

## **Chapter – V: Summary, Findings and Suggestions**

## **Chapter 5: Summary, Findings and Suggestions**

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### **5.1 Introduction**

The present study was designed to investigate the “Role of Migration program on the academic performance of students of Jawahar Navodaya Vidyalayas” This chapter presents the summary of the research, major findings, and conclusions drawn based on the analysis conducted in Chapter IV. The chapter also includes suggestions based on research outcomes to support academic improvement among migrated students in JNVs.

### **5.2 Justification of the Study**

Migration in the Jawahar Navodaya Vidyalaya system is a unique initiative that encourages national integration by exposing students to diverse cultural, linguistic, and social environments. While the policy aims at enriching students holistically, it may also introduce academic and psychological challenges during the adaptation period.

This study becomes essential because:

- It assesses whether migration impacts students' academic achievement positively or negatively.
- It evaluates how academic outcomes vary between migrated and non-migrated students, and also examines gender-based differences within the migrated group.
- The findings contribute to policymaking regarding support systems for migrated students, ensuring that academic standards are upheld while fulfilling the goals of integration and equity.

In today's education system, ensuring equal academic opportunities and performance outcomes for all students, irrespective of their background or mobility, is crucial. This study addresses the real academic experiences of students who migrate under the JNV scheme, thereby filling a gap in the educational research concerning this unique feature of the Navodaya system.

### **5.3 Statement of the Problem**

The statement of the problem was formulated as: **"Role of Migration Program on the Academic Performance of Students of Jawahar Navodaya Vidyalaya"**

## **5.4 Objectives of the Study**

The study was conducted with the following objectives:

- 1) To compare the academic performance of JNV students before and after their participation in the migration program.
- 2) To compare the academic outcomes between migrants and non-migrants students.
- 3) To compare the academic performance between migrated boys and migrated girls after participating in the migration program.

## **5.5 Hypotheses of the Study**

Based on the objectives, the following null hypotheses were formulated:

1.  $H_{0,1}$ : There is no significant difference in the academic performance of JNV students before and after their participation in the migration program.
2.  $H_{0,2}$ : There is no significant difference in the academic outcomes between migrants and non-migrants students.
3.  $H_{0,3}$ : There is no significant difference in the academic performance of migrated boys and migrated girls after participating in the migration program.

## **5.6 Sample**

The sample for the study consisted of 160 students from different Jawahar Navodaya Vidyalayas (JNVs).

- 80 migrated students (participated in the JNV migration program)
- 80 non-migrated students (did not participate in the migration program)

For gender-based analysis:

- A subset of 60 migrated students (30 boys and 30 girls) was considered to evaluate gender differences in academic performance.

The data was collected through official academic records (Class VIII and Class IX scores), which served as the basis for comparing performance across groups.

## **5.7 Variables**

In the present study, the variables were defined as follows:

### **1. Independent Variables:**

- Migration Status: Whether the student participated in the migration program (migrated vs. non-migrated)
- Gender: Male vs. Female students

### **2. Dependent Variable:**

- Academic Performance: Measured through official academic scores of Class VIII and Class IX, obtained from school records.

## **5.8 Data Collection Method**

Since the study focused on analyzing the impact of the JNV migration program on students' academic performance, no self-developed tool was used. Instead, secondary data was collected in the form of official academic records from the schools.

- **For Objective 1:** academic records of migrated students' Class VIII and Class IX results were used to assess pre- and post-migration academic performance.
- **For Objective 2:** a comparative analysis was conducted using Class IX academic scores of 80 migrated students and 80 non-migrated students.
- **For Objective 3:** academic performance data of 30 migrated boys and 30 migrated girls was analyzed to identify any gender-based differences.

All the data was collected with permission from the respective schools and was analyzed using appropriate statistical methods such as comparative mean analysis, Z-test, and T-test, depending on the nature of the objective.

## **5.9 Summary of Findings**

- 4) **Objective 1:** To compare the academic performance of JNV students before and after their participation in the migration program.

The analysis of pre- and post-migration academic results of students revealed a noticeable variation in performance. While a portion of the migrated students demonstrated improvement in their scores after migration, a considerable number experienced a slight decline. The overall pattern suggests that migration influenced academic achievement in different ways for different students. Factors such as adjustment to a new environment, language barriers, and cultural shifts may have contributed to these variations.

- **Objective 2:** To compare the academic outcomes between migrants and non-migrants students.

Using statistical analysis (Z-test), a no significant difference was found between students academic scores of migrated and non-migrated students. While non-migrated students had a marginally higher mean score, the small difference suggests that migration, in itself, does not result in a measurable academic change. Overall, both groups performed similarly in their academic outcomes, reinforcing the idea that migration neither significantly hampers nor enhances academic achievement at the group level.

- 5) **Objective 3:** To compare the academic performance between migrated boys and migrated girls after participating in the migration program.

The T-test analysis showed no significant difference in the academic achievement of migrated boys and girls. Both groups performed similarly, indicating that gender did not play a major role in how students adjusted academically after migration.

## 5.10 Conclusion

The study reveals that migration under the Jawahar Navodaya Vidyalaya (JNV) scheme has a varied impact on students' academic performance. While some students demonstrated improved academic outcomes due to exposure to new learning environments and enhanced resilience, others experienced a decline, likely due to initial adjustment challenges such as linguistic barriers, emotional stress, and unfamiliar academic settings. The comparison between migrated and non-migrated students showed no statistically significant difference in academic performance, indicating that migration does not inherently disadvantage students academically in the long term.

Moreover, gender was not found to be a significant factor in academic adaptation, suggesting that both boys and girls responded similarly to the academic demands post-migration. These findings highlight the need for structured support systems such as bridge courses, language reinforcement programs, and emotional counseling to help students transition smoothly and maximize the educational benefits of the migration initiative. Overall, the JNV migration scheme holds strong potential for promoting national integration and personal growth, provided that academic support is systematically integrated into the process.

## **5.11 Recommendations for Future Research**

- **Longitudinal Studies on Migration Impact-** Future research can adopt longitudinal designs to track the long-term academic performance and emotional adjustment of migrated students over several academic years.
- **Qualitative Exploration of Student Experiences-** In-depth interviews and focus group discussions can be conducted with migrated students to explore their lived experiences, challenges, coping mechanisms, and support needs beyond quantitative measures.
- **Comparative Analysis Across Zones-** Research comparing the academic impact of migration across different JNV regions (e.g., Bhopal, Chandigarh, Hyderabad, Jaipur, Lucknow, Patna and Pune) may reveal zone-specific trends and cultural factors influencing adaptation.
- **Inclusion of Socio-Emotional Factors-** Future research should consider integrating socio-emotional indicators such as stress, homesickness, self-esteem, and peer relationships in evaluating the migration experience.
- **Gender-Sensitive Research-** More focused research on how migration differently impacts boys and girls in terms of academic performance, psychological well-being, and social integration could deepen the gender-based understanding.
- **Teacher Perceptions and Institutional Readiness-** Examining how teachers perceive and address the needs of migrated students can provide insights into institutional preparedness and areas for professional development.