence plays significantly better role in the
prediction of the academic achievement of the male respondents of the EADs as compared to the counterparts of the EBDs. The reason lies in the fact that the male respondents of the EBDs apply their mental abilities more in their parental vocations rather than in the academics. Therefore, in spite of having the same level of the intelligence, the contribution of the intelligence in the academic achievement of the male respondents of the EBDs is less as compared to the male respondents of the EADs. This anomalous situation may be improved among the male respondents of the EBDs by weaning them from the parental vocations and by creating conducive atmosphere for their academics. Then only they may be able to apply their intellectual abilities properly in improving their achievement in the academics.

The other revealing fact of the study is about the adjustment and the SES. Although the adjustment and the SES of the male respondents of the EBDs are significantly less than the adjustment and the SES of the male respondents of the EADs (Table 4.2), yet the adjustment and the SES of the male respondents of the EBDs play a more significant role in the academic achievement as compared to the male respondent of the EADs (Table 4.2.4).

This shows that the respondents of the EBDs have utilized the SES and the adjustment to the maximum extent in the academic achievement. The reason for the poor adjustment and the low SES of the male respondents of the EBDs is due to their involvement in the family profession which has been identified earlier. It means that the level of the adjustment and the SES of the male respondents is directly proportional to their academic achievement.

The comparison of the academic achievement with the adjustment and the SES of the respondents of the EBDs on the basis of the gender has revealed that the male respondents are better in the academic achievement than their counterparts (Table 4.4). The result further reveals that the male respondents although better on the measure of the adjustment and the SES, yet their
prediction in the academic achievement is similar to the female respondents. Therefore, the gender of the respondents is not a reason for the low academic achievement of the male respondents of the EBDs.

It is clear from the above discussion that one may improve the academic achievement of the male respondents of the EBDs by augmenting their contribution of the intelligence and by enhancing their level of the adjustment and the SES. There are various studies like Kolwadkar (1980), Shukla (1984), Mehotra (1986), Kapoor (1987), Mian (1988), Ganguly (1989), Harikrishnan (1992), Prasad (1996), Geeta (2001), Chen and Yungfeng (2003), Godfried (2004) and Khan (2006) which support the above results. Thus, the hypothesis No. 11 is partially accepted.

**Hypothesis-12: The personal and the social factors would not be responsible for the Low Academic Achievement of the primary school female children of the Educationally Backward Districts.”**

It can be concluded on the basis of the result given in the Table 4.3 that the academic achievement of the female respondents of the EBDs is significantly poor as compared to the academic achievement of the female respondents of the EADs. The Table also depicts that the female respondents of the EBDs are also significantly low on the measures of the adjustment and the SES. But the results shown in the Table 4.3.4 have revealed that the intelligence and the SES predict the academic achievement of the female respondents in both the types of the districts to the same extent whereas the adjustment predicts the academic achievement significantly of the female respondents only of the EBDs. These results show that although the female respondents of the EBDs have significantly the poor adjustment and low the SES, yet they utilize these to their maximum extent. Thus, if the level of the adjustment and the SES of the female respondents of the EBDs increase then their academic achievement would also bound to become better. The level of
the adjustment and the SES of the female respondents of the EBDs is poor as compared to the female respondents of the EADs due to the fact that the female respondents of the EBDs are engaged in their parental profession and in the rearing of their younger brothers and sisters as has previously been discussed.

Moreover, the academic achievement of the female respondents of the EBDs is significantly low as compared to the academic achievement of the male respondents of the same districts. The finding further reveals that the female respondents of the EBDs are significantly poor in the adjustment as well as in the SES as compared to their male counterparts.

The difference in the adjustment and the SES of the male and the female respondents of the EBDs is due to the fact that the male population work in the workshops and interact not only with different persons but also get an opportunity for the entertainments while the girls are confined in the home and get a few chances to interact with others as well as of entertainments. Besides, they remain also engaged in the domestic chores and help their mothers in looking after the younger ones of the family. The female respondents of the EBDs face more the problems of the adjustment and the SES as compared to the male respondents of the EBDs. Therefore, the female respondents in spite of having the same intelligence level as of the male respondents, perform poorly in academics.

It is now from the above discussions evident that the gender, the adjustment and the SES may be the factors responsible for the low academic achievement among the female respondents of the EBDs at the primary stage. The present findings are corroborated by the findings of the studies conducted by Nagaraju (1977), DeshPande (1986), Wanjani (1990), Rajamanickam and Vasantlal (1993), Geeta (2001), Rupport et. al. (2002),
Williams (2002), Agrawal (2003), Godfried (2004), Guay et. al. (2004), and Khan (2006). Thus the hypothesis No. 12 is almost rejected.

The next chapter deals with the findings, its implications and suggestions for the further researches in the field of education for the purpose of taking a variety of decisions and steps to improve the progress and achievement of the students.