Chapter-V

SUMMARY, IMPLICATIONS & SUGGESTIONS
5.1 Introduction

Education has been conceived as the basic ensuring dignity of human life. It is the most important element for growth and prosperity of a nation. Primary education acts like a framework over which entire building of education is erected. Primary schools are potential nurseries for all round development of a child because school education involves the formative years in person's life. The beautiful mansion of life is built on the foundation laid at this stage. As the saying goes, "It is easier to build a child than it is repair to an adult".

The idea of Universal Primary Education is not, of course, a new one for world and especially for India. Yet the real and drastic changes in this concept came after Jomtein Conference. The world community united at the Jomtein Conference in 1990 to adopt the World Declaration on Education for All (EFA) and express its commitment to six regional frameworks for action. The World Education Forum in Dakar 2000 provided an opportunity to assess the achievements, failures and initiatives related to education. Across the globe, countries have come together to pursue a common goal and make the world a better place to live in. The United Nation Conventions on the Rights of the child affirms the right of ALL children to relevant and good quality
education and promotion of gender equality and empowerment of women. The decade 2003-2012 has been declared as the United Nations Literacy Decade.

Sarva Shiksha Abhiyan (SSA) launched in 2007 in our country is an outcome of Dakar Framework with an aim to provide useful and relevant elementary education for all children in 6-14 age groups by 2010 as against 2015 in Dakar framework. It is a time bound, centrally sponsored scheme in partnership of state governments to achieve the goal of universalisation of elementary education. It is an effort to improve the performance of the school system, bridging of gender and social disparities and to provide community-owned quality elementary education in the mission mode. For quality of education in SSA, the objective is to focus on elementary education of satisfactory quality with emphasis on education. The ground realities of achievement of both the objectives of SSA are still far from satisfactory. The EFA Global Monitoring Report 2007 has put India in category III of Education For All Development Index. This group includes 29 countries which are very far from meeting the goals by the target date i.e. 2015.

Quality is at the heart of education, and what takes place in classrooms and other learning environments is fundamentally important to the future well being of children, young people and adults. A quality education is one that satisfies basic learning needs, and enriches the lives of learners and their overall experiences of living. Achieving universal elementary education depends fundamentally on the quality of education available. How well are
pupils taught and how much they learn have a crucial impact on frequency and duration of school attendance.

Here, one thing is important to note that the concept of 'quality' as applied to education is a multidimensional one and any effort to improve the 'quality of education' must begin with a clear definition of the intended goals of the basic education which is to be provided by the educational system. This would make it possible for the resources available to education to be directed more specifically to the achievement of the goals.

There are different views among educators about what constitutes a 'good quality' basic education and what precise steps might be taken to achieve it. However, the public in general, and parents in particular, often seem to have less doubts about what is implied by the term. For them, improving the 'quality of education' invariably means raising the level of academic performance of pupils, usually as measured in test scores, in the various subjects which form part of their school curriculum.

5.2 Statement of The Problem

The problem of the present research work has been specified in the following words:

"A Study of the Quality of Primary Schools of Varanasi District and Achievement of Students of these Schools."
5.2.1 Operational Definition of Terms

(A) Quality of Primary Schools

Quality of primary schools for the present study comprises of following factors:

1. **Physical Infrastructure of School**
   
   Status of following facilities have been considered in this work:
   
   School Building, Cleanliness, Playground, Drinking water, Urinal, Blackboard, T-L Material, Seating arrangement for students etc.

2. **School Management**
   
   The following activities pertaining to school management have been considered for the purpose of present research work:
   
   Discipline, Punctuality, Morning assembly and Co-curricular activities.

3. **Teaching - Learning Process**

   The following aspects of Teaching Learning Process have been considered during the present work:
   
   - Availability of Teacher;
   
   - Qualification and Experience of Teacher;
   
   - Content, communication, training;
   
   - Pupil participation and Interaction;
   
   - Use of TLM/Reference books.
(B) Primary Schools of Varanasi District

Primary schools of Varanasi district refer to government primary schools of rural area of Varanasi district run by Basic Shiksha Parishad, Uttar Pradesh.

(C) Achievement of Students

Achievement of students refers to scores obtained (on the achievement test) by students of class IV of primary schools of Varanasi district in academic session 2005-2006 on the achievement test constructed and administered by researcher.

5.3 Objectives of The Study

The purpose of the present investigation is to see the quality of primary schools of Varanasi district based on the availability of physical infrastructure, school management, teaching-learning process and human resources and to find out the relationship of quality of schools with the achievement of students of these schools. The main objectives of the present investigation were:

1. To develop a comprehensive achievement test in Hindi / Mathematics / Social Studies / Science and languages (Sanskrit & English) for class IV of primary schools.

2. To develop various tools for assessment of quality of Primary schools such as School Management Questionnaire, Teaching-Learning Process Observation
Schedule, Physical Infrastructure Checklist, Human-Resource Proforma and Student-Interview Schedule.

(3) To assess the quality of Primary schools on the basis of physical infrastructure, management, school-community relationship, teachers, teaching-learning process.

(4) To classify the schools on the basis of their overall quality.

(5) To compare the achievement of students studying in various schools of Varanasi district.

(6) To compare the achievement of students studying in various blocks of Varanasi district.

(7) To compare the achievement of students studying in good, average and poor quality schools of Varanasi district.

(8) To compare the achievement of female students studying in good, average and poor quality schools of Varanasi district.

(9) To compare the achievement of male students studying in good, average and poor quality schools of Varanasi district.
5.4 Hypotheses Tested

Objectives 1 and 2 were attained during the development of tools for the purpose of data collection in this study. Objectives 3 and 4 were realised by analysing the data collected using various tools and evolving a criterion to assess the overall quality of the schools. The rest of the objectives i.e. 5 to 9 were realised by testing the following null hypotheses.

\[ H_1: \text{The mean value of total achievement scores obtained by students of various schools does not differ significantly.} \]

\[ H_2: \text{The mean value of total achievement scores obtained by students of various blocks does not differ significantly.} \]

\[ H_3: \text{There is no significant difference between mean total achievement of scores of students studying in good, average and poor quality schools.} \]

\[ H_4: \text{There is no significant difference between mean total achievement of scores of female students studying in good, average and poor quality schools.} \]

\[ H_5: \text{There is no significant difference between mean total achievement of scores of male students studying in good, average and poor quality schools.} \]

5.5 Delimiting The Problem

Due to limitation of time, money and several administrative factors, the present study has been delimited as under:
1. The study was confined only to primary schools of rural area of Varanasi district run by Basic Shiksha Parishad, Uttar Pradesh.

2. The study was limited to students of class IV of the academic session 2005-2006.

3. The study was further limited to physical as well as human resources observed during the academic sessions 2005-2006 and 2006-2007.

4. Assessment of the quality of primary schools has been done in the light of indicators of quality such as physical resources, academic resources, human resources, teaching - learning processes and school management.

5. Due to scarcity of time, views of parents and gram pradhans could not be taken in this investigation.

5.6 Research Design

The research design is a blueprint of the research activities aimed at collecting relevant data and arranging it for arriving at meaningful conclusions and thus is very essential part of the research report. It indicates the sequence of completing the research. Kerlinger (1983, P. 300) describes the research design as the plan, structure or the strategy of investigation conceived so as to obtain answers to research questions and to control variance.
The method of investigation of research is determined on the basis of its problem. The present work presents a descriptive account of the status of quality of primary schools and hence, after due exploration and consideration, it was decided that the most suitable design for this investigation is descriptive. The researcher had also tried to see the impact of quality of primary schools of Varanasi district on the achievement of students of these schools, so the ex-post-facto method is also utilized in this study.

Descriptive research is concerned with the analysis of the relationships between non-manipulated variables and the development of generalisations, extending its conclusions beyond the sample observed. The survey method gathers data from a relatively large number of cases at a particular time. It is not concerned with characteristics of individuals as individuals. It is concerned with the generalized statistics that result when data are abstracted from a number of individual cases. It is essentially cross-sectional.

These methods appealed to be most suitable because this study involved a large sample based on random sampling technique. It helps in making cross-sectional and horizontal study of large sample of a wide parameter. It also has the potential of combining qualitative and quantitative data coherently and affords study at various degrees of complexities and amenable statistical interpretation of data.
5.7 Population and Sample

The population for the present research study was all the rural primary schools of Varanasi district run by Basic Shiksha Parishad, Uttar Pradesh and students studying in class IV of these schools. The sample for the present study was randomly selected from the population. A sample of 25 primary schools and 500 students (20 students from each school who took part in entire process) was drawn from the population.

5.8 Variables

The main independent variables for present study were physical environment of school, school management, school community relationship, learner, teacher and teaching learning process. The dependent variable in the present study was the achievement scores of the students on the achievement battery prepared by the researcher. The moderator variables in this study were age, sex, caste or cultural background. The intervening variables in the investigation were intelligence, motivation, anxiety and fatigue etc. The extraneous variables in this content were mid-day meal, noise level in the classroom and socioeconomic background of the pupils.

5.9 Tools For Data Collection

The present investigation is a descriptive-cum-survey research in which impact of quality of primary schools on the achievement of students has to be analysed. For this, due to unavailability of such referent tools, the researcher decided to construct following data gathering tools. One thing is important to mention here that all the tools were originally prepared in Hindi
after detailed discussion with knowledgeable persons of related fields. In addition to following data gathering devices, the researcher always kept a notebook for recording detailed account of their observations during the field visits at all stages.

1. Achievement Battery
2. School Management Questionnaire
3. Teaching - Learning Process Observation Schedule
4. Physical - Infrastructure Checklist
5. Human Resource Proforma
6. Students Interview Schedule

5.10 Administration of Tools

The field work of the survey was carried out on a sample of 25 primary schools of rural areas of Varanasi district and 500 students spread over these schools. Headmasters of primary schools were contacted in the month of February 2006 and a time table for data collection work in their institutions was prepared. Cooperation of teachers, shikshamitras and students were also solicited. Care was taken to ensure that the achievement tests were administered towards the end of the academic year just before the annual examinations. At specified date and time, the schools were approached for the data collection. In addition to the data collected through the structured instruments, the investigator maintained a diary recording detailed account of her observations during the field visits at all the stages.
These observations have been utilized for qualitative interpretation of the data obtained through the other sources.

On arrival at a school for data collection, the researcher usually met its Headmaster and the teachers. They were explained the plan of the data collection again. Then the students were randomly selected for administration of achievement tests. Information related to school was also gathered by consulting Headmaster, teachers and students of the selected schools.

Except the 'Achievement Battery', other five research instruments were administered personally to Headmaster, teachers and students to gather objective quantitative and qualitative information of the school.

The arrangement for achievement battery administration was supported by teachers of the school also. The selected students were seated comfortably in a room for administration of achievement battery. They were given the question booklet of the achievement battery and instructed to complete the entries on it. Instructions printed on the test were read loudly before them and it was ascertained that they understand these instructions properly. After this the students were asked to answer the test. It took a full working day to complete the test by the student. The students were allowed a gap of 20 minutes after completion of two tests of the battery.
5.11 Statistics Used

The raw scores collected from different tests and scales were tabulated and analyzed with the help of statistical procedure. There are a number of statistical procedures that are used for different purposes depending on needs and the nature of data. The present study has necessitated the use of following statistical procedures:

(i) Percentage
(ii) Mean
(iii) S.D. and S.E.
(iv) Analysis of Variance

5.12 Analysis of Data

The data collected were treated using the statistical techniques mentioned above. A univariate analysis of variance was also done to test the effect of various variables related with quality on the achievement. The statistical values arrived after analysis of data using the computer software **SPSS (Statistical Package for Social Sciences)** were interpreted by the researcher in the light of findings of similar studies.

5.13 The Findings and Conclusions

The findings of the present research work are as under:

1. A comprehensive achievement test battery can be prepared for primary classes.
2. Other tools for assessment of quality of primary schools can also be developed.

3. The status of availability and functionality of various infrastructural and academic resources ranges from average to poor quality in absolute terms and when compared to the norms specified for these resources under Sarva Siksha Abhiyan. However, when compared with the status of availability of these resources for entire U.P., the status of availability and functionality of various infrastructural and academic resources of the schools of Varanasi district ranges from good to average quality.

4. When classified into good average and poor quality of schools, it was found that 8% schools are of good quality, 76% are of average quality and 16% are of poor quality.

5. The status of achievement of students is very poor with an average achievement of about 30% marks.

6. Achievement of students belonging to various schools and various blocks do differ significantly.

7. Achievement of students from good quality schools is higher than the achievement of students from average and poor quality schools.
8. Achievement of male students from good quality schools is higher than the achievement of male students from average and poor quality schools.

9. Achievement of female students from good quality schools is higher than the achievement of female students from average and poor quality schools.

5.14 Educational Implications

The present study belongs to the quality dimension primary education. The study has been delimited to primary, schools of rural areas of Varanasi district run by Basic Shiksha Parishad, U.P. However, it may prove certain valuable implication for improving the quality and effectiveness of primary schools on a large scale.

1. The findings of the study could be utilised for allocating various resources to the schools by officers of education department.

2. The findings could also be utilised during deployment of teachers. It has been observed during the study that schools in the blocks adjacent to the city are overstaffed whereas the blocks which are far from the city are understaffed. The study gives a clear picture about number of students and number of teachers in the schools.
3. Various schools which are low in resources have shown better students' achievement. The teaching learning process of these school's should be followed by other school teachers. These teachers should be motivated to adopt punctuality, use of TLM, remedial teaching etc. of their better counterparts.

4. The drinking water and toilet facility in the schools need immediate attention of authorities as they are in poor condition. Being a basic necessity, these facilities should be adequately provided in all the schools.

5.15 Suggestions for further Research

Though the present study seems to have contributed to the existing frontier of knowledge in the area of the quality of primary education and has successfully achieved all the specified objectives of this research, several related issues emerged during the course of study which could not be given due attention due to paucity of time and other limitation. The following suggestion for further research may be offered with a view, to stimulate thinking and advancement in this area:

1. The study was confined only to rural area. A larger study with establishing interactive relationship between primary schools located in urban and rural areas and solving problems mutually may be attempted.

2. Studies are needed for assessment of achievement of the goal of Sarva Shiksha Abhiyan with focus on quality
improvement in the form of improving attainment of school.

3. As this study covers a larger and wide area pertaining to school quality, further studies should be attempted in specific areas like facilities, teaching learning process, evaluation, feedback and promotion of potential qualities of children.

4. Studies may be conducted to creating awareness in parents/community about the need to educate their children for better life and living.

5. The present study covers the geographical limit of Varanasi district only. A larger study which covers a division or entire state may be attempted so that a clear picture of state of primary education could emerge.

6. A study may be conducted on pre-school education and it’s linkage with achievement of students of primary schools.

7. Studies may be attempted at higher levels of education such as Junior high school, High school and Intermediate regarding quality of educations.

At last, it would be worth quoting the observation of Govinda and Verghese (1993) regarding an effective or good quality school which runs as under:

"............... it appears that effective schools are those which use the teacher and the learner time to a maximum in learning activities."
Schools which are well planned in their activities and have an effective internal management system are likely to superior to others in their quality."

This observation guides us towards some long term project studies regarding the process aspect of primary education which may be undertaken by future researchers and academician.