Chapter 6

Findings, Implications and Suggestions
The main purpose of the researches in every field of knowledge including education is to find out the new vistas in that particular field which may make the human life more useful and successful. Obviously, all the researches in the field of education are aimed at to find out the new cognizance which may be contributory to achieve the minimum levels of learning set for each stage of the educational ladder through the better teaching and learning process. In the process of teaching and learning, there are certain impairments and facilitators which are to be identified from the evidences of the students' achievement and progress. This may be done only with the process of the investigation.

Therefore, the present study has been undertaken to find out the personal (Gender and Intelligence) and social (Adjustment and SES) factors which may be responsible for the Low Academic Achievement at the primary stage of schooling in the Educationally Backward Districts of Uttar Pradesh. The present investigator has carried out the investigation successfully. The findings and observations are spectacular and astonishing which have been presented in the following three sections methodically.

6.1. Findings

6.2. Educational Implications

6.3. Suggestions for further Researches

6.1 Findings

The findings of the present investigation have been given under the following headings.
6.1.1. Educationally Backward Districts and Educationally Advance Districts

i. The academic achievement of the respondents of the Educationally Backward Districts was significantly less than the academic achievement of the respondents of the Educationally Advance Districts.

ii. There was no significant difference in the intelligence of the respondents of the Educationally Backward Districts and the Educationally Advance Districts.

iii. The respondents of the Educationally Backward Districts were significantly less adjusted in comparison to the respondents of the Educationally Advance Districts.

iv. The SES of the respondents of the Educationally Backward Districts was significantly less than the SES of the respondents of the Educationally Advance Districts.

v. The respondents of the Educationally Backward Districts were significantly poor in the academic achievement in comparison to the respondents of the Educationally Advance Districts at each level of their intelligence, i.e., the high, the average and the low.

vi. The respondents of the Educationally Backward Districts were found to be significantly poor in the academic achievement as compare to the respondents of the Educationally Advance Districts at each level of the adjustment, i.e., the high, the average and the low.
vii. The respondents of the Educationally Backward Districts were found to be significantly poor in the academic achievement as compared to the respondents of the Educationally Advance Districts at each level of the SES, i.e., the high, the average and the low.

viii. The intelligence and the SES were significant predictors while the adjustment was not a significant predictor in the academic achievement of the respondents of the Educationally Backward Districts.

ix. When the strength of the predictors of the academic achievement of the respondents of the Educationally Backward Districts were compared with the respondents of the Educationally Advance Districts, the intelligence was found to be playing equally important role in the said two groups. But the adjustment has not played any significant role in the academic achievement of the respondents of the Educationally Backward Districts. As far as the SES is concerned, it played significantly more important role in the academic achievement of the respondents of the Educationally Backward Districts.

x. The social factors (Adjustment and SES) are the causes responsible to the varied extent for the academic achievement among the primary school children in the Educationally Backward Districts.

6.1.2. The Male Respondents of the Educationally Backward And the Educationally Advance Districts

i. The academic achievement of the male respondents of the Educationally Backward Districts was lower than the academic achievement of the male respondents of the Educationally Advance Districts.
ii. There was no significant difference in the intelligence in between the male respondents of the Educationally Backward Districts and the Educationally Advance Districts.

iii. The male respondents of the Educationally Advance Districts were significantly more adjusted in comparison to the male respondents of the Educationally Backward Districts.

iv. The SES of the male respondents of the Educationally Advance Districts was significantly higher than the SES of the male respondents of the Educationally Backward Districts.

v. The intelligence, the adjustment and the SES were found to be the significant predictors of the academic achievement of the male respondents of the Educationally Backward Districts.

vi. When the strength of the predictors of the academic achievement of the male respondents were compared from the Educationally Backward Districts to the Educationally Advance Districts, the intelligence was found to be playing more significant role in the academic achievement of the male respondents of the Educationally Advance Districts whereas the strength of the prediction of the adjustment and the SES for the academic achievement among the male respondents of the Educationally Backward Districts were significantly better than the male respondents of the Educationally Advance Districts.

vii. The personal factor (only Intelligence) and the social factors (Adjustment and SES), were responsible to the varying extent for the low academic achievement among the primary school children of the Educationally Backward Districts.
6.1.3. The Female Respondents of the Educationally Backward Districts And Educationally Advance Districts

i. The academic achievement of the female respondents of the Educationally Backward Districts was significantly less than the academic achievement of the female respondents of the Educationally Advance Districts.

ii. There was no significant difference in the intelligence in between the female respondents of the Educationally Backward and the Educationally Advance Districts.

iii. The female respondents of the Educationally Backward Districts were significantly less adjusted in comparison to the female respondents of the Educationally Advance Districts.

iv. The SES of the female respondents of the Educationally Backward Districts was significantly less than the SES of the female respondents of the Educational Advance Districts.

v. The intelligence, the adjustment and the SES were found to be the significant predictors of the academic achievement of the female respondents of the Educationally Backward Districts.

vi. When the strength of the predictors of the academic achievement of the female respondents were compared from the Educationally Backward Districts to the Educationally Advance Districts the intelligence and the SES were found to be playing equally important role in both the groups. As such, the adjustment has not played any significant role in the academic achievement of the female respondents of the Educationally Advance Districts.
vii. The personal factors (Gender and Intelligence) and the social factors (Adjustment and SES) were responsible to the varying extent for the low academic achievement among the primary school children of the Educationally Backward Districts.

6.1.4 The Male and Female Respondents of the Educationally Backward Districts

i. The academic achievement of the male respondents was significantly higher than the academic achievement of the female respondents of the Educationally Backward Districts.

ii. There was no significant difference in the intelligence in between the male and the female respondents of the Educationally Backward Districts.

iii. The male respondents of the Educationally Backward Districts were better adjusted than their counterparts i.e., the female respondents.

iv. The SES of the female respondents was significantly less than the SES of the male respondents of the Educationally Backward Districts.

v. When the strength of the predictors of the academic achievement were compared in between the male and the female respondents of the Educationally Backward Districts, the intelligence, the adjustment and the SES were found to be playing equally important role in both the groups.

6.2 Educational Implications

It is clear from the above discussions that the considered factors namely; the gender, the intelligence, the adjustment and the SES were responsible to the varying extent for the low academic achievement among
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the children at the primary level of education in the Educationally Backward Districts of Uttar Pradesh. The trend of this low academic achievement among the schools children if continues, the Educationally Backward districts will continue to remain backward in future also. Therefore, the resoluted and concerted efforts are required to be taken to improve the academic achievement among the children of the Educationally Backward Districts. The investigator as per his understanding of the circumstances, proposes a few modest and feasible measures in the following paragraphs for the educational planners and administrators and legislatures to take into consideration for improving the plight of the people of the concerned districts.

6.2.1 Gender as the causal factor for the Low Academic Achievement in the male and the female children of the primary school of the Educationally Backward Districts

The effects of the gender gap on the academic achievement may be reduced by adopting the following measures:

➢ Small and separate classes for the boys and the girls and special attention of the teachers towards the girls

The Educationally Backward Districts generally have the masses of the traditional beliefs and practices. They are reluctant for sending their children particularly the girls to the co-educational schools of the upper primary level. The environment of the class seems to be unconducive for both the girls and the boys as they continue to remain hesitant as well as shy. Both the sexes reciprocally play the role of an agent of shyness. This is why the girl students invariably sit passively at the back seat of the class due to the shyness and do not actively participate in the teaching and learning process which obviously hinder in their academic achievement. The environment of the class may be made conducive for the teaching and learning process and most of the
problems related to the hesitation and shyness may also be solved by dividing the classes into the two small sections on the basis of the gender.

In a small class of one gender, the students will be free and frank. The teacher will be able to pay more attention to each and every student and may also be able to understand them and solve their problems in a better way. In this way the teacher would be more successful in generating the interest in learning among the students especially among the female students.

➢ **Provision of the female teachers for the girl students**

The female teachers not only understand the problem of the girl students in a better way as compared to the male teachers but they can also motivate them for education. Moreover, they can also cite themselves as an example of the beneficiary of the education.

➢ **Participation of mothers in the parent-teacher meetings**

There is a provision of parent-teacher meetings in some schools. This type of meeting, obviously, is useful as a collective efforts for the all round development of the children. Therefore, the parent-teacher meeting should be made compulsory in all types of schools including government managed schools. In such meetings if the student is female, the mother should be called for the participation. In this type of parent-teacher meeting not only the academic progress of the girl students but also the problems of the home may be discussed very frankly.

➢ **Provision of magazines and news Papers**

There should be an arrangement of news papers as well as magazines and permission to borrow and carry them home by the students. This facility would develop interest in reading of general topics among the girl students as well as their parents. Consequently, both the students and their parents
would become more aware about the changes taking place around them. This would certainly make them socially as well as intellectually forward.

6.2.2 Creation of the Conducive Atmosphere for the Adjustment

- The adjustment is another important causal factor of the low academic achievement which draws the attention of the planners, the teachers and the parents. The following measures may be adopted to obliterate the problems of the adjustment of the students.

- The lack of proper infrastructural facilities of the school like sufficient number of the rooms and their adequate size, provisions of field, availability of adequate number of desks and chairs and provisions of toilets etc., and lack of provision of co-curricular activities discourage the students for going to the school. Moreover, the students develop an apathy towards the school and therefore, the process of their weaning take place from the studies. The whole gamut becomes responsible for the maladjustment of the students. The improvement in the plight of the schools would help develop the qualities of the adjustment among the students in the schools as well as in the home.

- The provision of the counselling of the maladjusted students by the teachers would further improve the adjustment of the students.

- The teachers play a very important role in the development of the personality of the students. Therefore, their sympathetic and affectionate attitude as the parents do have, are needed to develop the qualities of the adjustment among the students.

All these considerations obviously would play an important role in the better academic achievement among the students.
6.2.3 Socio-Economic Status of the Children

- It is one of the most important factors for the low academic achievement among the children of the primary schools. So, there is a need to provide financial assistance to the students at this level. The financial assistance may be provided to the students either on the basis of the low socio-economic status or on the basis of the merit. The merit scholarship may generate the feelings of competition for the better academic achievement among the socially and economically backward students.

The problem of the poor academic achievement among the students due to the personal and social factors is an impairment in their education which consequently, keep them socially and economically backward. Therefore, the government, intellectuals, NGOs and social workers should come forward and contribute their mite for removing all the possible hurdles of the poor academic achievement among the children of the primary schools.

6.3 Suggestions for Further Research

The present investigator as mentioned earlier, has taken into account only the four factors—two personal (Gender and Intelligence) and two social (Adjustment and SES) to identify whether these factors are responsible for the low academic achievement among the children of primary schools in the Educationally Backward Districts of Uttar Pradesh. In fact all the variables affecting the academic achievement among the children may not be considered in a single investigation because of the various reasons. That is why the present investigator has confined himself to only two personal and two social factors to establish the relations, if any, with the low academic achievement among the primary school children of the Educationally
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Backward Districts of Uttar Pradesh. Besides, these four factors there are many other factors which may play significant role in the low academic achievement among the children. Therefore, the present investigator proposed the following humble suggestions for future investigations:

- A study can be conducted at the primary level by taking into the consideration of the religion of the respondents.

- A comparative study can be conducted on the children of the primary schools of rural areas of the Educationally Backward and the Educationally Advance Districts.

- A comparative study in English and Hindi medium government and private schools can be undertaken for the better understanding of the facts related to the low academic achievement among the children of the primary schools.

- A study can be conducted in relation to the variables like anxiety, creativity, frustration, achievement motivation, parental motivation, parental involvement, teacher attitude, study habits, infrastructural facilities of the school, and the low academic achievement among the primary school children of the Educationally Backward Districts.

- This investigation can also be conducted on a wider region of the state with large sample.

- The researches can be conducted on the main components of the socio-economic status i.e., education, occupation and income separately to identify their relationships with the low academic achievement.

- The various components of the adjustment namely; health, home, school, personal, emotional and social can be taken
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separately to find out their relationship with the low academic achievement.

The review of the previous researches is evidence that a large number of work has already been done on the academic achievement in relation to the different variables at the secondary and the senior secondary levels. But a little work has so far been done at the primary level in the Educationally Backward Districts of Uttar Pradesh. There is a great and urgent need to such type of works to bring in to the notice to and also to draw the attention of those who are at the helm of the educational affairs about the reasons of the educational backwardness of the people and their children of the Backward Districts of Uttar Pradesh in particular and India in general. Had the findings of the earlier such researches been taken seriously and had also there been will of the people of India, there would not have been the question of peoples’ backwardness to the present extent even after the six decades of the independence that was obtained by the sacrifices of the people with the ardent hope of general welfare. Although the present study seems to be an iota of the monstrous problem of the education, yet the findings are revealing and convincing. Moreover, this laborious work would provide impetus to the social scientists for further investigations in the field of the problems of primary education.