SUMMARY, CONCLUSION, AREAS FOR FURTHER RESEARCH
AND IMPLICATION

5.1 INTRODUCTION

Education in its broadest sense may be defined as a process designed to inculcate the knowledge, skills and attitudes necessary to enable individuals to cope up effectively with their environment. Its primary purpose is to foster and promote the fullest individual self realization for all people. Achieving this goal requires understanding of commitment to the proposition that education is a primary instrument for social and economic advancement of human welfare (Verma 1990)\(^1\).

Education in its largest sense is any act or experience that has a formative effect on mind, character and physical ability of an individual. In its technical sense, education is a process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another. Etymologically, the word education is derived from educare (Latin) “bring up”, which is related to educere “bring out”, “bring forth what is within”, “bring out potential” and ducere, “to lead”.

Education is one of the most important factors to shape the personality of an individual. It is the potent source of material and human development. Especially the 'Secondary Education' is an indispensable passport to life upon which depends the quality to further education and life. All committees and commissions on education at state, National and
International level have stressed upon the role of education in the well being of individual and society at large. India at present is on the fast track of globalization. The decade of nineties have experienced the liberalization of the most of economic activity. In the new millennium, we have already initiated second generation changes in our economic policies. A shift from government sector to private sector is gaining momentum day by day. So, in the field of education also, private sector seems to flourish due to its inputs (quality) as perceived by most of the parents.

Secondary education is of paramount significance for the individual as well as for national development. As such it is an area of major concern in India. Though secondary education, at present is a priority sector in education, this sector has remained neglected in educational research. Especially the area of school inputs in relation to other variables like Socio-Economic-Status (S-E-S), class size and achievement have not been researched upon extensively in India. A good number of empirical studies in developed countries have been conducted at secondary stage. But in India except for a few studies, make a comparative analysis of achievement directly between government and private schools. At present there is a general trend of private schools both in urban and rural areas in the country. At the same time, there is a quality of research activity at the secondary stage of education.

A number of studies have been conducted on variables that affect academic achievement like intelligence, creativity, Socio-Economic-Status (S-E-S), teacher, evaluation techniques, use of educational technology and
giftedness etc. But the question of school inputs has not been resolved upon neither in the above nor with other variables like class size, S-E-S, achievement etc. The performance of students in any academic task has always been of special interest to educators, parents and society at large. The primary concern of any educator who is entrusted with the responsibility of selecting students for any advance training programme in a given field is the ability to underestimate as accurately and as early as possible the probability that such candidates will succeed or fail.

Academic achievement has become an index of child’s future in this highly competitive world. Academic achievement has been one of the most important goals of the educational process. It is also a major goal. Which every individual is expected to perform in all cultures. Academic achievement is a key mechanism through which adolescents learn about their talents, abilities and competencies which are an important part of developing career aspirations (Lent. et al. 2000)\(^2\) academic achievement and career aspirations are in adolescence are often correlated ( Abu-hilal, 2000 \(^3\)). Crow and Crow (1969)\(^4\) defined “Academic achievement as the extent to which a learner profiting from instructions in a given area of learning i.e. achievement is reflected by the extent to which skill or knowledge has been imparted to him”.

Academic achievement may be affected by various factors like intelligence, study habits, an attitudes of pupil towards school, different aspects of their personality, socio-economic status, etc. the desire of success is derived from individual’s concept of himself and in terms of the meaning
of various incentives as they spell success and failure in the eyes of others, Thus a child who sees himself as top ranking, as scholars, may set as his goal the attainment of the highest grade in the class.

Many panels and experts have endorsed small schools as educationally effective, often adding the parenthetical remark that smaller size is especially beneficial for impoverished students. A recent series of studies, the “Matthew Project,” substantially strengthens the research base on school size and school performance in impoverished communities, adding evidence to bolster these claims.

Howley (1994)\(^5\) pointed out that studies on “outcomes” (e.g. achievement, completion rates, attendance) recommend smaller size than those based on “inputs” (e.g. teacher salaries, instructional materials, specialized staffing) and Raywid (1999)\(^6\) observes that studies based on the value of “community” recommend sizes smaller schools for nearly everyone; those concerned with outcomes will advise small schools but only for a portion of the population; and those most concerned with inputs will recommend schools that are larger than those recommended by other researchers.

The nature of the relationship between socioeconomic status (S-E-S) and student achievement has been debated for decades, with the most influential arguments appearing in Equality of Educational Opportunity (Coleman, et al. 1966)\(^7\) and Inequality (Jencks, et al 1973)\(^8\) in the United States of America, and a number of commissioned inquiries in Australia (Commission of Inquiry into Poverty, 1976\(^9\); Karmel, 1973)\(^10\). How S-E-S
influences student achievement is not clear, and there have been many theories to explain the relationship. In one scenario, school students from low-S-E-S homes are at a disadvantage in schools because they lack an academic home environment, which influences their academic success at school. Another scenario argues that school and neighbourhood environments influence academic home environment, which influences their academic success, so that low-S-E-S schools are generally lower-performing, and that only extremely resilient young people can escape the ‘fate’ of low academic achievement. How governments interpret the S-E-S-achievement debate influences education policies designed to ameliorate educational disadvantage, so it is important to examine the contribution S-E-S makes to achievement at both student and school level.

5.2 SIGNIFICANCE OF THE PRESENT STUDY

Secondary education is of paramount significance for individual as well as for national development. As such, it is an area of major concern in India. Though secondary education, at present, it is a priority sector of education. This sector has remained neglected in educational research out of 1800 research abstracts, only 54 were found to be carried on secondary education. The areas that were researched upon include, History, drop-outs, pupil achievement, evaluation, teacher training etc. but the school resources in relation to other variables like S-E-S, Expenditure and Achievement have not been extensively researched upon in India especially taking into considerations the involvement to private sector in secondary education. A
good number of empirical studies in developed countries were conducted on school resources (Kathryn sue, 1996\textsuperscript{11}: Magdalena Mok and Marcellin, 1997\textsuperscript{12}: Heyneman and Loxley, 1983\textsuperscript{13}: Richard David, 1992\textsuperscript{14}: Jere. R. Behrman et, al 1997)\textsuperscript{15}. In India a few studied on resources at secondary stage were also conducted. (Varghese, N.V. 1994\textsuperscript{16}: Govinda and Varghese, 1993\textsuperscript{17}: Sajitha Bashir, 1994\textsuperscript{18}: Kingdon, 1994\textsuperscript{19}: Ramaswamy 1998\textsuperscript{20}: Singh and Sexena, 1995\textsuperscript{21}: Satvir Singh, 1996)\textsuperscript{22} etc.

In India, except the studies conducted by Sajitha, Bashir(1994) and Kingdon, (1994) No other study makes a comparative analysis of achievements directly between private and Government school students. At present, there is a general trend of privatization, which has given rise to establishment of private schools both in urban as well as in rural areas. Taking into consideration the general paucity of research activity in resources education on the whole in India and particularly in Maharashtra, where private schools are growing on an accelerated speed both in rural urban areas. Still the parents perceived better quality in those schools. Thus the investigator was inspired to conduct a study in the three districts of Maharashtra state to see the efficacy of these schools in relation to Government schools managed by government. A number of studies have been conducted on variables that affect academic achievement like, intelligence, creatively, S-E-S, teacher-pupil ratio, evaluation techniques, giftedness, use of educational technology etc. but the question of quality has not been researched upon, neither alone nor with other variables like funding, S-E-S etc. only one comparative study between private and Government schools was conducted by Dhar Reeta (1986)\textsuperscript{23} in the Srinagar
City. This study compared the academic achievements of students belonging to private and Government school on the basis of Secondary School Examination conducted by Jammu and Kashmir State Board of Secondary Education (1985). One more study was conducted with the aim to know that the administrative structure and functioning of private schools in the Yaripara Zone of District Anantnag. This study too was not an extensive study.

The studies so far conducted on school resources, expenditure and S-E-S as correlates of academic achievement, either in India or outside are mostly based on survey reports. Besides, “in the contemporary educational research, there exists a lack of research activity regarding involvement of private sector in education especially at educational secondary stage” in this backdrop, the investigator keeping such a background of educational research on view, felt that there are solid reasons to conduct a study that will attempt to give a clear picture about the comparative status of private and Government schools.

5.3 REVIEW OF RELATED LITERATURE

The research in secondary education has mostly remained confined within the developed countries and especially in USA and UK till the nineteenth sixties. As regards to developing countries and particularly in India research in secondary education not providing healthy sign. A bibliography of research brought out by NCERT (Dave, P.N. and Murthy C.V.G., 1994) revealed that out of 1800 research abstracts only 54 studies
were carried on secondary education. The investigator scanned the available literature on the subject that pertained to the variable in question. The critical analysis of these studies gave rise to certain substantial enquiries which needed to be highlighted and addressed to for the sake of further investigation.


The review of studies highlighted the need for such a study in the light of inconclusive and conflicting findings. Various above studies inspired the researcher to conduct a study of comparison of socioeconomic status (S-E-S) and school inputs on the achievement of Government and private secondary school students.

5.4 STATEMENT OF THE PROBLEM

“A comparative study of schools under Government and private management with respect to achievement, school inputs and socio-economic status of the parents at secondary stage of education”.

5.5 OBJECTIVES OF THE STUDY

1. To study the academic achievement of students enrolled in Government and private secondary schools.
2. To study the academic achievement of Government and private secondary school students on gender basis.
3. To study the school inputs in Government and private secondary schools.
4. To study the socio-economic status (S-E-S) of parents of children enrolled in Government and private secondary schools.
5. To study the Teacher-pupil ratio in Government and private secondary schools.

5.6 HYPOTHESES OF THE STUDY

1. There is no significant difference between achievement level of government and private secondary school students.
2. Government secondary school students do not differ in academic achievement on gender basis.
3. Private secondary school students do not differ in academic achievement on gender basis.
4. There is no significant difference between academic achievement of male students of Government and Private secondary school.
5. There is no significant difference between academic achievement of female students of Government and Private secondary School.
6. School entries (Admissions) to government and private schools are not significantly related to socio-economic status (S-E-S).
7. There is no significant difference between academic achievement and socio-economic status(S-E-S) of parents of Government secondary school students.
   7.1 There is no significant difference between academic achievements of High & Average S-E-S Government school students.
   7.2 Average & Low S-E-S Government school students do not significantly differ in academic achievement.
7.3 There is no significant difference between academic achievements of High & Low S-E-S Government school students.

8 Socio-economic status (S-E-S) of parents of Private school students do not significantly related to academic achievement.

8.1 There is no significant difference between academic achievements of High & Average S-E-S Private school students.

8.2 Average & Low S-E-S Private school students do not significantly differ in academic achievement.

8.3 Academic achievement of High & Low S-E-S students do not significantly related to socio-economic status.

9 There is no significant difference between school inputs of government and private secondary school.

10 There is no significant difference between teacher-pupil ratio of government and private secondary schools.

5.7 METHODOLOGY

It is difficult task to classify educational research into methods because there is too much overlapping in their purpose and procedures. Thus there is no natural system of categorizing research methods which may put the different methods neatly in clear cut compartments. The method adopted for the present study can be categorized as descriptive statistical in nature. Descriptive research describes and interprets what is, it is concerned with the
conditions or relationship that exist, practices that prevail, beliefs, points of view or attitude that are held, processes that are going on, effects that are being felt or trend that are developing.

Research methodology is a way to systematically solve the research problem it may be understood as a science of studying how research is done scientifically.

The researcher has selected survey method as this method is concerned with the present and attempts to determine the status of phenomena under investigation.

5.8 SIZE OF THE SAMPLE

The total number of 1567 students was involved in this study of comparison of socio-economic status (S-E-S) and school inputs on achievement of Government and Private secondary school students. In case of Government secondary schools 386 male students and 384 female students was selected which comprises the total number of 770 government secondary school students, whereas in case of private secondary schools 384 male students and 413 female students was selected. The total 797 private secondary school students were selected for this study. All students who participated in the investigation were studying at standard 9\textsuperscript{th} level of secondary education, their ages ranged between 14 and 17 years.

It should be mentioned that these students have been selected from 40 different secondary schools in which 20 schools are Government and 20 schools were private secondary schools which are located in different parts of Aurangabad, Nanded and Parbhani districts of Maharashtra state. Out of
these schools in case of 20 Government schools one is boy’s school, two are girl’s school and rest 17 are co-education schools. In 20 private schools one is boy’s school and rest 19 are co-education schools, so in total 40 Government and private secondary schools two are boy’s, two are girl’s and rest 36 are co-education schools.

The sample schools range from very good to poor in their performance on academic achievement basis. For instance, some English and Urdu schools have very high reputation and are considered to be prestigious among society. Pupils in these schools pay high tuition fees and belong to high socio-cultural background. Some schools are, generally poor in quality and pupils in these schools come from poor socio-economic background. These schools are also different in school inputs utilization.

**5.9 DATA COLLECTED FOR THE STUDY**

The following data were collected for carrying out the present investigation from schools.

1. Academic percent of student from VIII<sup>th</sup> class yearly exam result register for academic achievement.
2. Scores of the students related to socio-economic status.
3. Scores of the head master’s related to school inputs.

**5.10 TOOLS USED**

The tools employed for the collection of data mentioned above included the following-
1. Socio-economic status scale (SESS) by Sunil Kumar Upadhyay and Alka Saxena.
2. School inputs questionnaire for Head masters prepared by investigator.
3. Final grades of students from VIII\textsuperscript{th} class result register.

5.11 STATISTICAL TECHNIQUES EMPLOYED

Following statistical techniques employed for analyzing the data.

2. Use of the ‘t’ test for measuring the significant difference between two means.
3. Use of the Chi-square for measuring difference between two samples.
4. Use of the ‘F’ test for measuring significant difference among many Means.

5.12 FINDINGS OF THE STUDY

1. There was a significant difference in academic achievements of government and private secondary school students.
2. There was gender disparity in academic achievements of government secondary school students.
3. No gender disparity is found in academic achievements of private secondary school students.

4. No difference is found among academic achievements of Male students of government and private secondary school students.

5. No difference is found between academic achievements of Female students of government and private secondary school students.

6. It is found that School admissions in Government and Private secondary Schools are highly conditioned by socio-economic status (S-E-S).

7. There was a strong influence of socio-economic status (S-E-S) found between academic achievements of High, average and low socio-economic status (S-E-S) Government secondary school students.

8. There was a difference between academic achievements of High and Average socio-economic status (S-E-S) Government secondary school students.


10. There was a big difference between academic achievements of High and Low socio-economic status (S-E-S) Government secondary school students.

11. A strong influence of socio-economic status (S-E-S) is found between academic achievements of High, average and low socio-economic status (S-E-S) Private secondary school students.

12. There was a difference between academic achievements of High and Average socio-economic status (S-E-S) Private secondary school students.
13. Average and Low socio-economic status (S-E-S) private secondary school students performing differently in academic achievement.
14. The strongest determinant of academic achievements is socio-economic status among High and Low socio-economic status (S-E-S) private secondary school students.
15. There was no difference found between school inputs used by Government and private secondary schools.
16. It is found that government and private secondary school are operating with comparatively the same teacher-pupil ratio.

5.13 CONCLUSIONS

1. There was a significant difference found in academic achievements of government and private secondary school students. Their achievement level is different from each other.
2. There were gender disparities found in academic achievements of Government secondary school students, as they are highly differ from one another on academic achievement.
3. There was no gender disparities found in academic achievements of private school students, as male and female students are performing equally in private secondary schools.
4. There were no differences found in academic achievements of male students of government and private secondary schools, as they are equally good in academic achievement.
5. Academic achievements of female students of government and private secondary schools are equal as no difference is found among their academic achievements.

6. It is found that school admissions in government and private secondary schools are conditioned by socio-economic status (S-E-S) as large number of students comes from higher socio-economical strata in private secondary schools, whereas large number of government secondary schools student comes from lower socio-economical strata.

7. There were differences found between academic achievements of high, average and low socio-economic status (S-E-S) Government secondary school students, as their academic achievements are highly influenced by socio-economic status.

8. There was a difference between academic achievements of High and Average socio-economic status (S-E-S) Government secondary school students, as high socio-economic status students performed academically better due to higher socio-economic status.

9. Average and Low socio-economic status (S-E-S) Government secondary school students performing differently in academic achievements, as large number of low socio-economic status (S-E-S) students are coming to government secondary schools from lower socio-economical strata.

10. There were big differences found among achievements of high and low socio-economic status (S-E-S) government secondary school students, as socio-economic status highly influenced their performances academically.
11. Socio-economic status (S-E-S) was identified as strong predictor of academic achievement as big differences were found in achievements of High, average and low socio-economic status (S-E-S) Private secondary school students.

12. Socio-economic status (S-E-S) of high and average Private secondary school students influenced their academic achievements as high differences among academic achievements were seen among them.

13. There is a difference found in academic achievements of average and low socio-economic status (S-E-S) Private secondary school students as here also the variable socio-economic status (S-E-S) has influenced their achievements.

14. A big difference found in academic achievements of high and low socio-economic status (S-E-S) Private secondary school students, as large number of high socio-economic status (S-E-S) Private secondary school students were from higher socio-economical background whereas considerable number of low socio-economic status (S-E-S) Private secondary school students are from poor socio-economical background.

15. There were no differences found among school inputs of government and private secondary schools as both type of schools using nothing but the same school inputs.

16. Teacher-pupil ratio in government and private schools was almost the same as both schools were using comparatively the similar teacher-pupil ratios. Not much difference found among them on the teacher-pupil ratio.
5.14 AREAS FOR FURTHER RESEARCH

As the present research project was in progress certain problems closely related to this work sprang up. These problems if dealt with can go long way in clarifying certain concepts, confusions and misgivings and increasing further insight into the complexities and problems of students academic achievement in government and private secondary schools besides adding more empirically explored knowledge to what is already known in this area and helping development of much needed theory of achievement. There are many further variables emerged on which there is a strong need of doing research as they are also closely associated with achievement of students. As some research problems in the area for the benefits of future researchers who may try to enrich the area with some scientific probing into it are as follows.

1. The relationship between school resources, class size and academic achievement of government and private secondary school students.
2. A study of relationship between socio-economic status and academic achievement of Muslim and non-Muslim students.
4. Relationship between parental literacy and academic achievement of secondary school students.
5. A comparative study of socio-economic status and academic achievement of government and boarding school students.
6. Effect of school inputs and location of school on academic achievement of higher secondary school students.

7. A study of relationship between teachers attitude towards teaching and academic achievement of government and private school students.

8. Effect of teacher’s gender and quality of teaching on academic achievement of secondary school students.

9. Relationship between school inputs and academic achievement of urban and rural government secondary school students.

10. A study of effect of mid-day meal on academic achievement of government and private secondary school students.


12. A comparative study of government and boarding schools with respect to quality, funding and academic achievement at higher secondary stage of education.

13. Relationship between academic achievement and socio-economic status of government and politician run school students.


15. Effect of school climate and government scholarship on academic achievement of government and private school students.

17. Effect of houses (owned & rented) on academic achievement and social competence of government and private secondary school students.

18. Comparative study of gender differences and academic achievement of special secondary school students.


20. Effect of mother’s profession on academic achievement and social skills of private school secondary students.

5.15 IMPLICATIONS

This study and its findings highlighted some significant concerns in education system. Several other studies on academic achievements come with conclusion that socio-economic status (S-E-S) is no doubt the strongest possible predictor of academic achievements. There are various other studies also that gave contrary results. For example in some studies it is found that there is no influence of socio-economic status (S-E-S) and school resources on academic achievement but as the work of research is to fill the data gap this study will also suggested some findings for the fulfillment of data gap in existing researches. There are several implications of this study which are as follows-

5.15.1 RESEARCH IMPLICATIONS

On the serious considerations of the findings of this study and its implications, it naturally generates certain hypotheses and research
questions. It would be important and necessary to conduct a number of studies in order to come to conclusive decision about whether or not socio-economic status (S-E-S) and school inputs variable have impact on outcomes of students such as academic achievement. Some of the major emerging issues and research questions are recommended for further research work.

1. This study is conducted on 9th standard of secondary school, it is also necessary to conduct studies at other class levels particularly at 10th and 12th classes where pressure for performance and career making is very high. It will give insight to educationists to provide larger base for testing the hypotheses and assumptions on socio-economic status and school input factors.

2. This study was conducted in Aurangabad, Nanded and Parbhani districts of Maharashtra state. As per the requirements of this study the sample selected was purposive in nature. Although one can be confident that finding would be generalizable to the all districts of Maharashtra state and to the other districts of the country. It would be necessary to carry out more research investigations in this format in several other districts in the state or in districts of whole country. Such lateral studies would provide a stronger base for generalization in this particular area of research.

3. Research is needed to examine the several factors of school inputs and school resources. School inputs as operationally defined in this study is limited in nature and expanded to new dimensions in the ever changing school set up taking into consideration the latest use of educational
technology and its components in education system, everybody is concerned about the quality and enhancement of academic achievement. So there is a lot of emerging issues on which various studies can be conducted.

4. As in this study only the previous year’s final exam marks were used to determine the academic achievements so there are many possible ways to measure academic achievement of present activities of students because there are many psychological changes occurs during the start of adolescence as all students of this study were in the starting of adolescence stage. So there is ample scope on this area of research work.

5. Many high and average socio-economic status students of this study were taking the help of private tutors or tuition classes so their academic achievement was more better as compared to those who were not taking these kind of guidance’s so there is a need to measure where particular school teachers lacking behind as central government is providing best possible help to secondary schools in this regard.

6. Socio-economic status (S-E-S) was found the strongest possible predictor of academic achievements in this study so what are other possible factors which also influenced the academic achievement of students needed to be identified in this area of research as it will help in upgrading academic achievements at secondary stage.

7. Socio-economic Disparities exists among secondary school students so more work still needed to be completed to eradicate these kind of disparity for the enhancement of academic achievements and educational outcomes.
8. An important observation is that a big difference is seen by researcher in academic achievements of high, average and low socio-economic status students of Government and private secondary schools which indicates that there may be school or teacher or family factors that reduced the academic achievements of students thus it should be investigated.

9. There were other factors like school climate, location of school and class size which also affected the achievements of students so through investigation is needed in this particular area of research.

10. There were gender disparities among achievements of secondary school students so what other school or personal variables are responsible for these kind of disparities should be taken under research work.

11. An important suggestion for future researches is that the effect of socio-economic status and type of school vary from school to school so there is a strong need to conduct research on all kinds of schools as this study is limited to Government and private schools only.

12. Finally as it was found that socio-economic status and school inputs has a strong influence on academic achievements so there is a strong need of conducting researches on these variables and suggesting possible ways for enhancement of academic achievement for the betterment of social climate of the society and country.

5.15.2 MANAGEMENT IMPLICATIONS

The researcher while data collection and tabulation processes observed that there is a lack of general nature information among the responses of headmasters, teachers and students as there is a strong need of up gradation
in inputs and resources as lack of it negatively influenced the responses regarding their area of work. The upgradation of management and facilities strongly recommended.

1. The lack of infrastructural facilities and school resources are a great nuisance in smooth functioning of schools. This largely affects the capacity of institutions to hold students for more period of time in government secondary schools. The lack of appropriate desk and sitting facilities was a common problem of Government schools.

2. In this period of time span of attention of parents is divided in many areas so they didn’t find time to check educational standard of their children it is a big hurdle in case of government schools.

3. Manpower facilities were the common problem of government and private schools. Inadequacy in this part greatly affect the school environment as researcher seen some government school students who were ringing the school bell instead of peon or supporting school staff.

4. Lack of attention on academics is seen by researcher as in some government schools teacher didn’t helped in data collection while they were busy chatting each other in staff room whereas every private school administration deputed the teacher to facilitate researcher in data collection.

5. Researcher observed that in some Government schools the students were attracted to mid-day meal only and after that session they bunked schools so there should be a strict Government planning is needed to be implemented for raising Government schools academic standards
6. Some private schools of this study were facing serious financial problems as lack of financial support influenced their students’ academic achievement. The lack of accountability on part of teachers was noticed by researcher in these schools as they were blaming the school management for this.

7. As some schools were located on busy roads of the city so researcher noticed the lack of attention on part of students as they were attracted towards activities surrounding school area so schools should follow the norms of government on this issue and should provide students a peaceful educational environment.

8. Lack of educational technology equipments also affected the student’s achievement so schools should operate with proper educational technology materials.

6.16 DELIMITATIONS OF THE STUDY

It is not possible in a single research study cover every aspect or variables associated with the problem under investigation. The problem is very natural and it is prevalent everywhere. Due to shortage of time and resources all the aspects, factors and variables could not be covered and the study is limited in several ways as researcher didn’t found ample time to cover these variables in the study. It had to be determined in terms of population covered, sample selected scope of variables studied and the scope of generalization of findings and so on. Researcher is limited to particular area of his interest in this investigation.
1. Due to the shortage of time and resources the investigation was carried out only on class 9th secondary school students although the problem of academic achievement is common factor at elementary and higher secondary stage as well as intermediate stage of education but the focus was only on secondary stage only.

2. The factor academic achievement has been studied on in comparison with socio-economic status and selected school input variables only.

3. The sample selected for the present study was restricted to urban and suburban areas of Aurangabad, Nanded and Parbhani districts of Maharashtra state only to make an in-depth study of the factors such as socio-economic status and school inputs in comparison with academic achievements of secondary school students.

4. The generizability of the findings would be limited due to the scope of the study as it covered only three districts of Maharashtra state.

5. This study is limited to Government and Private secondary schools only, as government aided and unaided schools are not included so the academic achievement of entire schools of these three districts are not collected otherwise the results would be of different nature.

6. The tool for the assessment of school inputs is prepared by investigator for this study. Attempt has been made to include every possible item of school environment but the estimation of reliability and validity of the tool and detailed norms for smooth administration of tool still remains to be prepared.

7. As stratified random sampling technique is adapted by the researcher earlier but due to permission of tool administration and available
students at that time forced researcher to select purposive sampling as alternate measure for the study.

8. Due to the selection of sample of particular types of school, although the importance is not given to the medium of instructions in schools.

9. The investigator only reached to first hand possible source of study, so the study concluded on the sources that were available to the researcher.

10. As some collected questionnaires were incomplete on parts of the students due to their notoriety towards researcher, the investigator excluded them from his study so their achievements and socio-economic status is beyond reach of the researcher.
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