DISCUSSION
AND CONCLUSIONS
This section of the thesis deals with discussion and conclusions of the results given in chapter IV.

The questionnaire used in this study included fifty eight statements as problems of primary school education. All the statements were grouped into four categories viz., (A) Physical facilities; (B) Socio-economic, Motivational and Recreational activities; (C) Materials and Methods of Instruction and (D) Teaching staff, Administrative aspects and Examination system.

These fifty eight statements were then divided into three groups based on the intensity of perception by parents. The three groups were: (i) statements perceived by more than fifty percent of parents, these were considered to be intense problems, (ii) statements perceived by twenty five to fifty percent of parents, these were considered as moderate problems, and (iii) statements perceived by less than twenty five percent of parents, these were considered as minor problems.

The analysis of results in the previous chapter shows that out of total fifty eight statements of problems of primary education, nineteen were considered as intense problems as these were perceived by more than fifty percent of parents. These problems in the order of their intensity of perception were:

Examination system concentrates on memory only; Teaching methods are traditional; No canteen facility in the school; Audio-visual aids are not used in the teaching process; Students are not taken for picnics; Writing material is
expensive; Students need tuitions; Students are afraid of their teachers; No day­
boarding facility in the school; Guidance and counseling facility is not 
available; Sports material is not provided in the school; There is no library in 
the school; Providing school uniform is beyond reach; Lot of physical 
punishment is given in the school; Co-curricular activities are not held in the 
school; Parent-teacher meetings are not organised; Teacher-student ratio is 
more than 1:25; Text books are expensive; and No competitions are organised 
in the school.

Among the four categories of problems of primary education , problems 
related to 'Socio-economic, Motivational and Recreational activities' were 
considered as intense problems as fifty three percent of problems of this 
category were perceived by more than fifty percent of parents.

Socio-economic problems have been reported as among the major 
factors causing wastage and stagnation and non-enrollment in primary schools 
in other related studies as well. As reported in the chapter 'Review of Related 
Literature' Sharma and Sapra (1969) studied the problem of wastage and 
stagnation and analysed its causes. They reported the socio-economic problems 
to be the main causes of wastage and stagnation. R.C. Das (1970) studied 
problems of wastage and stagnation at the primary level and he also reported 
that socio-economic causes were more responsible for stagnation. M.D.Hussain 
(1978) reported that socio-economic factors, along with other factors, 
influenced the programme of universal provision, universal enrollment and
universal retention. K.G. Devi (1983) also reported that socio-economic causes were the most important causes of dropout in primary schools. Naike (1990) analysed the effects of socio-economic factors, among other factors, on Nigeria’s UPE program. It was revealed that economic, cultural and religious factors acted as powerful barriers to the goals of Nigerian Government.

On an average, each parent perceived twenty one statements as problems of primary school education, which they were facing in the way of providing proper primary education to their children. However the nature of problems perceived by them differed in all the four cases viz., among parents of Public and Government primary school children, parents having children of different sexes in primary schools, parents with different income and education levels.

The hypotheses-wise conclusions drawn from the present research were:

1. The analysis of relevant data regarding the first hypothesis that, "Parents of Public and Government primary school children will perceive the problems of primary school education differently." led to the conclusion that there was an overall significant difference in the perception of problems by parents of Public school children and parents of Government school children.

Out of total fifty eight statements of problems of primary education in the questionnaire, parents of Public school children perceived more, the following statements as significant: school is far from residence; class-rooms are not ventilated; there is poor light arrangement in the class-rooms; clean drinking water is not provided; school charges are beyond capacity; text books
are expensive; school transport is expensive; toppers are not encouraged; text books are not easily available; there are printing errors in the text-books; curriculum is heavy; home work takes too much time; separate teacher is not provided for each class; male teachers are also there; teachers are not well trained; teachers use guide books; same teachers don't continue for a full academic year; school timings are not suitable; teacher-student ratio is more than 1:25; no regular evaluation.

Whereas parents of Government primary school children perceived more the following statements as significant: seating arrangement is inadequate; no electricity facility in the school, fans are not provided in the school; sports material is not provided in the school; there is no library in the school; no day boarding facility in the school; no canteen facility in the school; writing material is expensive; providing school uniform is beyond reach; co-curricular activities are not held; no competitions are organised in the school; students are not taken for picnics; students are afraid of their teachers; guidance and counseling facility is not available; lot of physical punishment is there in the school; teachers pay attention only to a few students; audio-visual aids are not used in the teaching process; subjects of study are not related to real life; teaching methods are traditional; home-work is not checked regularly; lessons are not taught thoroughly; students need tuitions; parents are not informed about the performance of their children; parent-teacher meetings are not held; students are not encouraged to participate in class activities; examination
The results revealed that the parents of Public school children were not satisfied with the teaching staff, as is evident from the findings that more number of these respondents have perceived that 'separate teacher is not provided for each class' and that 'same teachers don't continue for a full academic year'. It might be because the teachers in these schools are not paid reasonably as compared to Government primary school teachers. They often leave the school any time during an academic year and because of this, till a new teacher is appointed, the students have to suffer as most often the other teachers in the school combine the classes though for a temporary phase. Compared to parents of Government primary school children, more number of parents of Public school children perceived that, 'teachers are not well trained' and also that 'teachers use guide books.'

The above results thus point out that parents of Public school children perceived maximum number of problems regarding the 'Teaching staff, Administrative aspects and Examination system', whereas parents of Government primary school children perceived more number of problems regarding 'Socio-economic, Motivational and Recreational activities'. Parents of Government school children perceived equal number of problems regarding 'Physical facilities' in the school and that of 'Teaching staff, Administrative aspects and Examination system'.

system does not encourage competition; examination system concentrates on memory only.
aspects and Examination system' in the primary schools. In most of the Government primary schools there was inadequate infrastructure.

These findings thus showed that the first hypothesis was retained and accepted.

(2) The second hypothesis in the present study was, "Parents having children of different sexes in the primary school will perceive the problems of primary school education differently."

The result of the analysis of relevant data showed that sex of the ward had negligible influence on the perception of parents regarding the problems of primary school education of their wards. There were only nine statements out of fifty eight which were significantly influenced by the sex of the ward of the respondent parents.

This result shows that the new initiatives and strategies to achieve the goal of education have been able to reduce the gender disparities to some extent. Adequate incentives are given to the children of SC, ST and other backward sections in the form of uniforms and text-books; and the indigent families among SC/ST are given incentives to send their children, particularly girls, to school. Through mass media and also with the help of other agencies, the thinking of the parents has been influenced and they are realising the importance of education regardless of the sex of the child as is evident from the above findings. Thus, the second hypothesis was rejected on the basis of the above results.
The third hypothesis in the present study was "Parents with different levels of income will perceive the problems of primary school education differently."

The results of the analysis of relevant data shows that parents of high income level (i.e., above Rs.2500/- per month) perceived more the following problems as significant: school is far from residence; class-rooms are not ventilated; there is poor light arrangement in the class-rooms; text-books are expensive; school transport is expensive; toppers are not encouraged; sense of discipline is not inculcated; text-books are not easily available; curriculum is heavy; home-work takes too much time; separate teacher is not provided for each class; male teachers are also there; teachers are not well trained; teachers use guide books; same teachers don't continue for a full academic year.

Whereas parents having low income level (i.e. upto Rs. 2500/- per month) perceived more the following problems as significant: school building is small; seating arrangement is inadequate; lack of hygienic and sanitation facilities; no electricity facility in the school; fans are not provided in the school; there is no play ground in the school; sports material is not provided in the school; there is no library in the school; there is no day-boarding facility in the school; no canteen facility in the school; writing material is expensive; providing school uniform is beyond reach; co-curricular activities are not held in the school; no competitions are organised in the school; students are not taken for picnics; students are afraid of their teachers; guidance and counseling
facility is not available; lot of physical punishment is there in the school; audio-visual aids are not used in the teaching process; binding of the text-books is poor; poor quality of paper is used in the text-books; subjects of study are not related to daily life; teaching methods are traditional; home-work is not checked regularly; lessons are not taught thoroughly; students need tuitions; parents are not informed about the performance of their children; parent-teacher meetings are not held; teacher-student ratio is more than 1:25; examination system does not encourage competition; examination system concentrates on memory only.

The above result shows that compared to parents having high income level, parents having low income level have perceived more number of problems of primary education as significant. The result also points out that parents with low income perceived maximum number of problems regarding 'Physical-facilities' in the primary school, followed by the second problem-area in the questionnaire i.e., 'Socio-economic, Motivational and Recreational activities'; whereas, parents having high income level perceived more number of problems as significant regarding 'Teaching staff, Administrative aspects and Examination system' followed by 'Socio-economic, Motivational and Recreational activities' in the primary school. To conclude, it can be said, that, on the basis of the above findings the third hypothesis was also retained. Income and economic conditions of the family have been reported in many studies among the main causes of wastage and stagnation.
Sharma and Sapra (1969) reported economic backwardness as one of the factors for dropping out from the school. Das (1970) found that poverty and economic backwardness claimed the first place among forty causes that were found to be responsible for wastage at the primary stage. Barua (1971) also reported poverty of parents as one of the main causes of wastage. Government college of Jabalpur (1973) conducted a study to determine the incidence of wastage and stagnation at the primary level and found that poverty of parents is one of the main causes of wastage and stagnation. Hussain (1978) reported in the major findings of his study that, economic, social, environmental (home and school), geographical, religious, administrative and political factors influenced the programme of universal provision, universal enrolment and universal retention. Prasad and Sharma (1982) found that level of income and caste were important factors in wastage and stagnation. K.G. Devi (1983) reported that the four most important causes of dropouts in primary school according to the combined results, were poverty, frequent transfer, repeated failure and negligence of parents. Kashani (1983) found poverty of parents was one of the causes which impede compulsory primary education in the province of Isfahan. Krishnamurthy (1985) reported in his study that among problems envisaged by parents, teachers and community leaders causing non-enrolment, poverty of parents was an important factor. Dhongade (1986) also found that economic conditions of scheduled caste families was one of the important factors coming in the way of enrollment of scheduled caste and tribes.
The analysis of the relevant data regarding the fourth hypothesis, "Parents with different educational level will perceive the problems of primary school education differently," leads to the conclusion that compared to high literate parents of primary school children, low literate parents significantly perceived more number of problems of primary school education.

More number of high literate parents perceived the following problems as significant: school is far from residence, class-rooms are not ventilated; there is poor light arrangement in class-rooms; clean drinking water is not provided in the school; text-books are expensive; school transport is expensive; teachers abuse students; toppers are not encouraged; teachers are not sympathetic; text books are not easily available; there are printing errors in the text-books; curriculum is heavy; home work takes too much time; separate teacher is not provided for each class; male teachers are also there; teachers are not well trained; teachers use guide books; same teachers don't continue for a full academic year; school timings are not suitable; students are not encouraged to participate in class activities; teacher-student ratio is more than 1:25; no regular evaluation.

Whereas more number of low literate parents perceived the following problems as significant: school building is small; seating arrangement is inadequate; lack of hygienic and sanitation facilities; no electricity facility in the school; fans are not provided; there is no playground in the school, sports material is not provided; there is no library in the school; no day-boarding...
facility in the school; no canteen facility in the school; writing material is expensive; providing school uniform is beyond reach; co-curricular activities are not held; no competitions are organised in the school; students are not taken for picnics; students are afraid of their teachers; guidance and counseling facility is not available; lot of physical punishment is there in the school; audio-visual aids are not used while teaching; binding of the text-books is poor; subjects of study are not related to daily life; teaching methods are traditional; home-work is not checked regularly; lessons are not taught thoroughly; students need tuitions; parents are not informed about the performance of their children; parent-teacher meetings are not held; examination system does not encourage competitions; examination system concentrates on memory only.

The above result shows that high literate parents had the maximum number of problems in the area, 'Teaching staff, Administrative aspects and Examination system' followed by 'Socio-economic, Motivational and Recreational activities' in the existing primary education system whereas low literate parents had the maximum number of problems in the area, 'Physical facilities' followed by 'Socio-economic Motivational and Recreational activities', in the primary school. Thus, on the basis of above findings, the fourth hypothesis was also retained.

Illiteracy of parents as one of the main causes of wastage and stagnation has been reported in many studies. To mention a few, Das (1970) reported in his study that one of the main causes of wastage and stagnation was illiteracy
of parents. Prasad and Sharma (1982) also reported illiterates in the family is one of the significant factors in wastage and stagnation. Kashani (1983) found that, illiteracy of parents was one of the causes which impede compulsory primary education. Krishanamurthy (1985) reported in his study that among problems envisaged by teachers causing non-enrolment, illiteracy of parents is considered to be one of them. Dhongade (1986) found that lack of education of parents was one of the important factors coming in the way of enrollment of scheduled castes and scheduled tribes.

(5) Under the fifth hypothesis of the present study, it is assumed that, "Parents of Public and Government primary school children, parents having children of different sexes in the primary schools, parents with different income and educational levels, will differ in their attitude towards primary education."

The analysis of the relevant data reveals that there is a significant difference in the attitude of parents of children studying in Public and Government primary schools but sex of the primary school going children had no significant relationship with the attitude of their parents towards education.

However, different income and educational levels of the respondent parents had significant relationship with their attitude towards education. Thus, on the basis of the results, presented in chapter IV, vide Table 24 through 27, the fifth hypothesis was partially accepted.

(6) The sixth hypothesis in the present study that, "There will be a positive significant correlation between the parents' attitude towards education and their
perception of the problems of the primary school education” was rejected as there was no significant correlation between the total number of primary school problems perceived by parents and their attitude towards education.