CHAPTER V

FINDINGS, CONCLUSION AND EDUCATIONAL IMPLICATIONS
CHAPTER-V

FINDINGS, CONCLUSIONS & EDUCATIONAL IMPLICATIONS

"No part of a study is more important than any other part, since a defect in any part will automatically affect the whole study. If, however, one part can be singled out as all important, it is the section which states the conclusion, for this is the section that presents what the study has to contribute to the advancement of education as a science."

- Mouley

After analysis and interpretation of the data, the investigator was in a position to arrive at main findings of the present study. For the purpose, the investigator devoted this chapter to the main findings, educational implications and suggestions for further research. These have been discussed in different heading in this chapter.

5.1. FINDINGS AND CONCLUSION:-

The central purpose of the study is to compare the government, aided and private school students on creativity, achievement motivation and academic performance at secondary level. Following are the main findings of present study:

1. The first hypothesis that, "There is no significant difference in creativity of government, aided and private school students at secondary level", is rejected. By comparing creativity among government, aided and private school students at secondary level it is found that students of private school are more creative than the students of government and aided school.
The second hypotheses that “There is no significant difference in achievement motivation of government, aided and private school students at secondary level”, is rejected. There is significant difference in achievement motivation of government, aided and private school students. The students of private schools are highly achievement motivated in comparison to government and aided school students.

The third hypothesis that “There is no significant difference in academic performance of government, aided and private school students at secondary level”, is rejected. The students of private school excel in academic performance from government and aided school students.

The fourth hypothesis, “There is no significant difference among girl students of government, aided and private schools at secondary level in relation to their creativity”, is rejected. The girl students of private school are more creative than the girl students of government and aided school.

The fifth hypothesis “There is no significant difference among girl students of government, aided and private school at secondary level in relation to their achievement motivation”, is rejected. Private school girl students are highly achievement motivated than girl students of government and aided school.

The sixth hypothesis, “There is no significant difference among girl students of government, aided and private school at secondary level in relation to their academic performance”, has been rejected. Academic performance of private school girl students is higher than aided and government school girl students. It states that girl students of government and aided school lag behind from private school girl students on academic performance.
7. The seventh hypothesis “There is no significant difference among boy students of government, aided and private school at secondary level in relation to their creativity”, stands confirmed that boy students of private, aided and government school were more similar on creativity.

8. The eighth hypothesis, “There is no significant difference among boy students of government, aided and private school at secondary level in relation to their achievement motivation”, is rejected. Private school boy students are highly achievement motivated than the government and aided school boy students.

9. The ninth hypothesis, “There is no significant difference among boy students of government, aided and private schools at secondary level in relation to their academic performance”, is rejected. Significant difference was found among government, aided and private school students on academic performance. Academic performance of boy student of private school is higher than government and aided school students.

10. The tenth hypothesis “There is no significant difference between boy and girl students of government, aided and private school at secondary level in relation to their creativity” is accepted. It states that boy and girl students of government, aided and private school in relation to their creativity were more similar.

11. The eleventh hypothesis, “There is no significant difference between boy and girl students of government, aided and private school at secondary level in relation to their achievement motivation”, is rejected. Girl students were highly achievement motivated in comparison to boy students of government, aided and private school at secondary level.
The twelfth hypothesis “There is no significant difference between boy and girl students of government, aided and private school at secondary level in relation to their academic performance” is rejected. It states that academic performance of girls students are higher than the boy students of government, aided and private school at secondary level.

5.2. EDUCATIONAL IMPLICATIONS:

The basic objective of educational research is to improve by implementing finding of the research studies. Therefore, if a research study does not have point of implications mentions separately, it is not consider as research work of education. Keeping this significant factor in mind the researcher has mentioned following implications of the research finding.

It is found in the study that there is significant difference among the academic performance of government, aided and private school students at secondary level. The private school students were found more creative and excel from government and aided school students on academic performance. In review of related literature, a sufficient number of investigators revealed the co-efficient of correlation between creativity and academic performance was significantly high as of intelligent and academic achievement. The teacher of government and aided school should provide adequate facilities, arrange remedial program, tutorial classes and make best use of available resources for better academic performance of students. There should be provision of different co-curricular and innovative activities in the school to foster creativity among students.

It is generally observed that some teachers of government school are not dedicated heartily towards the teaching and local communities also do not take interest in the programs and activities of these schools. To develop healthy relationship with the school; parent-teacher association should be organized properly. It will strengthen the community participation. Every month a
general body meeting between parents and teachers should be organized. They should discuss different problems of the school, such as causes of slow progress and low academic performance and other problems of the students and teachers. They should invite eminent persons, leaders and educationist to discuss the problem and draw solution to solve the problem.

Achievement motivation of private school students was higher than government and aided school students. To arouse curiosity among the students of government school and motivate them properly the school climate and environment should be as good as others. The planner should plan accordingly to build a healthy campus full of human and physical resources. This was observed during the research work that there is vacant post of subject teacher and course is not completed, so students are moving towards the private tutorials. While they themselves comparing with private school students and feel inferior. So the planner should pay attention regarding appointment of trained teachers and other facilities such as science laboratory, computer laboratory, language laboratory, library and other teaching material should be provided accordingly. Greater and active participation of students must be ensured by the teachers for quick grasping of the concepts and improvement in achievement.

The government is taking interest and planning for universalization of secondary education. But the present time parents are taking interest to admit their wards in different private schools. To draw the attention of parents and guardians towards government schools, necessary changes should be made in these schools. The government should allocate adequate funds for reorganization and development of secondary education. If it necessitates reviewing the program, an expert committee may be appointed.

Research scholars of education can use data of present study for further researches.
5.3. SUGGESTIONS FOR FURTHER RESEARCH:

Any research can not say the final word on a problem, because it is very difficult for a researcher to touch upon all the aspects of a problem. Some of the suggestive avenues that require unfolding are given below:

1. The studies similar to the present one are to be replicated covering large content area and methodological sophistication.

2. Studies can be extended to cover primary and higher secondary level.

3. Studies can be extended to learning disabled and gifted in diverse areas of primary, secondary and higher secondary level.

4. Studies can be extended to the students of different professional courses.

5. The variable selected in this study are not exhaustive more variable are to be studied before a comprehensive view of educational choice is obtained.

6. In the present study creativity, achievement motivation and academic performance has been taken as a whole, but in further they can be studied on different dimensions.

7. An interactional effect of school climate on personality and academic performance of the students should be studied.

8. Attitude of students, teachers and administrators plays very important role in the academic performance. A research study is the need of the time which will come out with some significant result.