## CHAPTER VI

MAJOR FINDINGS, INTERPRETATIONS, RECOMMENDATIONS 
AND SUGGESTIONS

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CHAPTER VI
MAJOR FINDINGS, INTERPRETATIONS, RECOMMENDATIONS
AND SUGGESTIONS

The findings of the present study are presented under two sections namely part I, part II and part III. Part I deals with the findings related to the classified data. Part II gives the findings obtained from hypotheses testing and Part III gives findings from comparative study.

6.1. MAJOR FINDINGS

PART I

The findings obtained from the classified data are presented under the following sections:

SECTION I

6.1.a. FINDINGS RELATED TO ACADEMIC PERFORMANCE

i. The general performance of the Tenth standard students failed in the S.S.L.C examination is found to be low.

ii. The level of performance of the Tenth standard students failed in the S.S.L.C examination is found to be somewhat high in first language Tamil.

iii. The level of performance of the Tenth standard students failed in the S.S.L.C examination in second language English is found to be very low.
iv. The level of performance of the Tenth standard students failed in the S.S.L.C examination in Mathematics is found to be low.

SECTION II

6.1.b. FINDINGS RELATED TO SKILL ORIENTED FACTORS

i. The mastery of the Tenth standard students failed in the S.S.L.C examination over skill of comprehension in Tamil is found to be somewhat high.

ii. The mastery of the Tenth standard failed students over the skill of comprehension in English is found to be very low.

iii. The Numerical ability of the Tenth standard failed students is found to be very low.

SECTION III

6.1.c. FINDINGS RELATED TO PSYCHOLOGICAL FACTORS

i. The level of intelligence of the Tenth standard failed students is found to be very low.

ii. The self-concept of the Tenth standard failed students is found to be high.

iii. The level of achievement motivation of the Tenth standard failed students is found to be low.
SECTION IV

6.1.d. FINDINGS RELATED TO ENVIRONMENTAL FACTORS

i. The educational level of the fathers of the Tenth standard failed students is found to be low.

ii. The educational level of the mothers of the Tenth standard failed students is also found to be low.

iii. The level of income of the parents of the Tenth standard failed students is found to be very low.

iv. The home climate of the Tenth standard failed students is found to be good.

v. The school climate of the Tenth standard failed students is found to be good.

vi. The existing teacher-pupil relationship is found to be good in the case of the Tenth standard failed students.

vii. The prevailing peer relationship of the Tenth standard failed students is found to be good.

PART II

FINDINGS OBTAINED FROM HYPOTHESES TESTING

SECTION - A

6.1.e. FINDINGS FROM CORRELATION ANALYSIS

i. There seems to be a significant relationship between their general performance in the S.S.L.C examination and their performance in the first language Tamil.
ii. There seems to be a significant relationship between their performance in the first language Tamil and their mastery over the skills of comprehension in Tamil.

iii. There seems to be a significant relationship between their general performance in the S.S.L.C examination and their performance in the second language English.

iv. There seems to be a significant relationship between their performance in the second language English and their mastery over the skills of comprehension in English.

v. There seems to be a significant relationship between their general performance in the S.S.L.C examination and their performance in Mathematics.

vi. There seems to be a significant relationship between their performance in Mathematics and their level of numerical ability.

vii. It seems, there is no significant relationship between the performance in the first language Tamil and their level of intelligence.

viii. It seems, there is no significant relationship between the performance in the first language Tamil and their self-concept.
ix. There seems to be a significant relationship between the performance in the first language Tamil and their achievement motivation.

x. It seems, there is no significant relationship between the performance in the second language English and their level of intelligence.

xi. It seems, there is no significant relationship between the performance in second language English and their self concept.

xii. It seems, there is no significant relationship between the performance in the second language English and their achievement motivation.

xiii. There seems to be a significant relationship between the performance in Mathematics and their level of intelligence.

xiv. There seems to be a significant relationship between the performance in Mathematics and their self-concept.

xv. There seems to be a significant relationship between the performance in Mathematics and their achievement motivation.
6.1.1. FINDINGS FROM ANALYSIS OF VARIANCE

i. Fathers' level of education does not seem to influence the performance in the first language Tamil in the case of the Tenth standard students failed in the S.S.L.C examination.

ii. Fathers' level of education does not seem to influence the performance in the second language English in the case of the Tenth standard students failed in the S.S.L.C examination.

iii. Fathers' level of education does not seem to influence the performance in Mathematics in the case of the Tenth standard students failed in the S.S.L.C examination.

iv. Mothers' level of education does not seem to influence the performance in the first language Tamil in the case of the Tenth standard students failed in the S.S.L.C examination.

v. Mothers' level of education does not seem to influence the performance in the second language English in the case of the Tenth standard students failed in the S.S.L.C examination.

vi. Mothers' level of education does not seem to influence the performance in Mathematics in the case of the Tenth standard students failed in the S.S.L.C examination.
vii. Family income does not seem to influence the performance in the first language Tamil in the case of the Tenth standard students failed in the S.S.L.C examination.

viii. Family income seems to influence the performance in the second language English in the case of the Tenth standard students failed in the S.S.L.C examination.

ix. Family income does not seem to influence the performance in Mathematics in the case of the Tenth standard students failed in the S.S.L.C examination.

x. Home climate does not seem to influence the performance in the first language Tamil in the case of the Tenth standard students failed in the S.S.L.C examination.

xi. Home climate does not seem to influence the performance in second language English in the case of the Tenth standard students failed in the S.S.L.C examination.

xii. Home climate does not seem to influence the performance in Mathematics in the case of the Tenth standard students failed in the S.S.L.C examination.

xiii. School climate does not seem to influence the performance in the first language Tamil in the case of the Tenth standard students failed in the S.S.L.C. examination.
xiv. School climate does not seem to influence the performance in the second language English in the case of the Tenth standard students failed in the S.S.L.C examination.

xv. School climate does not seem to influence the performance in Mathematics in the case of the Tenth standard students failed in the S.S.L.C examination.

xvi. Teacher-pupil relationship does not seem to influence the performance in the first language Tamil in the case of the Tenth standard students failed in the S.S.L.C examination.

xvii. Teacher-pupil relationship does not seem to influence the performance in the second language English in the case of the Tenth standard students failed in the S.S.L.C examination.

xviii. Teacher-pupil relationship does not seem to influence the performance in Mathematics in the case of the Tenth standard students failed in the S.S.L.C examination.

xix. Peer relationship does not seem to influence the performance in the first language Tamil in the case of the Tenth standard students failed in the S.S.L.C examination.
Peer relationship does not seem to influence the performance in the second language English in the case of the Tenth standard students failed in the S.S.L.C examination.

Peer relationship does not seem to influence the performance in Mathematics in the case of the Tenth standard students failed in the S.S.L.C examination.

SECTION - C

6.1.g. FINDING FROM t-TEST ANALYSIS

6.1.g1. FINDINGS RELATED TO GENDER DIFFERENCES

i. It is inferred that the boys and girls significantly differ with regard to their general performance in the S.S.L.C examination; performance in the first language Tamil and performance in Mathematics. Boys scored higher than girls in the general performance; performance in the first language Tamil and performance in Mathematics. But they do not significantly differ with regard to their performance in the second language English.

ii. It is noted that the boys and girls do not significantly differ with regard to their mastery over Tamil comprehension skill; English comprehension skill and numerical ability.
iii. It is learnt that the boys and girls do not differ significantly with regard to their intelligence and self-concept. But they differ significantly with regard to their achievement motivation. The achievement motivation of boys is higher than that of girls.

iv. It is observed that the boys and girls differ significantly with regard to their home climate and school environment. Girls have better home climate and school environment than boys.

6.1-g2 FINDINGS RELATED TO DIFFERENCES IN RELIGION

i. It is inferred that the differences in religion among the students do not influence the academic performance of the students. They do not significantly differ with regard to their general performance in the S.S.L.C examination, performance in the first language Tamil, performance in the second language English and performance in Mathematics.

ii. It is concluded that the Hindu and non-Hindu students do not differ with regard to their mastery over Tamil and English comprehension skills and mastery over numerical ability.
iii. The religious differences among the students, whether they are Hindus or non-Hindus do not influence their intelligence, self concept and achievement motivation.

iv. The Hindu and Non-Hindu students have the same level of home climate and school environment.

6.1.ii. FINDING RELATED TO THE TYPE OF SCHOOLS THEY STUDIED (PRIVATE / GOVERNMENT).

i. It is observed that the Private school students and Government school students do not differ significantly with regard to their general performance level; performance in second language English and performance in Mathematics. However they differ with regard to the performance in the first language Tamil. The performance of the Government school students is better than that of Private school students in the first language Tamil.

ii. It is seen that the pupils studied in Private and Government schools have the same level of mastery over skills of Tamil and English comprehension. However they differ significantly with regard to the mastery over the skill of numerical ability. The students of Private schools have better numerical ability than Government school students.
iii. It is observed that the Private and Government school students do not differ significantly with regard to their intelligence, self-concept and achievement motivation.

iv. It is inferred that the pupils studied in Private and Government schools have the same level of home climate and school environment.

6.1.g. FINDINGS RELATED TO THE NATURE OF SCHOOLS THEY STUDIED (SINGLE/MIXED)

i. It is seen that the pupils studied in Single schools and Mixed schools do not significantly differ with regard to their academic performance.

ii. It is inferred that the students studied in Single schools and Mixed schools do not significantly differ with regard to their mastery over skill of comprehension in Tamil; skill of comprehension in English; and numerical ability.

iii. It is concluded that the pupils studied in Single schools and Mixed schools do not differ significantly with regard to their intelligence and achievement motivation. But they differ significantly with regard to their self-concept. The self-concept of students studied in single schools is higher than those studied in mixed schools.
iv. Pupils studied in Single and Mixed schools are not found to differ significantly with regard to their home climate and school environment.

6.1.5 FINDINGS RELATED TO THE LOCALITY OF THEIR SCHOOLS (RURAL/ URBAN)

i. Students studied in Rural and Urban schools are not found to significantly differ with regard to their academic performance. They have the same level of general performance; performance in first language Tamil; performance in second language English and performance in Mathematics.

ii. It is inferred that the pupils studied in Rural and Urban schools do not differ significantly with regard to their mastery over skills of Tamil and English comprehension. But they differ significantly with regard to their mastery over the skill of numerical ability. Numerical ability of the students studied in Urban area is higher than that of those studied in Rural area.

iii. Pupils studied in Rural and Urban schools are not found to differ significantly with regard to their level of intelligence, self-concept and achievement motivation.
iv. It is observed that the pupils studied in Rural and Urban schools do not differ significantly with regard to their home climate and school environment.

PART III

6.1.h. FINDINGS FROM COMPARATIVE STUDY

6.1.h.1. FINDINGS RELATED TO ENVIRONMENTAL FACTORS

i. The educational level of the fathers of the Tenth standard passed students is found to be somewhat high.

ii. The educational level of the mothers of the Tenth standard passed students is found to be somewhat high.

iii. The level of income of the parents of the Tenth standard passed students is found to be somewhat good.

iv. The home climate of the Tenth standard passed students is found to be good.

v. The existing teacher-pupil relationship is found to be good in the case of the Tenth standard passed students.

vi. The prevailing peer relationship of the Tenth standard passed students is found to be good.
6.1.h. FINDINGS OBTAINED FROM HYPOTHESIS TESTING

It is found that there is significant difference between the failed Private school boys and passed pupils; failed Government school boys and passed pupils; failed Private school girls and passed pupils; and failed Government school girls and passed pupils in the following:

i. General performance in the S.S.L.C. Examination

ii. Performance in Tamil

iii. Performance in English

iv. Performance in Mathematics

v. Reading Comprehension in Tamil

vi. Reading Comprehension in English

vii. Numerical ability

viii. Intelligence

ix. Self-concept and

x. Achievement motivation.

In all the above, the passed pupils lead the failed ones.
6.2. INTERPRETATIONS

Interpretations of the findings is an important part of a research project. Based on the major findings of the present study, the investigator offers the following interpretations.

The findings related to the general performance of the Tenth standard students failed in the S.S.L.C. examination is found to be low. About 6.3% of the respondents scored below 30%, 61.4% scored between 31 and 40%, 29.4% scored between 41 and 51% and 3% scored above 52%. It indicates that more than 61% falls under poor category. Thus the wastage of the education process and human resource capital is very large.

The State pass percentage is 71.4% for girls and 62.6% for boys. Usually the percentage of pass and average marks scored are more than for girls that of boys.

Generally secondary school boys, being in their adolescent stage, by nature do not easily accept the advice of elders in Tamil speaking families. Now a days, boys in secondary schools seem to lack proper motivation for studies. Their indifference to school and the negative influence of mass media might be the reasons for their poor State level performance in the S.S.L.C. examination.
Girls at the secondary stage may not have much outdoor activity as in the case of boys. So the chance for diversion seems to be very little. They somewhat adhere to the advice of elders. Moreover, the urge towards social security may compel them to concentrate more on studies. Because of these reasons the general State level performance of girls may be better than boys.

The present investigation which concentrates on the failed candidates reveals that there is significant difference between boys and girls with regard to the general performance of the Tenth standard students failed in the S.S.L.C. examination. Boys lead girls slightly in the general performance. The average general performance of boys is 39.83% whereas it is 38.05% for girls. This is contrary to the State level performance of the general population. It may make the people in the field of education to feel that the boys are inherently more capable for academic pursuit than girls but due to lack of concentration on studies or lack of congenial environment for realizing the potential capacities their academic achievement is less than that of girls.

Also boys lead girls in their performance in the first language Tamil. It may be attributed to the privileges being
enjoyed by boys in Tamilnadu to visit places like public libraries, book stalls, and also to attend political meetings, cultural programmes etc on their own without prior permission from parents. Such an exposure would have developed in them the basic skills necessary for greater proficiency in Tamil.

However failed boys and girls do not differ significantly in their performance in the second language English. It may be due to the same form of exposure to second language English at school, home and in public places available for both boys and girls. There seems to be a significant difference between boys and girls with regard to the performance in Mathematics. Again boys lead girls in Mathematics proving their greater competence in numerical work.

The investigation by Agarwal, V.R. (1981) shows significant difference in the academic performance between boys and girls as in the case of the present study. But the study of Chakrabarti, S (1988) is in contradiction to the present findings.

There is a general opinion in the State of Tamilnadu as well as in the country that Non-Hindus especially the Christians are somewhat more advanced in studies than Hindus. Hence it is believed that the academic performance of the non-Hindus as well as the academic climate available for them could
be of better kind than that of their Hindu counterparts. Based upon this notion the government of India denies governmental assistance being offered to Scheduled Caste and Scheduled Tribes to those converted to Christianity. The present investigation has shown that there is no significant difference between Hindu and non-Hindu pupils failed in the S.S.L.C. examination in their general performance in the S.S.L.C examination, performance in the first language Tamil, performance in the second language English and also in Mathematics. Also they do not differ with regard to their mastery over the skills of comprehension in Tamil and English and also in numerical ability. So religion of the pupils is not found to be a criterion in deciding the academic performance of the Tenth standard students failed in the S.S.L.C. examination.

Also there is a general opinion that private schools impart better education to pupils than government schools. The government schools collect the prescribed fee only, but most of the private schools collect donation at the time of admission and charge extra money for various academic and non-academic activities. More the money it collects, more prestigious the institution is. So there is huge rush for admission to schools run by private agencies. The present study shows that in the case of
the failed students from the private schools and government schools there is no significant difference in their general performance in the S.S.L.C. examination, performance in the second language English; and also in their performance in Mathematics. However they differ in their performance in the first language Tamil. Surprisingly the performance of the government school students is better than that of private school students in the first language Tamil. Both of them seem to have the same level of mastery in the skills of comprehension in Tamil and English. However only in the case of numerical ability the students of private schools have shown a better performance than the government schools student. So it may be inferred that the type of management of the schools does not seem to contribute much to the academic performance of the pupils.

People of Tamil Nadu as in the case of the people of other regions in India are hesitant to allow the mixing of boys and girls in all activities including schooling. There is a strong notion that boys and girls should study in separate schools for being better disciplined and better taught. Most of the parents want their girls to study in single schools run by Christian Missions. If it is true, the academic performance of the students of single schools should be better than that of their counterparts.
in mixed schools. Contrary to this the present study shows that
the pupils studied in single schools and mixed schools do not
significantly differ in their general performance in the S.S.L.C.
examination, performance in the first language Tamil,
performance in the second language English and also in
Mathematics. Also there seems to be no significant difference in
the mastery over the skills of comprehension in Tamil,
comprehension in English and numerical ability. Such a
phenomenon may be attributed to the interactive influence of
home climate and school environment. Since the home climate
and school environment of single and mixed school students are
bound to be the same, the names 'single' and 'mixed' seem to be
just a difference in nomenclature without any academic bearing
on the students. In a way, it may be stated that the present study
serves as a means to prove the misconception of the people of
Tamilnadu with regard to the type of schools.

The locality of the school may play an important role
in deciding the academic performance of the pupils. The
investigations by Das, S (1986), Chakrabarti, S (1988) and
Al-Shahrany, Mohammed Saeed (1995) found significant
difference in the academic performance of the pupils between
schools located in rural and urban areas. In order to give better
education to their wards, people either shift to urban areas or send their children to schools located in urban area. The present study involving failed students shows that the students studied in rural and urban schools do not differ significantly in their academic performance. They have the same level of performance in the first language Tamil, second language English and in Mathematics. Also they have the same level of mastery over the skills of comprehension in Tamil and English. The only skill in which they differ is numerical ability. In this the urban students seem to have scored higher than that of those in rural area.

So it may be concluded that the background variables such as the religion of the pupils, either Hindu or non-Hindu; the type of management, either private or government; the nature of schools, either single or mixed; and locality of the schools, either rural or urban, do not seem to influence the academic performance of the failed students. This is illustrated in Fig. 27

The investigator, therefore is forced to assume that a large number of failures in the S.S.L.C. examination may be due to the following.

I. Person oriented characteristics such as

a. Cognitive factor - intelligence
Fig. 27 Academic performance of passed and failed pupils

Performance in Tamil

General performance

Performance in Maths

Performance in English
b. Conative factors -
    i self-concept and
    ii achievement motivation
c. Skill oriented factors -
    i skill of reading comprehension in Tamil
    ii skill of reading comprehension in English and
    iii numerical ability.

II. Environmental factors.
    i. Home Climate
    ii. School Climate
    iii. Teacher-pupil relationship and
    iv. Peer relationship

Let us first discuss the influence of environmental factors on the academic achievement of the failed pupils.

6.2.a. INTERPRETATION RELATED TO ENVIRONMENTAL FACTORS

It may look proper to consider first the educational level of the fathers and mothers of the Tenth standard failed students. About 63.4% of the failed students' fathers and 61.7% of the mothers have studied only up to 5th standard. But in the case of the passed students only 27% of fathers and 29% of mothers have fifth standard qualification. It has been found that 28.7% of the fathers and 35.6% of the mothers of the failed pupils
have studied upto 12th standard while in the case of the passed students the percentages are 30% and 44% respectively and this is shown in Fig 28 a. It has also been noted that a very small percentage differentiate of fathers (7.9%) and mothers (2.8%) of the failed students' have studied above 12th standard; but in the case of the passed students the percentages are visibly large; 43% and 27% respectively. This is illustrated in Fig. 28 b. Thus the poor academic performance of the failed students may be attributed to the poor educational standing of their parents.

It is also possible to arrive at the same fact from the results of statistical analysis. It is found that parents' level of education which is found to be miserably poor does not seem to influence their wards performance in the first language Tamil, second language English and also in Mathematics. Such a finding is synonymous with the findings of Deka, U (1985), Qudah, Ibrahim Salman (1994) and Pho, Lan Tuyet (1994). However the studies completed by Khayyer, Mohammad (1994), Jaskolka, Darrel Lee (1995) are in contradiction to the present one.

Regarding the income level of the parents the present study shows that 87.2% of the parents of the failed
Fig. 28  a. Educational Level of Fathers

Failed Pupils
- High: 8%
- Poor: 63%
- Average: 29%

Passed Pupils
- High: 43%
- Poor: 27%
- Average: 30%

b. Educational Level of Mothers

Failed Pupils
- High: 3%
- Poor: 61%
- Average: 36%

Passed Pupils
- High: 27%
- Poor: 29%
- Average: 44%
students and 53% of parents of the passed students fall under low
category; and 0.7% of the parents of the failed students and
11% of the parents of the passed students come under high
category which is shown in Fig. 28. It is clear that economically
also the failed students are much backward. The statistical
analysis also upholds the fact that family income, in the case of
failed students is of no influence over their performance in the
first language Tamil and also in Mathematics. This finding is
supported by the investigations of Narang, R.H. (1987), Qudah,
large number of studies do not seem to support the present
Michele Renee (1992), Nizamutuma, Issumael (1992), Youn, Yun
Sung (1993), Khayyer, Mohammad (1994), Jaskolka, Darrel Lee
(1995), Campbell, Byron Lee (1995), Cousins, Kathy Michele
However the present study shows that performance in the second
language English seems to be influenced by parental income.
That is, among the poor, even a slight increase in income tends
to improve the performance of the failed students. Like wise a
general fall in income may also cause the reverse. It seems an
increase of income may possibly enhance the possibility of being acquainted with English language and thereby promote achievement in English.

Moreover, the nature of home climate prevailing in the case of failed students and passed students is found to be somewhat the same (poor category 3.6% and 3% respectively; somewhat poor 31.8% and 25% respectively; somewhat good category 64.5% and 72% respectively) and this is shown in Fig. 28. It may, therefore, be inferred that irrespective of educational qualification, and income level of the parents of both failed and passed students the conditions are very much the same in nurturing more or less a similar home climate to their wards. The present investigation has also shown that home climate does not influence the performance in the first language Tamil, second language English and also Mathematics in the case of failed students. This finding is supported by the investigation of Bright Josephine (1992). But the investigations by Deka, U (1985) and Jegannathan, K (1985) speak against the present finding. Hence the prevalence of cultural elements, overall acquired abilities and features in structuring one's home climate in India in general and Tamilnadu in particular is made explicit.
Fig. 28  c. Parental Income

Failed Pupils' | Passed Pupils'
---|---
Average | High<br>12%<br>1%
High | Average<br>11%<br>36%
Poor | Poor<br>87%<br>53%

D. Nature of Home Climate

Failed Pupils' | Passed Pupils'
---|---
Poor | High<br>4%<br>64%
Average | Poor<br>3%<br>25%
High | Poor<br>72%<br>32%
Considering the school climate of the pupils 13.5% of the failed students come under poor category, 43.5% under average and 43% under good category. It is 21%, 49% and 30% respectively for passed students. This fact is illustrated in Fig. 28. Also the statistical analysis shows that school climate does not seem to influence the performance of first language Tamil, second language English and Mathematics. It may therefore be inferred that aside of visible differences among the secondary schools of Kanyakumari district by way of management, locality, admission procedure etc. etc. and also identified differences in the form of school climate, they are not found to be significant enough to influence the failed students. Infact the students who come under different categories of school climate are found to be the same in their academic achievement. That is why the statistical analysis shown the insignificance of the school climate over their academic performance.

In the realm of teacher-pupil relationship also both the groups of students, failed and passed, seem to match each other (poor and some what poor category 20% and 18% respectively; and some what good category 80% and 82% respectively). This is schematically shown in Fig. 28. Also the statistical analysis indicates that the teacher-pupil relationship
Fig. 28 e. Nature of School Climate

- **Failed Pupils'**
  - Poor: 14%
  - Average: 43%
  - High: 43%

- **Passed Pupils'**
  - Poor: 21%
  - Average: 49%
  - High: 30%

f. Nature of Teacher - Pupil Relation

- **Failed Pupils'**
  - Poor: 3%
  - Average: 17%
  - High: 80%

- **Passed Pupils'**
  - Poor: 4%
  - Average: 14%
  - High: 82%

g. Nature of Peer Relation

- **Failed Pupils'**
  - Poor: 4%
  - Average: 22%
  - High: 74%

- **Passed Pupils'**
  - Poor: 3%
  - Average: 25%
  - High: 72%
does not seem to influence the performance in the first language Tamil, second language English and also Mathematics. This finding is in tune with the findings of Narang, R.H. (1987). However Doctor, Z.N. (1984) and Harris, Gregory John (1993) do not favour this finding. According to them academic achievement and teacher-pupil relationship are significantly related. It may therefore be concluded that inspite of differences among the secondary schools of Kanyakumari district by way of management, locality etc. the teacher-pupil relationship is not found significant enough to influence their academic achievement in the case of failed students.

Looking into the existing peer relationship among the failed and passed students, it is observed that both the group of students enjoy good peer relationship (74.3% and 72% respectively under good category (Fig.28 g). The statistical analysis indicates that peer relationship does not influence the performance in first language Tamil, second language English and Mathematics. Also in peer relationship there is no significant difference between boys and girls, Hindu and non-Hindu pupils, pupils studied in private and government schools, pupils studied in single and mixed schools and also between pupils studied in rural and urban schools. Das, P.A. (1986) has reported significant
difference in peer relationship between boys and girls and between rural and urban students. Although the general performance of the boys failed in the S.S.L.C. examination is higher than that of the girls, the home climate and school environment (combined score of school climate, teacher-pupil relationship and peer relationship) of girls are found to be better than that of boys. So it may be concluded as earlier that home climate and school environment are of no importance for the academic performance of the Tenth standard students failed in the S.S.L.C. examination. Again it has been supported by the findings that the school environment is affected by none of the following: religion of the students, management of the school, type of school, nature of the school, and locality of the school.

On knitting together all these findings deduced so far, related with home climate and school environment, it is seen that the poor academic performance of the failed students is not due to something external but internal; that is the problem lies within the individual and he alone seems to be responsible for his failure. Such a generalisation warrants the investigator to discuss the findings related to the cognitive, conative and skill oriented aspects of the failed students.
The general performance of the Tenth standard students failed in the S.S.L.C. examination is significantly related to performance in Tamil, performance in English and performance in Mathematics. So inorder to improve the general academic performance, the performance in the three subjects, viz: Tamil, English and Mathematics is to be improved.

6.2.b. INTERPRETATION RELATED TO PERSON ORIENTED CHARACTERISTICS

6.2.b1. INTELLIGENCE

Moreover the present study has brought out certain findings related to intelligence of the failed students. It is found that there is no significant difference in the intelligence level of the boys and girls. Agarwal, V.R. (1981), Mitra, R (1985) and Kazmi, Q.S. (1986) have reported similar findings. But the investigation of Tripathi, R.C. (1986) contradicts the present finding. In addition to this the present study reveals that there is no significant difference between Hindu and non-Hindu pupils, pupils of private and government schools, pupils of single and mixed schools and pupils of rural and urban schools with regard to intelligence. However the mean intelligence score of failed pupils is much less than that of the passed pupils (20.71 and 26.47 respectively). Thus an Intelligence score difference of 5.76
exists between passed and failed students which is shown from Fig. 29 a

Quite a large number of scholars, Kumari Sudha (1982), Deka, U (1985), Mitra, R. (1985), Mehrotra, S (1986), Deshpande, S (1986), Das, S (1986), Oliver, Ruth Newton (1994), etc have reported significant relationship between intelligence and academic performance. It is also shown in the study that intelligence is significantly correlated with performance in Mathematics but not with performance in Tamil and English. Likewise Rajput, A.S. (1984), Misra, M (1984) etc. have reported that intelligence is significantly correlated with performance in Mathematics. Therefore it may be deduced that Intelligence is a factor in tuning the performance level of the pupils in Mathematics. So the cognitive oriented factor Intelligence can be taken an instrumental one in deciding the academic performance in general and performance in Mathematics in particular of the failed students.

6.2.b. INTERPRETATION RELATED TO SELF CONCEPT

The impact of self-concept is also studied in the present investigation. The present study shows that 7%, 27% and 65.9% of the failed students come under low, average and high category of self-concept. (Fig. 29 b). So it may be stated that the
self-concept of the failed pupils is somewhat high. But this high level of self-concept does not seem to contribute much for the general academic performance. Unrealistically high self-concept of the pupils may be due to their over confidence without any relation to their practical capabilities and capacities. They may underestimate the calibre of the peers and may not accept the instructions of the teachers. This may lead to wrong study habits and improper scheduling of their preparation for the examinations. Such an inadequate preparation and unrealistic scheme of execution may put them in corners at the time of examination. Therefore they may turn out to be failures in academic studies.

Also the present investigation shows no significant difference in self-concept between Hindu and non-Hindu students; private and government school students; and also between pupils of rural schools and urban schools. But significant difference is noted between the self-concept of pupils studied in single schools and mixed schools. The self-concept of pupils studied in single schools is found to be on the lead when compared with that of those in mixed schools.

It may be due to the family background of the children attending the single schools. Most of the people of upper
category prefer to send their children to single schools. Therefore pupils studying in such institutions are likely to have higher level of self-concept than that of their counterparts in mixed schools.

However the noted academic performance and assessed psychomotor skills are not found to vary between single school and mixed school pupils. Thus it may be inferred that the students in single schools do not gain anything inspite of their higher level self-concept. Their academic performance and skill development are reported to be the same as in the case of the mixed school pupils. Hence the higher level self-concept may be considered to be somewhat unnatural without its due impact over the academic performance. Therefore it is understood that by virtue of being high in self-concept one may not turn out to be a high achiever.

The present study reveals a significant relationship between self-concept and performance in Mathematics. It shows that achievement in Mathematics is influenced by self-concept. But ironically self-concept does not seem to be related with the general performance. One is likely to improve his performance in all subjects when he shows improvement in Mathematics. The present study also supports this fact. But in the case of the failed
students though a significant relationship is observed between self-concept and achievement in Mathematics no such appreciable advancement is found in the general achievement. It may be due to lack of exploitation of the Mathematical skills of the failed students. That is why though a significant relationship is identified between numerical ability and achievement in Mathematics in the case of the failed students their performance is found to be low.

However on comparing the self-concept scores of passed pupils and failed pupils, it is found that the failed boys from private schools (211.32) and government schools (210.17); and also the failed girls from private schools (215.8) and government schools (211.13) fall much below the level of passed pupils. (232.66). Such a finding makes us feel that though failed students show higher level self concept, it is not adequate and it has to be raised to the level of the passed students for its effective impact over one's achievement.

studies. [Cooley, Michele Renee (1992), Munson, Leslie, Jorrye Wilson (1992) and Gibbs, Beverlee (1995)] fall in line with the present one.

Moreover Reid, Sharon Lyn (1993) have found significant relationship between self-concept and performance in Mathematics. Therefore the failed pupils are first to be assisted to improve their performance in Mathematics. If it is achieved, naturally they would develop a higher level self-concept helpful for academic work. Once this level is reached, the students of this category may begin to concentrate more on academic work and begin to cherish a good, healthy self-concept.

It is also found in the present investigation that there is no significant difference in self-concept between failed boys and girls. When such a finding is supported by the studies of Kale, P.S. (1982), Singh, A.D. (1983) and Bharathi, G. (1984), it is in contradiction to the study of Fisher, Joan, L (1994). So it may be concluded that the difference the academic performance of boys and girls may be due to certain other aspects such as intelligence or achievement motivation.

6.2.b3. INTERPRETATION RELATED TO ACHIEVEMENT MOTIVATION

On analysing the data related to achievement motivation, it is found that there is significant relationship,
between achievement motivation and performance in first language Tamil; and also performance in Mathematics.

The investigation shows significant difference in achievement motivation between boys and girls. It is supported by the investigation of Singh, R. (1985). But the studies by Ahluwalia, I (1985), Mitra, R, (1985), Kazmi, Q.S. (1985) and Flandars, Judith Ann (1992) show no significant difference in achievement motivation between boys and girls. The present study reveals that the achievement motivation of the failed boys (18.75) is much higher than that of girls (17.85). Therefore the identified superiority in general academic performance, performance in Tamil and performance in Mathematics of the failed boys over their female counterparts may be attributed to their higher level achievement motivation. It has been identified that 66.3%, 29.9% and 3.8% of the failed students come under low, average and high categories of achievement motivation revealing the fact that the failed students are basically non-achievement oriented. On comparing the mean scores of achievement motivation of the passed and failed students it is clear that the mean scores of failed private school boys (18.74) and government school boys (18.75); and failed private school girls (18.13) and government school girls (17.67) fall much below the
scores recorded (23.73) by the passed students. A mean difference of 5.4 exists between passed and failed students and render the latter academically non-successful which is illustrated in Fig. 29 c

The study shows no significant difference in the achievement motivation between Hindu and non-Hindu pupils. This is supported by the findings of Ojha, H (1983). Also no significant difference in achievement motivation is found between pupils studied in private schools and government schools, and between pupils of single schools and mixed schools, and between pupils of rural school and urban schools. This finding is supported by the investigation of Flanders, Judith Ann (1992). However Ahluwalia, I (1985) states contradictory to the above stated finding.

Fig 29

a. Intelligence level

b. Self concept

c. Achievement motivation

However it shows that there is no significant relationship between performance in second language English and achievement motivation as in the case of Ozkut, Iffect, E (1991).

As in the case of self-concept, achievement motivation also helps in the development of performance in Mathematics. Therefore higher the achievement motivation, higher will be the performance of the students in Mathematics. But the present study shows that the level of achievement motivation of the failed students is very low when compared with the passed ones. The lack of motive to achieve may also be attributed to the unimaginative syllabus being adopted in the schools and also the illogical sequence of presentation of learning materials in the classrooms.

6.2.c. INTERPRETATION RELATED TO TAMIL AND TAMIL COMPREHENSION

Tamil is the mother tongue for the people of Tamilnadu. Pupils study Tamil in schools from the very beginning. Most of the students pursue studies through Tamil
medium only. The language skills to be developed at the secondary stage pertaining to Tamil do not seem to pose any problem to the students.

Tamil being the mother tongue, the pupils listen and speak only in Tamil at home, at school, among peer groups and in the public. Therefore mastery of the language may not be a problem. This expectation has come true through the finding of the present study. The failed students are not found to be deficient in the first language acquisition.

However on comparing their average marks in Tamil (47%) with that of the passed students (72.45%) it is found their performance is pitiably low. Moreover the statistical analysis shows a significant relationship between the performance in Tamil and reading comprehension in Tamil. The skill of reading comprehension plays an important role in the attainment of language proficiency. Tamil language is an ancient language, with unique grammatical forms. Formal language does not allow the mixing of other language terms and non-conventional language forms. Therefore written language is somewhat rigid and highly formal in nature. To decode such written language the pupils need to have developed the skills of comprehension in Tamil. So if at all there is any deficiency in the language proficiency on the
part of the failed students it must be due to lack of reading comprehension skills. It has been established by the finding that the reading comprehension score in the first language Tamil for the passed pupils is higher (4.59) than that of the failed ones (3.75) and this is shown in Fig. 30 a

Also the present investigation shows no significant difference between boys and girls, Hindu pupils and Non-Hindu pupils; pupils studied in private schools and government schools; pupils studied in single schools and mixed schools and pupils studied in schools located in rural area and urban area. Such a finding clearly gives the reason for the similar level of language attainment (Tamil) of the students of different categories in different institutions. As in the case of the present study, Gaur, P.K. (1982) and Srivastava, R.P. (1984) have reported significant correlation between academic performance and reading comprehension in the first language. In a way, it helps us draw the inference that poor general performance of the failed students is also due to lack of reading comprehension skills in the first language.

Moreover performance in Tamil is significantly correlated with achievement motivation. This prompted the investigator to check the correlation between reading
comprehension in first language Tamil and achievement motivation. It is found to be positive as assumed and as in the case of the finding of Cazenave (1993).

6.2.d. INTERPRETATION RELATED TO ENGLISH AND ENGLISH COMPREHENSION

Before any interpretation is made on the findings of the present study related to English language, a thumb nail of sketch of English language teaching in the schools of Tamilnadu is warranted. In India the three language formula at the secondary stage has emerged as the national consensus. The medium of instruction must be in the mother tongue, English will be taught as the second language; Hindi the third language to be taught for the non-Hindi pupils and for Hindi speaking pupils one South Indian language. But this formula is not seriously implemented in the Hindi speaking and Tamil speaking regions. Tamilnadu follows two language formula. Mother tongue Tamil as the first language and English as the second language are taught in schools. The present investigation shows that even the failed students have acquired some proficiency in the first language Tamil. In Tamilnadu, English is treated as an associate official language. Learned people consider conversing in English as a matter of prestige. Standard dailies are available only in
English and most of the educated people subscribe English dailies and magazines. Moreover most of the subject reference books are in English only. So almost all the pupils from the kindergarten level onwards are either immersed partially or fully to second language English. Fully immersed pupils study all the subjects through English medium from L.K.G. onwards and partially immersed pupils either study in English medium from 6th standard or 9th standard onwards or they study English as a second language from the primary level. So one can expect a reasonably satisfactory level of English language proficiency at the secondary stage.

To attain proficiency in the second language English, the following are the skills expected to be developed by the pupils at the secondary stage.

i. Aural-oral skills (Listening and speaking skills)
ii. Reading skills (Skills of comprehension)
iii. Writing skills (Skills of intellectual writing)

The reason for the present low standard of English in our schools is to a large extent due to neglect of what is expected to be done by the teachers in classrooms at the primary level. It is essential that the teachers of English should have mastered the intricacies of
English Language Teaching (ELT) and try to adopt skill oriented teaching.

The foundation for the mastery of good English should be laid at the beginning itself. By the time a child completes his primary education, he should have mastered the English language skills.

The first step is mastery of aural-oral skills which should be cultivated at the entry level itself. English is a foreign language. Child's first exposure to the language should be of the right kind. The teacher should converse fluently and correctly with the right accent. Use of baby talk will not make it easier for children to understand the new language. A lot of oral drilling is necessary to help the child speak correctly. Story telling with pictures and sequencing of events can be introduced. Conversation periods can enhance the oral skills to a greater extent at the primary level.

Reading aloud with the right stress, pause, and intonation, as well as silent reading should be encouraged. In inculcating the reading habit in children, both the teachers and the librarians play vital roles.

Comprehension is another important skill to be mastered. An effective teacher not only makes the child
comprehend what is taught, but also makes sure that he does not learn anything by rote. By simple explanations and interesting exercises, like 'match the following' and 'fill in the blanks' the teacher can ensure that the child has fully comprehended what has been taught. The child can proceed from story telling and listening comprehension to reading comprehension.

Next comes the writing skills. It is ideal to begin with only pattern writing till the tender hands gain muscle control. Very gradually cursive writing can be introduced. Four lined books are useful for formation of good hand writing, followed by two lined notes. At the secondary stage single lined note books are suitable. Pupils are to be given for writing topics that will stimulate interest in them. They should not be forced to write and they should be allowed to write what is interesting to them.

Spelling is an important element in writing. It is a natural corollary of all the three above mentioned skills. When the words are read and written, the child learns how they are spelt. Dictation of familiar words and of passages can help in mastering spellings.

In fostering higher level writing skills, composition plays a significant role. First the young child
may start with picture compositions. Later he can be introduced to guided compositions. The teacher can choose interesting topics which will enthuse the child's creativity. As the child progresses in years, he can attempt descriptive and narrative compositions and later gradually paragraph writing and essay writing.

The next step is testing or evaluating the language skills mastered. At the primary level great care should be taken to avoid pressure on the children while testing them. Never give the children a totally unfamiliar task for testing. For learning to be enjoyable we should test what the children know and not what they do not know. Once they are at ease with the English language skills, they will find the learning of other subjects also easy.

Constant monitoring and regular reviewing will ensure effective English language teaching. The skills learned at the primary level can be reinforced at the secondary and higher secondary levels because only at these stages public examinations are held.

A teacher teaching the tenth standard students cannot concentrate on the skills which are supposed to be developed at the primary and junior levels. They complete the
syllabus as per the time table. Any how they try their level best to help them appear for the S.S.L.C. examination. Most of the pupils fail in the S.S.L.C. examination because of lack of basic skills. Of all the skills, skill of comprehension is the prominent one to be acquired at the secondary stage level. So theoretically one can arrive at the fact that lack of poor reading comprehension skill in English is the major cause for poor performance in English.

The present investigation shows significant difference in performance between the passed and failed pupils. The performance in English for the passed pupils is 67.27% as against 30.95% for the failed ones.

However when we study in terms of gender and type of school in the case of failed students it is found that no such difference exists between boys and girls and between students of private schools and government schools. Therefore it may be concluded that failed students as one category are not influenced much by the gender or by the type of school in which they study.

The present study reveals significant difference between the reading comprehension in English between failed pupils and passed pupils. The reading comprehension score for
passed pupils is 5.07 as against 2.48 for failed pupils. Thus the
skill of reading comprehension in English for the failed pupils is
50% less than that of the passed pupils, and this is shown in
Fig.30 b

However when the failed students are studied in
terms of gender and type of school in which they have studied no
such difference is noted in the development of the skill of reading
comprehension in English. It is in agreement with the findings of
home the fact that the poor language achievement in the case of
the failed students is not due to the gender or the type of school.
Also the present study shows no significant difference in the skill
of reading comprehension in English between Hindu and non-
Hindu pupils; pupils studied in private schools and government
schools; pupils studied in single schools and mixed schools; and
pupils studied in schools located in rural area and urban area.
From this it may be concluded that none of the background
factors such as gender, religion, type of school, nature of
school and the location of school is of any importance in
influencing the skill of reading comprehension in English in
the case of the failed students. Therefore it clearly brings
out the fact that only the individual oriented factors may
be responsible for the deficiency in the second language acquisition.

The present study shows significant relationship between performance in second language English and performance in the skill of reading comprehension in English. It brings out another important fact to show why the failed pupils are very poor in English. Such a lead product has been made possible mainly because of lack of skill oriented teaching, adopted by the teachers of English.

6.2.e. INTERPRETATION RELATED TO NUMERICAL ABILITY

The present investigation indicates significant difference in numerical ability between passed pupils and failed pupils. The mean score of numerical ability for the passed pupils is 33.58 while that of the failed pupil is 18.15. A large difference in numerical ability score to the tune of 15.43 is found to exist between passed and failed pupils which is clear from Fig 30 c. This may be the reason for the poor achievement of failed pupils in Mathematics. Moreover no significant difference is noted between failed boys and girls of different types of schools.

Similarly no significant difference in numerical ability is found to exist between Hindu and non-Hindu pupils; and pupils of single and mixed schools. However significant
difference in numerical ability is found between pupils studied in private schools and government schools. Pupils of private schools are found to lead the pupils of government schools in the performance in Mathematics. This may be due to the presence of good number of high achieving pupils in the private schools. Moreover the teachers in private schools may be directly compelled by the heads of institutions and management authorities and indirectly influenced by the public to provide an effective teaching to keep up the tone of the institution. It is also seen that the private schools are somewhat better equipped than the government schools in terms of audio-visual equipments, library and provisions for extra curricular activities. Therefore it may be concluded that these factors may also be responsible for the better performance of the pupils of private schools than their counterparts in government schools. Also in numerical ability the urban school pupils are found to be significantly higher than that of the rural school pupils. It may be due to greater exposure of the urban pupils to congenial educational atmosphere prevailing at home and neighbourhood.
Moreover as in the case of Rastogi (1983) the present study shows significant relationship between performance in Mathematics and numerical ability. Hence a poor performance in Mathematics may be attributed to lack of basic numerical ability skills like addition, subtraction, multiplication and division. Because of the mechanical, routine, uninspiring teaching of Mathematics, the pupils may remain so dull and uninterested in Mathematics.

It has also been seen that improvement in the performance in Mathematics will improve the performance in all other subjects. So Mathematics should be visualised as the vehicle to train the pupils to think, reason and analyse and to articulate logically. Apart from being a single subject, it should be treated as concomitant to any subject involving analysis and reasoning.
6.3. RECOMMENDATIONS

The present study shows that the academic performance of the Tenth standard students failed in the S.S.L.C. examination is very low. Every year about 40% of the students fail in the S.S.L.C examination. In the year 1993-94, out of 5,62,000 students appeared for the examination 1,50,678 have failed. The number is just alarming. The wastage of the education process and human resource capital of the State is very large. Since a pass in the S.S.L.C examination is the minimum basic qualification for all governmental and private jobs it is very essential that all the students get through in the S.S.L.C examination. At the same time they should have attained the minimum required knowledge also. So dilution of curriculum content in order to boost the result is of no use.

The State policy makers and the teachers are to be blamed for this present state of poor performance of the pupils. In olden days the teaching profession was considered a holy service, then it became a profession, now it has degenerated into a trade. The present method of selection of teachers failed to identify those fit for this profession. A good teacher may be one with a:
Sense of humour
Fairness and impartial
Friendliness in and out of class
Neatness and attractiveness of dress
Cheerfulness
Knowledge of subjects
Firmness in discipline
Understanding children and liking for them.

Now a days teaching profession lacks credibility and attraction. Most of them enter into this profession because they don't get any other job. So proper care should be taken to see that only those with aptitude for teaching are chosen. While selecting the teachers the following skills of teachers are to be tested.

Motivational skills
Presentation and communication skills
Questioning skills
Skills of managing large groups
Skills of providing individual instruction
Skill of developing pupils thinking ability
Evaluative skills
Classroom management and discipline
Once a teacher is selected to this profession, there is no accountability for his service. There should be provisions to shift them over to other type of service if they are found unfit for teaching. Incentives are offered for acquiring higher qualifications and improvement programmes. Teachers complete higher courses just to get increment in salary and not to improve their teaching skills. Teaching is an activity - a unique professional, rational and human activity in which one creatively and imaginatively uses himself and his knowledge to promote learning and welfare of others.

The present curriculum is also found to be bookish one. Pupil study to get good marks in their examination. In the examination, only the content is tested from memory and not the acquisition of knowledge. So usually pupils do not study any thing beyond the book. Once in four or five years the government change the syllabus. Usually at the last minute teachers are invited to write the text books. Proper care in selection of the authors is not followed. So faulty and unproductive text books get published. Corrections and revisions are not done at the right time. Proper guidelines of teaching for teachers are also not given.
B.Ed is a professional course. It is the basic qualification for a high school teacher. Usually it is offered as a regular course. But from 1980 it has been offered as a correspondence course also. Once a teacher enrolls into the profession usually he is made permanent without any consideration of his teaching competence. Therefore people with teacher qualification, but without proper teacher behaviour are found in the teaching profession.

Writing notes of lesson is a part of the teaching profession. But most of the teachers do not prepare it regularly. If at all they write, a few lines are written without proper planning. So teachers must be compulsorily made to plan properly before going into the class.

Only academically competent and those with the skill of supervisory capacity may be promoted as Headmasters of schools. Some of the senior teachers who used to be indifferent in their teaching profession and noted for their poor teaching are also promoted on the basis of their seniority as heads of institutions. Such a seniority based promotion should be avoided.

Faulty methods of teaching and inadequate and improper use of audio-visual aids in teaching are the reasons for the poor motivational level of the pupils. The present mode of
transfer of knowledge to the pupils is uninspiring. The teacher-
pupil ratio in most of the school is 1:50. Some schools even
accommodate upto 100 in a single class. If one says that a
proportion of 1:20 is ideal, it is not going to be achieved in
country like India because of its large population. However, it
should be around 1:30 or 1:40. Moreover methods and techniques
are to be modified according to the teacher-pupil ratio.

There must be close interaction between the Training
Colleges and the school teachers. Teachers should be encouraged
to do away with dull and uninspiring method of teaching.
Teachers have to invent methods which will impart effective
learning and creativity. In a large classroom there may be large
number of poor and average achievers. Usually a poor achiever
will have:

Intelligence quotient below 90
Little drive
Short span of attention
Weak association and memory
Poor reading capacity
Difficulty with abstracts
Poor logical reasoning
Poor imagination
Difficulty to detect his own errors
Little powers to transfer learning and
Poor creative thinking.

Therefore, the poor achievers in a class are to be identified first and they have to be motivated to learn.

The following techniques may be adopted for self-motivation of the pupils.

i. Simple, easy and meaningful assignments as home work to enable the children to nurture their individual ability.

ii. Assignments to be completed without postponement - as it breeds laziness and disorderliness.

iii. Make the child to realise that copying home work is dishonest.

iv. Expression in praise of the child's effort.

v. Cleanliness, systematic work and enthusiastic attitude helps the children to develop those qualities in their own personality as habits.

vi. The parents may be asked to motivate their children with signs of affection and praise since achievement motivation developed in home gives a great deal of stress on excellence and competition.
vii. Public rewards and incentive scheme should be adopted to boost the performance of the poor achievers.

In the present study it is found that most of the failed pupils fail in second language English. Considering the present political and social situations prevailing in Tamilnadu, acquisition of second language English competency is very important. Usually a high school teacher is expected to teach either History, Geography and English or English, Mathematics and Science or first language Tamil. So when selecting the teachers having an Arts degree or Science degree or Maths degree one has to check the minimum competency in second language English also. It should be a pre-condition for appointment as a High School teacher. A professionally competent English teacher has:

ability in planning a course of study in English.

Skills for catering to the needs of individual differences.

Competency in improving students reading.

Competency in arousing interest in literature and appreciation of it.

Skills in improving students aural-oral, reading and writing skills in English.

Skills in guiding co-curricular activities.
Among all the skills to be developed, reading comprehension is an important one at the secondary stage. Reading should be made a curricular subject and a classroom activity at all stages of school education. Comprehension has a unique role in second language study. It sustains the second language acquisition process and serves as the goal of the process. Students must be guided by teachers to read freely and must allow them to read materials interesting, significant and purposeful.

Reading makes a fullman. Teachers often need to encourage their students to do more reading. Motivation to read better improves all round ability.

To achieve this end:

i. Each student should understand what reading can do for him.

ii. Each student should know how well he reads.

iii. Each student should know that how his reading can be improved.

iv. Each student should be kept aware of his progress.

v. Reading materials should be appropriate.

vi. The classroom atmosphere should be pleasant.
vii. Newspaper headings may be read in the school before the class starts.

viii. Good spelling should also be taught to the students. The teacher must help the students to be a good speller. They should be taught correct pronunciation and phonetics.

6.3.a. PROGRAMMES FOR IMMEDIATE IMPLEMENTATIONS - TO BOOST ENGLISH LANGUAGE ACHIEVEMENT

To develop the general skill of English, first our teachers should begin to converse in English with the students. Instead of following the translation method of teaching, they can talk in simple English while teaching. Pupils are to be encouraged to open their mouth to speak in English. Instructions to talk in English may be written on the walls in the classroom itself. Students may be assembled class-wise in groups and using recorded talks or dialogues, correct pronunciation may be taught after the school hours in the evening at least once in a month. Language laboratory may be put up at least in ELT centres, Training Colleges and in Training Institutions. At least 25% marks may be allotted from first standard onwards for aural-oral skills. The following remedial measures may be taken to minimise the poor English language proficiency:
1. Lay the foundation of grammar and pronunciation.
2. Teach them the usage of patterns
3. Form groups of 5 or 6 in a classroom or in the school premises and encourage them to ask questions on the English lessons they have studied and make them answer among themselves under the supervision of the teacher.
4. Teach them how to make use of the dictionary in the order of the word, its spelling, pronunciation, grammar, meaning and usage.
5. Remove the fear of English from their minds.

The present study shows that most of the pupils fail in the S.S.L.C examination in Mathematics also. It is found that performance in Mathematics is significantly correlated with intelligence, self-concept and achievement motivation and numerical ability. Mathematics is the queen of all sciences. It forms the basis for all subjects. In the tree of knowledge, Mathematics is the main root of the tree, subjects like Physiology, Astronomy, Anthropology, Psychology, Education, Physics, Chemistry, Geology, Zoology and Botany form the sub-roots of the tree and the other subjects form the branches of the tree.

In Mathematics, arithmetic is the only study of importance initially in the secondary schools. Later algebra,
astronomy, conic sections, plane geometry, analytic geometry, logarithms, statistics, trigonometry etc are introduced.

Numerical ability is a well defined operation upon the numbers. The number system of elementary Mathematics are

1. Natural numbers (N)
2. Integers (Z)
3. Rational numbers (Q)
4. Real numbers (R)
5. Complex numbers (R²)
6. Euclidian (R^k where k is a non zero, finite and positive number)

11. Fractions etc.

The operations upon the number systems are

1. Addition
2. Subtraction
3. Multiplication
4. Division
5. Decimal numeral system
6. Bases
7. Percentage
8. Common fraction
9. Averages
10. Modular arithmetic
11. Square root
12. Approximation
13. Significant digits
14. Measurements (length, mass and time)
15. Magic numbers
16. Puzzles and paradoxes etc

It is the responsibility of the elementary school teachers to lay the fundamental groundwork of basic concepts, principles and skills upon which the arithmetical structure must be built. Secondary school has the responsibility for supplementing and enriching this arithmetic background.

Because of the poor foundation of arithmetic skill, pupils thus find it difficult to cope up with algebra, geometry and other topics at the Tenth standard. Anyhow it is the responsibility of the high school Mathematics teachers to stimulate and maintain interest in Mathematics.

6.3.b. TO BOOST ACHIEVEMENT IN MATHEMATICS
1. Pupils must be made interested in Mathematics. Elements of novelty, usefulness and intellectual curiosity are the primary stimuli for the awakening of interest.
2. Pupils can be motivated through the use of multisensory aids and devices like motion pictures, radio and television.

3. Brief unannounced quizzes can be conducted.

4. Mathematics clubs can be organised as it is an excellent means of stimulating and fostering Mathematics study. Maths games, puzzles, plays, anecdotes etc can be held in those clubs.

5. Practical examinations should find a place in the high school curriculum.

6. Experiments like
   a. Curve tracing
   b. Preparation of two dimensional and three dimensional models
   c. Generation of random and prime numbers
   d. Working of a traffic signal
   e. Mechanism involved in a clock
   f. Counting
   g. Weighing
   h. Estimating
   i. Taking readings from instruments
   j. Recording
   k. Comparing
l. Analysing
m. Classifying
n. Checking data
o. Illustrating, operations with positive and negative numbers
p. How trigonometric functions vary etc.
could be performed in the laboratory.

6.3.c. TO BOOST THE GENERAL PERFORMANCE

To sum up, it may be stated that, teachers, management and parents must effectively involve in the educational process. Education must be knowledge oriented and need based. The curriculum and curricular activities may be structured in such a way to suit the poor achievers so as to create a motive to achieve higher and higher. Such a phased programme to boost the achievement of the students in English and Mathematics will definitely increase the self-concept and achievement motivation of the poor achievers.

The schools may be advised to hold evening classes for academically backward children and the teacher may be paid by the school for any extra work.
Teachers working in schools should not be permitted to have private tuition.

Teachers must be encouraged to make use of innovative teaching techniques like modular schedule, programmed learning, computer assisted instruction etc.

A multimedia approach combining video programmes and audio-visual aids may be attempted.

Picture cards, charts, cartoons, graphs, models, films, filmstrips, slide projector etc could be used.

Diagnostic tests are to be conducted to discover the learning difficulties and remedial steps are to be taken. Rote learning should be avoided.

Teachers must teach the techniques of effective study habits.

Success in examination depends more on developing the abilities like listening, reading, thinking and writing. So skill mixed teaching should be encouraged. Systematic revision of subjects is essential for better memory retention.

Greater care should be taken in the selection of paper setters, evaluators and invigilators.
Since the poor achievers are poor in their memory, semester system could be introduced in the Tenth standard onwards with 25% internal assessment marks. This will definitely reduce the failure rate.

There should be at least one quarterly meeting of parents and teachers. It may commence with a talk by an eminent educationalist, a parent or a teacher.

Panel discussions should also be organised on subjects of educational importance.

The State should create a new participatory human resource development system at the S.S.L.C. level in which students, parents and teachers will be actively involved in education and its assessment.

Teacher re-education be made a compulsory built-in activity of the school system. Both, on the job and off the job, training should be given at regular intervals and be made part of teacher assessment for their retention in service or otherwise and for promotion.

Students should be given full opportunity to assess their teachers by providing them simple forms for the purpose without any place on it for signature.
6.4. SUGGESTIONS FOR FURTHER RESEARCH

Based upon the findings, observations and subsequent conclusions of this study, the investigator suggests the following areas for further research to help in the upward mobility of the Tenth standard students.

1. Achievement motivation is found to be a prominent factor in deciding one's achievement. In practice, the sense of achievement derived from the completion of homework and class work tends to boost the academic performance of the pupils and thereby raise their level of achievement motivation. Therefore, a study may be undertaken for testing the worth and influence of different types of home works and class works to be adopted for the overall development of the students at the junior and secondary level.

2. Improvement in the performance in Mathematics will improve the performance in all subjects. Hence, a study may be undertaken on the factors influencing performance in Mathematics of secondary school students.

3. The formation of Mathematical concepts is an important factor in deciding achievement in Mathematics. So a
study could be undertaken to diagnose the level of Mathematical concepts developed by students of secondary classes.

4. The present study shows that the performance in Mathematics is significantly related with intelligence, self-concept and achievement motivation. Hence a study may be undertaken to unravel the factors affecting intelligence, self-concept and achievement motivation of the pupils of secondary classes.

5. Suitable teaching methods and techniques promote achievement in Mathematics. So experimental studies may be undertaken to identify the effectiveness of various possible methods and techniques to teach Mathematics to the students of secondary classes.

6. Since the present method of teaching and evaluation failed to check large failures in Mathematics, different suitable remedial programmes may be developed for students of secondary classes to overcome the hurdles in mastering Mathematics.

7. The deficiency in the second language English proficiency is due to the lack of reading comprehension skills. So a diagnostic study of skills of reading comprehension in the
second language English developed by secondary classes may be undertaken.

8. Poor language development in pupils is also due to poor environment in which they live. So a multi-media package may be prepared exclusively for students of secondary classes in Tamilnadu.

9. An efficient teacher inspires the students to learn. So a study on the impact of teacher competence on the academic performance of Tenth standard students may be undertaken.

10. Inadequate and improper use of audio-visual aids in teaching is one of the reasons for poor motivational level of the pupils. So a research study may be undertaken towards the preparation and validation of Computer Assisted Programmes to supplement the prescribed course book meant for learning of the students of secondary classes.

11. Frequent meetings of the teachers with the academically backward children would greatly boost the morale of the latter. So a study could be undertaken to evolve and validate out of school hour teaching programmes for boosting the morale and academic performance of the students of junior and secondary classes.
Finally the Investigator would like to conclude with an appeal to all teachers of different categories to have a special concern for the neglected, academically impoverished ones and help them learn as much as their learned counterparts could do so as to maintain the mobility of the teaching performance.