

## CHAPTER VI

### SUMMARY OF THE STUDY

#### 6.1 INTRODUCTION

In various stages of education primary education is the most crucial stage spanning the first eight years of schooling. Educational planners throughout the world have been giving highest priority to the achievement of universal primary education. Most of the countries irrespective of their economic status and political ideologies have taken the provision of universal primary education in the form of a constitutional guarantee. Indian constitution (1950) also declared that universalization of primary education should be achieved by 1960. Since 1950, India has been consistently attempting to achieve universalization of primary education, towards which several schemes have been introduced to support and strengthen the formal system.

#### 6.2 RATIONALE OF THE STUDY

The scheme of universalization of primary education has led to the expansion of primary school facilities and enrolment to a great extent. Between 1950-51 and 1984-85

the number of primary schools increased from approximately 2,10,000 to approximately 5,20,000 and the number of upper primary schools from 30,600 to 1,30,000 (NPE, 1986). According to the fourth all India Educational Survey (NCERT, 1978-79) 93.05 percent of habitations been provided with a primary school. The gross enrolment ratio for boys and girls was 110 and 74 per cent (NPE, 1986). This picture reveals a satisfactory level of enrolment with the general population. But if we take the disadvantaged section of the population, the proportion of enrolment of scheduled castes and scheduled tribe children continues to be much less than their population proportion. The all India literacy rates of scheduled castes and scheduled tribes are 21.38 and 16.35 per cent respectively as against 41.20 of non-disadvantaged population according to 1981 census.

The problems of illiteracy, wastage and stagnation affect the progress of universalization of primary education in India. Out of every 100 children enrolled in Class I, only about 50 reach Class V and only about 25 reach Class VIII. These rates have remained almost constant since 1950 (Naik, 1982). Moreover these problems of wastage,

stagnation and underachievement are acute when the educational progress of the children from disadvantaged section is seen. Disadvantaged children somehow or other do not benefit equally as the other children in the primary school. They face greater disadvantage in understanding the curriculum, in following the class room instruction, in adjusting to the school or to the teacher or to other children. In class room interactional situation they may feel inferior and estranged and hence fail to come up to the expected level of performance inspite of the equal input provided.

A review of previous researches reveal that Disadvantaged children do not have conducive home environment which is an important factor for effective learning (Singh, 1974; Lakshmana, 1974; Mehta, 1976). They were found to be characterized by low level of aspiration, lack of future orientation and low degree of achievement motivation (Sinha and Misra, 1980; Singh and Misra, 1985). They also manifest high degree of anxiety and maladjustment (Misra and Tripathi, 1980). They do not get encouragement and guidance from their parents (Bose, 1969; Doughlas, 1964)

and they do not have positive attitude towards school. The schools with their middle class value, teachers, contents and methods are alien and frightening places for the disadvantaged children (Varma, 1984). All these psychological and environmental factors affect the academic achievement of disadvantaged children to a great extent.

While it is known that generally disadvantaged children come from culturally and socio-economically deprived families, it is not reported as how they stand in relation to the non-disadvantaged group with respect to the background variables which are relevant to their education. It is also certainly expected that the non-disadvantaged children would be better in academic achievement than the disadvantaged children but it is essential to assess the nature and extent of this difference so that some compensatory educational programmes could be organized systematically for the disadvantaged children. Hence a study was formulated to investigate into the relationship of some selected variables and the academic achievement of disadvantaged and non-disadvantaged children.

### 6.3 STATEMENT OF THE PROBLEM

"A COMPARATIVE STUDY OF THE CORRELATES OF ACADEMIC ACHIEVEMENT AMONG DISADVANTAGED AND NON-DISADVANTAGED CHILDREN AT THE TERMINAL STAGE OF PRIMARY SCHOOLING IN TAMIL NADU".

### 6.4 VARIABLES OF THE STUDY

Based on the theoretical background, the following variables were selected for the present study.

#### Independent variables

1. Achievement Motivation
2. Adjustment
3. Educational Aspiration
4. Pupils' Attitude Toward Teachers
5. Pupils' Attitude Toward School
6. Perceived Parental Encouragement
7. Socio-economic status.

#### Dependent variable

Academic Achievement.

The major purpose of this investigation is broadly to study the correlates of academic achievement of disadvantaged and non-disadvantaged children.

## 6.5 OBJECTIVES

The objectives of the study are :

- (i) To find out the relationship between the selected predictor variables viz., achievement motivation, adjustment, educational aspiration, pupils' attitude toward teachers, pupils' attitude toward school, perceived parental encouragement, and socio-economic status and the academic achievement of the disadvantaged children.
- (ii) To find out the relationship between the selected predictor variables viz., achievement motivation, adjustment, educational aspiration, pupils' attitude toward teachers, pupils' attitude toward school, perceived parental encouragement, and socio-economic status and the academic achievement of the non-disadvantaged children.
- (iii) To Compare the variables influencing the academic achievement of disadvantaged children with that of the non-disadvantaged children.

- (iv) To determine the relative strength of the selected predictor variables viz., achievement motivation, adjustment, educational aspiration, pupils' attitude toward teachers, pupils' attitude toward school, perceived parental encouragement and socio-economic status in explaining the variation of academic achievement of the disadvantaged children.
- (v) To determine the relative strength of the selected predictor variables viz., achievement motivation, adjustment, educational aspiration, pupils' attitude toward teachers, pupils' attitude toward school, perceived parental encouragement and socio-economic status in explaining the variation of academic achievement of the non-disadvantaged children.
- (vi) To make a comparative study of high achievers in the disadvantaged group and high achievers in the non-disadvantaged group with respect to each of the selected predictor variables.
- (vii) To make a comparative study of low achievers in the disadvantaged group and low achievers in the non-disadvantages group with respect to each of the selected predictor variables.

- (viii) To make an indepth study of the conditions associated with high and low achievers among the disadvantaged children.

## 6.6 HYPOTHESES

According to the objectives of this study suitable hypotheses were framed to test the functional relationship between the criterion and the predictor variables for the disadvantaged and non-disadvantaged groups.

## 6.7 SAMPLING

The population of the present study consists of all the students of standard VIII in all the Tamil medium schools of Ramnad District (Tamil Nadu) during the academic year 1985-86.

The target of the investigator was to include 500 disadvantaged and 500 non-disadvantaged students and to make the sample representative by including students from different types of schools and schools in different localities. Hence stratified random sampling technique was used to select the sample. The sample selected through this technique consisted of 1016 students including 500 disadvantaged and 516 non-disadvantaged students.

## 6.8 TOOLS FOR THE STUDY

Suitable tools were selected to measure the independent variables considered for the present study. Objective type of achievement tests were constructed and standardized by the investigator to measure the dependent variable. The following are the tools used for the present study :

1. Rao's Achievement Motivation Test -  
Dr.D.G. Rao
2. Educational Aspiration Scale -  
Dr.K.N. Rao
3. Pre-Adolescent Adjustment Scale -  
Prof. Udaipareek et al.
4. School Attitude Inventory  
Dr.D.G. Rao
5. Test of Encouragement Given by parents -  
Dr. Mohana Sekhar
6. Socio-Economic Status Scale (Rural) -  
Prof.R.A. Singh and Dr.S.K. Saxena
7. Socio-Economic Status Scale (Urban) -  
Prof.R.A. Singh and Dr.S.K. Saxena
8. Achievement Tests in Tamil, Mathematics, Science, History and Geography constructed by the investigator.

## 6.9 DATA COLLECTION

The data for this study were collected from the students using the above mentioned tools during the period from January 1986 to May 1986 by the investigator. Scoring was done and the data were tabulated and transferred to the punch cards for computerization.

## 6.10 DATA ANALYSIS

Correlation analysis was used to identify the significant correlates of academic achievement.

Regression analysis was used to determine the relative strength of the selected predictor variables in explaining the variation of academic achievement of disadvantaged and non-disadvantaged students.

't' tests were used to find out the significance of difference between high and low-achievers in the disadvantaged and non-disadvantaged groups with respect to the selected predictor variables.

Indepth studies of 50 high-achievers and 50 low-~~achievers~~<sup>rs</sup> in the disadvantaged group were undertaken to find out the various factors associated with their academic achievement.

## 6.11 MAJOR FINDINGS OF THE STUDY

- (i) All the selected predictor variables viz., achievement motivation, adjustment, educational aspiration, pupils' attitude toward teachers, pupils' attitude toward school, perceived parental encouragement and socio-economic status bear positive impact on the academic achievement of disadvantaged and non-disadvantaged groups.
- (ii) The four significant predictor variables jointly explain 39.56 per cent of variance in the academic achievement of disadvantaged group whereas the six significant predictor variables explain only 21.07 per cent of variance in the academic achievement of non-disadvantaged group.
- (iii) The following predictor variables viz., pupils' attitude toward teachers, achievement motivation and socio-economic status emerged as common significant predictors of both disadvantaged and non-disadvantaged groups.
- (iv) The high and low-achievers in the disadvantaged group differ significantly from those in the non-disadvantaged group with respect to their achievement motivation, adjustment ability, attitude toward teachers and attitude toward school.

- (v) There is no significant difference in the educational aspiration of high-achievers in the disadvantaged and non-disadvantaged groups whereas the low-achievers in the two groups differ in their educational aspiration.
- (vi) There is significant difference between the high-achievers in the disadvantaged and non-disadvantaged groups regarding their perceived parental encouragement whereas there is no such difference between the low-achievers in the two groups.

#### 6.12 IMPLICATIONS OF THE FINDINGS

The academic achievement of non-disadvantaged children was higher than that of the disadvantaged children. As the disadvantaged children are exposed to impoverished and unstimulating environments, their cognitive development will be poor when compared to the non-disadvantaged children. This in turn will have a downward pulling effect on the academic performance of these students. Hence the evaluation of the performance of the disadvantaged students should be criterion referenced rather than norm-referenced. In the latter case there is comparison with the non-disadvantaged

children which will have deleterious effects on the educational development of disadvantaged students. Moreover the evaluation should be formative rather than only summative. It should serve to find out the learning weaknesses and should also aim at motivating them to work hard.

There is a great need to provide for a specially designed compensatory programme to enrich SC/ST students' cognitive faculty and achievement to overcome their specific learning problems and difficulties. Compensatory language programmes should also be organized to bridge the gap between home language and school language which goes a long way in facilitating better achievement among disadvantaged children.

Efforts should be made to establish community education centres in the rural and backward areas with facilities of radio, TV, and newspapers along with reading materials to compensate for poor home environment. It is also very much essential to involve the parents in the process of education and orient them regarding the value of education through non-formal education centres.

It can be concluded by saying that the curriculum, the philosophy and practice must be such as to give way towards supplying a rich educational environment that is consistent with peculiarities and necessities of disadvantaged children.