C H A P T E R VII

OUTCOME OF THE STUDY

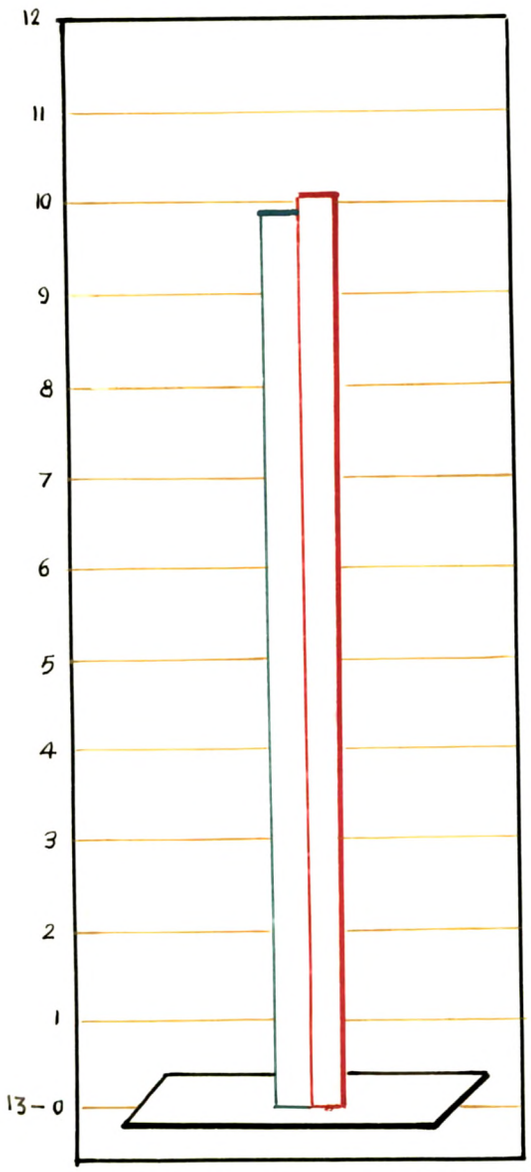
Findings :

It is seen from Chapter VI that the obtained differences between the basic and traditional school children in regard to their socio-economic status and intelligence are not significant. Consequently the samples are comparable. Hence some useful conclusions can be drawn from the tests administered to both the groups and calculations made thereof.

MEAN DIFFERENCE

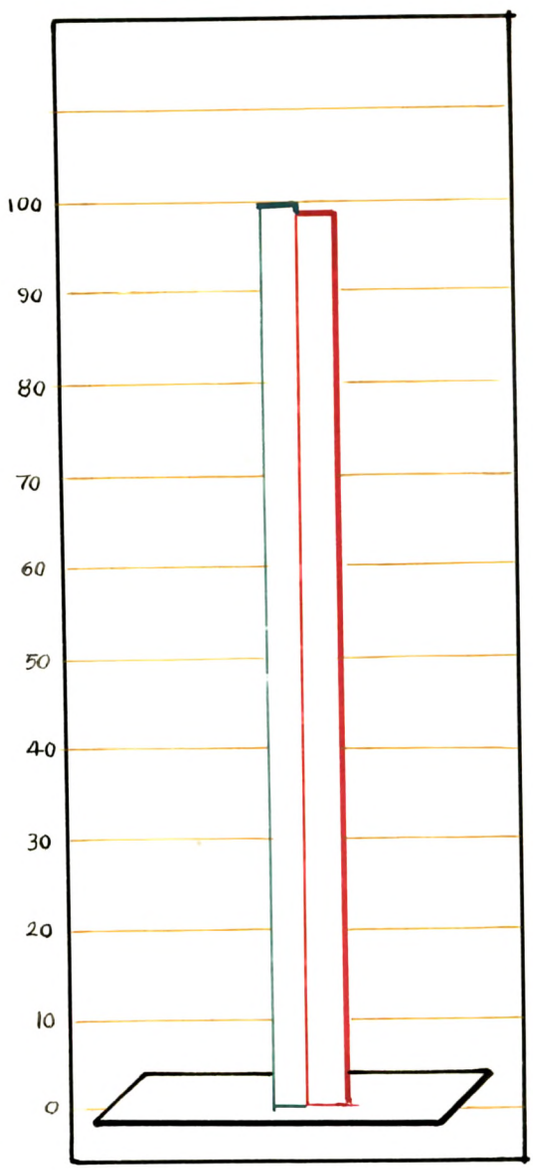
Graph - 1

AGE



Graph - 2

INTELLIGENCE



— TRADITIONAL

— BASIC

The following tables show the result of the statistical analysis of the achievement scores:

TABLE NO.51

Mean achievement scores and difference between the means of the basic and traditional school children

Tests	Basic	Traditional	Difference
Language	55.6	65.4	09.8
Arithmetic	21.95	21.68	0.27
Social Stu.	72.7	81.6	08.9
Gen.Science	33.3	45.62	12.32

TABLE NO.52

t - test and significance of difference between the basic and traditional school children.

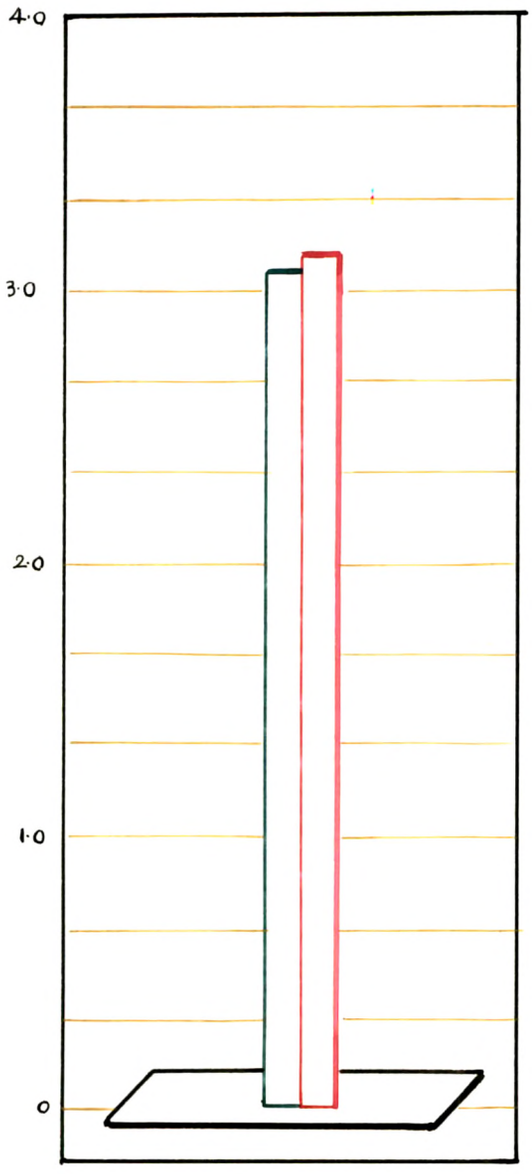
Tests	t	P
Language	4.50	$< .001$
Arithmetic	.203	-
Social Stu.	4.609	$< .001$
Gen.Science	8.8	$< .001$

Following conclusions can be drawn from the above results :

MEAN DIFFERENCE

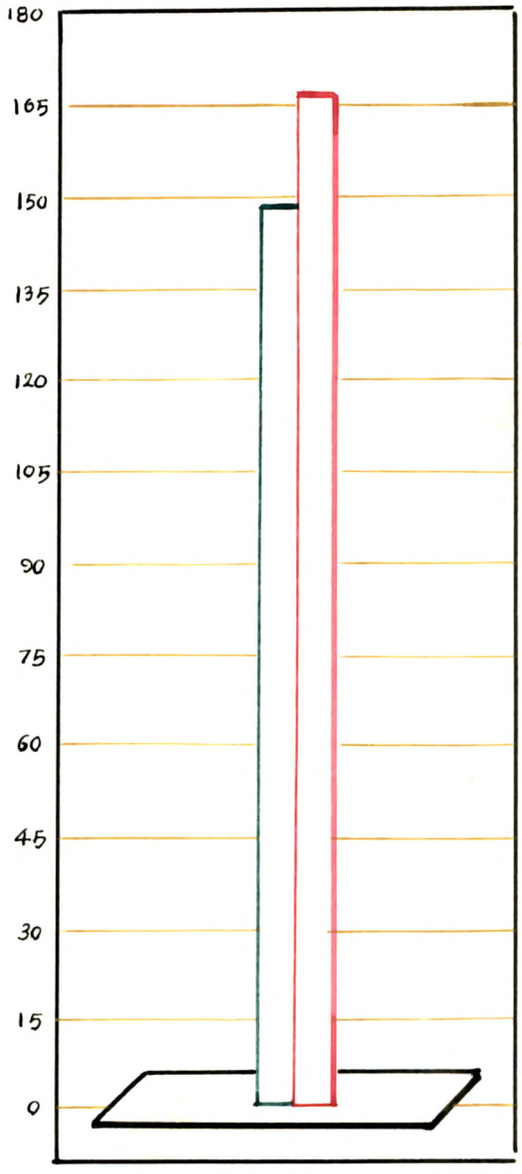
Graph - 3

SOCIO - ECONOMIC LEVEL



Graph - 4

SOCIAL ADJUSTMENT



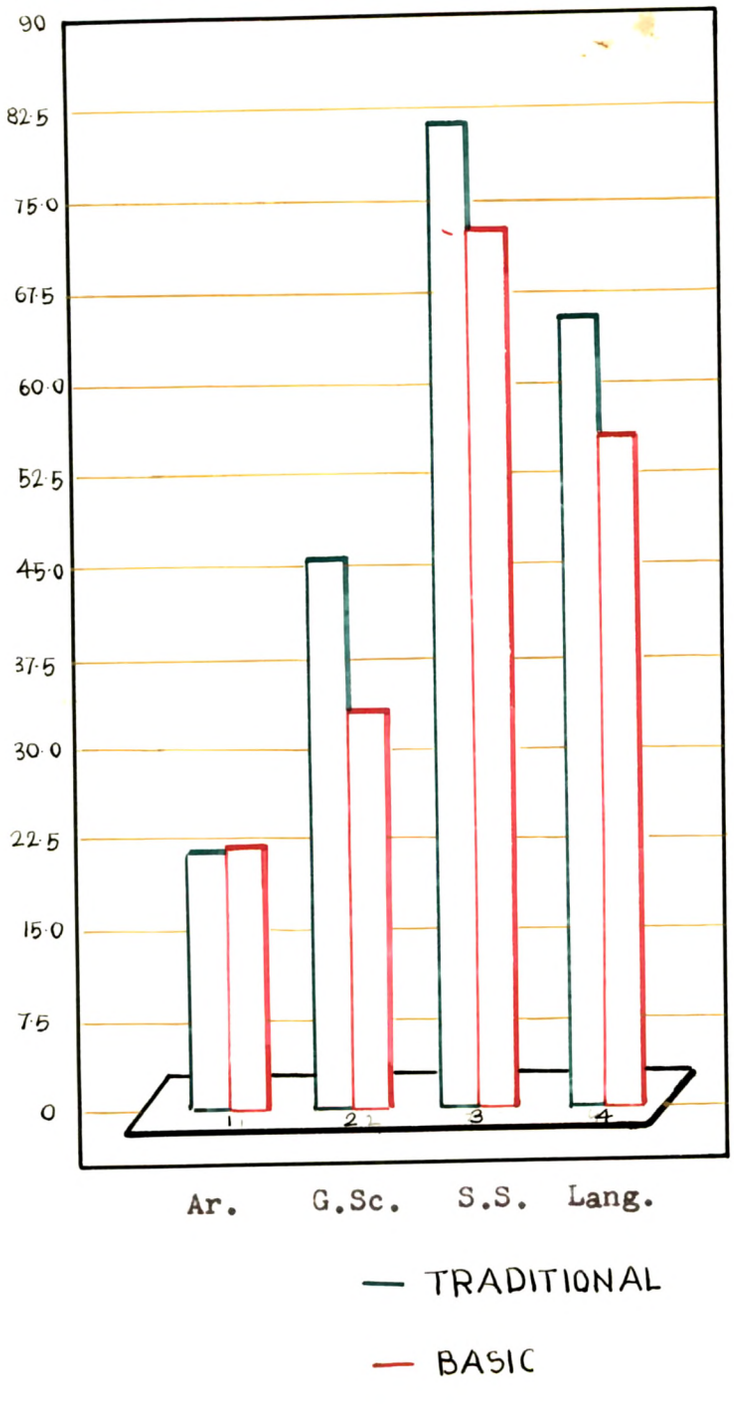
— TRADITIONAL

— BASIC

MEAN DIFFERENCE

Graph - 6

ACHIEVEMENT TESTS



1. Very highly significant difference was found between the achievement scores made by the two groups of children in the different school subjects, namely, Language (Gujarati), Social Studies and General Science. The traditional school children were superior to basic school children in all these subjects.

2. Even though the basic group fared better than the traditional group in the achievement Test of Arithmetic, the difference was found not at all significant. Hence both the groups were at par in this subject.

PERSONALITY TRAITS

TABLE NO. 53

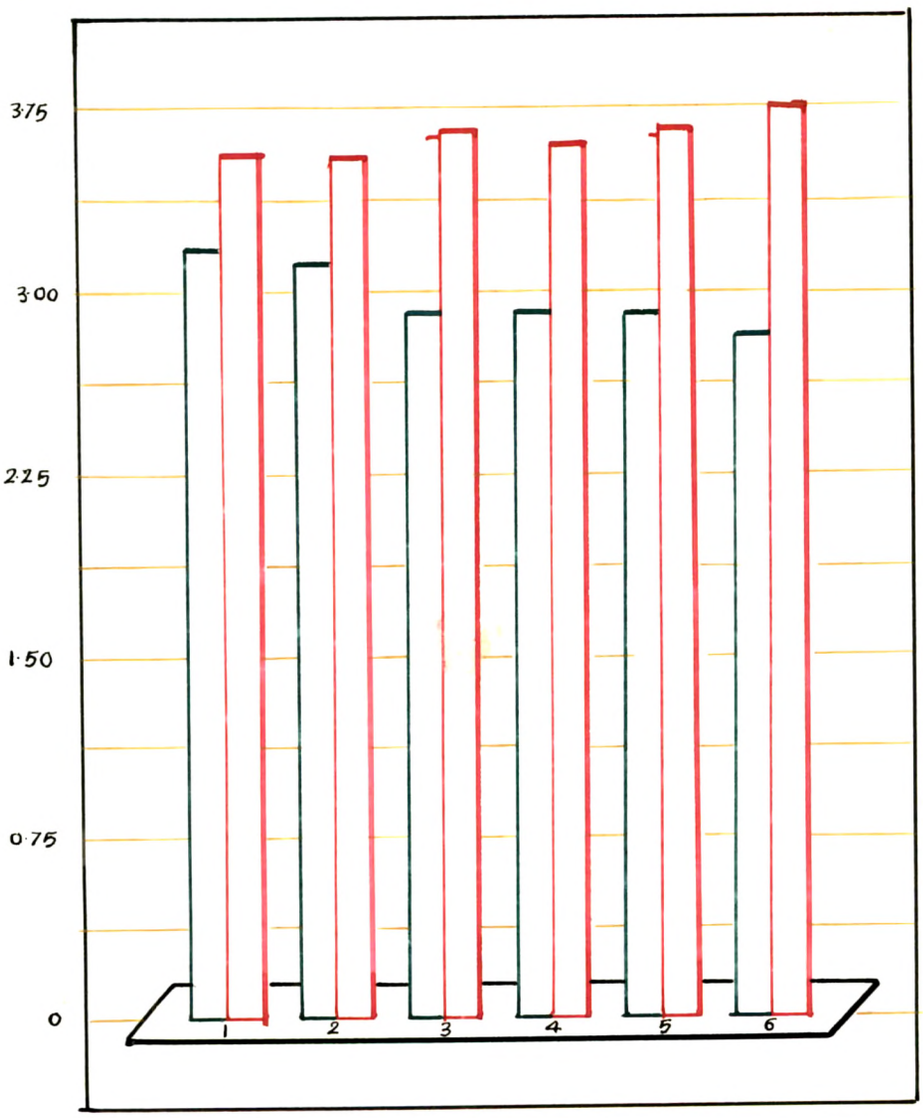
Mean ratings on the personality traits and the difference between the means of the basic and traditional school children.

Personality traits	Basic	Traditional	Difference
1. Seriousness of purpose	3.56	3.17	0.39
2. Industry	3.57	3.11	0.46
3. Initiative	3.66	2.92	0.74

MEAN DIFFERENCE

Graph - 7 - A

PERSONALITY TRAITS - 1-6



— TRADITIONAL

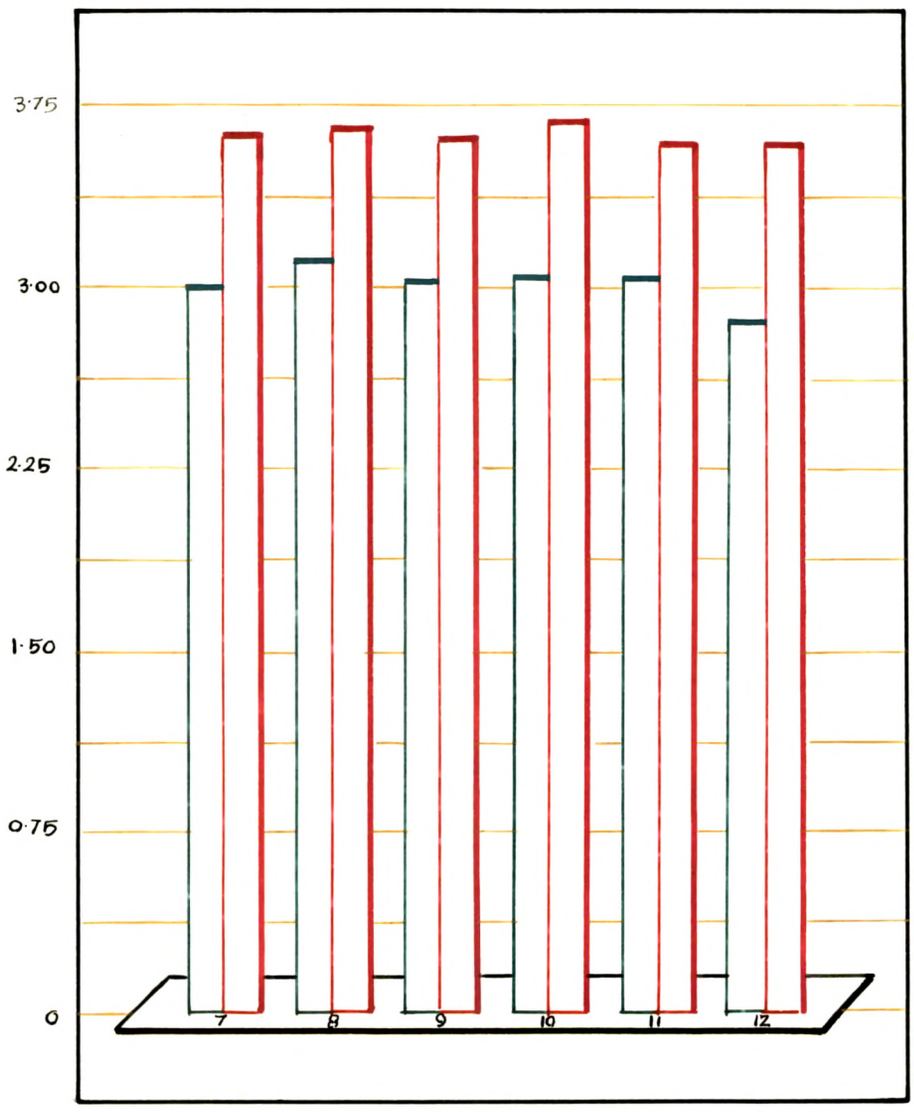
— BASIC

Personality traits	Basic	Traditional	Difference
4. Responsibility	3.60	2.94	0.66
5. Emotional stability	3.68	2.92	0.76
6. Self Confidence	3.77	2.83	0.94
7. Adaptability	3.62	2.94	0.68
8. Patience	3.65	3.11	0.54
9. Concentration	3.60	3.02	0.58
10. Dependability	3.67	3.04	0.63
11. Concern for others	3.58	3.04	0.54
12. Influence	3.58	2.86	0.72
13. Politeness	3.53	3.07	0.46
14. Mixes with others	3.46	3.09	0.37
15. Cheerfulness	3.49	2.77	0.72
16. Popularity	3.29	2.68	0.61
17. Neatness in doing things	3.63	2.79	0.84

MEAN DIFFERENCE

Graph - 7 - B

PERSONALITY TRAITS - 7-12



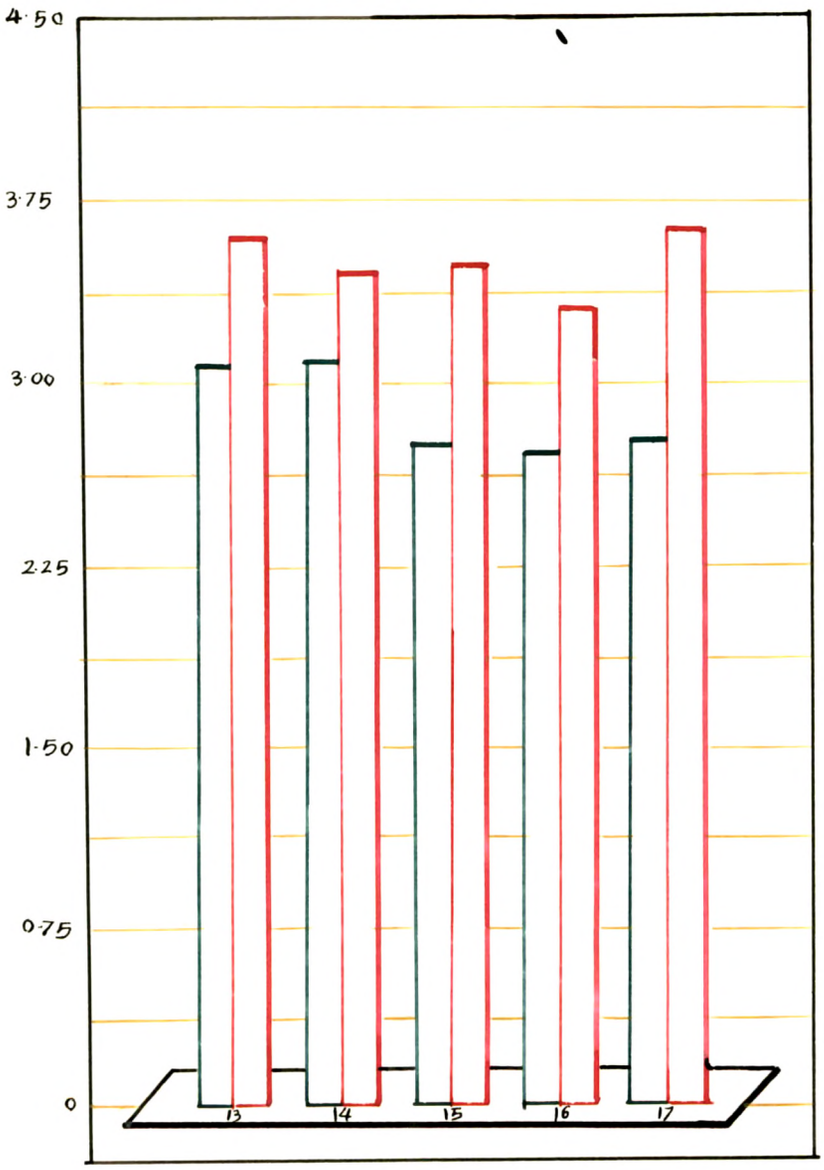
— TRADITIONAL

— BASIC

MEAN DIFFERENCE

Graph 7 - C

PERSONALITY TRAITS - 13 - 17



— TRADITIONAL

— BASIC

TABLE NO.54

t test and significance of difference between the basic and traditional school children with respect to 17 personality traits.

Traits	t	P
1. Seriousness of purpose	3.84	< .001
2. Industry	5.54	< .001
3. Initiative	8.23	< .001
4. Responsibility	7.65	< .001
5. Emotional Stability	9.25	< .001
6. Self-confidence	12.28	< .001
7. Adaptability	7.57	< .001
8. Patience	5.523	< .001
9. Concentration	5.91	< .001
10. Dependability	7.15	< .001
11. Concern for others	5.4	< .001
12. Influence	8.84	< .001

(Continued)

Traits	t	P
13.Politeness	4.63	< .001
14.Mixes with others	4.62	< .001
15.Cleanliness	7.27	< .001
16.Popularity	6.14	< .001
17.Neatness in doing things	8.75	< .001

It is seen from table No.53 that the mean ratings on the personality traits very consistently indicate that the basic school children are superior to the traditional school children. Moreover table No.54 shows that the difference is highly significant with respect to all the traits.

It may, therefore, be concluded from the above results that so far as personality development and character qualities are concerned, the basic school children were found to be superior to the traditional school children.

ACHIEVEMENT TESTS IN PHYSICAL EDUCATION

TABLE NO.55

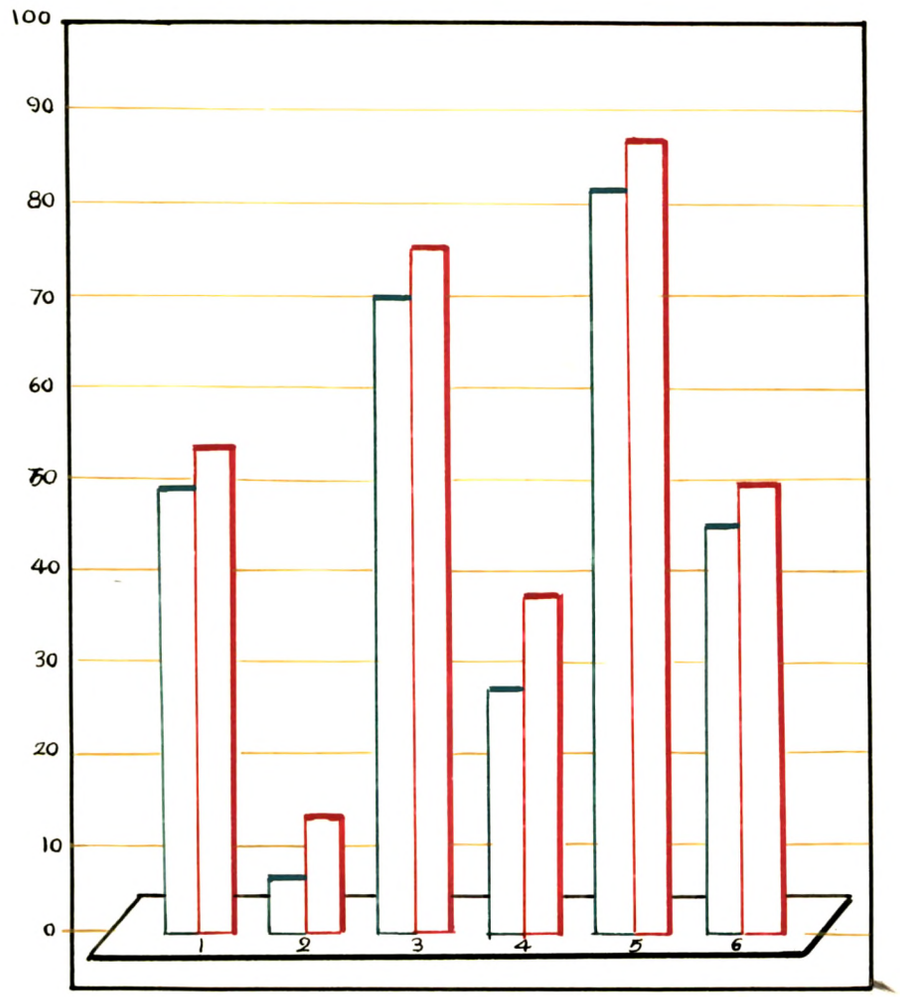
Mean achievement test scores in Physical Education and the difference between the means of the basic and traditional school children.

Tests	Basic	Traditional	Difference
1. Running 75 yards	52.83	48.66	04.17
2. Jump and Reach	13.19	5.94	07.25
3. Pull Up	75.24	69.51	05.73
4. Standing Broad Jump	49.64	44.77	04.87
5. Potato Race	86.77	81.66	05.11
6. Netting the Tennis ball	37.33	27.33	10.00

MEAN DIFFERENCE

Graph - 5

PHYSICAL EDUCATION TESTS



75 yds. J.H. P.UP. N.T.B. P.R. S.B.J

— TRADITIONAL

— BASIC

TABLE NO.56

t test and significance of difference between the basic and traditional school children.

Test	t	P
1. Running 75 yards (Speed)	13.03	< .001
2. Jump and Reach (Agility)	10.97	< .001
3. Pull Up (Arm - strength)	5.479	< .001
4. Standing Broad Jump (Leg - strength etc.)	9.61	< .001
5. Potato Race (Endurance)	5.95	< .001
6. Netting the Tennis Ball (Accuracy)	5.4	< .001

The mean scores on the Physical Achievement Tests consistently show that basic school children are superior to the traditional

school children so far as the abilities viz. speed, agility, arm-strength, leg-strength, endurance and accuracy are concerned. Moreover, Table No.56 shows that the difference is highly significant with respect to all these abilities.

It may, therefore, be concluded from the above results that so far as the above mentioned abilities are concerned, the basic school children were found to be superior to the traditional school children.

SOCIAL ADJUSTMENT INVENTORY

TABLE NO.57

Mean scores on Social Adjustment Inventory and the difference between the means of the basic and traditional school children.

Test	Basic	Traditional	Difference
Social Adjustment Inventory	166.7	148.5	18.2

TABLE NO.58

t-test and significance of difference between the basic and traditional school children.

Test	t	P
Adjustment Inventory	6.58	< .001

Mean scores on the Social Adjustment Inventory show that the basic school children are socially more adjusted than the traditional school children. Moreover, Table No.58 shows that the differemee is highly significant with respect to social adjustment.

It may, therefore, be concluded from the above results so far as the social adjustment is concerned, the basic school children were found to be superior to the traditional school children.

TABLE NO.59

Mean scores on the Minnesota Manual Dexterity test and the difference between the means of the basic and traditional school children.

Test	Basic	Traditional	Difference
1.Placing	236.38	242.85	06.47@
2.Turning	190.17	203.83	13.66@

(@ lesser the time taken, better is the group)

TABLE NO. 60

t-test and significanee of difference between the basic and traditional school children

Test	t	P
1. Placing	5.17	< .001
2. Turning	9.81	< .001

Mean scores on the Minnesota Manual Dexterity Test show that the basic school children take less time on ' Placing and Turning ' than the traditional school children and hence the former are superior to the latter. Moreover, Table No.60 shows that the difference is highly significant with respect to ' Placing and Turning.'

It may, therefore, be concluded from the above results that so far as manual dexterity is concerned, the basic school children were found to be superior to the traditional school children.

Suggestions :

Basic education is the accepted pattern of education in the country at the elementary stage. The concept of Basic education is probably now clear to all the workers in the field. Much has been said and discussed very recently at the seminars and workshops organised by NIBE, New Delhi, in connection with some misunderstandings about Basic education, orientation of elementary schools towards basic pattern, improving quality of basic schools, organising urban basic schools, expansion and improvement of Basic education and evaluation in basic schools etc. Hence instead of dilating upon these much discussed items, I would put forth only two important suggestions from my findings.

1. Trained Personnel :

It is clear from the results that the Basic education has its beneficial impact on character and personality, physical abilities, social adjustment and manual dexterity. The traditional school children are, however, found superior to basic school children in language, social studies and general science. Moreover,

the mean difference in arithmetic is also insignificant. This shows that the teaching in basic schools seems to be rather poor. It may, therefore, be suggested that graduate teachers trained in the G.B.T. Colleges should be given fair chance to work in the senior basic schools in order to bring comparable results in all the academic subjects.

2. ACTION RESEARCH :

Once the basic schools have trained personnel, there is every scope of research in the class room. The type of research that has been carried out here has its own limitations. The professional investigator like myself cannot study individual problems in any strict sense. Secondly, the generalization may not be easily incorporated into the system. Hence what is urgent and necessary is ' Action Research ' by the practitioners in the field of Basic education. There is much difference between traditional research and action research. This will be clear by the following definition given by Dr.Stephen M.Corey who is an expert in the

field of action research and its methodology.

" Action research in education is research undertaken by practitioners in order that they may improve their practices. The people who actually teach children, supervise teachers, or administer school systems attempt to solve their practical problems by using the methods of science. They accumulate the evidence to define their problems more sharply. They draw on all of the experience available to them for action hypotheses that give promise of enabling them to ameliorate or eliminate the difficulties of their day-to-day work. They test out these promising procedures on the job and accumulate evidence of their effectiveness. They try to generalize as carefully as possible in order that their research may contribute to the solution of future problems or to the elimination of future difficulties.

One of the psychological values of action research is that the people who must, by the very nature of their professional responsibilities improve their practices are the ones who are engaged in the research to learn what represents improvement... They themselves try out new and seemingly more promising ways of teaching or supervising or administering, and they study the consequences.." (1)

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1. Stephen M.Corey: Action Research To Improve School Practices, Teachers' College, Columbia University, New York,1953.p.141.

In order to improve the practices in Basic education, it is suggested that the trained personnel should be oriented in the procedure and techniques of ' Action Research. '