SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION
CHAPTER – VII

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7.1 Summary

Education is a never-ending process of growth and development of personality from womb to tomb. It is the process, which makes life progressive, cultures and civilized. It is a dynamic process, which gives training to a human being to develop thinking, reasoning, intelligence, creativity, positive sentiments and attitudes. Etymologically, the term ‘education’ has 3 latin derivations.

Educare – to nourish, to bring up, Educere – to draw out, to lead out of, Educatum – the act of teaching and training.

The important activities of educational institutions include student teaching, evaluation and also creating a positive attitude towards students’ perception about their achievement. The teacher’s role in moulding a student’s personality is vital. Education makes man.

This section summarizes the major findings drawn from the study. The investigator has ventured to understand the problems and prospects of self-financing schools in Chennai with reference to the provision of quality education. The study is based on both primary and secondary data. An exploratory survey was conducted in 65
Matriculation Schools in six zones of Chennai namely Ayanavaram, Kodambakkam, Nungambakkam, Kilpauk, Adyar and Saidapet. The primary data were collected from 1300 students and 780 teachers of 65 Matriculation Higher Secondary Schools out of 205 Matriculation Higher Secondary Schools using well-structured questionnaires. The study aims at investigating the problems and prospects of self-financing higher secondary students and teachers. The simple random sampling technique has been adopted for the selection of samples. Date collected were treated with the use of percentage analysis, one-way ANOVA, cross tables, chi-square test, correlation analysis, regression analysis and factor analysis for drawing conclusion.

7.2 Findings of Students' Perception about Self-Financing Schools

- The majority of the respondents were only +2 students, who were 727 in number.
- Girls were the majority of the respondents from all the schools in Chennai.
- 562 students belonged to the community of OC, which comes to the majority of 43.2 per cent.
- The majority of the fathers were employees of companies may be private or public, which accounts to 61.5 per cent.
- The majority of the students’ family monthly income was less than Rs.10,000 only, the per cent of which comes to 69.7.
- 55.5 per cent of the students belonged to Biology with Mathematics group, which is considered as the first group in the schools.
- The students differ in their opinion about the organizational climate on the basis of their standard studying.
✓ The female students had better opinion about organizational climate when compared to the male groups.

✓ Students differ in their opinion about organizational climate on the basis of their groups

✓ The majority of the students opined that, they selected the group on their own desire only, in which +1 students formed 23 per cent and +2 students formed 27.8 per cent, in which again +2 students are in majority.

There is an association between the students’ opinion about the reason that motivated to select the group and the standard studying.

✓ The majority of the respondents were female with 25.5 per cent to respond that, they have selected the group on their own desire and the male respondents were 25.3 per cent to respond the same.

There is an association between the students’ opinion about the reasons that motivated to select the group and the gender.

✓ The respondents of Science with Mathematics i.e., the first group were the majority to respond for the own desire with 32.6 per cent.

There is an association between the students’ opinion about the reasons that motivated to select the group and the group.

✓ 19.2 per cent of the students wanted to pursue their higher studies in their home country only, in which +2 students were the majority with 14.8 percent.

There is an association between the students’ opinion about their higher studies and their standard studying.
The female respondents were the majority to respond for the pursuance of higher studies in home country with 14.1 per cent and the male respondents have responded for the same with 5.2 per cent.

There is no relationship between the students’ opinion about their higher studies and their gender.

OC community were the majority to respond that, they would go to a job rather studying further with 10.8 per cent.

There is an association between the students’ opinion about their higher studies and their community.

15.4 per cent of the students’ with less than Rs.10,000 of family income has opined that, they would go to job after +2 to support their family is the majority.

There is an association between the students’ opinion about their higher studies and their family income.

11.8 per cent of the respondents belonging to the Science with Maths group have responded that, they would pursue their higher studies in their home country, which is the majority.

There is an association between the students’ opinion about their higher studies and their group.

The majority of the respondents studying +1 have opined to become doctors with 11.6 per cent

There is an association between the students’ opinion about their future expectation regarding the employment and their standard studying.
The majority of the respondents preferred to become doctors with 20.8 per cent, in which female respondents with 13.9 per cent were the majority and the male respondents formed to be 6.9 per cent. There is an association between the students’ opinion about future expectation regarding the employment.

12.3 per cent of the respondents belonging to the first group preferred to be the doctors, which accounts to the majority. There is an association between the students’ opinion about their future expectation regarding the employment and their groups.

The majority of the students have joined the school as the quality of the education was good, which accounts to 34.8 per cent, in which the respondents belonging to +2 were the highest with 22.4 per cent. There is an association between the students’ opinion about the reason for joining the school and their standard studying.

18.5 per cent of the respondents to respond for the quality of education is good were female, who constitute the majority. There is an association between the students’ opinion about the reason for joining the school and their gender.

25.1 per cent of the respondents belonging to less than Rs.10,000 of family monthly income have opined for the quality, which clearly explains that, people are more keen in the quality and at cost are not ready to compromise it even with the lower income.
There is an association between the students’ opinion about the reason for joining the school and their family monthly income.

- 29.1 per cent of the respondents belonging to the first group joined the school for the quality of education was good.

There is an association between the students’ opinion about the reason for joining the school and their groups.

- The majority of the students (53.1%) have opted only for the exposures, in which 32.1 per cent of them belonged to +2 and 21 per cent of them belonged to +1.

There is an association between the students’ opinion about the reason for joining the school as the quality is good and their standard studying.

- 32.8 per cent of the female respondents, who are the majority, have responded that, they joined the school as the exposure of the students was good and hence, the quality of the education is also good and the same was responded by the male respondents with 20.3 per cent.

There is an association between the students’ opinion about the reason for joining the school as the quality is good and their gender.

- 23.2 per cent of the respondents belonging to the first group have responded for the exposures of the students.

There is an association between the students’ opinion about the reason for joining the school as the quality is good and their group.
38 per cent of the respondents have responded that, the punishments in their schools are severe, in which 21.2 per cent of them belonged to the +2 and 16.8 per cent of them belonged to +1 standard. There is no association between the level of punishment and the standard studying.

The majority of the respondents to respond that, the punishment for the malpractices is severe were only female with 26.4 per cent, which is more surprising and 11.6 per cent of the respondents were male to respond the same.

There is an association between the students’ opinion about the level of punishment and the gender.

47.9 per cent of the respondents have responded that, the reason for their low marks is their family situation, in which female respondents were the majority with 27.9 per cent, which is obvious by nature and 20 per cent of the respondents were male to respond the same.

There is an association between the students’ opinion about the reason for low marks and their gender.

30.8 per cent of the students belonging to the first group has responded in majority that, family situation was the main reason for their low marks.

There is an association between the students’ opinion about the reason for low marks and the groups.

Students’ gender, fathers’ occupation, groups and family monthly income had directly influenced their opinion about the organizational climate.
As per the factor analysis there are four factors having the Eigen value of more than 2 namely organizational climate, classroom management, motivational factors and Personal factors. It may be concluded that, according to the students’ perception, the students preferred more on organizational climate than the other factors.

7.3 Findings of Teachers' Intuition about Self-Financing

Schools

✓ The majority of the respondents were only female teachers with 75.9 per cent.

✓ The majority of the respondents were post graduates with B.Ed with 69.2 per cent.

✓ 54.5 per cent of the respondents were unmarried, which is the majority.

✓ 61.7 per cent of the teachers had below 5 years of experience, who constitutes the majority.

✓ 61.4 per cent of the teachers were handling both Higher secondary and Secondary classes, which forms the majority.

✓ The majority of the respondents belonged to science group as their subject specialization with 55.5 per cent.

✓ The female teachers had better opinion about the organizational climate when compared to the male teachers.

✓ Graduation with B.Ed. teachers had better opinion about organizational climate when compared to post graduation with B.Ed. and other qualified teachers.

✓ Teachers do not differ in their opinion about organizational climate of self-financing schools on the basis of their marital status.
The teachers with above 5 years of experience had better opinion about the organizational climate than the teachers with less than 5 years of experience.

Teachers do not differ in their opinion about organizational climate of self-financing schools on the basis of their Classes Handling.

The Arts group teachers had better opinion about organizational climate when compared to science and other group teachers.

The male teachers had better opinion about their passion for teaching than to the female teachers.

Teachers do not differ in their opinion about passion for teaching in self-financing schools on the basis of their Educational Qualification.

Teachers do not differ in their opinion about passion for teaching in self-financing schools on the basis of their marital status.

The teachers with above 5 years of experience had better opinion about their passion towards teaching in self-financing schools.

The teachers handling for higher secondary classes had better opinion about their passion towards teaching.

The Arts group teachers had better opinion about organizational climate when compared to science and other group teachers. Hence, the stated hypothesis is accepted.

The male teachers had better opinion about the attitude towards the students in self-financing schools than the female teachers. Hence, the stated hypothesis is accepted.
The other qualified teachers had better opinion about the attitude towards the students in self-financing schools.

The married teachers had better opinion about the attitude towards the students in self-financing schools than the unmarried teachers.

Teachers do not differ in their opinion about their attitude towards the students on the basis of their teaching experience.

Teachers do not differ in their opinion about their attitude towards the students on the basis of their classes handling.

The arts group teachers had better opinion about the teachers’ attitude towards the students when compared to science and other group teachers.

The female teachers had better opinion about their loyalty to management on the basis of their gender.

The graduates with B.Ed teachers had better opinion about their loyalty to management on the basis of their educational qualification.

The unmarried teachers had better opinion about their loyalty to their management.

Teachers differ in their opinion about their loyalty to management on the basis of their teaching experience.

The teachers handling for both secondary and higher secondary classes had better opinion about their loyalty to their management.

The science group teachers had better opinion about their loyalty to management.
The educational qualification, marital status and the classes handled by the teachers are indirectly influenced in their opinion about the organizational climate of self-financing schools.

The gender, marital status and the classes handled is indirectly influenced in their opinion about the Passion for teaching in self-financing schools.

The gender, marital status, teaching experience, classes handled and subjects specialization are indirectly influenced in their opinion about their attitude towards the students of self-financing schools.

Except teaching experience, all the variables are influenced in their opinion about their loyalty to management.

As per the factor analysis, four factors are having the higher Eigen value namely Personal factors, Relationships, Teachers’ attitude, and Organizational climate. It may be concluded that, as per the teachers’ intuition, the personal factors are preferred more than that of the other factors.

7.4 Findings of comparative study of teachers’-students’ perception on organizational climate

Teachers have better opinion when compared to students groups.

There is a difference in the opinion about the organizational climate between the groups and their educational qualification of teachers and students.

A positive relationship is seen in teachers’ and students’ opinion about organizational climate of self-financing schools.

There is an association between groups and their opinion about facing problem.
7.5 Suggestions

In the light of above findings, the following may be suggested.

✓ The teachers should have high command over their subjects in order to satisfy the expectations of the students and to achieve better results.

✓ The staff should coordinate with each other in their work for both quantitative and qualitative success of the school.

✓ The parents have to frequently meet the teachers and discuss about their wards’ progress in order to have better achievement. The teachers and the management may promote such situations to the parents.

✓ The ministry of education both central and state and the educational administrators at various level should take necessary steps to provide adequate facilities like ideal class rooms, appropriate teaching aids, good library, fully equipped laboratory, better play fields to have good climate and better achievements.

✓ The teachers may be provided some orientation programmes to improve the human relation among themselves and with pupils.

✓ The success of the teachers depends upon their qualities. Hence, the teachers may be trained in the modern methods of teaching.

✓ In the school, the classroom activities like effective interaction, assignment, etc., should be made more challenging.

✓ The teachers may be encouraged for their performance through increments, incentives, awards and rewards for the best academic achievements.
✓ Severe punishments are not the solution for reducing the malpractices of the students. The management and the teachers may counsel the students to get rid of their problems.

✓ The students who want to quit their education after +2, may be motivated and encouraged to pursue their higher studies by the teachers.

✓ The parents may step forward to encourage their daughters to go abroad if they are willing to pursue their higher studies abroad.

✓ At present, the teacher – student ratio is 40:1. As recommended by the various committees, the ratio should be reduced to 30:1 for the quality education.

✓ Technology in education is inevitable in the present competitive era. So, the audio – visual presentation can be introduced in the school for better understanding of the students.

7.6 Educational Implication

The present research work mainly focused on higher secondary students’ and teachers’ perceptions. Now-a-days, role of information technology plays a significant role in all the fields including manufacturing units. Therefore, the teachers should motivate the students in such a way to achieve high.

Further, the educational institution should also create more awareness programmes related to application. So, the students have to create own interest in the subject. Also the Government provides merit scholarship for high achievements in the subjects. This will also motivate the students to achieve more in subjects. Further, the
educational institutions try to provide various rewards to high achievers. Achievers are not born. They are created. So, parents, teachers and others have to motivate the students.

7.7 Conclusion

The present investigation has brought into focus on various issues relating to the quality of education in Chennai. In this study, the important factors for the quality, teachers and students were utilized for the investigation. As per the perception of the students, the female students had better opinion about the organizational climate than the male students. Most of the students have joined the school only for the quality of education was good and good exposure for the students. They had selected the particular group in +1, as it has good scope for the future. According to the students and teachers, the punishment level is severe in the self-financing schools. As far as the teachers’ intuitions were concerned, the female teachers had better opinion about the organizational climate when compared to the male teachers. The teachers felt that the motivational aspects from the management to the teachers were very less. In the self – financing schools, the teachers had good teaching plan and good command over the subjects.

In the independent India, the educational institutions have increased in number. But this quantitative improvement does not lead to qualitative improvement. Development of a country is directly and deeply connected with the quality and the standard of education in turn depends upon the quality and standard of the teachers, teaching-learning process, the curriculum and the organizational climate. The self-financing schools have to concentrate on the motivational aspects in order to achieve the
Qualitative success. The school management should provide adequate in-service training to the teachers, which is lacking at present for their better performance. The infrastructure facilities must be improved in the schools, so as to have the complete satisfaction of the teachers and the students. Both the male and the female students must be encouraged and motivated by the teachers and students instead of the severe punishments. Finally, the management should improve the knowledge and the teaching competence of a teacher as well as inculcating in him the healthy professional attitude and the desirable qualities.