CHAPTER - V

SUMMARY AND CONCLUSION

5.0 OVERVIEW

In the Present chapter, the brief report of the study is given. It starts from the Objectives of the Study, Design of the Study, Sample Selection, Tools used, Administration of the Tool and Statistical Techniques used. Then the Findings of the Present study, Discussion, Educational Implications and Suggestions for further study are presented.

5.1 FINDINGS OF THE STUDY

The findings of the study are presented in the following three major sections.

1. The Mean Achievement scores and SD in Mathematics among the Middle Schools were moderate and was around 51.06 and 18.06.

2. Among the Government Middle Schools the Mean Achievement in Mathematics among the students were minimum and was maximum among the Urban Middle schools.

3. The highest Mean Scores of Teachers Morale in Total were 97.02 among the teachers of AR5 school whereas the Mean Achievement and SD in Mathematics were 63.64 and 11.07.
4. The highest Mean Achievement and SD were 69.88 and 7.54 among the AR 4 school students where the Teacher Morale was less 88.14.

The study reveals that the Mean Achievement Scores in Mathematics is moderate in total among Middle schools, it is comparatively higher in schools with the highest mean scores of Teacher Morale. However, surprisingly the schools where the teachers Morale is comparatively lower, have recorded higher mean achievement scores. This demonstrates the fact that students have intrinsic motivation and perform well irrespective of the Teacher Morale.

5. The Mean Achievement scores and SD in Mathematics of the students among the High Schools was found to be 48.65 and 15.78.
6. The least Mean Achievement scores and SD were 43.98 and 14.69 among the SC students whereas it was 54.23 and 17.29 among the Urban locality students.
7. Highest Mean scores of Teachers Morale in Total were 91.88 among the teachers of AR 6 whereas the Mean Achievement score and SD in Mathematics among the students was 40.69 and 9.55.
8. The highest mean achievement and SD were 58.69 and 12.29 among the students of RG 4 where the Teacher Morale was only 82.04.

The analysis shows that SC students in High schools have recorded the least Mean Achievement scores. As is the case with Middle schools, the students
of high schools where Teacher Morale is comparatively lower have recorded higher Mean Achievement score. This indicates that learner Achievement is independent of the Teacher Morale.

9. The Mean Achievement scores and SD in Mathematics of the students of Higher Secondary Schools were found to be 51.43 and 17.92.

10. Among the Higher Secondary Schools the least Mean Achievement Scores and SD were 44.87 and 19.32 among the SC students whereas it was 55.67 and 15.04 among the Aided School students.

11. The highest Mean Scores of Teachers Morale in Total among the Higher Secondary Schools was 95.45 among the teachers of Aided Rural Higher Secondary Schools and their highest mean achievement and SD in Mathematics among the students was 66.35 and 6.12.

The analysis of Higher Secondary School Teacher and students Achievement scores reflects almost the same trend noticed in High Schools.

12. The Mean Achievement scores in Mathematics of students of Middle and Higher Secondary Schools were similar and were greater than the High School students.
The assessment of the student achievement in total exhibits that the difference in the Mean Achievement scores of Middle and High Schools is not pronounced, where as in the case of High Schools it is much more pronounced.

13. The Mean Achievement score in Mathematics of Middle and High Schools of Rural Locality were similar and were lower than the Higher Secondary School students.

14. Among the Urban Locality the Middle school student’s Mean Achievement in Mathematics is greater than the High and Higher Secondary School students.

15. Between the Urban Middle and High Schools the Mean Achievement scores were significantly more whereas it is greater in the Higher Secondary schools of Rural Locality only.

With reference to the location of the schools, the study does not unfold any definite trend; which is mixed as discussed above. It is inferred that the locality of the school has no direct bearing on the learning achievement of the students.

16. Aided Middle and Higher Secondary school students Achievement scores in Mathematics were found to be equal and were significantly more than the mean Achievement scores of High School students.
17. The Government Middle School and High School students were having similar achievements in Mathematics and were lesser than the Higher Secondary school students.

18. Between the Aided Middle and Higher Secondary school students, the Mean Achievement scores in Mathematics were greater than the High School students.

19. Aided Middle, High and Higher Secondary school students Mean Achievement scores in Mathematics was greater than the Government, Aided Middle, High and Higher Secondary School students.

**Hypothesis:** There is Significant Difference in the Mean Achievement in Mathematics of the students from different types of schools such as Middle, High and Higher Secondary Schools

From the perspective of the type of school also, the analysis reveals no definite trend in student’s achievement.

20. Male students of Middle and Higher Secondary Schools were scoring greater in Mathematics than the High School students.

21. The Performance of the Middle and Higher Secondary Female students were similar and was greater than the High School Female students.

22. The Performance of the Middle and Higher Secondary Female students were similar and were greater than their counterparts whereas among the
High Schools both the Male and Female students performances were similar.

23. The Mean Achievement scores in Mathematics of Male students of Middle and Higher Secondary school were greater than the High school students.

**Hypothesis:** There is no Significant Difference in the Mean Achievement in Mathematics of the students with respect to gender.

The analysis of the students achievement based on sex shows a definite trend. Both Male and Female students of Middle and Higher Secondary Schools outperform High School students.

24. BC students of Middle and Higher Secondary schools were performing equally and was greater than the High school BC students.

25. The Middle, High and Higher Secondary School MBC students Mean Achievements in Mathematics were similar.

26. SC students of High and Higher Secondary Schools perform equally well in Mathematics and lower than the Middle School SC students performance.

27. Among the Middle and Higher Secondary Schools the Mean Achievement score of BC students were similar and greater than the MBC students whereas among the High Schools the Mean performance among the BC and MBC students were significantly less and were similar.
28. Among the High and Higher Secondary Schools the Mean score of MBC students was greater than the SC students whereas among the Middle schools the Mean Achievement scores of the MBC and SC students were similar and lesser.

29. Among the Middle schools the BC and SC student’s performance in Mathematics were similar whereas among the High and Higher Secondary schools the BC student’s performance is significantly more than the SC students and were comparatively lesser than the MBC student’s performance in Mathematics.

30. Among the students of Middle, High and Higher Secondary Schools, the Mean Achievement scores were similar with respect to the Parents Educational qualification.

   The Parents Educational qualification does not seem to have any significant impact on students achievement in Middle, High and Higher Secondary Schools.

31. The student’s performances in Mathematics were similar in the Middle, High and Higher Secondary schools irrespective of their Parents Occupation i.e. Agriculture and Daily Wages.

   As is the case with Parent Educational qualification, the Parents’ Occupation also does not seem to have any perceptible impact on student’s achievement. The teacher impact and Zonal of Proximal Development may
influence in performance of the students more than the Qualification of the Parents.

32. Among the Middle and High School students of teachers with Low Teacher Morale, the Mean Achievement scores were greater than their counterparts and in the Higher Secondary school, there was no such difference in their mean Achievement scores.

**Hypothesis:** There is no Significant Difference in the Mean Achievement in Mathematics of the students depending on the Teachers Morale with respect to School Managements, Aided, and Government among the students studying in Middle, High and Higher Secondary Schools.

It is surprising that Teachers Morale does not have any positive impact on students’ achievement in Middle and High Schools.

33. Among the Middle and High School Male students studying under Low Morale Teachers the perform well than the others whereas in the Higher Secondary Schools the performance in Mathematics were similar among the Low and High Morale Teachers’ students.

34. Female students of the Middle and High Schools of Low Morale teachers the Mean Achievement Scores were greater than the High Morale teachers whereas in the Higher Secondary Schools students of both the Low and High Morale Teachers were scoring equally and were similar.
Thus, the Achievement of both Male and Female students in Middle and High Schools is almost the same.

35. In the Rural Locality, the Middle school students of Low Teacher Morale Teachers were scoring significantly more than the students of High Morale Teachers whereas regarding the High and Higher Secondary Schools between the students of Low and High Teacher Morale Teachers the Mean scores were similar.

36. In Urban area Middle Schools of Low Teacher Morale Teachers’ students were having greater scores than the High Teacher Morale teachers.

**Hypothesis:** There is no Significant Difference in the Mean Achievement in Mathematics of the students with respect to the Locality i.e. Rural and Urban.

In both Rural and Urban Localities, the Middle School students of Low Teacher Morale outperform High and Higher Secondary Schools. The investigation unfolds the reality that teachers of Middle Schools have no reason to have Low Morale as students perform well.

37. The performance of the BC students of Middle and High School studying under Low Teacher Morale were greater than the others whereas there were no difference in the performance among the Higher Secondary School students and were similar.

38. The performance of the Middle School MBC students of Low Morale teachers were significantly more than the High Morale teachers whereas
among the Higher Secondary Schools there were no difference in the performance of the students with respect to the Teachers Morale.

39. Among SC community students of Middle, High and Higher Secondary Schools there is no difference in the mean Achievement in mathematics and were similar.

**Hypothesis:** There is Significant Difference in the Mean Achievement in Mathematics of the students with respect to Community. i.e. B.C, M.B.C and SC.

The analysis reveals that as for SC students, there is no difference in Mean Achievement under all categories of Middle, High and Higher Secondary Schools. It is not so in the case of MBC and BC students.

40. The students whose Parent’s Education was at School level of Middle and High Schools of Low Teacher Morale teachers performance was significantly more than the others whereas regarding the Higher Secondary Schools there was no difference in the performance of students of both the Low and High Morale teachers.

41. The students whose Parent’s Education is at College level of Low and High Teacher Morale teachers of Middle and Higher Secondary Schools. The Mean Achievement scores in mathematics were similar.

This reflects mixed trend with Parents’ Education having only marginal impact on students’ achievement. The investigation strengthens the philosophy
that students learn from their peers, environment, elders and community more than from their own class teachers.

42. Between the teachers of Low and High Teacher Morale of Middle and High Schools, the students whose Parent’s Occupation was Daily wages of Low Morale teachers performance in Mathematics were Significantly more than the others whereas among the Higher Secondary schools the performance of the students were similar.

Thus, the analysis shows a mixed trend of students achievement with respect to Parents’ Occupation in schools with both low and high Morale.

5.2 DISCUSSION

From the results it is revealed that the Mean Achievement scores in Mathematics in Total among the Government Higher Secondary Schools is better than the Government Middle and High School students whereas among the Aided High and Higher Secondary Schools is better than the Aided Middle School students. The reason may be because of the availability of infrastructure facilities in the above schools and the qualified teachers teaching performance in the above schools. The reason may be of teachers' least control over the students’ performance in the Middle and High Schools.

From the review of the related literature it is found that, the studies conducted by Varalakshmi, B. (1996) and Natarajan, A. (1998) are also revealed the findings similarly. The results obtained in the present study were
Contradictory to the results obtained from the studies conducted by Tripathy, S.N. (1999) and Prakasam, D. (1986).

While reviewing the studies identified is the review of related literature, similar findings were drawn by the studies conducted by Kolhe, S.P. (1985), Varalakshmi, B. (1996), Natarajan, A. (1998), Panda, S.C and Panda, B.N. (2000). Contradictory findings were revealed by the studies conducted findings were revealed by the studies conducted by Savakmuthy, T. (1988) and Yadav, S. (1999).

It is found from the Rural locality schools that Rural Higher Secondary School Students achievements in total, were greater than the Middle and High School Students. These results varied in the Urban locality i.e. among the Urban Middle School Students performance were better than High and Higher Secondary Schools. It is also further identified that the achievement of the students is slightly greater than among the Urban Middle schools of Low Morale Teachers and High Morale Teachers of Rural Middle Schools.

It is found in further analysis that among the Male and Female students' performance in total revealed that both Male and Female students scored more in Middle and Higher Secondary Schools than the High Schools. Because of low Teacher Morale the same sort of high performance was also revealed in both Male and Female students of Middle and High Schools.
From the review of the related literature is found that, the studies conducted by Rao, T.G. (19823) Kolhe, S.P. (1985), Chitkara, M. (1985), Natarajan, A. (1998). The results obtained in the present study were contradictory to the findings from the studies conducted by Patel, .R. (1984), Varalakshmi, (1996) and Tripathi, S.N. (1999).

It was also revealed from the results that the performance of the BC and MBC students of Middle and Higher Secondary Schools were greater than the performance of High School Students. Further it was also noticed that the scores of the high and higher secondary school students among SC was significantly lesser than the Middle School students. It might be due to the special case and more individual attention given to the SC Students in the Middle Schools than in the High and Higher Secondary Schools of their minimal strength.

It was also identified that the performance of BC students of Middle Schools and High Schools and Middle Schools, MBC students of Low Teacher Morale significantly scored better than SC students.

5.3 EDUCATIONAL IMPLICATIONS

To enhance the better achievements in Mathematics, the Administrators, Head Master and the teachers of standard VIII may pay more attention to the students. While comparing the Locality, the same trend is prevailing, when compared to standard VIII Students in Higher Secondary Schools and the performance is entirely different. So they should be given special care similar to Rural High school students.
After the school hour, extra coaching and special tuitions are to be given to standard VIII students to clarify their doubts. While counting the performance of standard VIII students particularly in Aided Schools, High School students are in need of extra coaching. To enrich the performance of standard VIII students in Government Middle Schools, special care is to be given in Mathematics.

The standard VIII Students performance in Aided Schools, while comparing it with Government Schools, Aided schools students' performance is better than Government schools. The reasons may be due to manpower shortage in Government schools. All vacant post in Government Schools must be filled up quickly to address this problem.

Further the available teachers may be given in service training and learn advanced techniques of teaching with suitable aids in Mathematics, so that the performance of the students may be enhanced in Mathematics.

Further to improve the performance of standard VIII Students in Government Schools, Government may provide good infrastructure facilities and suitable teaching aids.

Male and Female Students of student VIII studying in Middle and Higher Secondary Schools are greater than High Schools. The Reason may be lack of infrastructure facilities and the lack of teachers' innovative initiatives to improve the performance of the students.
In all the three Categories, the performances of Female students of standard VIII are greater than Male students. It is due to Female students' total involvement with utmost interest in their studies, without any distraction. Extra coaching and Counseling may be given to Male students to enrich better performance in their studies without any kind of deviation. High School Students of standard VIII belonging to BC and MBC, Middle School students of MBC, are to be given extra coaching and the special attention to improve their performance in Mathematics.

**5.4. SUGGESTIONS FOR FURTHER STUDY**

1) Similar study may be conducted among all the Higher Secondary students of all the districts of Tamilnadu considering the Achievement in other Subjects.

2) The study may also be conducted among all the Primary School teachers to measure the Teachers Morale among them.

3) Similar study may be conducted in all the Middle, High and Higher Secondary Schools of Metropoliton, Corporation and District Head Quarters of Tamilnadu with the above variables.

4) Similar study may be conducted measure in performance with respect to personality and Intelligence of the different of the students.

5) Similar study may be conducted on the Factors influencing the Achievement of the students in different Organizational Climate of the Schools.