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Introduction

The scholars, educationists, philosophers and psychologists from the beginning of the human civilization have revealed the importance of the education in a variety of ways. Now the education is not only important but has become the necessity of life. Therefore, it has become the right of each and every individual and various organizations strived to make it the fundamental right. One of the efforts in this regard is the Universal Declaration of Human Rights on 10th December, 1948 by the learned Assembly of the United Nations Organization. This declaration incorporates the right to Education (Nayak, 1984) as -

(i) Everyone has the right to education. Education shall be free, at least, in the elementary and the fundamental stages. Elementary education shall be compulsory.

(ii) Education shall be directed to the full development of human personality, and to the strengthening of respect for human rights and fundamental freedom.

(iii) Parents have a prior right to choose the kind of education that should be given to their children.

The most important aspect of the education system is the primary education of the school going age children. The importance of the education on the one hand and the necessity of the primary education on the other hand generated conciousness among the people. That is why the provision of the compulsory primary education has been made in the Article 45 of the Indian Constitution. Although efforts by the Government as well as by the Non
Government Organizations (NGOs) have been made to address the problem of universalisation of primary education, yet a large number of school going age children are out of the school and many others perform poorly at their examinations. This raises many questions to be answered. There has been continuous efforts by the researchers to find out the answer of the questions and the factors involved in the problem. The factors affecting the academic achievement and the reasons for the poor performance of the children in the academics have been viewed by the researchers in the several and different contexts.

Moreover, there has been hardly any serious attempt to investigate the effecting the personal and the social factors on the academic achievement of the children at the primary levels especially in the educationally backward districts of Uttar Pradesh in particular and of the country in general. Therefore, there is an urgent need to attempt to examine and resolve certain basic issues regarding the academic achievement of the primary school children of a few backward districts of Uttar Pradesh with special reference to the personal factors (Gender and Intelligence) and the social factors (Adjustment and SES) related to it.

Statement of the Problem

The present investigator has tried to investigate the problem of the primary education under the following topic-

"Causes of low achievement among primary school children belonging to Educationally Backward Districts-Pilibhit and Bareilly of Uttar Pradesh in relation to personal and social factors-A comparative study"

Concepts and Definitions

The present study has been taken with the following connotations.
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(i) **Causes**

The causes mean, to find out the effect of the personal and the social factors namely; Gender, Intelligence, Adjustment and SES on the academic achievement of the primary school children in Educationally Backward Districts of Uttar Pradesh.

(ii) **Low Achievement**

High and low achievements are demarcated on the basis of an arbitrarily adopted cutting point of the performance. The performance falling above it, is considered as a success or a high achievement and the performance falling below it, is considered as a failure or a low achievement.

(iii) **Educationally Backward Districts**

The educationally backward districts namely; Pilibhit and Bareilly and the educationally advance districts namely; Agra and Aligarh have been identified on the basis of the literacy rate of the districts. The districts where the literacy rate is below the average national literacy rate have been considered as educationally backward districts.

(iv) **Primary School Children**

The present investigator in this study has used the term primary school children for those students who are enrolled in those schools which consist of only Class VI to VIII.

(v) **Personal and Social Factors**

The term personal factor includes the Gender and the Intelligence and the term social factor includes the Adjustment and the SES to find out their effects on the academic achievement among the primary school children in the Educationally Backward Districts.
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Objectives of the Study

The objectives of the study are to-

1. find out the significant difference in between the Academic Achievement of the children belonging to the Educationally Backward and the Advance Districts;

2. find out the significant difference in between the Academic Achievement of the children with respect to the personal and the social factors of the Educationally Backward and the Advance Districts;

3. find out the contribution of the personal and the social factors in the Academic Achievement of the children of the Educationally Backward and the Advance Districts;

4. find out the significant difference in between the Academic Achievement of the male children of the Educationally Backward and the Advance Districts;

5. find out the contribution of the personal and the social factors in the Academic Achievement of the male children of the Educationally Backward and the Advance Districts;

6. find out the significant difference in between the Academic Achievement of the female children of the Educationally Backward and the Advance Districts;

7. find out the contribution of the personal and the social factors in the Academic Achievement of the female children of the Educationally Backward and the Advance Districts;
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8. find out the significant difference in between the Academic Achievement of the male and the female children of the Educationally Backward Districts;

9. find out the contribution of the personal and the social factors in the Academic Achievement of the male and the female children of the Educationally Backward Districts;

10. find out the personal and the social causes of the Low Academic Achievement among the primary school children of the Educationally Backward Districts;

11. find out the personal and the social causes of the Low Academic Achievement among the primary school male children of the Educationally Backward Districts; and

12. find out the personal and the social causes of the Low Academic Achievement among the primary school female children of the Educationally Backward Districts.

Hypotheses

The following are the hypotheses for the present study-

1. There would be no significant difference in between the Academic Achievement of the children of the Educationally Backward and the Advance Districts.

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.

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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.

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

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.

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

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.

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

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.

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.
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.

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.

**Delimitations of the Study**

The present study has been made feasible by limiting it as-

1. Only the government and private Hindi medium primary schools have been considered for the present study.

2. Only the urban primary schools have been taken for the present study.

3. The data have been collected only from two Educationally Backward and two Educationally Advance Districts (for comparison) of Uttar Pradesh.

4. Only Gender, Intelligence, Adjustment and Socio-Economic Status have been considered for the identification of causal factors of low academic achievement among primary school children.

5. Only the children of class VII and VIII of primary level schools have been included in the sample.

6. The investigator could not also be able to make comparison among the different Intelligence, Adjustment and Socio-Economic Levels (high, Average and Low) in male and female sub-groups due to the non-availability of the larger sample in these two groups.
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Sample

The total sample size of the study is 987 consisting of 478 respondents (243 males and 235 females) from the schools of the Educationally Backward Districts (Pilibhit and Bareilly) and 509 respondents (262 males and 247 females) from the schools of the Educationally Advance Districts (Agra and Aligarh) which was randomly selected from the primary schools of these districts.

Tools of the Study

The following tools have been used for the collection of the data-

A. General Intelligence Test by Prof. S.M. Mohsin (1993).
C. Adjustment Scale by R. Shrivastava and B. Shrivastava (2000).
D. Academic Achievement of the students was ascertained from the records of the results of the preceding class.

Statistical Treatment of the Data

The following statistical techniques have been used for the analysis of the data-

1. 't' test
2. Pearson Product Moment Correlation Coefficient
3. Multiple correlation (r) in terms of partial coefficients of correlation for the n - variables
4. Partial r in terms of the coefficients of lower order - n variables
Findings

The findings of the present investigation are as follows-

- **Educationally Backward Districts and Educationally Advance Districts**
  - 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.
  - There was no significant difference in the intelligence of the respondents of the Educationally Backward Districts and the Educationally Advance Districts.
  - The respondents of the Educationally Backward Districts were significantly less adjusted in comparison to the respondents of the Educationally Advance Districts.
  - The SES of the respondents of the Educationally Backward Districts was significantly less than the SES of the respondents of the Educationally Advance Districts.
  - 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.
  - 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.
  - 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 SES, i.e., the high, the average and the low.

- 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.

- 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.

- 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.

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

- 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.
• There was no significant difference in the intelligence in between the male respondents of the Educationally Backward Districts and the Educationally Advance Districts.

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

• 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.

• 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.

• 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.

• 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.

The Female Respondents of the Educationally Backward Districts And Educationally Advance Districts

- 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.

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

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

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

- 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.

- 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.

- 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.

- **The Male and Female Respondents of the Educationally Backward Districts**

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

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

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

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

- 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.
Educational Implications

The following are the implications of the findings-

- The provision of small and separate classes for the boys and the girls and special attention of the teachers towards the girls.

- The provision of the female teachers for the girl students.

- The participation of mothers in the parent-teacher meetings.

- The provision of magazines and newspapers for the students.

- The creation of the conducive atmosphere for the adjustment.

- 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 sympathetic and affectionate attitude of the teachers as the parents do have, are needed to develop the qualities of the adjustment among the students.

- The financial assistance and the merit scholarship may encourage the socially and economically backward students for the better academic achievement.
Suggestions for further Research

The investigator proposes the following humble suggestions for the 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 separately to find out their relationship with the low academic achievement.