CHAPTER – V

FINDINGS, INTERPRETATIONS,
RECOMMENDATIONS AND SUGGESTIONS

V.I. INTRODUCTION

The purpose of the present investigation is to find out the ‘status of Social Science teaching and learning in secondary schools in Chennai city’. The first chapter gives the introduction for the present study. The second chapter reviews related literatures. The third chapter discusses the plan and procedure of the present study. In the fourth chapter, the collected data are analysed and interpreted. In this chapter the salient findings and conclusions of the present investigation are presented.

The findings of the present study are given under three sections namely Part I, Part II and Part III. Part I deals with the findings related to the percentage analysis, Part II deals with the differential analysis and the Part III deals with the correlational analysis.

V.2. FINDINGS

PART – I. FINDINGS RELATED TO THE PERCENTAGE ANALYSIS

A. Findings related to the students’ learning:

The level of the male students in Social Science learning is medium. Similarly the level of female students in Social Science learning is also medium.

The level of the urban students in Social Science learning is medium. Similarly the level of semi-urban students in Social Science learning is also medium.
The level of the OC students in Social Science learning is medium. Similarly the level of the BC students in Social Science learning is medium. Likewise the level of the MBC/SC/ST students in Social Science learning is also medium.

The level of the attitude of Social Science learning is medium for the students whose fathers’ occupation is self employment. Similarly the level of the attitude of Social Science learning is medium for the students whose fathers’ occupation is private job and government job.

The level of the attitude of Social Science learning is medium for the students whose mothers are unemployed. Similarly the level of the attitude of Social Science learning is also medium for the students whose mothers’ occupation is private job and government job.

The level of the attitude of Social Science learning is low for the students whose fathers’ education is upto school level. But the level of the attitude of Social Science learning is medium for the students whose fathers’ education is college level. Similarly the level of the attitude of Social Science learning is also medium for the students whose fathers’ education is professional.

The level of the attitude of Social Science learning is medium for the students whose mothers’ education is school level. Similarly the level of the attitude of Social Science learning is medium for the students whose mothers’ education is college level. Similarly the level of the attitude of Social Science learning is also medium for the students whose mothers’ education is professional.

The level of the attitude of Social Science learning is low for the students whose parents’ monthly income is upto Rs.10000. But the level of the attitude of Social Science learning is medium for the students whose parents’ monthly income is above Rs.10000.
income is Rs.10000 to Rs.20000. Similarly the level of the attitude of Social Science learning is also medium for the students whose parents’ monthly income is above Rs.20000.

The level of the attitude of Social Science learning is **low** for the government school students. But the level of the attitude of Social Science learning is medium for the government aided school students. Similarly the level of the attitude of Social Science learning is also medium for the matriculation school students.

**B. Findings related to the study organization:**

The level of the male students in study organization is medium. Similarly the level of the female students in study organization is also medium.

The level of the urban students in study organization is medium. Similarly the level of the semi-urban students in study organization is also medium.

The level of the OC students in study organization is medium. Similarly the level of the BC students in study organization is medium. Likewise the level of the MBC and SC/ST students in study organization is also medium.

The level of the study organization is medium for the students whose fathers’ occupation is private job. Similarly the level of the study organization is medium for the students whose fathers’ occupation is private job. Likewise the level of the study organization is also medium for the students whose fathers’ occupation is government job.

The level of the study organization is medium for the students whose mothers are unemployed. Similarly the level of the study organization is medium for the students whose mothers’ occupation is private job. Likewise the level of the study
organization is also medium for the students whose mothers’ occupation is government job.

The level of the study organization is medium for the students whose fathers’ education is school level. Similarly the level of the study organization is medium for the students whose fathers’ education is college level. Likewise the level of the study organization is also medium for the students whose fathers’ education is professional education.

The level of the study organization is medium for the students whose mothers’ education is school level. Similarly the level of the study organization is medium for the students whose mothers’ education is college level. Likewise the level of the study organization is also medium for the students whose mothers’ education is professional education.

The level of the study organization is **low** for the students whose parents’ monthly income is upto Rs.10000. But the level of the study organization is medium for the students whose parents’ monthly income is Rs.10000 – Rs.20000. Likewise the level of the study organization is also medium for the students whose parents’ monthly income is above Rs.20000.

The level of the government school students in study organization is **low**. But the level of the government aided school students in study organization is medium. Again the level of the matriculation school students in study organization is high.

C. Findings related to the study habit:

The level of the male students in study habit is medium. Similarly the level of female students in study habit is also medium.
The level of the urban students in study habit is medium. Similarly the level of the semi-urban students in study habit is also medium.

The level of the OC students in study habit is medium. Similarly the level of the BC students in study habit is also medium. Likewise the level of the MBC and the SC/ST students in study habit is also medium.

The level of the study habit is medium for the students whose fathers’ occupation is self employment. Similarly the level of the study habit is medium for the students whose fathers’ occupation is private job. Likewise the level of the study habit is also medium for the students whose fathers’ occupation is government job.

The level of study habit is medium for the students whose mothers are unemployed. Similarly the level of the study habit is medium for the students whose mothers’ occupation is private job. Likewise the level of the study habit is also medium for the students whose mothers’ occupation is government job.

The level of the study habit is medium for the students whose fathers’ education is school level. Similarly the level of the study habit is medium for the students whose fathers’ education is college level. Likewise he level of the study habit is also medium for the students whose fathers’ education is professional.

The level of the study habit is medium for the students whose mothers’ education is school level. Similarly the level of the study habit is medium for the students whose mothers’ education is college level. Likewise the level of the study habit is also medium for the students whose mothers’ education is professional.

The level of the study habit is low for the students whose parents’ monthly income is upto Rs.10000. But the level of the study habit is medium for the students whose parents’ monthly income is Rs.10000-Rs.20000. Likewise the level of
the study habit is also medium for the students whose parents’ monthly income is above Rs.20000.

The level of the Government school students in study habit is medium. Similarly the level of the Government aided school students in study habit is medium. Likewise the level of the matriculation school students in study habit is also medium.

**D. Findings related to the attitude of Social Science teaching:**

The level of the male students in attitude of Social Science teaching is medium. Similarly the level of the female students in attitude of Social Science teaching is also medium.

The level of the urban students in attitude of Social Science teaching is medium. Similarly the level of the semi-urban students in attitude of Social Science teaching is also medium.

The level of the OC students in attitude of Social Science teaching is medium. Similarly the level of the BC students in attitude of Social Science teaching is also medium. Likewise the level of the MBC and the SC/ST students in attitude of Social Science teaching is also medium.

The level of the attitude of Social Science teaching is medium for the students whose fathers’ occupation is self employment. Similarly the level of the attitude of Social Science teaching is medium for the students whose fathers’ occupation is private job. Likewise the level of the attitude of Social Science teaching is also medium for the students whose fathers’ occupation is government job.

The level of the attitude of Social Science teaching is medium for the students whose mothers are unemployed. Similarly the level of the attitude of Social Science teaching is also medium for the students whose mothers’ occupation is
private job. But the level of the attitude of Social Science teaching is **high** for the students whose mothers’ occupation is government job.

The level of the attitude of Social Science teaching is **low** for the students whose fathers’ education is school level. But the level of the attitude of Social Science teaching is medium for the students whose fathers’ education is college level. Similarly the level of the attitude of Social Science teaching is also medium for the students whose fathers’ education is professional.

The level of the attitude of Social Science teaching is medium for the students whose mothers’ education is school level. Similarly the level of the attitude of Social Science teaching is medium for the students whose mothers’ education is college level. Likewise the level of the attitude of Social Science teaching is also medium for the students whose mothers’ education is professional.

The level of the attitude of Social Science teaching is **low** for the students whose parents’ monthly income is upto Rs.10000. But the level of the attitude of Social Science teaching is medium for the students whose parents’ monthly income is Rs.10000-Rs.20000. Similarly the level of the attitude of Social Science teaching is medium for the students whose parents’ monthly income is above Rs.20000.

The level of the Government school students in attitude of Social Science teaching is **low**. But the level of the Government aided school students in attitude of Social Science teaching is medium. Likewise the level of the matriculation school students in attitude of Social Science teaching is also medium.
E. Findings related to the achievement in Social Science:

The level of the male students in achievement is medium. Similarly the level of the female students in the achievement is also medium.

The level of the urban students in achievement is medium. Similarly the level of the semi-urban students in the achievement is also medium.

The level of the OC students in achievement is medium. Similarly the level of the BC students in achievement is also medium. Likewise the level of the MBC and the SC/ST students in the achievement is also medium.

The level of the achievement is medium for the students whose fathers’ occupation is self employment. Similarly the level of the achievement is medium for the students whose fathers’ occupation is private job. Likewise the level of the achievement is also medium for the students whose fathers’ occupation is government job.

The level of the achievement is medium for the students whose mothers are unemployed. Similarly the level of the achievement is medium for the students whose mothers’ occupation is private job. Likewise the level of achievement is also medium for the students whose mothers’ occupation is government job.

The level of the achievement is medium for the students whose fathers’ education is school level. Similarly the level of the achievement is medium for the students whose fathers’ education is college level. Likewise the level of the achievement is also medium for the students whose fathers’ education is professional education.

The level of the achievement is medium for the students whose mothers’ education is school level. Similarly the level of the achievement is medium
for the students whose mothers’ education is college level. Likewise the level of the achievement is also medium for the students whose mothers’ education is professional.

The level of the achievement is low for the students whose parents’ monthly income is upto Rs.10000. But the level of the achievement is medium for the students whose parents’ monthly income is Rs.10000-Rs.20000. Similarly the level of the achievement is also medium for the students whose parents’ monthly income is above Rs.20000.

The level of the Government school students in achievement is low. But the level of the Government aided school students in the achievement is medium. Likewise the level of the matriculation school students in achievement is also medium.

PART – II. FINDINGS RELATED TO THE DIFFERENTIAL ANALYSIS

A. Findings related to gender:

There is significant mean difference in students’ learning when gender is taken into consideration. The male students’ learning is higher than the female students.

There is significant mean difference in study organization when gender is taken into consideration. The female students’ study organization is higher than the male students.

There is significant mean difference in study habit when gender is taken into consideration. The male students’ study habit is higher than the female students.
There is significant mean difference in Social Science teaching when gender is taken into consideration. The *male* students’ attitude of Social Science teaching is higher than the female students.

There is significant mean difference in achievement when gender is taken into consideration. The *male* students’ achievement is higher than the female students.

**B. Findings related to locality:**

There is significant mean difference in students’ learning when locality is taken into consideration. The *semi-urban* students’ learning is higher than the urban students.

There is significant mean difference in study organization when locality is taken into consideration. The *semi-urban* students’ study organization is higher than the urban students.

There is significant mean difference in study habit when locality is taken into consideration. The semi-urban students’ study habit is higher than the urban students.

There is significant mean difference in attitude of Social Science teaching when locality is taken into consideration. The *semi-urban* students’ attitude of Social Science teaching is higher than the urban students.

There is significant mean difference in achievement when locality is taken into consideration. The semi-urban students’ achievement is higher than the urban students.
C. Findings related to caste:

There is significant mean difference in students’ learning when caste is taken into consideration. The MBC students’ learning is higher than all other categories.

There is significant mean difference in study organization when caste is taken into consideration. The MBC students’ study organization is higher than all other categories.

There is significant mean difference in study habit when caste is taken into consideration. The MBC students’ study habit is higher than all other categories.

There is significant mean difference in the attitude of Social Science teaching when caste is taken into consideration. The MBC students’ attitude of Social Science teaching is higher than all other categories.

There is significant mean difference in achievement when caste is taken into consideration. The MBC students’ achievement is higher than all other categories.

D. Findings related to the fathers’ occupation.

There is significant mean difference in the students’ learning when fathers’ occupation is taken into consideration. The students whose fathers’ occupation is government job are higher in learning than all other categories.

There is significant mean difference in study organization when fathers’ occupation is taken into consideration. The students whose fathers’ occupation is government job are higher in study organization than the rest of the categories.
There is no significant mean difference in study habit when fathers’ occupation is taken into consideration. The students whose fathers’ occupation is self employment, private job and government job are more or less the same in study habit.

There is significant mean difference in the attitude of Social Science teaching when fathers’ occupation is taken into consideration. The students whose fathers’ occupation is government job are higher in attitude of Social Science teaching than all other categories.

There is significant mean difference in achievement when fathers’ occupation is taken into consideration. The students whose fathers’ occupation is government job are higher in achievement than all other categories.

E. Findings related to mothers’ occupation:

There is significant mean difference in the students’ learning when mothers’ occupation is taken into consideration. The students whose mothers’ occupation is government job are higher in learning than all other categories.

There is significant mean difference in study organization when mothers’ occupation is taken into consideration. The students whose mothers’ occupation is government job are higher in study organization than all other categories.

There is significant mean difference in study habit when mothers’ occupation is taken into consideration. The students whose mothers’ occupation is private job are higher in study habit than all other categories.

There is significant mean difference in the attitude of Social Science teaching when mothers’ occupation is taken into consideration. The students whose
mothers’ occupation is government job are higher in the attitude of Social Science teaching than all other categories.

There is significant mean difference in achievement when mothers’ occupation is taken into consideration. The students whose mothers’ occupation is government job are higher in achievement than all other categories.

**F. Findings related to fathers’ education:**

There is significant mean difference in the students’ learning when fathers’ education is taken into consideration. The students whose fathers’ education is professional education are higher in learning than all other categories.

There is significant mean difference in study organization when fathers’ education is taken into consideration. The students whose fathers’ education is college education are higher in study organization than all other categories.

There is significant mean difference in study habit when fathers’ education is taken into consideration. The students whose fathers’ education is college education are higher in study habit than all other categories.

There is significant mean difference in the attitude of Social Science teaching when fathers’ education is taken into consideration. The students whose fathers’ education is college education are higher in the attitude of Social Science teaching than all other categories.

There is significant mean difference in achievement when fathers’ education is taken into consideration. The students whose fathers’ education is college education are higher in achievement than all other categories.
G. Findings related to mothers’ education:

There is no significant mean difference in students’ learning when mothers’ education is taken into consideration. The students whose mothers’ education is school level, college level and professional education are more or less the same in students’ learning.

There is no significant mean difference in study organization when mothers’ education is taken into consideration. The students whose mothers’ education is school level, college level and professional education are more or less the same in study organization.

There is no significant mean difference in study habit when mothers’ education is taken into consideration. The students’ whose mothers’ education is school level, college level and professional education are more or less the same in study habit.

There is significant mean difference in the attitude of Social Science teaching when mothers’ education is taken into consideration. The students’ whose mothers’ education is college education are higher in the attitude of Social Science teaching than all other categories.

There is significant mean difference in achievement when mothers’ education is taken into consideration. The students’ whose mothers’ education is college education are higher in achievement than all other categories.

H. Findings related to parents’ monthly income:

There is significant mean difference in the attitude of students’ learning when parents’ monthly income is taken into consideration. The students
whose parents’ monthly income is above Rs.20000 are higher in the attitude of students’ learning than all other categories.

There is significant mean difference in study organization when parents’ monthly income is taken into consideration. The students whose parents’ monthly income is above Rs.20000 are higher in study organization than all other categories.

There is significant mean difference in study habit when parents’ monthly income is taken into consideration. The students whose parents’ monthly income is above Rs.20000 are higher in study habit than all other categories.

There is significant mean difference in the attitude of Social Science teaching when parents’ monthly income is taken into consideration. The students whose parents’ monthly income is above Rs.20000 are higher in the attitude of Social Science teaching than all other categories.

There is significant mean difference in achievement when parents’ monthly income is taken into consideration. The students whose parents’ monthly income is above Rs.20000 are higher in achievement than all other categories.

I. Findings related to type of school:

There is significant mean difference in the attitude of students’ learning when type of school is taken into consideration. The students studying in matriculation schools are higher in the attitude of students’ learning than all other categories.

There is significant mean difference in study organization when type of school is taken into consideration. The students studying in matriculation schools are higher in study organization than all other categories.
There is significant mean difference in study habit when type of school is taken into consideration. The students studying in matriculation schools are higher in study habit than all other categories.

There is significant mean difference in the attitude of Social Science teaching when type of school is taken into consideration. The students studying in matriculation schools are higher in the attitude of Social Science teaching than all other categories.

There is significant mean difference in achievement when type of school is taken into consideration. The students studying in matriculation schools are higher in achievement than all other categories.

Table V.1. Differential Analysis – Dominant Variables.

<table>
<thead>
<tr>
<th>Independent Variables Taken</th>
<th>Students learning</th>
<th>Study Organization</th>
<th>Study Habit</th>
<th>Attitude of Social Science Teaching</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
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<td>Female</td>
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<td>Caste</td>
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<td>Type of School</td>
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PART – III. FINDINGS RELATED TO THE CORRELATION ANALYSIS

A. Findings related to students’ learning and achievement:

In the case of male and female students, urban and semi-urban students, OC, BC, MBC and SC/ST students, students whose fathers’ occupation is self employment, private job and government job, students whose mothers’ occupation is private job, government job and unemployed mothers, students whose fathers’ qualification is school education, college education and professional education, students whose mothers’ qualification is school education, college education and professional education, students whose parents’ monthly income is below Rs.10000, Rs.10000 – Rs.20000 and above Rs.20000, students studying in government schools and matriculation schools, students’ learning is a significant correlate of achievement. Whereas in the case of government aided school students, students’ learning is not a significant correlate.

B. Findings related to study organization and achievement:

In the case of male and female students, urban and semi-urban students, OC, BC, MBC and SC/ST students, students whose fathers’ occupation is self employment, private job and government job, students whose mothers’ occupation is private job, government job and unemployed mothers, students’ whose fathers’ qualification is school education, college education and professional education, students whose mothers’ qualification is school education and college education, students whose parents’ monthly income is below Rs.10000, Rs.10000 – Rs.20000 and above Rs.20000 and students studying in government schools, study organization is a significant correlate of achievement. Whereas in the case of students
whose mothers’ qualification is professional education, government aided school and matriculation school students, the study organization is not a significant correlate.

C. **Findings related to study habit and achievement:**

In the case of male and female students, urban and semi-urban students, OC, BC, MBC and SC/ST students, students whose fathers’ occupation is self employment, private job and government job, students whose mothers’ occupation is private job, government job and unemployed mothers, students whose fathers’ qualification is school education, college education and professional education, students whose mothers’ qualification is school education, college education and professional education, students whose parents’ monthly income is below Rs.10000, Rs.10000 – Rs.20000 and above Rs.20000 and students studying in government schools, study habit is a significant correlate of achievement. Whereas in the case of government aided school and matriculation school students, study habit is not a significant correlate.

D. **Findings related to the attitude of Social Science teaching and achievement:**

In the case of male and female students, urban and semi-urban students, OC, BC, MBC and SC/ST students, students whose fathers’ occupation is self employment, private job and government job, students whose mothers’ occupation is private job, government job and unemployed mothers, students whose fathers’ qualification is school education, college education and professional education, students whose mothers’ qualification is school education, college education and professional education, students whose parents’ monthly income is below Rs.10000, Rs.10000 – Rs.20000 and above Rs.20000 and students studying in government schools, students’ attitude of Social Science teaching is a significant
correlate of achievement. Whereas in the case of government aided school and matriculation school students, the attitude of Social Science teaching is not a significant correlate.

E. Findings related to study organization and the attitude of students’ learning:

In the case of male and female students, urban and semi-urban students, OC, BC, MBC and SC/ST students, students whose fathers’ occupation is self employment, private job and government job, students whose mothers’ occupation is private job and unemployed mothers, students whose fathers’ qualification is school education, college education and professional education, students whose mothers’ qualification is school education and college education, students whose parents’ monthly income is below Rs.10000, Rs.10000 – Rs.20000 and above Rs.20000 and students studying in government schools, the study organization is a significant correlate of attitude of students’ learning. Whereas in the case of government aided school and matriculation school students, study organization is not a significant correlate.

F. Findings related to study habit and the attitude of students’ learning:

In the case of male and female students, urban and semi-urban students, OC, BC, MBC and SC/ST students, students whose fathers’ occupation is self employment, private job and government job, students whose mothers’ occupation is private job, government job and unemployed mothers, students whose fathers’ qualification is school education, college education and professional education, students whose mothers’ qualification is school education, college education and professional education, students whose parents’ monthly income is below Rs.10000, Rs.10000 – Rs.20000 and above Rs.20000 and students studying in government schools, study habit is a significant correlate of attitude of students’
learning. Whereas in the case of government aided school and matriculation school students, study habit is not a significant correlate.

G. Findings related to the attitude of Social Science teaching and the attitude of students’ learning:

In the case of male and female students, urban and semi-urban students, OC, BC, MBC and SC/ST students, students whose fathers’ occupation is self employment, private job and government job, students whose mothers’ occupation is private job, government job and unemployed mothers, students whose fathers’ qualification is school education, college education and professional education, students whose mothers’ qualification is school education, college education and professional education, students whose parents’ monthly income is below Rs.10000, Rs.10000 – Rs.20000 and above Rs.20000 and students studying in government schools, the attitude of Social Science teaching is a significant correlate of attitude of students’ learning. Whereas in the case of government aided school and matriculation school students, the attitude of Social Science teaching is not a significant correlate.

H. Findings related to the study habit and study organization:

In the case of male and female students, urban and semi-urban students, OC, BC, MBC and SC/ST students, students whose fathers’ occupation is self employment, private job and government job, students whose mothers’ occupation is private job, government job, unemployed mothers, students whose fathers’ qualification is school education, college education and professional education, students whose mothers’ qualification is school education, college education and professional education, students whose parents’ monthly income is below Rs.10000, Rs.10000 – Rs.20000 and above Rs.20000 and students studying in
government schools, study habit is a significant correlate of study organization. Whereas in the case of government aided school and matriculation school students, study habit is not a significant correlate.

I. Findings related to the attitude of Social Science teaching and study organization:

In the case of male and female students, urban and semi-urban students, OC, BC, MBC and SC/ST students, students whose fathers’ occupation is self employment and private job, students whose mothers’ occupation is private job and unemployed mothers, students whose fathers’ qualification is school education, college education and professional education, students whose mothers’ qualification is school education and college education, students whose parents’ monthly income is below Rs.10000, Rs.10000 – Rs.20000 and above Rs.20000 and students studying in government schools, the attitude of Social Science teaching is a significant correlate of study organization. Whereas in the case of students whose fathers’ occupation is government job, whose mothers’ occupation is government job, whose mothers’ qualification is professional education, the government aided school and the matriculation school students, the attitude of Social Science teaching is not a significant correlate.

J. Findings related to the attitude of Social Science teaching and study habit:

In the case of male and female students, urban and semi-urban students, OC, BC, MBC and SC/ST students, students whose fathers’ occupation is self employment, private job and government job, students whose mothers’ occupation is private job, government job and unemployed mothers, students whose fathers’ qualification is school education, college education and professional education, students whose mothers’ qualification is school education, college
education and professional education, students whose parents’ monthly income is below Rs.10000, Rs.10000 – Rs.20000 and above Rs.20000 and students studying in government schools and private schools, Social Science teaching is a significant correlate of study habit. Whereas in the case of government aided school and matriculation school students, Social Science teaching is not a significant correlate.
### TABLE. V.2. CORRELATION ANALYSIS

<table>
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<tr>
<th>Variables</th>
<th>Categories</th>
<th>Achievement and students learning</th>
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<th>Achievement &amp; Attitude of teaching</th>
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V.3. INTERPRETATIONS

Interpretation 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 finding that the status of Social Science teaching and learning in secondary schools of Chennai city with regard to the variables is medium level is an encouraging one.

Though the findings related to the variables indicating the status of Social Science teaching and learning of the secondary school students of the total sample indicates that these students belong to the medium level, there are variations in the students’ learning, study organization, study habit, attitude of Social Science teaching and achievement with regard to independent variables. Some interesting findings are interpreted as below.

Generally when the achievement of male and female students of Tamilnadu at all levels are compared, the female students have registered a higher level of academic achievement than the male students. But in the present study, the male students have registered better academic achievement than the female. This may be due to the differences in their academic pursuits. Though the male and the female students stand on an equal chance of benefiting from the various uplifting efforts made by schools and home, in the utilization of chance the male students seem to be dominating over the female students. Sometimes, non-academic tasks at home, cultural inhibitions and familial discouragements may be having an adverse effect on the performance of the female candidates, as far as the present study in concerned.

The students of the semi-urban areas have found to have scored better in learning, study organization, study habit, attitude of teaching and
academic achievement than the students of the urban areas. This may be due to the fact that, the more socialization and urbanization and home environment of the urban students do not rise up to the occasion in meeting the pressures and friction in their study. Though the urban students who were a part of the subjects of this study spoke of familial encouragement to them in their subject, financial stringency of the family would have perhaps made it necessary for them to perform non-academic tasks, thus preventing their bestowing full attention to their studies. The necessity to help in domestic chores, the non-intellectual home atmosphere would have prevented their attention in studies. In short, students from urban areas have to compete in an achievement-oriented society in which, given their distractive background, they are bound to lag behind the semi urban students in learning, study organization, study habit, attitude of Social Science teaching and achievement. The findings of the present study with respect to academic achievement is contradictory to the findings of Rita Goretti Lourdes (1996).

The MBC students have shown a higher level of achievement than the OC, BC and SC/ST students. This is apparently an unexpected happening but encouraging finding. The financial assistance given to them in the form of scholarship and reservations may have facilitated their educational advancement.

Another rather strange finding is the so good achievement of the students whose parents enjoy secured job (government job). The secured financial background would have helped them to be away from financial stringency and would have gained more personal support.

The students of the well educated family have been found to have scored better in academic achievement than the students of the low educational family background. This may be due to the fact that the care given by the parents at
home helped the students to rise up to the occasion in meeting the pressure of competition and thereby enable them to achieve better.

The students of the high economic background family have been found to have scored better in academic achievement than the students of the low economic family background. This may be due to the fact that, support given to them in the form of tuition, special coaching, learning equipments and other comforts may have facilitated their educational advancement. This is apparently an unexpected happening.

The matriculation schools students have show a higher-level achievement than the government school students and government aided school students. This is apparently an expected happening. It may be the result of their inherent mental caliber, good educational environment, effective teaching and coaching prevailing in the matriculation schools. Further their efforts and ambition in achieving the goals would have motivated them to put their will and energy to strive to do their best.

When the correlation between the most of the dependent variables with regard to independent variables is studied, it is found that there exists significant correlation in the case of the gender, locality, caste, fathers’ occupation, mothers’ occupation, fathers’ education, mothers’ education and parents’ monthly income. Similarly significant correlation exists in the case of students’ learning vs. study organization; students’ learning vs. study habit, students’ learning vs. attitude of teaching; study organization vs. study habit; study organization vs. attitude of teaching and study habit vs. attitude of teaching. This implies that all the dependent variables taken for study are contributing factors to each other in case of the above mentioned independent variables.
Whereas in the case of type of school, significant correlation is found in the case of government school students but not in the case of the government aided and matriculation school. It means that while the independent variables contribute each other in the case of government school students, in the case of government aided and matriculation school such relationship could not be found.

V.4. RECOMMENDATIONS

Generally, the status of Social Science among the students, teachers and the society is not upto the mark. But according to this research, Social Science has attained medium level in the case of learning and teaching.

The present study has also borne out the fact that among the independent variables, semi-urban locality, MBC community, parents working in government job, parents with higher education and higher income and matriculation schools are the predominant factors in promoting status of Social Science teaching and learning, when dependent variables are taken into consideration. Efforts should be taken to improve the status of Social Science teaching and learning with respect to other independent factors.

After the completion of the secondary school, students may write competitive examinations to get into job. Similarly during the course of study, students may take up various competitive examinations such as TNPSC, RRB, Bank etc. to aspire higher position. Almost all competitive examinations are conducted to test the general knowledge and efficiency in the particular area. So naturally the proficiency in Social Science would help to expand the knowledge needed to face various competitive examinations. So, the educational institutions must encourage to
developing positive attitude towards Social Science in the students so that they can understand the things happening around them.

The school must also organize mock parliament, student union, student counseling centre, student co-operative society, historical tours, exhibition etc to improve historical, cultural and religious attitude. The subject Social Science can be made interesting by the teachers with proper planning and proper execution of the class room transaction.

The programmes like celebration of national festivals, enacting drama of great leaders, stamp exhibition, preparation of albums, collection of pictures and photos of national leaders, viewing TV serials on national unity, programmes on communal harmony and humanism, weeks of national integration and international understanding etc. should be arranged and organized and all the students should be made aware of such programmes. This may help the students to develop positive attitude towards Social Science.

V.5. SUGGESTIONS FOR FURTHER RESEARCH

The present study has scope for further research. Hence the investigator would like to furnish the following suggestions for further research. This study has been conducted for the secondary school students in Chennai city.

1. The study may be extended to other levels of education
2. The study may be extended to other locality
3. Teaching and learning attitude may be measured using different tools and different dimensions may be taken into account.
4. Comparative studies between different school subjects on the basis of different dimensions should be taken up to find out whether Social Science subject lags behind.

5. Suitable attempts should be made to incorporate multiple correlation / regression models towards prediction of the status of Social Science teaching and learning.

V.6. CONCLUSION

The design and application of effective preventive interventions depend to a large extent on empirical foundations. The investigator believes the present study and its major findings will serve as foundation materials for further research on this subject.