FACTORS AND CHALLENGES OF PRIMARY SCHOOL STUDENTS: A STUDY UNDER RANGIA ELEMENTARY EDUCATION BLOCK

A POST GRADUATE DISSERTATION

FOR THE PARTIAL FULFILMENT OF THE POST GRADUATE DEGREEIN POLITICAL SCIENCE FOR THE PAPER MAPSCC404D UNDER THE DEPARTMENT OFPOLITICAL SCIENCE

Submitted by

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Examination Roll No: PS-24/03

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KUMAR BHASKAR VARMA SANSKRIT & ANCIENT STUDIES UNIVERSITY, NAMATI, NALBARI, ASSAM

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2026

DECLARATION

I **Miss SANGHITA MAHANTA**, studying Post Graduate 4th semester in Political Science bear Exam Roll No- PS-24/03 and Registration No 2407002 do hereby declare that the dissertation entitled " FACTORS AND CHALLENGES OF PRIMARY SCHOOL STUDENTS: A STUDY UNDER RANGIA ELEMENTARY EDUCATION BLOCK" submitted to the Kumar Bhaskar Varma Sanskrit and Ancient Studies University, Namati-781337, Nalbari, Assam for the 4th semester project paper **MAPSCC404D**, under the supervision of Dr. Madan Chandra Boro, Associate Professor& Head, Department of Political Science, Kumar Bhaskar Varma Sanskrit and Ancient Studies University.

I further declare that to the best of my knowledge the work reported herein does not form part of any other thesis or dissertation on the basis of which a degree or award was conferred on an earlier occasion of thesis of any other candidate.

The contains of the Dissertation is not done Plagiarism/AI Test as the facilities are not covered for Post Graduate Dissertation(s) in the Kumar Bhaskar Varma Sanskrit and Ancient Studies University, Nalbari.

Place: Namati, Nalbari (**Sanghita Mahanta**)

DEPARTMENT OF POLITICAL SCIENCE
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CERTIFICATE

This is to certify that this dissertation entitled " ***FACTORS AND CHALLENGES OF PRIMARY SCHOOL STUDENTS: A STUDY UNDER RANGIA ELEMENTARY EDUCATION BLOCK*** " is a bonafide work of **MISS SANGHITA MAHANTA** (Exam Roll No PS-24/03 and Registration No 2407002) who carried out the research work for MA 4th semester in Political Science project paper MAPSCC404D under my supervision. She has collected data herself and wrote all the report of the dissertation in first hand.

Further, certified that to be the best of my knowledge the work reported herein does not part of and was also not conferred on an earlier as dissertation or thesis to any other candidate of any institute. The Post Graduation Dissertation prepared and submitted for the paper MAPSCC404D may be accepted for internal and external evaluation on the basis of which it may be supplicated for award of Mater of Arts in Political Science.

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(**Sanghita Mahanta**)

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CHAPTER- I

INTRODUCTION

1.0 **Introduction**

Primary education is the foundation of a child's learning and development. At this stage children acquire skills i,e reading, writing, and understanding . Many primary school students' face various factors and challenges that affect their educational progress. These factors include socio-economic conditions, family background, school environment, availability of resources, and teachers support. In Rangia Elementary Education Block, students often experience difficulties such as poverty, lack of parental awareness, irregular attendance, and inadequate school facilities, shortage of teachers etc. These challenges not only influence their academic performance but also impact their motivation and interest in learning. Therefore, it is important to study and understand these factors and challenges in order to improve the quality of primary education and ensure better learning outcomes for students.

Primary education is not only about academic learning but also about the overall growth and development of children. At this primary stage, children develop important skills such as thinking ability, communication, social interaction, and moral values. A supportive and healthy learning environment plays a crucial role in shaping their future. However, many students, especially in rural areas, students do not get equal opportunities due to different kinds of barriers. Differences in family income, parents' education, and access to resources create inequality among students, which affects their confidence and performance in the school.

In the Block of Rangia Elementary Education , these issues become more significant due to local socio-economic conditions and infrastructural limitations. Many students come from economically weaker families, where education may not always be the first priority. Lack of proper facilities in schools, shortage of teachers, and limited learning materials further create obstacles in the teaching and learning process. Therefore, it becomes essential to study these factors and challenges in detail to understand the real situation of students and to suggest effective measures for improving the quality of primary education in this juricdiction.

1.1 **Statement of the Problem**

The problem of this study arises from the fact that many primary school students under the Rangia Elementary Education Block facing several difficulties that negatively affect their learning and academic development. Despite efforts to improve primary education, issues such as poor socio-economic conditions, lack of parental support, irregular attendance, inadequate school infrastructure, and limited teaching resources continue to exist. These factors create barriers to effective learning and reduce students' interest and participation in school activities. As a result, many students are unable to achieve expected learning outcomes at the primary level. Therefore, Pthere is a need to identify and analyze these factors and challenges in detail so that appropriate measures can be taken to improve the educational situation of primary school students in the study area.

Despite continuous efforts by the government and educational authorities to strengthen primary education, many students still face persistent difficulties that hinder their academic growth. In the Rangia Elementary Education Block, these problems are more visible due to local socio-economic and infrastructural conditions. A significant number of students come from economically weaker families where access to proper nutrition, study materials, and a supportive learning environment is limited. Moreover, low levels of parental education often result in inadequate guidance and encouragement at home. Schools also face challenges such as overcrowded classrooms, insufficient teaching-learning materials, and occasional shortage of trained teachers, which affect the quality of instruction. Additionally, issues like irregular attendance, lack of interest in studies, and involvement in household or economic activities further disrupt students' learning continuity. These combined factors create a gap between expected and actual learning outcomes at the primary level. Therefore, it becomes necessary to closely examine these problems in order to understand their root causes and to develop effective strategies that can improve the educational experiences and performance of primary school students in the study area.

1.2 **Meaning and Concept**

The title "Factors and Challenges of Primary School Students: A Study under Rangia Elementary Education Block" explains the main focus of the research.

The term “factors” refers to the different conditions or influences that affect the learning of primary school students, such as socio-economic background, parental support, school environment, teacher quality, and availability of educational resources. The term “challenges” means the difficulties or problems faced by students, including irregular attendance, lack of interest in studies, poor health, poverty, and inadequate school facilities. “Primary school students” refers to children studying at the elementary level of education. The phrase “Rangia Elementary Education Block” indicates the specific geographical area where the study is conducted. Thus, the title highlights an investigation into the various influencing factors and problems faced by primary school students within this particular area.

1.3 **Background of the Problem**

The background of the problem is rooted in the ongoing challenges faced by the primary education system, especially in rural and semi-urban areas like the Rangia Elementary Education Block. Although the government has introduced various programs and policies to improve access to education, many students still struggle due to socio-economic inequalities, lack of awareness among parents, and limited educational resources. Factors such as poverty, low literacy levels of parents, inadequate school infrastructure, and shortage of trained teachers continue to affect students’ learning conditions. Additionally, issues like irregular attendance, child labor, and lack of motivation further create obstacles in achieving quality education. These existing conditions highlight the need to closely examine the factors and challenges influencing primary school students in this area, which forms the basis of the present study.

1.4.0 **Nature and Scope of the Study**

1.4.1 **Nature of the Problem**: The present study is descriptive and analytical in nature. It aims to understand and examine the various factors and challenges faced by primary school students under the Rangia Elementary Education Block. The study focuses on real-life situations and conditions of students, including their socio-economic background, school environment, and learning difficulties. Both qualitative and quantitative approaches are used to collect and analyze data. Information is gathered through tools like questionnaires, interviews, and observation to get a clear and complete understanding of the problem.

1.4.2 **Scope of the Study**: The scope of the study is limited to selected primary schools under the Rangia Elementary Education Block. It mainly focuses on primary school students and the factors affecting their education, such as family background, school facilities, and teaching methods. The study also examines the challenges faced by students in their learning process. It includes the views of students, teachers, and parents to make the study more comprehensive. However, the study does not cover secondary or higher education levels and is confined only to the selected area and time period.

1.5 **Review of Literature**

1.5.1 **National Literature**

A study by Geeta Gandhi Kingdon (2017) on the status of school education in India highlighted that although access to primary education has improved, the quality of learning remains a serious issue. The study found that many students in primary schools has lack of basic reading and arithmetic skills. It also emphasized that teacher absenteeism, poor teaching methods, and lack of accountability are major factors affecting students' learning outcomes.

Another important report by National Council of Educational Research and Training (NCERT, 2021) through the National Achievement Survey revealed that a significant number of primary school students in India perform below expected learning levels. The report pointed out factors such as socio-economic background, lack of parental support, and inadequate school infrastructure as key challenges influencing student performance across the country.

A report by Annual Status of Education Report (2022) conducted by Pratham showed that learning gaps among primary school students have increased, especially after the COVID-19 pandemic. The study found that many children in rural areas struggle with basic reading and mathematics. It also highlighted challenges like digital divide, irregular attendance, and lack of proper learning support at home.

Singh and Singh (2012) conducted a study titled Factors Affecting Learning Outcomes at the Elementary School Level. The study examined various school and home-related factors influencing students' learning outcomes. The findings revealed that school facilities, teaching methods, classroom environment,

teacher behaviour, and parents' socio-economic status significantly affect students' academic achievement. The study emphasized the importance of improving both school conditions and home environments to enhance learning outcomes at the elementary level

Huisman, Rani, and Smits (2010) conducted a national-level study on School Characteristics, Socio-Economic Status and Culture as Determinants of Primary School Enrolment in India. The study revealed that socio-economic conditions of families play a major role in children's school participation. It also found that educational infrastructure and availability of teachers significantly influence enrolment and retention, particularly in rural areas.

Thapa and Sarkar (2019) in their study Universal Elementary Education in India: Barriers and Persistent Challenges explored the factors responsible for educational challenges and school dropout among children. The study found that poverty, low family income, poor living conditions, and lack of educational support contribute significantly to irregular attendance and dropout among elementary school students. The researchers highlighted the need for targeted interventions to ensure universal elementary education.

Choudhury, Joshi, and Kumar (2023) examined Regional and Socio-Economic Inequalities in Access to Pre-Primary Education in India. The study found that economic status, parental educational background, gender, and rural-urban differences significantly affect children's access to education. The researchers emphasized the importance of reducing socio-economic inequalities and ensuring equal educational opportunities for disadvantaged children.

1.5.2 **State Level Literature**

A study by Dulumoni Goswami (2020) on school education in Assam highlighted that although there has been improvement in enrolment due to government initiatives like SSA, the system still faces major challenges. The study found issues such as high dropout rates, lack of proper infrastructure, and imbalance in teacher distribution, which affect the quality of primary education.

Another study by Sumona Roy and Rasmi Rekha Saikia (2014) focused on early childhood and pre-primary education in Assam. The study revealed that the

foundation level of education lacks proper infrastructure and trained teachers. These weaknesses at the early stage create difficulties for children when they enter primary school.

A recent study by Pinak Pratim Das and Ritwik Mazumder (2024) examined primary schools in Assam and found that factors like school infrastructure, teacher quality, mid-day meals, and students' health significantly affect learning outcomes. It also pointed out that remoteness and poor accessibility negatively influence students' attendance and performance.

Research by Chumki Handique (2021) analyzed the progress of elementary education in Assam and found that although enrolment has increased over time, there are still gaps in quality, especially among different social groups. The study highlighted inequality in access to resources and differences in educational outcomes among students.

A study by Nizara Devi Adhikary and Minati Choudhury (2023) on primary school teachers in Assam revealed that teachers face several challenges such as lack of resources, workload, and inadequate facilities. These issues indirectly affect students' learning and create barriers in achieving effective classroom teaching.

Gogoi (2020) conducted a study titled A Study on the Existing Status and the Problems of Primary Education with Special Reference to Sivasagar District, Assam. The study examined the condition of primary education with reference to infrastructure facilities, teaching methods, medium of instruction, and co-curricular activities. The findings revealed that inadequate infrastructure, shortage of teaching-learning materials, lack of educational facilities, and socio-economic problems of families adversely affect students' educational development. The study emphasized that improving school facilities, strengthening teaching practices, and increasing community participation are essential for enhancing the quality of primary education in Assam.

Das and Mazumder (2024) conducted a study titled Technical Efficiency of Primary Schools and Its Non-Input Determinants: A Case Study in Assam, North-Eastern India. The study examined the factors influencing the performance of government-aided primary schools in Assam. The findings revealed that school

infrastructure, teacher contact hours, student attendance, and the overall learning environment significantly affect educational outcomes. The study further highlighted that inadequate facilities and poor attendance negatively influence students' academic achievement. The researchers emphasized the need for improving school infrastructure, strengthening teaching practices, and ensuring regular attendance to enhance the quality of primary education in Assam.

1.5.3 **Regional Literature**

A district-level study by Leena Bhagwati and Dhritiraj Sarma (2024) examined the educational status of Assam and found disparities among different districts in terms of infrastructure, teacher availability, and learning outcomes. The study emphasized that unequal distribution of resources and facilities creates challenges for primary school students, especially in rural and backward areas .

A study b Dhananjay Deka discussed primary school pupils face several kind of challenges such as lack of qualified teachers, problem of single teacher, lack of co-operation between teachers and parents,over crowding of students government school, poor infrastructural conditions,student unrest ,diffective curriculum. According to his study at present the schools infrastructural conditions are very poor this can't attract students to school for learning and also no setting arrangement for the students in school. There is no hygienic toilet in the school. His study also highlighted that there is no curriculum activity in primary school because lack of interests or have not been motivated through guidance and encouragement by the staff; they are burdened with too much homework. His study also found that primary schools pupils face inadequately use of teaching aids in class room, present time teachers are not trained sufficiently on how and when to use teaching aids in the time teaching learning situations.

A study conducted by Prof. Marami Goswami and Ronia Parbin found that primary school pupils face several academic challenges. Students often struggle with basic skills such as reading, writing, and mathematics. Learning difficulties, language barriers, lack of individual attention, and overcrowded classrooms contribute to poor academic performance. The study also highlighted psychological and emotional challenges. Children may experience anxiety, fear of examinations, low self-esteem, and emotional stress due to academic pressure or family problems. These issues affect

concentration, motivation, and classroom participation. In addition, socio-economic challenges such as poverty, child labour, lack of parental support, and poor living conditions significantly impact learning. Children from disadvantaged backgrounds often lack access to educational resources and proper guidance at home. Furthermore, inadequate infrastructure, a shortage of trained teachers, and traditional teaching methods create an unfriendly learning environment, reducing students' interest and engagement in education.

Boruah and Saikia conducted a study titled Influence of Socio-Economic Status on Classroom Achievement of Tiwa Students at Primary Level in Morigaon District of Assam. The study examined the relationship between socio-economic status and academic achievement among primary school students. The findings indicated that parental income, education, and occupation significantly affect students' classroom performance and educational achievement.

Bhagwati and Sarma (2024) conducted a study titled Relative Educational Status of Assam: A District Level Study. The study analysed educational performance across different districts of Assam using indicators such as infrastructure, teacher availability, and educational outcomes. The findings revealed considerable district-level variations in educational development, with infrastructure and teacher-related factors playing a crucial role in determining educational performance.

1.5.4 **Research Gap**

Although a number of studies have been conducted at international, national, and state levels on primary education, several gaps still exist in understanding the real problems faced by students at the local level. Most research has focused on general issues such as enrolment, learning outcomes, infrastructure, and socio-economic inequalities. These studies provide a broad overview but often fail to capture the specific conditions and challenges experienced by students in particular regions. In the context of Assam, some studies have discussed issues like dropout rates, lack of facilities, and teacher-related problems, but very few have explored these factors in a detailed and localized manner. Especially in areas like the Rangia Elementary Education Block, there is limited research that examines how family background, parental support, school environment, and economic conditions together influence students' learning. Moreover, the voices and experiences of

students, parents, and teachers are often not fully included in previous studies. Therefore, there is a need for a focused and in-depth study that investigates these factors and challenges within a specific area. This study aims to fill this gap by providing a detailed and context-based understanding of the issues affecting primary school students in the selected region.

1.6 **Delimitations of the Study**

The present study is delimited to the primary school students under the Rangia Elementary Education Block and does not cover other educational levels such as secondary or higher secondary education. It focuses only on selected schools within this block due to limitations of time, resources, and accessibility. The study mainly examines factors such as socio-economic background, school environment, and learning challenges of students, and does not include all possible variables affecting education. The respondents of the study are limited to students, teachers, and parents directly associated with the selected schools. The findings are based on the data collected during a specific period of time and may not reflect changes that occur later. Moreover, the study is confined to a particular geographical area, so the results may not be fully applicable to other regions with different social, cultural, or economic conditions. Thus, the study provides a focused understanding of the issues within the selected area rather than a general view of the entire education system.

1.7 **Rational of the Study**

Primary education plays a vital role in shaping the future of children and building the foundation for lifelong learning. However, despite various government initiatives and policies to improve access and quality of education, many primary school students continue to face several challenges that affect their academic progress. In areas like the Rangia Elementary Education Block, factors such as poverty, lack of parental awareness, inadequate school infrastructure, and limited teaching resources create obstacles in the learning process. These issues not only influence students' performance but also lead to low motivation, irregular attendance, and, in some cases, school dropout.

The rationale of this study lies in the need to understand these problems in a detailed and systematic manner at the local level. Most existing studies focus on broader

national or regional perspectives, often overlooking specific local realities. Therefore, this study aims to identify and analyze the key factors and challenges faced by primary school students in the selected area. The findings of the study will be helpful for teachers, parents, and policymakers to take appropriate steps to improve the quality of primary education and ensure better learning outcomes for students.

1.8 **Research Question**

The following research questions has taken for these present study.

1. What is the major challenge face by primary school students in Rangia elementary Education Block?
2. How do Socio economic factors such as family income, education and occupation affect students learning?
3. What measures can be taken to reduce the challenges face by students.

1.9 **Objective of the Study**

There are three main objectives of this study. They are-

1. To identify what are the major challenges face by primary school students under Rangia elementary education block.
2. To examine Socio economic factors such as poverty, family background and parental support affecting students education.
3. To suggest possible Measures and solutions to improve the quality of education.

1.10 **Research Methodology**

The present study adopts a descriptive survey method to examine the factors and challenges faced by primary school students under the Rangia Elementary Education Block. Both qualitative and quantitative approaches are used to obtain a comprehensive understanding of the problem. The study is conducted in selected primary schools, and the sample includes students, teachers, and parents chosen through a simple sampling technique. Data is collected from both primary and secondary sources. Primary data is gathered using tools such as questionnaires, interview schedules, and observation, while secondary data is collected from books, journals, reports, and official records. The collected data is carefully organized, classified, and analyzed using simple statistical methods like percentages and tables

to draw meaningful conclusions. This methodology helps in presenting a clear and systematic analysis of the factors and challenges affecting primary school students in the study area.

1.11 **Theory of the Study**

The present study is based on important educational and social theories that help to understand the factors and challenges faced by primary school students. One key theory is the Ecological Systems Theory given by Urie Bronfenbrenner, which explains that a child's development is influenced by different environments such as family, school, and society. This theory is useful to understand how home conditions, school atmosphere, and community factors affect students' learning.

Another important theory is the Social Learning Theory proposed by Albert Bandura, which states that children learn through observation, imitation, and interaction with others. This helps to explain how teachers, parents, and peers influence students' behavior and academic performance.

The study is also supported by the Constructivist Theory of learning by Jean Piaget, which emphasizes that children actively construct knowledge through their experiences and interactions. This theory highlights the importance of a supportive learning environment and proper teaching methods.Together, these theories provide a strong foundation to understand the different factors and challenges affecting primary school students in the study area.

1.12 **Data**

1.12.1 **Primary Data**: Primary data are collected directly from the field. In this study, primary data are gathered from primary school students, teachers, and parents under the Rangia Elementary Education Block through questionnaires, interviews, and observation. These data help to understand the real conditions, factors, and challenges faced by student.

1.12.2 **Secondary Data**: Secondary data are collected from already available sources such books, journals, government reports, research articles, and official records. These sources provide background information and support the findings of the study.

1.12.3 **Sample**: The sample of the study consists of selected primary school students, teachers, and parents from a few schools under the Rangia Elementary Education Block. A simple random or purposive sampling method is used to select the respondents.

1.13 Tools

In the present study, various tools are used to collect reliable and relevant data. A structured questionnaire is prepared for students, teachers, and parents to gather information about the factors and challenges affecting primary school students. An interview schedule is also used to obtain detailed responses and deeper understanding of the issues. Observation method is applied to study the school environment, classroom situation, and students' behavior directly. In addition, a Personal Data Sheet (PDS) is used to collect basic information about the respondents such as age, gender, class, and family background. These tools help in collecting both qualitative and quantitative data and ensure a comprehensive analysis of the study.

1.13.1 **Personal Data Sheet** (PDS): The Personal Data Sheet is used to collect basic information about the respondents such as age, gender, class, family background, parents' education, and occupation. It helps in understanding the socio-economic background of the students.

1.13.2 **Interview Schedule**: The interview schedule consists of a set of structured and semi-structured questions asked to students, teachers, and parents. It helps in collecting detailed information about the challenges and factors affecting students' education

1.13.3 **Tools of Analysis**: The collected data are analyzed using simple statistical methods such as percentage, tables, and charts. These tools help in organizing and interpreting the data in a clear and meaningful way.

1.14 **Procedure of data collection**: The study is conducted in a systematic way. First, the problem is identified and objectives are set. Then, relevant data are collected from selected schools using different tools. After collection, the data are organized, analyzed, and interpreted to draw conclusions and findings.

1.15 **Research Ethics**: The study follows proper research ethics. Permission is taken from school authorities before collecting data. The consent of respondents is ensured, and information is kept confidential. No false information is used, and the study is conducted honestly and without bias.

1.16 Chapter Design

Chapter I : Introduction

This chapter gives an overview of the study. It includes: Meaning of the title, Concepts of key Terms, Background of the study, Statement of the problem, Rational of the study, Research questions, Objectives of study, Delimitations of the study, Review of literature, research gap etc. This chapter helps the reader understand what the study is about and why it is important.

Chapter II : Conceptual and Theoretical Framework

This Chapter Includes Key concept of the study Such as poverty, parental support,teacher related factctors key Theories related to the study etc .

Chapter III: Profile of the Study Area

This chapter includes a brief profile of the Rangia Elementary Education Block, covering its geographical location, population, socio-economic conditions, educational facilities, and school environment. It helps to understand the background of the area and the conditions under which primary school students study and face various challenges.

Chapter IV : Challenges, Socio-Economic Factors, and Educational Improvement Measures

This chapter includes the analysis and interpretation of the data collected from students, teachers, and parents under the Rangia Elementary Education Block. The data are presented in a systematic form using tables, percentages, and simple charts for better understanding. It analyzes the major challenges faced by primary school students and examines the influence of socio-economic factors such as family background, poverty, and parental support on their education. The chapter also interprets the findings in relation to the objectives of the study, highlighting key

patterns and relationships. This helps to draw meaningful conclusions about the factors affecting students.

Chapter V: Findings, Suggestions and Conclusion

This chapter presents the major findings of the study based on the analysis of data collected from students, teachers, and parents under the Rangia Elementary Education Block. It highlights the key factors and challenges affecting primary school students, such as socio-economic conditions, school environment, and parental support. Based on these findings, practical suggestions are provided to improve students' learning conditions, including better school facilities, increased parental involvement, and supportive teaching methods. The chapter concludes by summarizing the overall results of the study and emphasizing the need for effective measures to enhance the quality of primary education and ensure better academic outcomes for students.

1.17 Time Schedule of Research Work

1st Month: Selection of topic, preparation of research proposal, and review of literature.

2nd Month: Development of tools (questionnaire, interview schedule) and data collection from the field.

3rd Month: Data analysis, interpretation, and preparation of final report with findings and conclusion.

4th Month: writing of chapters, final editing, proofreading, submission of the dissertation, and preparation for viva.

1.18 Conclusion

In conclusion, the study highlights that primary school students under the Rangia Elementary Education Block face various factors and challenges that affect their learning and overall development. Issues such as poverty, lack of parental support, inadequate school facilities, and irregular attendance play a significant role in shaping students' educational experiences. These challenges not only influence academic performance but also reduce students' interest and motivation toward education. The study emphasizes that improving the quality of primary education requires joint efforts from schools, families, and the community. Providing better infrastructure, ensuring supportive teaching methods, and increasing awareness

among parents can help overcome these problems. Thus, addressing these factors is essential for creating a positive learning environment and ensuring better educational outcomes for primary school student.

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CHAPATER-II

CONCEPTUAL AND THEORITICAL FRAMEWORK

2.1 Introduction

A conceptual framework is an essential part of any research study. It explains to a system of ideas, concepts, and relationships that helps the researcher to understand the main problems in a clear and organized way. It acts like a map or guide that shows how different factors are connected to each other in a study. It helps to identify the key variables, such as causes and effects, and explains how they influence one another. In educational research, a conceptual framework is especially useful because it allows the researcher to analyze different aspects of students' learning, such as family background, school environment, and socio-economic conditions.

This chapter also aims to present the theoretical framework by discussing relevant educational and social theories. These theories provide a deeper understanding of how children learn and how their environment affects their development. The inclusion of theories helps to connect the study with established knowledge and gives it a strong academic base. It also helps in interpreting the findings of the study in a more meaningful way.

2.2 Conceptual Framework of the Study

This study focuses on understanding the different factors and challenges faced by primary school students under Rangia Elementary Education Block. To make the study clear and meaningful, it is important to explain the key concepts that are directly related to students' learning and development. The major concepts in this study include poverty, parental support, school environment, teacher-related factors, student motivation, health and nutrition, and access to educational resources. These concepts are interconnected and play a significant role in shaping the educational experiences of primary school students.

2.2.1 Poverty

Poverty also may be called one of important factors which affect primary school students. It refers to a condition where families do not have enough income to meet their basic needs such as nutrious foods, seasonal clothing, proper shelter of studies. Children from poor families often face many difficulties in continuing their education. They may not have proper study materials like notebooks and also educational equipments. In some cases, they may also lack a quiet and comfortable place to study at home. (kumar and singh 2020)

Poverty also affects students' health and nutrition, which directly impacts their ability to learn. Malnourished children may feel tired, weak, and unable to concentrate in class. Although government has been supplying and helping these,like mid-day meal it is not nutritious and sufficient for the students.

2.2.2 Parental Support

Parental support plays a crucial role in a child's education. It refers to the involvement and encouragement provided by parents in their child's learning process. When parents take interest in their child's education, help in studies and motivate also, then children are more likely to perform better in school.

However, in many cases, especially in rural areas, parents may not be able to provide adequate support due to not highly educated and parents interest. Some parents may not understand the importance of education, which results in a lack of encouragement for children. (Goswami 2020) This lack of support can reduce students' interest in studies and affect their academic performance. Therefore, parental awareness and involvement are essential for improving students' learning outcomes.

2.2.3 School Environment

The school environment is another key factor which influence students' education. It includes the physical and emotional conditions of the school, such as infrastructure, classroom facilities, availability of teaching-learning materials, and the overall atmosphere of the school. A positive and supportive school environment helps students feel safe, comfortable and motivate to learn.(Amin 2021)

On the other hand, poor infrastructure, overcrowded classrooms, lack of proper seating arrangements, and insufficient teaching materials can create difficulties for students. Cleanliness, availability of drinking water, and proper sanitation facilities also play an important role in maintaining students' health and attendance (Gogoi 2020). A friendly and inclusive school environment encourages students to participate actively in learning activities and improves their academic performance.

2.2.4 Teacher-related Factors

Teachers are one of the most important elements in teaching learning process. Their teaching methods, attitude, and level of dedication greatly influence students' learning. Effective teachers use simple and engaging methods to explain concepts, which helps students understand lessons better. They also provide individual attention to weak students and encourage them to improve (Singh & Singh, 2012).

However, challenges such as shortage of teachers, lack of proper training, and heavy workload can affect the quality of teaching. In some cases, teachers may not be able to give enough time and attention to each student, especially in large classrooms. Therefore, improving teacher quality and providing proper training are essential for enhancing students' learning experiences. (Govinda, 2002)

2.2.5 School Infrastructure

Although trained teachers helps in teaching learning process of the students , physical facilities and learning environment may be affected in students motivation. Good infrastructure plays an important role in proving students' academic' performance, attendance, participation and overall development. Proper school infrastructure creates a safe healthy and comfortable environment for students and teachers. Poor classroom conditions, shortage of furniture, inadequate sanitation facilities may reduce students interest in education and increase absenteeism. Therefore school infrastructure is considerd an important factor influencing the quality of primary education. (Gogoi 2020)

2.2.6 Student Motivation

Student motivation refers to the interest and willingness of students to learn and participate in educational activities. Motivated students are more likely to attend

school regularly, complete their homework, and perform well in examinations. Motivation can come from various sources, including teachers, parents, and the learning environment. (Nambissan, 2009)

Lack of motivation is a common problem among primary school students, especially when they face difficulties in understanding lessons or do not receive proper support. Factors such as poverty, lack of encouragement, and poor teaching methods can reduce students' interest in studies. Therefore, it is important to create a positive and encouraging environment that motivates students to learn. The teachers can motivate among the students through attitude and gesture.(Jha & Jhingran ,2005)

2.2.7 Health and Nutrition

Health and nutrition are closely related to students' ability to learn. Healthy children are more active, attentive, and capable of participating in classroom activities. Proper nutrition is essential for physical and mental development, especially at the primary level (UNICEF,2019).

In many cases, children from poor families suffer from malnutrition, which affects their concentration and energy levels. Illness and poor health can also lead to absenteeism and poor academic performance.(UNESCO,2015) Government programs like mid-day meals aim to improve students' nutrition and encourage school attendance. Thus, ensuring good health and nutrition is important for effective learning.(Ministry of Education, 2020).

2.2.8 Access to Educational Resources

Access to educational resources refers to the availability of learning materials and facilities that support students' education. These include textbooks, notebooks, libraries, digital tools, and other teaching aids. Students who have access to these resources are better able to understand their lessons and complete their assignments (ASER Centre, 2023).

In rural and underdeveloped areas, there is often a lack of such resources, which creates a disadvantage for students. Limited access to digital technology and internet facilities further affects students' learning, especially in the modern education

system. Providing adequate resources is necessary to ensure equal learning opportunities for all students (Govinda & Bandyopadhy,2011).

2.2.9 Family Background

Family background includes factors such as parents' education, occupation, income level, and family structure. These factors have a strong influence on a child's education. Children from educated families are more likely to receive guidance and support in their studies. On the other hand, children from less educated or economically weaker families may face difficulties in continuing their education (Huisman, Rani,& Smits, 2010)

Family environment also affects students' behavior, attitude, and interest in learning. A supportive and stable family environment helps children to focus on their studies, while a stressful or unstable environment can create distractions and challenges (Thapa & Sarkar , 2019).

2.2.10 Conclusion of Key Concepts

All these key concepts are closely related and together influence the learning and development of primary school students. Poverty, parental support, school environment, teacher-related factors, motivation, health, access to resources, and family background all play a significant role in shaping students' educational experiences. Understanding these concepts helps to identify the root causes of the challenges faced by students and provides a clear direction for improving the quality of primary education. This study uses these concepts to analyze the factors affecting students under the Rangia Elementary Education Block and to suggest effective solutions for their better development

The present study examines the relationship between different variables that influence the learning and challenges of primary school students . These variables are mainly divided into three categories: independent variables, intervening variables, and dependent variables. Independent variables include socio-economic factors such as poverty, parental support, family background, school environment, teacher-related factors, health and nutrition, and access to educational resources. Intervening variables include student motivation, attendance, and interest in learning. The dependent variable is the outcome, which includes students' academic

performance and the challenges they face in their education. Understanding the relationship among these variables is important to explain how different factors affect students' learning in a connected and systematic way.

The relationship begins with socio-economic factors, especially poverty, which has a direct and strong influence on students' education. Poverty affects the availability of basic needs such as food, clothing, and educational materials. When students do not have access to proper nutrition and study resources, their ability to concentrate and perform well in school decreases. Poverty also forces some children to engage in household or income-generating activities, which leads to irregular attendance. Thus, poverty directly affects both the intervening variables, such as attendance and motivation, and the dependent variable, which is academic performance.

Parental support is another important independent variable that has a strong relationship with students' learning outcomes. When parents are educated and actively involved in their child's education, they provide guidance, encouragement, and a positive learning environment at home. This increases students' motivation and interest in studies. On the other hand, lack of parental support can lead to low confidence and reduced interest in learning. Therefore, parental support influences intervening variables like motivation and interest, which in turn affect academic performance and learning challenges.

Family background, which includes parents' education, occupation, and income level, is closely related to both poverty and parental support. Children from educated and financially stable families are more likely to receive better guidance and access to educational resources. In contrast, children from less educated or economically weaker families may face multiple challenges. Family background thus acts as a foundational factor that shapes both the opportunities and limitations experienced by students. It indirectly influences the dependent variable by affecting other independent and intervening variables.

The school environment is another key factor that directly affects students' learning. A positive school environment includes good infrastructure, proper classroom facilities, availability of teaching materials, and a safe and supportive

atmosphere. Such an environment encourages students to attend school regularly and participate actively in learning activities. On the other hand, poor infrastructure, overcrowded classrooms, and lack of facilities can create discomfort and reduce students' interest in studies. Therefore, the school environment has both direct and indirect relationships with students' performance and challenges.

Teacher-related factors also play a significant role in shaping students' educational experiences. Teachers are responsible for delivering knowledge and guiding students in their learning process. Effective teaching methods, proper communication, and individual attention help students understand concepts better and stay motivated. However, factors such as lack of training, heavy workload, and shortage of teachers can negatively affect teaching quality. Teacher-related factors influence students' motivation and interest, which act as intervening variables, and ultimately affect their academic performance.ndent variables to the final outcomes.

The dependent variable of the study includes students' academic performance and the challenges they face in their education. Academic performance refers to students' achievement in learning, while challenges include difficulties such as lack of understanding, low interest, irregular attendance, and poor results. All the independent variables, through the influence of intervening variables, contribute to shaping these outcomes. The relationship among these variables is not linear but interconnected, meaning that changes in one factor can affect several other factors.

In conclusion, the relationship between variables in this study is complex and interdependent. Socio-economic conditions, family background, parental support, school environment, teacher-related factors, health, and access to resources all influence students' motivation, attendance, and interest in learning. These intervening variables, in turn, determine students' academic performance and the challenges they face. Understanding these relationships helps to identify the root causes of educational problems and provides a clear direction for improving the quality of primary education. By addressing these factors in a combined and systematic manner, it is possible to create a better learning environment for primary school students and enhance their overall development.

2.3 Theoretical Framework

The theoretical framework of a study provides a strong academic base by linking the research problem with established theories and ideas. It helps to explain why and how certain factors influence students' learning and behavior. In the present study on the factors and challenges faced by primary school students under the Rangia Elementary Education Block, the theoretical framework is based on important educational and social theories. These include learning theories, developmental theories, and social theories that explain how children learn, grow, and interact with their environment. By using these theories, the study becomes more meaningful and scientifically grounded.

2.3.1 B.F Skinners Behaviouralist Learning Theory

B. F. Skinner's learning theory, also known as the Behaviorist Theory or Operant Conditioning, focuses on how behavior is shaped and controlled by its consequences. According to B. F. Skinner, learning is a process in which behavior is strengthened or weakened through reinforcement or punishment. This theory emphasizes that students learn best when their responses are followed by positive outcomes.

Skinner introduced the concept of operant conditioning, which means that behavior is influenced by what happens after the behavior occurs. If a behavior is followed by a reward or positive reinforcement, it is likely to be repeated. For example, when a teacher praises a student for giving a correct answer, the student feels encouraged and is more likely to participate again. On the other hand, if a behavior is followed by punishment or negative consequences, it is less likely to be repeated.

There are two main types of reinforcement in Skinner's theory: positive reinforcement and negative reinforcement. Positive reinforcement involves adding something pleasant, such as praise, rewards, or appreciation, to encourage good behavior. Negative reinforcement involves removing something unpleasant to increase a desired behavior. Both types aim to strengthen learning and improve behavior.

Skinner also talked about punishment, which is used to reduce unwanted behavior. However, he believed that reinforcement is more effective than punishment in promoting learning. In the classroom, constant punishment can create fear and reduce students' interest in studies, while positive reinforcement creates a supportive and motivating environment.

Another important concept in Skinner's theory is shaping, which means gradually guiding students toward the desired behavior by reinforcing small steps. For example, a teacher may encourage a student step by step to improve reading skills. This helps students build confidence and achieve learning goals slowly and effectively.

In the context of primary education, Skinner's theory is very useful. Teachers can use reinforcement techniques such as praise, rewards, and encouragement to motivate students. It helps in developing good habits like regular attendance, completing homework, and active participation in class. Especially for young learners, positive reinforcement plays a key role in building interest and confidence in learning.

However, the theory also has some limitations. It focuses mainly on external behavior and does not give much importance to internal mental processes like thinking and understanding. Learning is not only about behavior but also about cognitive development.

In conclusion, B. F. Skinner's learning theory highlights the importance of reinforcement in shaping students' behavior and learning. It provides practical methods for teachers to manage classrooms and motivate students. When applied properly, it can help improve students' performance and create a positive learning environment in primary schools.

2.3.2 Congnitive Development Theory

The Cognitive Development Theory was developed by Jean Piaget, a famous Swiss psychologist. This theory explains how children develop their thinking, reasoning, and understanding abilities as they grow. Piaget believed that children are

active learners who construct knowledge through interaction with their environment. According to him, learning is not simply receiving information from teachers or adults, but a process in which children explore, observe, and understand the world around them.

Piaget explained that cognitive development takes place through different stages. Each stage represents a specific level of thinking and understanding. He divided cognitive development into four stages: the sensory-motor stage, pre-operational stage, concrete operational stage, and formal operational stage. Primary school children usually belong to the concrete operational stage, which occurs between the ages of 7 and 11 years. At this stage, children begin to think logically about concrete objects and events. They can solve simple problems, understand relationships, and organize information, but they may still find $_{\text{abstract}}$ ideas difficult to understand.

According to Piaget, children learn through two important processes called assimilation and accommodation. Assimilation means adding new information to existing knowledge, while accommodation means changing old ideas to fit new experiences. Through these processes, children gradually develop better understanding and knowledge. Piaget also introduced the concept of schema, which refers to the mental structures or frameworks children use to organize information.

The Cognitive Development Theory emphasizes that learning should match the child's stage of development. Teachers should use simple, practical, and activity-based teaching methods that are suitable for the age and understanding level of students. Children at the primary level learn better through examples, demonstrations, games, and hands-on activities rather than through memorization. Therefore, classroom teaching should encourage curiosity, exploration, and active participation.

This theory is very important in primary education because it helps teachers understand how children think and learn. It also highlights that every child develops at their own pace, so teachers should provide individual attention and support when necessary. In the context of the present study, the theory helps to explain why some students face difficulties in learning when teaching methods are not appropriate for their cognitive level. Lack of suitable teaching strategies, poor classroom interaction,

and insufficient learning materials can become major challenges for primary school students.

However, the theory also has some limitations. Piaget focused mainly on individual learning and gave less importance to social and cultural influences on development. Later researchers argued that interaction with parents, teachers, and society also plays an important role in learning.

In conclusion, the Cognitive Development Theory by Jean Piaget provides a clear understanding of how children develop intellectually and learn new concepts. It emphasizes active learning, logical thinking, and age-appropriate teaching methods. The theory is highly useful in understanding the learning behavior and educational challenges of primary school students and helps teachers create effective learning environments for children.

2.3.3 Social Learning Theory

The Social Learning Theory was developed by Albert Bandura, a well-known psychologist who explained that learning takes place through observation, imitation, and interaction with others. According to this theory, children do not learn only through direct teaching or personal experience, but also by watching the behavior of parents, teachers, friends, and other people around them. Bandura believed that social environment plays an important role in shaping a child's behavior, attitude, and learning process.

One of the main concepts of the Social Learning Theory is observational learning. This means that children observe the actions of others and try to imitate them. For example, when students see their classmates answering questions confidently or completing homework regularly, they may try to follow the same behavior. Similarly, children often imitate the language, habits, and attitudes of parents and teachers. Therefore, positive role models are very important in the learning process.

Bandura also introduced the concept of modeling. A model is a person whose behavior is observed and copied by others. In schools, teachers act as important models for students. If teachers are supportive, disciplined, and

encouraging, students are more likely to develop positive attitudes toward education. Parents and community members also influence children's behavior and learning habits through their actions and attitudes.

Another important concept in this theory is reinforcement. Bandura agreed that rewards and punishments influence behavior, but he emphasized that children can also learn by observing the consequences of others' actions. For example, if a student sees another child being praised for good performance, they may become motivated to study harder. This is called vicarious reinforcement. Thus, learning can occur without direct experience.

The Social Learning Theory highlights the importance of interaction and communication in education. Children learn better in a positive and supportive environment where they can interact with teachers, classmates, and family members. Group activities, classroom discussions, and cooperative learning methods help students gain knowledge and social skills. The theory also explains that confidence and self-belief are important for learning. Bandura called this concept self-efficacy, which means a person's belief in their own ability to succeed. Students with high self-confidence are more likely to participate actively and perform better in school.

In the context of primary education, this theory is very useful because young children are highly influenced by their surroundings. The behavior of teachers, parents, and peers directly affects students' learning habits and attitudes. In the present study, the theory helps to understand how parental support, teacher behavior, peer influence, and social environment affect the educational experiences of primary school students under the Rangia Elementary Education Block.

However, the theory also has some limitations. It focuses mainly on social influence and may not fully explain biological or emotional factors affecting learning. Different children may respond differently to the same environment.

In conclusion, the Social Learning Theory emphasizes that learning is a social process influenced by observation, imitation, and interaction. It highlights the importance of positive role models, supportive environments, and confidence in the learning process. This theory is highly relevant for understanding the factors and challenges faced by primary school students and for improving educational practices in schools.

2.3.4 Ecological Systems Theory

The Ecological Systems Theory was developed by Urie Bronfenbrenner, a well-known psychologist who explained that a child's growth and development are influenced by different environmental systems. According to this theory, children do not develop in isolation; instead, their behavior, learning, and overall development are shaped by the people, institutions, and surroundings around them. Bronfenbrenner believed that family, school, community, and society all work together to influence a child's life and educational experiences.

The theory consists of five environmental systems: the microsystem, mesosystem, exosystem, macrosystem, and chronosystem. The microsystem is the immediate environment in which the child directly interacts, such as family, school, teachers, friends, and classmates. This is the most important system because it has a direct impact on the child's learning and behavior. For example, supportive parents and caring teachers create a positive learning environment, while family conflicts or poor teacher-student relationships can negatively affect students.

The mesosystem refers to the relationship between different parts of the microsystem. For example, communication between parents and teachers affects a child's educational progress. If parents and teachers work together, students are more likely to receive proper guidance and support.

The exosystem includes environments that indirectly influence the child, even though the child may not be directly involved in them. For instance, parents' workplace conditions, community facilities, and educational policies can affect students' education. If parents have stable jobs and enough income, children are more likely to receive educational support and resources.

The macrosystem refers to the broader social and cultural environment, including traditions, beliefs, economic conditions, and government policies. Social values about education, poverty, and cultural attitudes influence children's opportunities and learning experiences. In rural and economically weaker areas, lack of awareness and limited resources can create educational challenges for students.

The chronosystem relates to changes that occur over time in a child's life or environment, such as family problems, economic changes, or major social events. These changes can influence students' emotional and educational development.

This theory is highly important in education because it explains that students' learning is influenced by multiple interconnected factors. In the context of the present study, the Ecological Systems Theory helps to understand how family background, school environment, socio-economic conditions, and community support affect primary school students under the Rangia Elementary Education Block. For example, poverty at home, poor school infrastructure, or lack of parental involvement can create challenges in students' learning.

The theory also emphasizes the importance of cooperation among family, school, and society in improving children's education. Teachers, parents, and policymakers must work together to create a supportive environment for students.

However, the theory has some limitations. It explains environmental influences in a broad way but does not clearly show how each factor affects children differently. Individual personality and biological factors are also less emphasized.

In conclusion, the Ecological Systems Theory provides a comprehensive understanding of how different environmental systems influence a child's learning and development. It highlights that education is not only affected by the school but also by family, society, and economic conditions. This theory is very useful for understanding the factors and challenges faced by primary school students and for finding ways to improve their educational experiences.

2.4 Application of theories to the present study

The present study on the factors and challenges faced by primary school students under the Rangia Elementary Education Block is based on different educational and social theories that help to explain students' learning behavior and the problems affecting their education. These theories provide a clear understanding of how family background, socio-economic conditions, school environment, and social interaction influence students' academic performance and overall development.

The Behaviorist Learning Theory of B. F. Skinner is applied in this study to understand how reinforcement and motivation affect students' learning. In primary schools, students often respond positively when teachers appreciate and encourage them. Rewards, praise, and supportive teaching methods help students develop interest in studies and improve classroom participation. On the other hand, lack of encouragement or negative classroom experiences may reduce students' confidence and motivation. Thus, this theory helps to explain the importance of positive reinforcement in improving students' behavior and learning outcomes.

The Cognitive Development Theory of Jean Piaget is applied to understand how children think and learn according to their age and developmental stage. Primary school students learn better through practical examples, activities, and direct experiences. If teaching methods are too difficult or not suitable for their level of understanding, students may face learning difficulties. This theory helps the researcher examine whether the teaching-learning process in schools is appropriate for the cognitive level of students.

The Social Learning Theory by Albert Bandura is used to explain how students learn through observation and interaction with parents, teachers, and peers. Children often imitate the behavior and habits of people around them. Positive role models encourage good study habits and discipline, while negative influences may affect students' interest in education. This theory is important for understanding the role of parental support, teacher behavior, and peer influence in students' educational experiences.

The Ecological Systems Theory developed by Urie Bronfenbrenner is highly relevant to this study because it explains how different environments influence a child's development. Family conditions, school environment, community support, and socio-economic background all affect students' learning. For example, poverty, lack of educational resources, and poor school facilities create challenges for students. This theory helps to analyze how these environmental factors are interconnected and influence students' academic performance.

Overall, the application of these theories helps the study to understand the real-life factors and challenges affecting primary school students in a systematic and

meaningful way. These theories provide a strong foundation for analyzing the collected data and suggesting effective measures to improve the quality of primary education in the Rangia Elementary Education Block.

2.5 Conclusion

In conclusion, the conceptual and theoretical framework of the study provides a clear understanding of the various factors and challenges affecting primary school students under the Rangia Elementary Education Block. The chapter highlights the importance of concepts such as poverty, parental support, family background, school environment, and teacher-related factors in shaping students' educational experiences. It also explains how different educational and social theories help to understand children's learning behavior, development, and interaction with their surroundings. The application of these theories shows that students' education is influenced not only by classroom teaching but also by family, society, and socio-economic conditions. Therefore, improving the quality of primary education requires combined efforts from teachers, parents, schools, and the community. This chapter provides a strong theoretical base for the study and helps in analyzing the data and findings in the following chapters.

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CHAPTER-III

PROFILE OF THE STUDY AREA

3.1 Introduction

My profile of the study area is Rangia elementay education Block, which is situated in the district of Kamrup, Assam. Rangia is an important town and educational area that falls the lower Assam region. The area is well connected by road with railway networks, making it accessible to nearby villages and communities. The Rangia Elementary Education Block includes several government and provincialized primary schools that provide educational facilities to children both rural and semi-urban background.

The population of the study area consists of people from different socio-economic and cultural backgrounds. Agriculture is one of the main occupations of the people of the rural area while some families are also engaged in small businesses, daily wage labours and service sectors also . Due to differences in economic conditions, 50% families face financial difficulties that affect the education of children. The literacy rate of the area has improved over the years, but challenges related to quality education, school attendance, and learning outcomes still exist among primary school students.

The educational institutions in the area play a significant role in providing basic education to children. However, some schools still face problems such as inadequate infrastructure, shortage of teaching-learning materials, overcrowded classrooms, and irregular attendance of students although the governments provide facilities. In rural parts of the block, students often come from economically weaker families where parents may not be fully aware of the importance of education. These socio-economic and environmental conditions create various challenges in the learning process of children.

3.2 Geographical Location

3.2.1 Location of Rangia Elementary Education Block

Rangia Elementary Education Block is located in the Kamrup district of the state of Assam in Northeast India. It is an important educational and administrative area situated in the lower Assam region. The block falls under the jurisdiction of the Department of Elementary Education, Government of Assam is responsible for the administration and supervision of primary education within the area. Rangia town serves as the headquarters of the education block and acts as a major communication and commercial center connecting nearby rural and semi-urban areas (Department of Schoool Education).

Geographically, the Rangia Elementary Education Block lies in a plain region surrounded by villages, agricultural lands, small markets, and developing urban settlements. The area is well connected through road and railway transportation. National highways and railway lines passing through Rangia make communication easier with nearby towns and districts. Rangia Railway Junction is one of the important railway stations in Assam, connecting the area with Guwahati and other parts of the state.

The climate of the area is generally humid and subtropical, which is typical of Assam. The region experiences hot summers, heavy rainfall during the monsoon season, and mild winters. Agriculture is highly dependent on rainfall, and most people in the rural areas are engaged in farming activities. Paddy cultivation is one of the major agricultural practices in the region. Along with agriculture, some people are involved in small businesses, government services, and daily wage labor. The economic condition of families varies from one locality to another, which directly influences the educational opportunities available to children. (Government of School Assam, 2024). It is known that there is no any industry in it. Rangia Elementary Education Block consists of several villages and semi-urban localities where primary schools are established to provide basic education to children. These schools include government schools and provincialized schools under the supervision of the elementary education department.

The population of the study area is diverse in terms of language, culture, and community. People from different ethnic and social groups live together in harmony. Assamese is the main language in this area although other local languages and dialects are also used by different communities. The geographical location of the Rangia Elementary Education Block makes it an important area for educational research because it represents both rural and semi-urban educational conditions. There are a few cultural institutions such as Haradutta Biradutta Bhawan and Krishak Bhawan.

3.2.2 Climate and physical features

Rangia Elementary Education Block is situated in the Kamrup district of Assam and is characterized by a humid subtropical climate, which is common in most parts of Northeast India. The area experiences three main seasons: summer, monsoon, and winter. Summers are generally warm and humid, while winters are mild and pleasant. The monsoon season brings heavy rainfall, usually from June to September, due to the influence of the southwest monsoon. Rainfall plays an important role in the agricultural activities of this region, most cultivators depend on rain for cultivation. However, excessive rainfall sometimes creates flood-like situations and waterlogging in low-lying areas, affecting transportation and school attendance.

The temperature of the region remains moderate throughout the year. During summer, the temperature may rise to around 38°C to 42°C, while in winter it may fall to around 15°C to 18°C. The climate supports the growth of green vegetation, trees, and agricultural crops. The natural environment of the area is rich in greenery and open fields, which contribute to the rural landscape of the region. (Weather Spark ,2025)

Physically, it is a plain area with fertile agricultural land. The region is a part of the Brahmaputra valley and is influenced by mainly Baralia river The fertile soil of the area supports agriculture, especially paddy cultivation, which is one of the major occupations of the people. The area also includes rural villages, semi-urban settlements, roads, railway lines, markets, and educational institutions. The physical and climatic conditions of the area directly influence the socio-economic life and educational activities of the people. Agriculture-based families often depend on

seasonal conditions for income, which may affect children's educational opportunities. (Physical Geography of Assam , 2025)

3.3 **Demographic Profile**

3.3.1 Population size and distribution

My Elementary Education Block is Rangia which is located in the district of kamrup, area of Assam and forms an important educational and administrative region. The population of the area is distributed across both rural and urban settlements, with a large number of people living in villages. According to Census-based sources, Rangia region has a significant population with a balanced distribution of males and females. The population mainly consists of children, working adults, and elderly people with a considerable number of school-going children at the primary level. (Directorate of Assam,2024). The area is characterized by mixed communities and diverse socio-economic conditions, which influence the educational environment of students. Population distribution in the region is uneven, as some areas are densely populated. Such demographic conditions affect school enrolment, attendance, and availability of educational facilities in the block (Census of India ,2011).

3.3.2 Literacy rate

The literacy rate is an important indicator of educational development in any region. Rangia Elementary Education Block, located in Assam, has shown gradual improvement in literacy over the years due to the expansion of educational facilities and government initiatives. According to Census data, the literacy rate in the Rangia area is moderately high compared to many rural regions of Assam. Female literacy is generally higher than male literacy, although the gap has reduced over time with increased awareness about education (Census of India 2011). The literacy condition of the area directly influences students' educational environment, parental awareness, and support for children's learning. Therefore, literacy plays a significant role in shaping the educational development of primary school students under the Rangia Elementary Education Block (Ministry of Education ,2020)

3.3.3 Age and gender composition

The age and gender composition of the Rangia Elementary Education Block reflects the general demographic structure of the region. A large portion of the population belongs to the younger age group, including children of school-going age, which makes primary education an important area of development in the block. The presence of a significant number of children increases the demand for schools, teachers, and educational facilities. The population also includes working-age adults and elderly people, creating a balanced age structure within the community (UNICEF, 2019)

In terms of gender composition, the population consists of both males and females with a relatively balanced sex ratio. However, like many rural areas, slight differences may exist between male and female literacy and educational participation. Over the years, awareness regarding girls' education has improved, leading to greater enrolment of female students in primary schools. The age and gender composition of the population has a direct impact on educational planning, school enrolment, and the overall learning environment of students under the Rangia Elementary Education Block (Government of Assam 2024)

3.3 **Socio-Economic Conditions**

3.4.1 Income levels and occupation patterns

The socio-economic condition of families under the Rangia Elementary Education Block plays an important role in shaping the educational experiences of primary school students. Most families in the area belong to middle-income and lower-income groups, and their financial condition directly affects children's access to education and learning resources. The occupation of parents in the area mainly includes agriculture, daily wage labor, small business, government service, and other informal sector work. In rural areas, many families depend on farming and seasonal labor for their livelihood, which often results in unstable income. (Tilak, 2002).

3.4.2 Poverty status

A few familes living under poor economic conditions often find it difficult to provide educational materials such as textbooks, notebooks and other necessities

for their children. Some students may also lack proper nutrition and healthcare, which negatively affects their physical and mental development. Malnourished children may feel weak, tired, and unable to concentrate in the classroom, leading to poor academic performance. Poverty also affects the home environment, as many children do not have a quiet or suitable place for studying.(Dreze & Sen, 2013).

In some cases, a few children from poor families are required to help their parents in household work, farming, or other income-generating activities. This reduces the time available for study and may lead to irregular attendance or school dropout (Thapa & Sarkar,2019)

3.4.3 Living conditions

The living conditions of families of Rangia Elementary Education Block play an important role in influencing the educational development of primary school students. In many rural and semi-urban areas of Rangia, families face various difficulties due to poor economic conditions and lack of proper infrastructure. These conditions directly or indirectly affect students' learning and academic performance.

Many families in the area live in small or poorly constructed houses with limited space. In such households, children often do not have a separate or quiet place to study. Overcrowded living environments create distractions and make it difficult for students to concentrate on their lessons or complete homework properly. In some cases, irregular power supply further affects children's ability to study, especially during evening hours. Another important aspect of living conditions is the emotional and social environment at home. A peaceful and supportive family atmosphere encourages children to focus on their studies and develop confidence. However, financial stress, family conflicts, or unstable home environments may negatively affect students' mental well-being and motivation to learn. Children from disadvantaged households may also experience feelings of insecurity and low self-esteem, which influence their educational progress. (Tilak ,2002, Huisman, Rani ,& Smits,2010, Thapa & Sarkar ,2019).

3.4. Educational Facilities

3.4.1 Number of primary schools

Educational facilities are important for the development of quality education in any region. Rangia Elementary Education Block has a number of government and provincialized primary schools that provide basic education to children in both rural and semi-urban areas. These schools play a significant role in promoting literacy and ensuring access to education for children belonging to different socio-economic backgrounds. Most of the primary schools under the Rangia Elementary Education Block are managed by the Department of Elementary Education, Assam. These schools provide basic facilities such as classrooms, teaching-learning materials, mid-day meal schemes, drinking water, and sanitation facilities. Some schools also receive support under government educational programs aimed at improving infrastructure and learning outcomes. However, the condition and quality of facilities vary from one school to another. While some schools are well-equipped, others still face problems such as shortage of classrooms, insufficient furniture, lack of playgrounds, and limited teaching resources.

The number of primary schools in the block reflects the government's effort to make education accessible to children in different localities. Schools are distributed across villages and nearby urban areas so that students can easily attend classes.

3.4.2 Availability of teachers

The availability of teachers is an important factor in ensuring quality education at the primary level in Rangia Elementary Education Block, primary schools generally have teachers appointed by the Department of Elementary Education, Assam, to provide basic education and support students' learning. Teachers play a vital role in guiding students, developing their understanding, and creating a positive classroom environment. However, the availability of teachers differs from school to school. While some schools have an adequate number of teachers, others face shortages, especially in rural and remote areas.(Govinda ,2002, NCERT)

In many cases, a limited number of teachers have to manage large classrooms with students from different grades, which increases their workload and affects the quality of teaching. Teachers are often required to perform additional administrative duties apart from teaching, reducing the time they can devote to students. Despite these challenges, many teachers work hard to support students and improve their learning outcomes (NCERT,2018).

3.4.3 Infrastructure and learning resources

Infrastructure and learning resourcrs are essential components of a good educational environment. In Rangia Elementary Education Block, primary schools have varying levels of infrastructure and educational facilities. Some schools are equipped with basic facilities such as classrooms, blackboards, desks, drinking water, toilets, and playgrounds, while others still face shortages and poor maintenance. Proper infrastructure creates a safe and comfortable learning environment that helps students concentrate on their studies and participate actively in classroom activities.

Many schools under the block receive support from government educational schemes aimed at improving school facilities and promoting quality education. Mid-day meal facilities, free textbooks, uniforms, and sanitation programs have contributed positively to students' attendance and participation. However, infrastructural problems such as overcrowded classrooms, damaged buildings, insufficient seating arrangements, and lack of electricity continue to affect some schools, especially in rural and remote areas. Inadequate sanitation facilities and poor classroom conditions may also create discomfort for students and influence their regular attendance. (Gogoi, 2020)

Learning resources such as textbooks, teaching-learning materials, libraries, charts, maps, and digital tools are important for effective teaching and learning. These resources help students understand lessons more clearly and make classroom learning more interesting and interactive. However, not all schools have equal access to adequate learning materials. Some schools face shortages of books, teaching aids, and modern educational technology, which limits the learning opportunities available to students. (Das & Mazumdar,2024).

The availability of proper infrastructure and sufficient learning resources directly affects students' academic performance and overall educational development. Schools with better facilities and resources are generally able to provide a more supportive and effective learning environment. Therefore, improving school infrastructure and ensuring equal access to learning resources are necessary steps for enhancing the quality of primary education under the Rangia Elementary Education Block.

3.5 School Environment

The school environment plays a significant role in the learning and overall development of primary school students. A positive and supportive school environment helps students feel safe, comfortable, and motivated to learn. In Rangia Elementary Education Block, the school environment varies from one institution to another depending on infrastructure, teacher-student relationships, classroom conditions, and availability of educational facilities. A healthy school environment encourages regular attendance, active participation, and better academic performance among students (Amin, 2021, Nambissan 2009).

The physical environment of schools includes classrooms, playgrounds, sanitation facilities, drinking water, cleanliness, and seating arrangements. Schools with clean and well-maintained surroundings create a pleasant atmosphere for learning. However, some schools in rural areas still face problems such as overcrowded classrooms, poor maintenance, inadequate sanitation, and lack of proper learning spaces. These conditions may affect students' concentration and interest in studies.

The emotional and social environment of the school is equally important. Friendly and supportive teachers help students feel confident and comfortable in expressing their ideas and asking questions. Good relationships among teachers, students, and peers create a cooperative and encouraging atmosphere. On the other hand, strict or unsupportive behavior may create fear and reduce students' interest in learning. Extracurricular activities, group work, and classroom interaction also contribute to a positive school environment by helping students develop social skills and confidence.

Discipline and safety are also important aspects of the school environment. A safe and disciplined school helps students focus on their studies without fear or disturbance. Government programs such as mid-day meals and child-friendly teaching methods have improved the school atmosphere in many institutions under the Rangia Elementary Education Block.

Therefore, a positive school environment is essential for improving students' learning experiences, academic performance, and overall personality development. Better school conditions and supportive relationships contribute significantly to the quality of primary education. Classroom condition is an important factor that affects the teaching-learning process in primary schools.

3.5.1 Classroom conditions

Under Rangia Elementary Education Block, classroom conditions vary from school to school. Some schools have well-maintained classrooms with proper seating arrangements, ventilation, lighting, and blackboards, while others face problems such as overcrowding, damaged furniture, and insufficient space. A clean and comfortable classroom environment helps students concentrate better on their studies and participate actively in classroom activities (Gogoi 2020)

In some rural schools, limited infrastructure and lack of maintenance create difficulties for both teachers and students. Overcrowded classrooms often reduce individual attention and make classroom management difficult. Lack of proper teaching aids and learning materials may also affect students' understanding of lessons. Despite these challenges, teachers try to create a positive learning atmosphere for students. Therefore, improving classroom conditions is necessary for enhancing students' learning experiences and ensuring better quality primary education in Rangia Elementary Education Block (Govinda, 2002)

3.5.2 Student-teacher interaction

The interaction between student and teacher plays an important role in the learning process of primary school. Many of the teachers are also friendly and help their students out which makes it a much more positive learning environment. Teachers guide students in academic activities and encourage them to participate in classroom discussions. But large classes, lack of teachers and limited teaching time

sometimes make it difficult to give individual attention to students. Also, some students are unable to communicate freely with their teachers due to fear or lack of confidence. In this, effective interaction between students and teachers is important to improve students' understanding, motivation, discipline and overall academic performance (Singh & Singh, 2002, jha & Jhingram,2005).

3.5.3 Co-curricular activities

Co -curricular activities also play a large role in holistic primary education; Several of the primary schools in the Rangia Elementary Education Block provide co-curricular activities such as sports; drawing competitions; cultural performances (i.e., drama, dance, etc.); singing; dancing; debating; quiz competitions; and celebrating national holidays. Participation in co-curricular activities allows students to develop confidence, creativeness, leadership skills, effective communications skills, and cooperatively work with others. Participation in co-curricular activities has also been demonstrated to relieve student stress and enhance the school environment, making it fun and attractive for students.. In many cases, teachers encourage students to participate in co-curricular activities as they relate to their social and emotional growth as well as their academic success. In several schools, due to lack of sufficient infrastructure, budget constraints, not enough space for recreation, and insufficiently trained teachers, students are severely restricted with regard to the availability of all co-curricular activities. Rural schools, due to budget limitations and limited facilities, have the toughest time providing/coordinating co-curricular activities on a regular basis. Even with all the limitations discussed above, co-curricular activities have a meaningful impact and motivate students, ultimately increasing their desire to learn. Accordingly, schools should put as much emphasis on co-curricular activities as academic studies for the balanced development of primary school students (NCERT,2018, UNICEF,2019)

3.6 **Conclusion**

The study area under Rangia Elementary Education Block reflects both positive aspects and challenges in the field of primary education. The schools in the area provide basic educational opportunities to children from different social and economic backgrounds. The study reveals that factors such as classroom conditions, student–teacher interaction, co-curricular activities, family background, and economic

conditions greatly influence students in educational development. Although some schools have adequate facilities and supportive learning environments, 20% schools still face problems like insufficient infrastructure, shortage of teaching materials, poverty, irregular attendance, and limited parental awareness. Co-curricular activities and healthy student–teacher relationships help improve students' confidence and participation in learning. However, there is still a need for better educational facilities, improved teaching methods, and stronger community support. Overall, the study area presents a mixed picture of development and challenges, highlighting the importance of taking effective measures to improve the quality of primary education under Rangia Elementary Education Block.

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CHAPTER-IV

CHALLENGES, SOCIO-ECONOMIC FACTORS, AND EDUCATIONAL IMPROVEMENT MEASURES

4.1 Introduction

4.1.1 Objectives of the chapter

This chapter presents the analysis and interpretation of data collected from students, teachers, and parents from selected primary schools under Rangia Elementary Education Block. The chapter focuses on three major areas of the study. First, it identifies the major challenges faced by primary school students, including academic difficulties, attendance and dropout issues, language and learning problems, and infrastructure-related challenges. Second, it examines the socio-economic factors affecting students' education, such as poverty, family background, parental education, parental support, and occupational status of parents. These factors play a significant role in shaping students' educational experiences and academic performance. Third, the chapter discusses educational improvement measures and suggests possible solutions to enhance the quality of primary education in the study area. The data are presented through tables and descriptive analysis to provide a clear understanding of the issues under investigation and to achieve the objectives of the study effectively.

4.1.2 Overview of data analysis

The data collected through questionnaires, interviews, and observations have been systematically organized and analyzed in this chapter. The analysis is presented through tables, percentages, and descriptive explanations to make the findings clear and understandable. The data are classified according to the objectives of the study, focusing on the challenges faced by students, the socio-economic factors affecting their education, and the suggestions for educational improvement. The interpretation of the data helps in understanding the existing educational conditions and drawing meaningful conclusions regarding primary education under Rangia Elementary Education Block.

4.2 Data Presentation

Table 4.2.1 Distribution of Sample Schools

Sl No	Name of School	Number of Teachers	Number of Students	Number of parents
1	School A	1	12	2
2	School B	1	13	2
3	School C	1	12	2
4	School C	1	13	2
	Total	**4**	**50**	**8**

Source: Filed Work Data (May-2026)

The Study was conducted in Four primary schools Under Rangia Elementary Education Block . A total of 50 Students 4 teachers and 8 parents were Selected as Respondents**.**

Table 4.2.2 Category wise Distribution of Respondents

Category	**Number**	**percentage**
Students	**50**	**80.65**
Teachers	**4**	**6.45**
Parents	**8**	**12.90**
Total	**62**	**100.00**

Source: Filed Work Data (May 20-2026)

Table 4.2.3 School wise Distribution of student

School A	**12**
School B	**13**
School C	**12**
School D	**13**
Total	**50**

Source: Field work Data

Table 4.2.4 School wise Distribution of Teachers

School	Number Of Teachers
School A	1
School B	1
School C	1
School D	1
Total	4

Source: Filed Work Data

Table 4.2.5 Distribition of Parents

Number of Parents	Gender	Educational Qualifucations	Fathers Occupation
2	Female	Higher Secondary Level	Driver, Daily labour
2	Female	Higher Secondary Level	Daily Labour
2	Female	Higher Secondary Level	Daily Labour
2	Female	Higher Secondary Level	Driver
8			

Source: Filed Work Data (May 2026)

4.3 Challenges Faced by Primary School Students

4.3.1 Academic challenges

Academic challenges are among the major problems faced by primary school students under Rangia Elementary Education Block. Many students experience difficulties in understanding classroom lessons, completing homework, and keeping pace with the curriculum. Limited access to learning materials, lack of academic support at home, and irregular study habits further affect their educational performance. According to my study I hadn't seen regular attendance in the classroom due to market days. A few parents of the children were found illiterate so they can'nt help their students in their learning process or homework of the children.

Many parents have to go daily labour to earn money due to their poverty so these parents can’nt help their children and they are also not conscious about their child’s education.

4.3.2 Attendance and Dropout Issues

Regular attendance is essential for effective learning and academic success. However, some primary school students face attendance-related problems due to poverty, household responsibilities, health issues, and lack of parental awareness regarding education. Frequent absenteeism affects students' learning continuity and may eventually increase the risk of school dropout. Therefore, improving attendance is crucial for ensuring quality primary education. It had been seen that 10% parents of the children suffering diseases, so their children deprive of the help of their parents and unable to attend in the school. Due to teenagers ages, a few stuents had been seen suffering diseases and at last they dropout from the school on account of diseases.

4.3.3 Language and Learning Difficulties

English Language is the most essential part of education . The Assamese language is the vernacular language of my jurisdiction. So, I think the students of the schools are facing difficulties specially in English subject. Shortage of the teachers a kind of barriers for improving their English subjects. I observed that a single teacher handled the whole classes. So the teachers can’t develop their education learning process. Although it is known that teachers should improve their students for their physical, mental, educational, intellectual and spiritual development, it can’t be done by a single teacher According to my study, the students of the schools told me that they faced mostly difficulty in English and Mathematics subjects. Even they are not able to write the cursive English letters and capital letters and unable to read the English subjects from class 1 to 3 .

4.3.4 Infrastructure-Related Problems

School infrastructure plays a vital role in creating a conducive learning environment. In some schools under Rangia Elementary Education Block, students face problems related to inadequate classrooms, insufficient furniture, lack of teaching-learning materials, poor sanitation facilities, and limited playground space.

Such infrastructural deficiencies can negatively affect students' motivation, attendance, and learning outcomes. Improving school infrastructure is therefore necessary for enhancing the school development. Rural areas may be called the flood devastation area. Due to devastation , a few school's classroom destroyed badly with the compound wall. It is not repaired properly by the school teacher although the government of Assam had sanction the annual grant every year.

4.4 Socio-Economic Factors Affecting Education

4.4.1 Impact of Poverty

Poverty is one of the major socio-economic factors affecting the education of primary school students. Children from economically weaker families often face difficulties in the schools. Financial hardship may also lead to irregular attendance, as some children are required to assist their families in household or income-generating activities. Poor nutrition and inadequate living conditions can further affect students' health and concentration in studies. As a result, poverty negatively influences academic performance, learning opportunities, and overall educational development, making it difficult for students to achieve their full potential.

4.4.2 Family Background and Educational Level

Family background plays an important role in shaping a child's educational development. Parents with higher educational qualifications are generally more aware of the importance of education and are better able to guide their children in academic matters. In contrast, children from less educated families may receive limited educational support at home. The home environment, family values, and educational awareness significantly influence students' learning habits and attitudes toward education. A supportive and education-oriented family background encourages academic success, while a lack of educational guidance may create difficulties in the learning process. According to my inspection, majority of the parents are found bellow graduation or bellow H.S.L.C passed. These parents face some problems to help their children in education.

4.4.3 Parental Support and Involvement

Parental support and involvement are essential for the academic success of primary school students. Parents who actively participate in their children's education

by helping with homework, monitoring progress, and communicating with teachers contribute positively to learning outcomes. Emotional encouragement and motivation from parents help students develop confidence and interest in studies. On the other hand, lack of parental involvement may lead to poor academic performance and reduced motivation. Therefore, active parental participation creates a positive learning environment and strengthens the connection between home and school, which is important for the overall development of children.

4.5 Analysis and Interpretation

4.5.1 Relationship between Socio-Economic Factors and Student Performance

The analysis of the collected data reveals that socio-economic factors have a significant influence on the educational performance of primary school students. Factors such as poverty, family background, parental education, and parental support directly affect students' learning outcomes. Children whose parents are educated and actively involved in their studies tend to perform better academically. The study indicates that a supportive home environment and stable economic condition positively contribute to regular attendance, better academic achievement, and overall educational development. Therefore, socio-economic conditions play a crucial role in shaping students' educational experiences and performance.

4.5.2 Comparative Analysis of Different Groups

A comparative analysis of the responses of students, teachers, and parents reveals both similarities and differences in their perceptions regarding the challenges faced by primary school students. Students mainly identified academic difficulties, lack of learning materials and infrastructure-related problems as major challenges. Teachers emphasized the impact of irregular attendance, limited parental involvement, and learning difficulties on students' performance. Parents highlighted poverty, financial constraints, and lack of educational resources as significant barriers to education. Despite these differences, all three groups agreed that socio-economic factors and inadequate educational facilities affect the quality of learning. The comparison suggests that improving school infrastructure, strengthening parental involvement, and providing adequate educational support can significantly enhance students' educational outcomes.

4.6 Educational Improvement Measures

4.6.1 Suggestions based on data

The findings of the study suggest that several measures can be adopted to improve the quality of primary education under Rangia Elementary Education Block. Improvement of school infrastructure, including classrooms, furniture, sanitation facilities, and learning materials, is essential for creating a better learning environment. Regular attendance should be encouraged through awareness programs for parents and students. Special academic support should be provided to students facing learning difficulties. Financial assistance, scholarships, free textbooks, and other educational resources should be made available to economically disadvantaged students. The study also highlights the importance of increasing parental involvement in children's education. Organizing co-curricular activities, remedial classes, and student counseling programs can further enhance students' academic and personal development. Proper monitoring by educational authorities and effective implementation of government educational schemes can help address existing challenges and contribute to the overall improvement of primary education in the study area.

4.6.2 Role of Schools, Teachers, and Parents

Schools, teachers, and parents play a vital role in improving the quality of primary education. Schools are responsible for providing a safe, supportive, and well-equipped learning environment that promotes students' overall development. Teachers serve as facilitators of learning and should use effective teaching methods to make lessons interesting and understandable. They should also identify students' difficulties and provide necessary guidance and encouragement. Parents play an equally important role by supporting their children's education at home, monitoring academic progress, and maintaining regular communication with teachers. Active parental involvement helps improve students' confidence, attendance, and academic performance. Cooperation among schools, teachers, and parents creates a positive educational atmosphere that benefits students. By working together, these stakeholders can address educational challenges, promote regular learning habits, and ensure the holistic development of primary school students under Rangia Elementary Education Block.

4.7 Conclusion

The analysis of the data collected from students, teachers, and parents reveals that primary school students under Rangia Elementary Education Block face several educational challenges. Academic difficulties, irregular attendance, language and learning problems, and inadequate school infrastructure were identified as major issues affecting students' educational progress. The study also highlights the significant influence of socio-economic factors such as poverty, family background, parental education, and parental support on students' academic performance. Students from supportive family environments and better economic backgrounds generally show better educational outcomes than those from disadvantaged backgrounds.

The comparative analysis of different respondent groups indicates that students, teachers, and parents share similar concerns regarding the quality of education and the challenges faced by students. The findings further suggest that improvements in school facilities, teaching practices, parental involvement, and educational support services can enhance learning outcomes. Overall, the analysis confirms that addressing both educational and socio-economic challenges is essential for improving the quality of primary education and ensuring the holistic development of students in the study area.

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CHAPTER-V

FINDINGS, SUGGESTIONS AND CONCLUSION

5.1 Introduction

This chapter will present the major findings, suggestions, and conclusion of the study. The purpose of this chapter is to summarize the key results obtained from the analysis of data collected from students, teachers, and parents under Rangia Elementary Education Block. The chapter highlights the major challenges faced by primary school students and examines the socio-economic factors that influence their educational performance. It also discusses the relationship between educational challenges and students' learning outcomes. Based on the findings of the study, suitable suggestions are provided to improve the quality of primary education and address the existing problems. The chapter further emphasizes the roles of schools, teachers, parents, and educational authorities in creating a supportive learning environment. Finally, the chapter concludes by presenting an overall assessment of the study and its implications for improving primary education in the study area. This chapter serves as a summary of the entire research work and its key contributions.

5.2 Major Findings of the Study

5.2.1 Key Challenges Faced by Students

The study reveals that primary school students under Rangia Elementary Education Block face several challenges that affect their educational progress. Academic difficulties emerged as one of the major challenges, as many students experience problems in understanding English languge, Bariers in Mathematics ,completing homework, and maintaining regular study habits due to their home environment. According to the School teacher a Parents are not aware about their childs's studies. Majority of the students come to the school without any equipments such as without pen, without pencil and copies. Attendance-related issues were also observed, with some students remaining absent from school due to family responsibilities, financial constraints, or lack of motivation. Language and learning difficulties were found to be common among students, especially those who struggle to understand the language of instruction used in the classroom. These difficulties

often reduce students' participation and confidence in academic activities. In addition, inadequate learning materials and limited access to educational resources create further obstacles to effective learning. The study also indicates that many students face challenges outside the school environment, which directly influence their academic performance. Overall, the findings show that educational challenges are interconnected and affect students' learning outcomes, attendance, and overall development. Addressing these challenges is essential for improving the quality of primary education and ensuring better educational opportunities for all students.

5.2.2 Influence of Socio-Economic Conditions

The findings of the study indicate that socio-economic conditions play a significant role in influencing the educational performance of primary school students. Poverty was identified as one of the most important factors affecting students' learning experiences. Children from economically disadvantaged families often face difficulties in obtaining educational materials, school uniforms, and other resources necessary for effective learning. Financial hardships may also lead to irregular attendance and reduced academic engagement. Family background and parental education were found to have a strong influence on students' educational development. Parents with higher educational qualifications are generally more aware of the importance of education and are better able to support their children academically. In contrast, children from less educated families often receive limited educational guidance at home. The study further highlights the importance of parental support and involvement in improving students' academic performance. Students whose parents actively monitor their studies and maintain communication with teachers tend to perform better in school. The occupation and income level of parents also influence the educational opportunities available to children. According to my study most of the child’s families are not economically strong . Their father’s occupation mainly related with daily labour, driver etc. Also some families hadn’t a proper environment for studying. Therefore, socio-economic conditions significantly affect students' academic achievement, motivation, attendance, and overall educational development.

5.2.3 School-Related Issues

The study identifies several school-related issues that affect the quality of primary education under Rangia Elementary Education Block. One of the major concerns is the inadequacy of school infrastructure in some institutions. Problems such as insufficient classroom space, lack of furniture, inadequate sanitation facilities, and limited teaching-learning materials negatively impact the learning environment. The findings also indicate that overcrowded classrooms and limited educational resources make it difficult for teachers to provide individual attention to students. Although student–teacher interaction was generally found to be positive, the shortage of teachers in some schools affects effective classroom management and learning support. The study further reveals that co-curricular activities are not regularly organized in all schools due to limited facilities and resources. Such activities are important for the overall development of students and help improve their confidence and social skills. In addition, the lack of modern teaching aids and technological resources limits the effectiveness of classroom instruction. These school-related challenges influence students' motivation, attendance, and academic performance. Therefore, improving infrastructure, increasing educational resources, and strengthening teaching practices are necessary for enhancing the quality of primary education in the study area.

5.3 Suggestions and Recommendations

5.3.1 Improvement of School Infrastructure

The study suggests that improving school infrastructure is essential for enhancing the quality of primary education. Schools should be provided with adequate classrooms, proper seating arrangements, sufficient lighting, and ventilation to create a comfortable learning environment. Clean drinking water, separate sanitation facilities for boys and girls, and proper maintenance of school buildings should be ensured. Libraries, playgrounds, and teaching-learning materials should also be made available to support students' academic and physical development. The use of modern educational resources and basic technological facilities can further improve classroom teaching and learning. A well-maintained and student-friendly infrastructure encourages regular attendance, increases students' motivation, and creates a positive educational atmosphere. Therefore, government authorities and

school management committees should work together to improve school facilities and ensure that all students have access to a safe and supportive learning environment.

5.3.2 Enhancing Parental Involvement

Parental involvement plays a vital role in the educational success of children. The study recommends that parents should actively participate in their children's learning process by monitoring homework, encouraging regular attendance, and maintaining communication with teachers. Schools should organize regular parent-teacher meetings to discuss students' academic progress and address any difficulties they may face. Awareness programs can be conducted to educate parents about the importance of education and their role in supporting their children's development. Parents should create a positive learning environment at home and motivate their children to develop good study habits. Special attention should be given to children from economically disadvantaged families to ensure that they receive adequate educational support. Strong cooperation between parents and schools can improve students' confidence, academic performance, and overall development. Therefore, increasing parental involvement is essential for achieving better educational outcomes.

5.3.3 Better Teaching Methods and Support Systems

The study recommends the adoption of student-centered and activity-based teaching methods to make learning more interesting and effective. Teachers should use innovative teaching techniques, visual aids, group activities, and practical examples to improve students' understanding of lessons. Regular teacher training programs should be organized to enhance teaching skills and update teachers with modern educational practices. Special support should be provided to students facing academic, language, or learning difficulties through remedial classes and individual guidance. Schools should also establish counseling and mentoring systems to address students' emotional and educational needs. Continuous assessment and feedback can help teachers identify learning gaps and provide timely support. By improving teaching methods and strengthening support systems, schools can create a more inclusive and effective learning environment that promotes academic achievement and overall student development.

5.3.4 Policy-Level Recommendations

At the policy level, the government should prioritize the improvement of primary education by increasing investment in educational infrastructure, teacher recruitment, and learning resources. Policies should focus on reducing educational inequalities and providing equal opportunities for children from different socio-economic backgrounds. Financial assistance programs, scholarships and other support schemes should be strengthened to help economically disadvantaged students continue their education. Regular monitoring and evaluation of schools should be conducted to ensure effective implementation of educational policies and programs. The government should also promote teacher training, digital learning initiatives, and community participation in educational development. Special policies aimed at reducing dropout rates and improving attendance should be implemented in rural and underdeveloped areas. Effective collaboration between educational authorities, schools, teachers, parents, and local communities is necessary to ensure the successful implementation of these policies and improve the overall quality of primary education.

5.4 Conclusion

5.4.1 Brief Introduction of the Study

This study focuses on the major challenges faced by primary school students under Rangia Elementary Education Block and examines the socio-economic factors influencing their education. Primary education forms the foundation of a child's academic and personal development. However, various educational, economic and social challenges affect students' learning experiences and academic performance. The study was conducted using data collected from students, teachers, and parents from selected primary schools within the study area. It aimed to identify the key difficulties faced by students, analyze the impact of poverty, family background, parental support, and other socio-economic factors, and suggest measures for improving educational quality. The research highlights the importance of cooperation among schools, teachers, parents and policymakers in addressing educational challenges. By understanding the existing conditions and problems, the study seeks to contribute to the improvement of primary education and support the overall development of students in the Rangia Elementary Education Block.

5.4.2 Overall Summary of the Study

The study provides a comprehensive understanding of the educational conditions of primary school students under Rangia Elementary Education Block. It examines the challenges faced by students, including academic difficulties, attendance issues, language barriers, and infrastructural limitations. The research also explores the influence of socio-economic factors such as poverty, family background, parental education, and parental involvement on students' academic performance. Data collected from students, teachers, and parents reveal that both educational and socio-economic factors significantly affect learning outcomes. The findings indicate that students from supportive family environments and better economic backgrounds generally perform better in school. The study also identifies various school-related issues that require attention, including inadequate infrastructure and limited educational resources. Based on the findings, several recommendations have been proposed to improve educational quality. Overall, the study emphasizes the need for collaborative efforts among all stakeholders to create a supportive and effective learning environment for primary school students.

5.4.3 Key Findings of the Study

The study reveals several important findings regarding primary education under Rangia Elementary Education Block. Academic challenges, attendance problems, language difficulties, and inadequate infrastructure were identified as major obstacles affecting students' educational progress. The findings indicate that poverty and financial constraints significantly influence students' access to educational resources and regular school attendance. Family background and parental education were found to have a strong impact on students' academic performance and learning habits. Students whose parents actively support their education generally show better academic outcomes. The study also found that inadequate school facilities and limited teaching-learning resources affect the overall quality of education. Teachers highlighted the importance of parental involvement and regular attendance in improving student performance. The comparative analysis of students, teachers, and parents demonstrated a common concern regarding the need for better educational support systems. These findings emphasize the importance of addressing both educational and socio-economic challenges to improve learning outcomes.

5.4.4 Novelty of the Study

The novelty of this study lies in its focus on the specific educational challenges faced by primary school students under Rangia Elementary Education Block. Unlike broader educational studies, this research combines the perspectives of students, teachers, and parents to provide a more comprehensive understanding of the factors affecting primary education. The study examines not only academic issues but also the socio-economic conditions that influence students' educational experiences. By exploring the relationship between poverty, family background, parental support, and student performance, the research offers valuable insights into the local educational context. The inclusion of multiple stakeholder perspectives helps identify practical challenges and possible solutions more effectively. Furthermore, the study contributes to the existing body of knowledge by highlighting the educational realities of a specific geographical area. The findings may serve as a useful reference for future researchers, educators, and policymakers working to improve primary education in similar socio-economic settings.

5.4.5 Future Research Prospects

The present study provides a foundation for further research on primary education and student development. Future studies may include a larger sample size and cover a wider geographical area to obtain more comprehensive findings. Researchers can conduct comparative studies between rural and urban schools to examine differences in educational challenges and learning outcomes. Further research may also focus on the effectiveness of government educational schemes and their impact on student performance. The role of digital learning, technology-based education, and innovative teaching methods can be explored in greater detail. Longitudinal studies may help assess the long-term effects of socio-economic factors on students' academic achievement and educational progression. Future researchers can also investigate specific issues such as school dropout, learning disabilities, and parental awareness in greater depth. Such studies would contribute to a deeper understanding of educational challenges and support the development of more effective educational policies and practices.

5.4.6 Final Remarks on Improving Primary Education

Primary education plays a crucial role in shaping the future of children and society. The findings of this study indicate that improving educational quality requires attention to both school-related and socio-economic factors. Adequate infrastructure, effective teaching methods, sufficient learning resources, and supportive school environments are essential for promoting student success. At the same time, efforts should be made to reduce the impact of poverty and strengthen parental involvement in children's education. Teachers, parents, schools, communities, and government authorities must work together to address the challenges identified in the study. Continuous monitoring, policy support, and investment in educational development are necessary to ensure equal learning opportunities for all students. By implementing the suggested measures and encouraging collaborative efforts, it is possible to improve the quality of primary education and support the holistic development of students under Rangia Elementary Education Block. This will contribute to building a stronger and more educated society in the future.

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APPENDIX- 1

Annexure –I

INTERVIEW SCHEDULE –I

PERSONAL DATA SHEET (PDS)

(Basic Information)

For Parents:

1. Name : _____
2. Age: _____
3. Gender: Male / Female
4. occupation: _____
5. Education Level: Illiterate / Primary / High School/ Higher Secondary/ Graduate
6. Number of Family Members

Annexure-II

Research Schedule

INTERVIEW SCHEDULE-II

(For Students)

(To identify major challenges faced by students)

1 Do you face any difficulty in understanding your lessons?

Yes / No

2. Which subject is most difficult for you?

English Language / Mathematics / EVS / Others

3. Do you attend school regularly?

Always / Sometimes / Rarely

4. What problems do you face in coming to school?

Distance / Transport / Health / Family work

5. Do you have enough books and study materials?

Yes / No

6. How is your school environment?

Good / Average / Poor

7. Do teachers help you when you face difficulties?

Always / Sometimes / Never

8. Do you feel interested in studying?

Yes / No / Sometimes

(To examine socio-economic factors)

9. Do your parents help you in your studies?

Yes / No / Sometimes

10. What is the education level of your parents?

Illiterate / Primary / Secondary / Higher

11. Do you have a proper place to study at home?

Yes / No

12. Do you have to help your family in work?

Yes / No

13. Does your family face financial problems?

Yes / No

14. Do you get support from your family for education?

Always / Sometimes / Never

15. Do you get time to complete your homework daily?

Yes / No

16. Do you face any difficulty in understanding your lessons?

Yes / No

17. Do you attend school regularly?

Always / Sometimes / Rarely

18. What problems do you face in coming to school?

Distance / Transport / Health / Family work

19. Do you have enough books and study materials?

Yes / No

20. How is your school environment?

Good / Average / Poor

21. Do teachers help you when you face difficulties?

Always / Sometimes / Never

22. Do you feel interested in studying?

Yes / No / Sometimes

Annexure-III

Research Schedule

INTERVIEW SCHEDULE III

(For Parents)

Challenges faced by Students

1. Does your child face difficulty in studies?

Yes / No

2. Does your child attend school regularly?

Yes / No

3. What problems does your child face in education?

Lack of interest / Health issues / School distance / Financial issues

Section 3: Socio-economic Factors

4. Do you help your child in studies?

Yes / No / Sometimes

5. Do you have enough income to support education?

Yes / No

6. Does your child have a proper place to study at home?

Yes / No

7. Does your child help in family work?

Yes / No

8. Do you think education is important for your child?

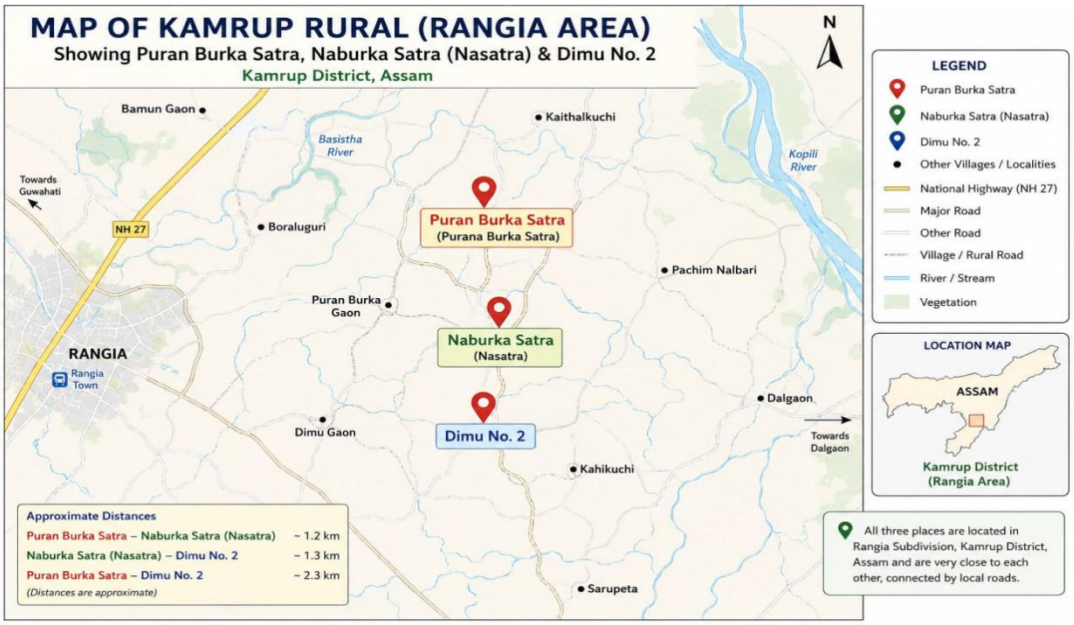
Yes / No

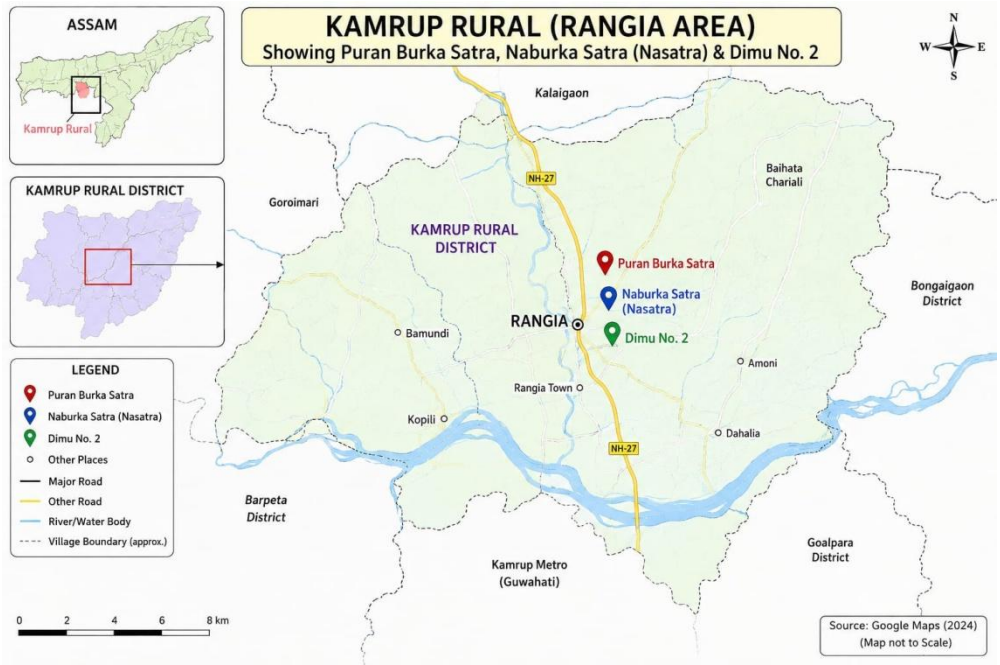
Open-ended Questions

1. What challenges does your child face in education?
2. What support do you expect from the school

Appendix -2

(Maps)





Source- Internet (Accessed on 28th May 2021)

Appendix -3

Photographs –






GPS Map Camera
Google
Japia, Assam, India
8jp3+7xf, Dimu, Japia, Assam 781382, India
Lat 26.33581° Long 91.60471°
Saturday, 09/05/2026 11:11 AM GMT +05:30


UTH CLUB
ARSHA LP SCHOOL
MU-DOBOK
ANGIA
GPS Map Camera
Google
Akadi, Assam, India
Vill No No 1 Dimu Nasatra Vill No 1 Dimu Nasatra, Akadi, Assam 781382, India
Lat 26.331895° Long 91.57718°
Saturday, 09/05/2026 10:01 AM GMT +05:30





Source Field Survey

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