Drop-outs, Wastage and stagnation were a major problem in the Secondary Schools of Jaintia Hills according to the study. It was also a major problem in Kamrup district according to Medhi (1988).

As a result of these findings several suggestions have been given by the Government Officials, Headmasters and Teachers of the Secondary Schools to improve the condition of Secondary Education in Jaintia Hills.

CHAPTER – VI

SUMMARY, FINDINGS, SUGGESTIONS FOR IMPROVEMENT AND SUGGESTIONS FOR FURTHER RESEARCH

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CHAPTER – VI

SUMMARY, FINDINGS, SUGGESTIONS FOR IMPROVEMENT AND SUGGESTIONS FOR FURTHER RESEARCH

6.0 Introduction

The present chapter is a summary and discussions on the findings that had already presented and reported in the different chapters. It attempts to highlight a brief outline on the objectives, methodology and procedures followed in the study, findings drawn in the light of observed facts at the time of data collection and analysis of data. Attempts have also been made to offer conclusion, suggestions for improving Secondary Education and suggestions which could be useful for conducting further research in the same area.
Different aspects of the study are briefly summarised as follows:

6.1 Title of the Study

The title of the study reads as “Secondary Education in Jaintia Hills District of Meghalaya: An Analytical Study”.

6.2 Definition of the Term Used

The operational definition of Secondary Education, in the present study means school education consisting of class VIII to class X.

6.3 Objectives of the Study

The following are the objectives of the study:

6. To study the development of Secondary School Education in Jaintia Hills District.

7. To study the Physical Infrastructure of the Secondary Schools.

8. To study the School Organisational Climate.

9. To study the Academic Performance of the students.
10. To study the Overall Problems of the Secondary School Education in the District.

6.4 Delimitation of the Study

The present study was delimited to the selected Secondary Schools under MBOSE in Jaintia Hills District.

6.5 Methodology

6.5.1. Method: The method followed in this present study is the descriptive method.

6.5.2. Population

The population of the present study comprised of the Joint Director in-charge of Secondary Education, Government of Meghalaya. The Inspector of Schools, the Inspector of Schools, Jaintia Hills District, Jowai, Headmasters and the Teachers of the Government, Deficit, Adhoc and Private schools. The school Drop-outs and Parents of the drop-outs were also included. The Official record indicates that there were 86 Secondary Schools in Jaintia Hills in 2008. Of these, there were only six Government schools. The other 80 either belong to Deficit, Adhoc or Private Institutions.

6.5.3. Sample
Purposive sampling method was followed for selecting the sample from the Government Officials, Headmasters, and Teachers. Out of the 86 schools existing 42 or 50 percent were selected and only 25 or 29 percent Headmasters responded even after repeated request. Altogether there are 340 or 57.72 percent Teachers who responded to the questionnaire given to them. A number of 20 Drop-out students and their Parents were also included.

**6.5.4. Tools Used in the Study**

The data for the present study were collected with the help of the questionnaires for achieving the different objectives of the study. The investigator developed five sets of questionnaire to collect information regarding the Progress and Development of Secondary School Education in the district with references to Physical infrastructure, School organisational climate, Academic performances of the students, the Problem of the drop-outs and their Parental attitude towards the Drop-outs. The questionnaires prepared were named as follows:

6. Questionnaires for Government Officials
7. Questionnaires for Heads of the Schools
8. Questionnaires for Teachers
9. Questionnaires for Drop-out Students
10. Questionnaires for Parents of the Drop-out Students,

The draft questionnaires were submitted to experts to ascertain their content validity. The experts gave useful suggestions for improving the
questionnaire and accordingly the forms and validity of the contents of the questionnaire were modified. In this way, the questionnaires were finally constructed and cyclostyled copies were made.

The investigator personally distributed the questionnaire to all the Government Officials, Headmasters, Teachers, Drop-Out Students and Parents of the Drop-Outs. They were made to understand that their answers to the items in the questionnaire were intended to be used only for research purpose and that their responses would be treated as confidential.

6.6 Sources of Data

6.6.1 Primary Data

The data were collected from the sample using the above tool developed by the investigator. The time taken for collecting data was four months.

6.6.2 Secondary Data

Relevant records, information bulletin, the Statistical Handbook of Meghalaya published by the Directorate of Economics and Statistics, the District Statistical Handbooks, Jaintia Hills, issued by the District Statistical Officer, Jaintia Hills and published by the Directorate of Economics and Statistics and the Jaintia Hills Literacy Council Handbook published by the Deputy Commissioner, Jaintia Hills District and other Government records, publications, etc were consulted.
Other important sources include the documents published by Planning Department, Government of Meghalaya. The investigator also consulted other records and reports from the Government and other means for getting access to important information about education during the planned period.

6.7 Data Analysis

The data that were collected from both primary and secondary sources were finally tabulated and analysed in terms of percentage.

6.8 Conclusion

It has been found out that the Welsh Presbyterian Mission had a major contribution to the development of Education in the Jaintia Hills District. This findings is in line with Dkhar (1985) study where she report that “the growth and development of education in the state of Meghalaya is attributed to the hard work given by the missionaries as they were able to instil in the people the needs and importance of being educated”.

Generally, it has been found out that the number of Secondary Schools increases especially after 1972 when Meghalaya became a full-fledged state. This finding is also related to the findings of Lyndem (1985) where she found that the
‘literacy rate had gradually risen since the creation of the state in 1972, yet majority of the people still remain illiterate’

Findings revealed that Secondary Schools in Jaintia Hills started from 1941 onwards and till 1960 there were only 4 (four) Secondary Schools in the district. This number increased gradually from 1972 and 1990 onwards. This finding is also in line with Jala (1986) findings where she found that the number of Secondary Schools in every district of the state is increasing. In 1998 there were 86 (eighty six) Secondary Schools in the Jaintia Hills district.

The objectives for opening new schools is to educate children for all ages and thus to eliminate illiteracy. The funds allotted by the government to the schools varied from year to year and between Deficit schools and Aided schools.

The study reveals that most of the schools in Jaintia Hills are established by the religious organisations. Most of them have their own school buildings. This finding is similar to the findings of Kaul (1988) when he found that ‘pucca building existed in all the states’.

With regards to furniture, 80% of the School have adequate furniture. But ‘there were mark differences in the infrastructure facilities in the schools under different management. Private schools were in much better conditions followed by the Zilla Parishad schools and government schools took the third position’ according to the findings of Anwar (1988).
Teaching Aids and Library facilities is inadequate in majority of the Schools. Marak (1981-1982) also state that ‘quite a number of schools do not possess a separate library room, drinking water facilities, ventilation, latrine, etc’.

It was also found that the Headmasters and the teachers of the schools were graduates with teaching experience ranging from four years onward in majority of the schools. The number of teachers rose gradually, but most of them were untrained and engaged in the private schools. Kharmawphlang (1984) also indicate the same when he pointed out that ‘majority of the teachers were untrained’

The teachers conducted tests regularly, but in spite of that, the passed percentage in the Secondary Schools Leaving Certificate Examination in recent years in most of the schools is declining. This is similar to Bhatia (1989) findings where he report that ‘the population of successful students at the state level examination had vacillated’. The reasons for this according to the present study is because of lack of science laboratories, dearth of Mathematic teachers, etc. Langstieh also found that the causes of inadequate qualitative progress of High School student of Meghalaya are (i) inadequate time devoted to teaching non completion of homework by pupils, (iii) failure to provide individual attention to students.

The findings also reveals that the teachers are facing problems such as heavy workload, meagre salary which is irregular and not uniform and improper
service conditions, etc. Many schools depend for their resources from fees, donations, contributions, etc.

Regarding grants from the Government, it seems that majority of the schools are not receiving them. Science and laboratories grants are provided to only 52 percent schools.

The study also reveals that there are differences in the academic performances amongst the students who come from far villages and those who stay in the village/town where the school is located. Agarwal (1986) also found that ‘the urban boys belonging to the higher group were found significantly superior to the rural boys in educational development. Likewise, the urban girls belonging to the higher group differed significantly from the rural girls’. But this finding is opposite to the findings of Tiwari(1977). He state that ‘there were no significant differences between urban and rural students’.

Regarding the curriculum the study shows that a majority of the Headmasters states that it covers a variety of experiences, but few of teachers state that it is not related to work and life.

The problems of educational administration was one of the problems in the School of Jaintia Hills and according to Balieh (1982) it was (i) due to lack of proper understanding of the Headmasters of their main duty, (ii) inadequate finance, (iii) lack of trained teachers, etc.
Drop-outs, Wastage and stagnation were a major problem in the Secondary Schools of Jaintia Hills according to the study. It was also a major problem in Kamrup district according to Medhi (1988).

As a result of these findings several suggestions have been given by the government officials, Headmasters and teachers of the Secondary Schools to improve the condition of Secondary Education in Jaintia Hills.

### 6.9 Suggestion for Further Research

During the course of investigation on the present study, the investigator realised the importance of other areas not covered by the study and it may be filled in by further studies. It may be identified and suggested as follows:

2. To study the curriculum development, methods of teaching and the quality of Secondary Education.
3. To study the Secondary School Leaving Certificate Examinations conducted by The Meghalaya Board Of school Education.
4. The attitudes of the teachers towards Education at the Secondary level and its avenues for future openings.