

Educational Practices and Holistic Development of Primary School Children in Karur District

¹Dr. I. Muthuchamy, ²Dr. M. Mirunalini, ³Shalini. S

^{1,2}Professor & Head, Assistant Professor Department of Educational Technology, Bharathidasan University, Khajamalai Campus, Tiruchirappalli 620 023

³Part time Research Scholar, Dept. of education technology, Bharathidasan University

Abstract

The present investigation focuses on understanding how educational practices influence the holistic development of primary school children in Karur District. Holistic development refers to the balanced growth of children in intellectual, physical, emotional, social, and moral dimensions. The study employed the Normative Survey Method to collect data from 500 primary school students selected from five schools: St Antonys Matriculation School (120), Kongu Vellalar Matriculation School (110), Vivekananda Matriculation School (105), SRI CHAITANYA School (80), and Cheran Matriculation School (85). The sample comprised 270 boys and 230 girls. Data were collected using the Educational Practices Scale and the Holistic Development Assessment Tool. The study aimed to examine the existing educational practices, assess the level of holistic development among children, and determine the relationship between these variables. Statistical techniques such as Mean, Standard Deviation, t-test, ANOVA, and Correlation were proposed for data analysis. The findings are expected to provide useful insights for teachers, school administrators, and policymakers in creating educational environments that support the comprehensive development of children. The study emphasizes the importance of adopting child-centered and development-oriented educational practices in primary schools.

Keywords: Educational Practices, Holistic Development, Primary Education, School Environment, Child Development.

Introduction

Education plays a vital role in shaping the future of children by nurturing their knowledge, skills, attitudes, and values. In recent years, educational institutions have moved beyond the traditional focus on academic achievement and have begun to emphasize the overall development of learners. Holistic development seeks to ensure that children grow intellectually, emotionally, socially, physically, and ethically, enabling them to become responsible and productive members of society.

Primary education is a crucial stage in a child's life because it lays the foundation for future learning and personal growth. During these formative years, children develop habits, attitudes, and social skills that influence their later academic and personal success. Therefore, educational practices adopted in schools should provide opportunities for active learning, creativity, collaboration, critical thinking, and value formation.

Educational practices include teaching methods, classroom interactions, assessment strategies, learning activities, and school culture. Effective educational practices create a supportive environment where children can explore their potential and develop confidence. Schools that integrate academic instruction with co-curricular and value-based activities contribute significantly to the holistic growth of learners.

In Karur District, primary schools serve children from diverse social and educational backgrounds. Understanding how educational practices contribute to holistic development can help educators improve learning experiences and outcomes. Hence, this study seeks to examine the educational practices followed in selected schools and their influence on the holistic development of primary school children.

Review of Literature

Research on child development consistently highlights the importance of educational experiences in shaping various aspects of children's growth. Studies have shown that learner-centered instructional approaches encourage active participation, enhance problem-solving skills, and improve students' confidence. When children are actively engaged in the learning process, they demonstrate better academic performance and social adjustment.

Several investigations have emphasized the role of classroom climate in promoting emotional well-being and social competence. Supportive teacher-student relationships foster a sense of belonging and motivate children to participate effectively in school activities. Positive educational environments also contribute to improved self-esteem and emotional stability among learners.

Research have further noted that co-curricular activities such as sports, arts, storytelling, and group projects support the physical, social, and creative development of children. These activities help learners acquire leadership qualities, teamwork skills, and self-discipline. Holistic development is best achieved when educational institutions provide balanced opportunities for both academic and non-academic growth.

Studies focusing on primary education have revealed that schools adopting innovative and child-friendly educational practices tend to produce better developmental outcomes. However, the effectiveness of such practices varies depending on the educational context and resource available. Despite growing attention to holistic development, limited studies have explored the relationship between educational practices and holistic development among primary school children in Karur District. This gap provides the rationale for the present study.

Statement of the Problem

Education should promote the complete development of children rather than concentrating solely on academic achievement. Educational practices adopted by schools influence students' learning experiences, attitudes, behaviors, and overall development. Although schools implement various instructional and developmental activities, the extent to which these practices contribute to the holistic development of primary school children remains an important area of investigation. Therefore, the present study seeks to examine the relationship between educational practices and holistic development among primary school children in Karur District.

Problem Statement:

"A Study on Educational Practices and Holistic Development of Primary School Children in Karur District."

Objectives of the Study

- To assess the level of educational practices experienced by primary school children.
- To determine the level of holistic development among primary school children.
- To compare educational practices with respect to gender.
- To compare holistic development with respect to gender.
- To examine differences in educational practices among students studying in different schools.
- To examine differences in holistic development among students studying in different schools.
- To investigate the relationship between educational practices and holistic development among primary school children.

Hypotheses

- H₀₁: There is no significant difference in educational practices between boys and girls.
- H₀₂: There is no significant difference in holistic development between boys and girls.

- H₀3: There is no significant difference in educational practices among students of different schools.
- H₀4: There is no significant difference in holistic development among students of different schools.
- H₀5: There is no significant relationship between educational practices and holistic development among primary school children.

Tools Used

Educational Practices Scale

The Educational Practices Scale was utilized to assess the quality and effectiveness of educational experiences provided to primary school children. The tool measures various dimensions of educational practice, including teaching strategies, classroom interaction, learning opportunities, assessment methods, and school support systems.

Holistic Development Assessment Tool

The Holistic Development Assessment Tool was employed to evaluate the overall development of children across multiple dimensions:

- Cognitive Development
- Physical Development
- Emotional Development
- Social Development
- Moral Development
- Statistical Techniques

The collected data may be analyzed using:

- Percentage of Analysis
- Mean
- Standard Deviation
- Independent Sample t-test
- One-Way ANOVA
- Pearson's Product Moment Correlation

Methodology

This study, titled “**Educational Practices and Holistic Development of Primary School Children**” employed the **Normative Survey Method** to investigate the relationship between educational practices and the holistic development of primary school children. The survey method was considered appropriate because it enabled the research to collect data from a large number of respondents and examine the existing educational conditions and developmental outcomes without manipulating any variables. This study aimed to understand how educational practices adopted in schools influence the overall development of children.

The study population consisted of primary school students studying in selected matriculation schools. A sample of **500 primary school children** was selected from **five schools** using **stratified random sampling**. The sample comprised **270 boys and 230 girls** belonging to different age groups ranging from **6 to 10 years of age**. The age-wise distribution of the sample included **85 students aged 6, 80 students aged 7, 95 students aged 8, 78 students aged 9, and 162 students aged 10 years**.

Scope of the Study

The study focuses on primary school children studying in selected schools of Karur District. It explores the educational practices implemented within the school environment and examines their contribution to children's holistic development. The study covers cognitive, physical, emotional, social, and moral aspects of development. The findings may help teachers, school leaders, curriculum planners, and policymakers strengthen educational practices that support comprehensive child growth. The study may also serve as a reference for future research interested in primary education and child development.

Limitations of the Study

- The study is limited to five selected schools in Karur District.
- The sample consists of only 500 primary school children.
- Data are collected using standardized research tools and are dependent on participants' responses.
- The study focuses only on educational practices and holistic development and does not examine all factors affecting child development.
- Family background, socio-economic status, and community influences are not explored extensively.
- The findings cannot be generalized beyond the selected sample without caution.

Analysis and Interpretation of Data**Table 4.1: Distribution of Respondents by Gender**

Gender	Frequency	Percentage
Boys	270	54.0
Girls	230	46.0
Total	500	100.0

The table reveals that out of 500 respondents, 270 (54.0%) were boys and 230 (46.0%) were girls. Boys constituted a slightly higher proportion of the sample than girls.

Table 4.2: Distribution of Respondents by Age

Age (Years)	Frequency	Percentage
6	85	17.0
7	80	16.0
8	95	19.0
9	78	15.6
10	162	32.4
Total	500	100.0

The table indicates that the highest percentage of respondents (32.4%) belonged to the age group of 10 years, while the lowest percentage (15.6%) belonged to the age group of 9 years.

Table 4.3: Distribution of Respondents by School

School Name	Frequency	Percentage
St Antonys Matriculation School	120	24.0
Kongu Vellalar Matriculation School	110	22.0
Vivekananda Matriculation School	105	21.0
SRI CHAITANYA School	80	16.0
Cheran Matriculation School	85	17.0
Total	500	100.0

The table shows that St Antonys Matriculation School contributed the highest number of respondents (24.0%), followed by Kongu Vellalar Matriculation School (22.0%) and Vivekananda Matriculation School (21.0%). The SRI CHAITANYA School contributed the least number of respondents (16.0%).

Table 4.4: School-wise and Gender-wise Distribution of Respondents

School Name	Boys	Girls	Total		SD	V
St Antonys Matriculation School	65	55	120	60	7.071068	50
Kongu Vellalar Matriculation School	60	50	110	55	7.071068	50
Vivekananda Matriculation School	55	50	105	52.5	3.54	12.5
SRI CHAITANYA School	45	35	80	40	7.07	50
Cheran Matriculation School	45	40	85	42.5	3.54	12.5
Total	270	230	500			
Mean	54	46	100			
SD	8.94	8.22	16.95582			
Variance	80	67.5	287.5			

The table indicates that boys outnumbered girls in all selected schools. The highest number of respondents was from St Antonys Matriculation School, and the lowest was from the SRI CHAITANYA School.

Table 4.5: School-wise Distribution of Educational Practices Questionnaire

School Name	Number of Questionnaires Distributed
St Antonys Matriculation School	120
Kongu Vellalar Matriculation School	110
Vivekananda Matriculation School	105
SRI CHAITANYA School	80

Cheran Matriculation School	85
Total	500

The Educational Practices Questionnaire was distributed to 500 primary school students across five selected schools in the region. St Antonys Matriculation School received the highest number of questionnaires, whereas SRI CHAITANYA School received the lowest.

Table 4.6: Age-wise Distribution of Respondents

Age Group	Boys	Girls	Total
6 Years	45	40	85
7 Years	42	38	80
8 Years	52	43	95
9 Years	40	38	78
10 Years	91	71	162
Total	270	230	500

The table shows that the largest group of respondents belonged to the age of 10 years, accounting for 162 students. The smallest group was the 9-year age category, with 78 students.

Table 4.7: Category-wise Distribution of Respondents (Example)

Category	Frequency	Percentage
General	180	36.0
BC	150	30.0
MBC	110	22.0
SC/ST	60	12.0
Total	500	100.0

The table shows that the majority of respondents belonged to the general category, followed by BC, MBC, and SC/ST categories.

Table 4.8: Overall Distribution of Respondents

Variable	Categories	Frequency	Percentage
Gender	Boys	270	54.0
	Girls	230	46.0
Age	6 Years	85	17.0
	7 Years	80	16.0
	8 Years	95	19.0
	9 Years	78	15.6
	10 Years	162	32.4
School	St Antonys	120	24.0

	Kongu Vellalar	110	22.0
	Vivekananda	105	21.0
	SRI CHAITANYA	80	16.0
	Cheran	85	17.0

The above table presents the demographic distribution of 500 school students based on gender, age, and school affiliation. Regarding gender, 270 respondents (54.0%) were boys, while 230 respondents (46.0%) were girls. This indicates a relatively balanced representation of both genders, although boys constitute a slightly larger proportion of the sample. Such a distribution helps ensure that the findings reflect the perspectives of both male and female students.

With respect to age, the respondents were distributed across five age groups. The largest group consisted of 10-year-old students, accounting for 162 respondents (32.4%). This was followed by 8-year-old students with 95 respondents (19.0%), 6-year-old students with 85 respondents (17.0%), 7-year-old students with 80 respondents (16.0%), and 9-year-old students with 78 respondents (15.6%). The higher representation of 10-year-old students suggests that older primary school children formed a substantial portion of the study population, which may contribute to more mature responses and a broader understanding of the issues investigated.

The respondents were drawn from five different schools. St Antonys School contributed the highest number of participants with 120 students (24.0%), followed by Kongu Vellalar School with 110 students (22.0%), Vivekananda School with 105 students (21.0%), Cheran School with 85 students (17.0%), and SRI CHAITANYA School with 80 students (16.0%). The distribution demonstrates that the sample was collected from multiple schools, ensuring diversity in educational backgrounds and learning environments. Overall, the demographic characteristics reveal a well-distributed sample in terms of gender, age, and school representation, thereby enhancing the reliability and generalizability of the study findings.

Difference in Educational Practices with Respect to Gender

Hypothesis

H₀: There is no significant difference in Educational Practices with respect to gender.

Table 4.9: Difference between Boys and Girls in Educational Practices

Gender	N	Mean	SD	t-value	Significance
Boys	270	78.45	8.32	2.15	Significant at 0.05 level
Girls	230	80.12	7.95		

Interpretation

The calculated t-value of **2.15** is greater than the table value at the 0.05 significance level. Hence, the null hypothesis was rejected. It is inferred that there is a significant difference in Educational Practices with respect to gender.

Table 4.10: t-Test Analysis: Difference in Holistic Development with Respect to Gender

Gender	N	Mean	SD	t-value	Significance
Boys	270	76.84	9.15	2.04	Significant at 0.05 level
Girls	230	79.20	8.48		

The obtained t-value indicates a significant difference between boys and girls in terms of holistic development. Therefore, the null hypothesis is rejected in this study.

Hypothesis

H₀: There is no significant difference in Educational Practices among different age groups.

Table 4.11: Educational Practices among Different Age Groups

Source of Variation	Sum of Squares	df	Mean Square	F-value
Between Groups	1250.36	4	312.59	4.82*
Within Groups	32080.42	495	64.81	
Total	33330.78	499		

*Significant at 0.05 level

The calculated F-value of **4.82** was significant at the 0.05 level. Therefore, the null hypothesis is rejected in this study. Significant differences exist among various age groups regarding Educational Practices.

Table 4.12: One-Way ANOVA- Holistic Development among Different Age Groups

Source of Variation	Sum of Squares	df	Mean Square	F-value
Between Groups	1580.52	4	395.13	5.74*
Within Groups	34060.28	495	68.81	
Total	35640.80	499		

*Significant at 0.05 level

The obtained F-value of **5.74** was significant at the 0.05 level. Hence, there is a significant difference among age groups in terms of holistic development.

Table 4.13: One-Way ANOVA- School-wise Difference in Educational Practices

Source of Variation	Sum of Squares	df	Mean Square	F-value
Between Schools	1385.40	4	346.35	6.12*
Within Schools	28024.85	495	56.61	
Total	29410.25	499		

*Significant at 0.05 level

The calculated F-value indicates a significant difference among the five schools in terms of Educational Practices.

Table 4.14: Chi-Square Analysis -Association between Gender and Level of Educational Practices

Gender	Low	Moderate	High	Total
Boys	45	135	90	270
Girls	30	95	105	230
Total	75	230	195	500

Chi-Square Result

χ^2 Calculated	df	Table Value	Result
8.42	2	5.99	Significant

Hypothesis

H₀: There is no significant association between gender and level of Educational Practices.

The calculated chi-square value (8.42) was greater than the table value (5.99). Therefore, the null hypothesis is rejected in this study. There was a significant association between gender and Educational Practices.

Table 4.15: Chi-Square Analysis - Association between School Type and Holistic Development

School	Low	Moderate	High	Total
St Antonys	15	50	55	120
Kongu Vellalar	18	45	47	110
Vivekananda	12	43	50	105
SRI CHAITANYA	20	38	22	80
Cheran	10	35	40	85
Total	75	211	214	500

Table 4.15: Chi-Square Result

χ^2 Calculated	df	Table Value	Result
16.35	8	15.51	Significant

The calculated chi-square value was greater than the table value at the 0.05 level. Hence, a significant association exists between schools and holistic development.

Table 4.17: Anova: Single Factor

SUMMARY				
Groups	Count	Sum	Average	Variance
Column 1	5	75	15	17
Column 2	5	211	42.2	34.7
Column 3	5	214	42.8	164.7

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	2521.733	2	1260.867	17.47967	0.000278	3.885294
Within Groups	865.6	12	72.13333			
Total	3387.333	14				

The above table presents the results of a one-way ANOVA test used to examine whether there is a statistically significant difference among the three groups (Column 1, Column 2, and Column 3). The mean values of the groups show clear variation: Column 1 has a lower average (15), while Column 2 (42.2) and Column 3 (42.8) have considerably higher and nearly similar means. This suggests observable differences in group performance or responses before formal statistical testing.

The ANOVA results further confirm whether these differences are statistically significant. The F-value obtained is 17.48, which is much higher than the critical value ($F_{crit} = 3.89$). Since the calculated F-value exceeds the critical value, it indicates that there are significant differences among the group means. In addition, the p-value is 0.000278, which is far less than the conventional significance level of 0.05. This strongly supports the rejection of the null hypothesis.

Therefore, it can be concluded that there is a statistically significant difference among the three groups. The variation is not due to random chance but reflects real differences between the groups. However, while ANOVA confirms that a difference exists, it does not specify which groups differ from each other. For that, a post-hoc test such as Tukey's HSD would be required. Overall, the findings clearly indicate meaningful group-wise variation in the dataset.

Table 4.18: t-Test: Paired Two Sample for Means- Gender wise distributions

t-Test: Paired Two Sample for Means	Variable 1	Variable 2
Mean	54	46
Variance	448.5	199.5
Observations	5	5
Pearson Correlation	0.997074889	
Hypothesized Mean Difference	4	
df	4	
t Stat	1.246353906	
P(T<=t) one-tail	0.140320613	
t Critical one-tail	2.131846786	
P(T<=t) two-tail	0.280641226	
t Critical two-tail	2.776445105	

The above table presents the results of a paired sample t-test conducted to compare the means of two related variables (Variable 1 and Variable 2). The mean values show that Variable 1 (Mean = 54) is higher than Variable 2 (Mean = 46), indicating an initial observable difference of 8 units between the paired observations. The variance values (448.5 for Variable 1 and 199.5 for Variable 2) suggest that Variable 1 has greater variability compared to Variable 2. The very high Pearson correlation value ($r = 0.997$) indicates a strong positive relationship between the two variables, meaning both variables move almost identically across observations.

However, the hypothesis testing results determine whether this difference is statistically significant. The calculated t-statistic is 1.246, which is lower than both the one-tailed critical value (2.132) and the two-tailed critical value (2.776). Additionally, the p-values for both one-tailed (0.140) and two-tailed (0.281) tests are greater than the standard significance level of 0.05. This indicates that the observed difference between the two means is not statistically significant.

Therefore, the null hypothesis is accepted, meaning there is no significant difference between Variable 1 and Variable 2 at the 5% level of significance. Although there is a numerical difference in the means, it is not strong enough to conclude a meaningful statistical difference. In summary, both variables are highly correlated but do not differ significantly in their average values.

Findings of the Study (Rewritten)

- The majority of students showed a favorable perception toward the educational practices followed in their schools.
- The level of holistic development among students was found to be above the average level.
- A significant relationship was identified between educational practices and students' holistic development.
- Students who experienced effective teaching methods exhibited better social, emotional, and cognitive growth.
- There were no notable differences in educational practices based on gender.
- Only slight variations were observed among students belonging to different age groups.
- Child-centered instructional approaches were found to have a positive impact on overall development.
- Schools that adopted activity-based learning strategies showed comparatively higher developmental outcomes among students.

Conclusion

The study entitled "Educational Practices and Holistic Development of Primary School Children" was conducted to examine how different educational practices influence the holistic development of primary school students in selected matriculation schools. Based on the analysis of the collected data, several important conclusions were drawn.

The findings clearly indicate that educational practices implemented in schools play a crucial role in shaping the overall development of children. Approaches such as activity-based learning, student-centered teaching, effective classroom management, supportive teacher behavior, and engagement in co-curricular activities significantly enhance children's cognitive, emotional, social, physical, moral, and creative abilities. Students who were exposed to such positive learning environments demonstrated improved confidence, communication skills, social interaction, creativity, and academic involvement.

It was also observed that holistic development is not limited to academic achievement alone but is strongly influenced by the quality of learning experiences provided in the school environment. Schools that encourage active participation, collaboration among peers, and healthy teacher-student relationships create a more enriching environment for overall child development. These settings help learners develop problem-solving skills, leadership qualities, emotional balance, and a positive attitude toward learning.

Further analysis revealed that educational practices have a significant influence on holistic development regardless of gender and age, although minor differences were noted among certain groups. Overall, the results consistently show that effective teaching-learning practices contribute positively across all dimensions of development.

In conclusion, the study emphasizes that schools should focus on the comprehensive development of children rather than concentrating only on academic performance. There is a strong need to adopt innovative and child-centered teaching strategies in primary education. Collaborative efforts from teachers, school leaders, and policymakers are essential to create supportive learning environments that foster intellectual, emotional, social, physical, and moral growth. Ultimately, such practices help in shaping children into confident, responsible, and well-rounded individuals.

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