(CHAPTER-V)

SUMMARY AND CONCLUSION

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5.1   **INTRODUCTION**

As   the   21st   century   is   approaching   fast,   concern   for improving   quality   of   education   at   primary   stage   as   well   as universalisation   of   primary   education   is   attracting   attention   of educationists.   National   Policy   Education1986   recommended   that minimum   levels   of   learning   should   be   laid   down   for   the   primary stage   and   also   steps   should   he   undertaken   to   ensure   that   students achieve   these   levels.   The   same   recommendations   were   re-emphasised in   the   Programme   of   Action   1992.

To   attain   this   objective   a   committee   was   formed   to   lay down   minimum   levels   of   learning   at   the   primary   stage.   The committee   submitted   its   report   in   which   M.L.L.   for   classes   I   to   V in   language,   maths   and   environmental   studies   were   laid   down.   The minimum   levels   for   each   subject   were   stated   in   terms   of competencies.   These   specified   levels   of   learning   set   a   standard   which all   students   should   achieve   at   the   end   of   each   grade.   This   would l(•ad   to   improvement   in   quality   of   primary   education.

In   the   present   context   there   has   always   been   a   gap b1itween   what   majority   of   learners   achieve   and   what   is   expected from   them   to   achieve.   This   is   more   significant   in   the   rural   as   wel :ii;   slum   areas   .   Despite   of   large   inputs   in   terms   of   money,   time al1ld   efforts   neither   the   level   of   achievement   has   increased   nor achievement   gaps   amongst   the   children   have   been   paved.

These levels of achievement and achievement gaps vary from school to school due to school climate. Other factors like ,gender, parental education, parental occupation, exposure to scientific advancement etc.also contributes to these gaps. Hence the educational opportunity in terms of infrastructural facilities alone is not good enough to improve the quality education, it is also important that standards of learning should be laid down which must he ensured to be achieved by all the learners.

Before laying down the minimum levels of learning and trjing to ensure that they are achieved, it is necessary that the existing levels or achievement should to known to the teachers. This may give the 'starting point' to achieve the goals.

Keeping lhe above concern in view the foilowing topic was taken for our study :

" 'fo study the levels of achievement of Sth grade students of tribal and non-tribal areas in some selected competencies of environmental studies"

5.2 RESEARCH METHODOLOGY

EM OBJECTIVES

Following were the objectives of the study:

l. To study the level of achievement of V grade studen.s in some selected competencies in environ nental studies.

2. To stud ' the levels of achievement of the students l om tribal and non-tribal areas.

3. To study the levels of achievement of male and female students.

4. To study the effect of parentel) education on the levels of achievement.

5. To study the effect of parental occupation on the levels or achievement.

6. To study the effect to family size on the levels of achievement.

■ SAMPLE

Sample of 206 students was taken on stratified random sampling basis. 104 students were from 7 primary schools of tribal district Shandol, block Kotma and 102 students were from 5 schools of non-tribal area i.e. Bhopal city. Schools and the stud,·nts were selected on random sampling basis.

100 boys and 106 girls were included in the sample.

■ TOOLS

A self constructed achievem,!nt test was admini,tered to access the levels of achievement of V grade students.

The lest contained 24 questions of one mark each. All the question were ohjective type and were based on the competencies of e'''ironmental studies. These four competencies were f'om science area. The competencies were suggc!st by a committee set up by the Ministry of Human Resource Development,

Govt. of India, in their report "Minimum Levels of learning al Primary stage."

A set of six questions were framed from each competency for evaluation. Proper technique was followed in construction of the achievement test. Information about parental occupation, parental education and family size was obtained from the students along with the achievement test.

■ DELIMITATIONS

The study was subjected lo the following deliminations:

I. The study was conducted in the coal mines area of Kotma block of Shahdol district.

2. The study was conducted on V grade students only.

3. Objective type questions were formed only on the competenlcie!. related to environmental studies in science.

■ HYPOTHESES

The study was based on the following hypothese :

Hol There is no significant difference in the levels of achivement of the pupils on the basis of gender.

Ho2 There is no signifacant difference in the levels

of achievement of the pupils of tribal and non-tribal areas.

Ho3   Parental occupation does not effect the levels of achie,•ement of the pupils.

Ho4   Parental education does not effect the levels of achievement of the pupils.

Ho5   Family size has no effect on Pupils achievement.

5.3   CONCLUSIONS

The expected out come of minimum levels of learning is that 80% Pupil should acquire 80% mastery level over the conte t.

In this present study the analysis of data revealed thti following facts:

A.   TOTAL SAMPLE

I.   In the sample of 206 pupils only 12.62%attained 80% mastery level over the content.

2.   32.55% could attain between 60% and 79% of the mastery level.

3.   Maximum Percentage (43.20%) was of those students who could attain between (40%-59%).

4.   A small Percentage of students attained zero

mastery level in different competencies i.e. competency 7 (0.97%), competency 8 (2.43%), competency 9 (1.94%) and competency10 (3.88%).

5. In the existing situation, mean score of the pupils was 58.63% with standard deviation 3.67 and co-em ∴ ·· of variation 26.08

6. Highest mean score (70.33%) was in competency 8 and lowest mean score (50.33%) was in competency 10.

B. GENDER-WISE ANALYSIS.

1. Boys scored better than the girls.

2. 19% Boys and 6.6% girls could attain 80% level.

3. 38% boys and 27.36% girls were between (60% to 79%) of level.

4. 9% boys and 14.15% girls got less than 40% score in the aggrigate.

5. The percutage of boys was more than the girls whose mastery level was zero.

6. Mean score of male population was 61.88% Where as the girls' mean score was 55.54%.

7. Standard Deviation for boys (3.77%) and for girls (3.36) were nearly equal.

8. Co-eff. of variation for male and female Population was also nearly equal ᵧɪᵤ. (25.39 and 25.66).

9. Critical ratio for the mean scores of these two groups was 3.00 with d.f. 204.

There was significant difference in the mean scores of boys and girls. The hypothesis :

"There is no significant difference in the levels of achievement on the basis of gender" was rejected at 0.01 level of confidence.

C. AREA WISE ANALYSIS.

104 pupils were selected from tribal area and 102 were selected from non-tribal area. Following are the results of analysis of the data:

I. The performance at pupils from tribal area was better than those from non-tribal area.

2. 23.08% Pupil from tribal area and only 1.96% from non tribal area could attain. 80o/c mastery level.

3. 36.54% tribal area pupils and 28.43% non-tribQI area pupils attained the mastery level between (60% and 79%).

4. Highest 54.90% 1lupil from non-trihal area

scored between 40% and 59%.

5. In each competency a small % of students from non-tribal area scored zero % marks viz. competency 7 (1.96%), competency 8 (1.96%), _competency 9 (3.92%) and competency 10 (6.86%.)

6. The mean score of the pupils from tribal area was 64.29% with S.D. 3.71 and C.V. 24.04.

7. Mean score of the tribal pupils in competency 8 was 76.83% which was highest amongst all the competencies.

8. The mean score of the pupils from 11on-tribal area was 52.83% with S.D. 3.07 and C.V.24.21

9. Mean score of non-tribal pupils in competency 8 was 63.83%. which was highest, though it was less than that of tribal pupils.

10. For determining the significance of difference in the mean scores of tribal and non tribal pupils, value of critical ration was determined . It was 5.80. This indicated that the hypothesh. :

" There is no significant difference in the level of achievement of the pupils from tribal and non-tribel areas" was rejected at 0.01 level of confidence.

D. PARENTAL OCCUPATION-WISE ANALYSIS

1. Pupils, whose parental occupation was service scored 59.26% in average.

2. Pupils whose parents were in bussiness could score better (61.5%) in average.

3. Pupils whose parents were in other occupations got only 54.79% in average.

4. Mean scores of the pupils from tribal area whose parents were in different occupations were better (service-14.85, Bussiness-15.61, other occupations 16.28) Than the Pupils from non-tribal area (service-13.72, Bussiness-13.00, other occupation-I 0.45)

5. For accessing the significant difference in the mean scores of the Pupils whose Parents were either in service, business or in other occupation, 'F' value was calculated .It was 2.67 which was less than the required Yalue for significant difference at 0.01 level of confidence

Hence the hypothesis

" Parental occupation does not effect the level of achievement of the Pupils"

was accepted at 0.01 level of confidence.

E.   PARENTAL EDUCAITON-WISE ANALYSIS

1. Parental education of 60 pupils was either upto primary level or they were illiterate. Mean score of these pupils was 55.34% with S.D. 4.22.

2. 102 Pupils were with parental education upto higher secondary school level. Their mean score was 57.15% with S.D. 3.35

3. Rest of the pupils with other parental occupation obtained 66.48% mean score with S.D. 2.86

4. Pupils from tribal area with different parental education performed batter than those of non-tribal area.

5. Mean scores of pupils were in accordance with the increasing level of parental education. This was true for the pupils from tribal aswell as from non-tribal area.

6. F value for the mean scores of the pupils whose parental education was different, was 8.16 which was much greater than the required value at 0,01 level of confidence Hence the hypothesis

"Parental education does not effect the the level of achievement of the Pupils" is rejected at 0.01 level of confidence.

F.   FAMILY SIZE-WISE ANALYSIS

1.   Mean score of the pupils with family size 4 was 55.70% in which pupils from tribal area scored 60.67% and pupils from non tribal area scored only 51.25%

2.   For the Pupils of family size 6, mean -core was 61.23%. In this group tribal area pupils' score was highest (65.88o/c) and non-tribal area pupils score was 56.17%.

3.   For the pupils of family size 8, mean -core was 54.73%. In this group pupils from tribal area scored better (62.50%) where as other group could score only 54.75% .

4.   Pupils, whose family size was more than 8 members, scored 59.84%. Here the tribal area pupils scored 64.25% and other group scored 51.04%.

5.   F value for different groups was 2.51 which was less than the required value for significant difference. Hence the hypothesis

"Family size has no effect on Pupils achivement" was accepted   at 0.01 level of confidence.

5.5   SUMMARY

Explosion of knowledge in the field of science and technology has compelled the educationsts and policy makers to think seriously about universalisation of primary education as well as quality education at this level.

NPE1986 and afterwards POA 1992 had emphatically stressed the need of minimum levels of learning at primary stage in Language. Maths and Environmental Studies for achieving the goal of quality education.

All the educationists feel and realise that as a matter of fact there is always a gap between what majority of learners achieve at the end of academic session and what is expected of them to achieve. This is more significant in rural and slum areas.

Many factors contribute to these levels of achievement and achievement gaps some of them are school climate, exposure to the modern scientific and technological development. socio-economic status of the family and many more.

Before laying down the minimum levels of learning and trying to ensure that they are actualy achieved, it is necessary to ensure the existing levels of achievement of the pupils at primary stage and to access what are the main hinderances in this field.

Taking the above points into considenctions the present problem was taken for study.

In the present study Kotma block of Shahdol district,

which is a tribal district was selected. Along with this area one non tribal area was also included in the study. This non tribal area was Bhopal city.

A sample of 206 pupils was selected on stratified random sampling basis, 104 pupils were selected from tribal area & 102 were from non tribal area. 100 boys and 106 girls from 12 sch₁>0ls were included in the sample.

Effect of three components i.e.

1. Parental Occupation,

2. Parental Education and

3. Family size

on the achievement levels of the pupils was ac,·essed.

A self constructed achievemtmt test was adninistered on the sample population and the raw scores were tabulated and analysed.

12.6B''c pupils could achieve 80% mastery level. 45.17% scored more than 60% marks

Average score was 58.63%.

Boys scored better than girls. There was significant difference in the mean scores of boys and girls at 0.01 level of confidence

23.0$'0 students from tribal area and only 1.96% from non-tribal area attained 80% mastery level. 59.62% pupil of tribal area scored more than 60% marks where as 30.39% from non-tribal area could achieve the level of 60%.

Average score of students from tribal area was 64.29% and

that of non tribal area pupils was 52.83%.

There was significant difference in the mean score of tribal and non tribal pupils at 0.01 level of confidence.

There was no significant difference in the mean score of pupils whose parents were either in service, bussiness or in other occupation.

There was significant difference in the mean ::cores of pupils with different parental-education background.

5.5   SCOPE FOR FURTHER STUDIES

Some of the suggested topics are given below nn which further studies could be conducted :

I.   To study the level of achievement of V grade students in Mathematics.

2.   To study the co-relation between socio-economic status of the parents and the academic achievement of pupils at primary grade.

3.   To study the effect of school climate on the minimum level of learning of the students.

4.   To study the teacher's personality and its effect on academic achievement of the pupils.

5.   To study the level of achievement of tribal and non-tribal pupils with reference to minimum levels of learning