CHAPTER VI

FINDINGS SUMMARY AND CONCLUSIONS

6.0 INTRODUCTION

6.1 SIGNIFICANCE OF THE STUDY

6.2 STATEMENT OF THE PROBLEM

6.3 GENERAL OBJECTIVES

6.4 SPECIFIC OBJECTIVES

6.5 HYPOTHESES

6.6 SURVEY RESEARCH DESIGN

6.7.0 VARIABLES CONSIDERED IN THE PRESENT STUDY
   6.7.1 INDEPENDENT VARIABLES
   6.7.2 DEPENDENT VARIABLES
   6.7.3 INTERVENING VARIABLES

6.8 POPULATION FOR THE PRESENT STUDY

6.9 SAMPLE FOR THE PRESENT STUDY

6.10.0 TOOLS USED IN THE PRESENT STUDY
   6.10.1 STANDARDIZATION PROCEDURE

6.11 DATA COLLECTION

6.12 STATISTICAL TECHNIQUES USED IN THE PRESENT STUDY

6.13 FINDINGS AND CONCLUSIONS OF THE STUDY

6.14 SUMMARY OF THE FINDINGS AND CONCLUSIONS

6.15 RECOMMENDATIONS OF THE PRESENT STUDY

6.16 LIMITATIONS OF THE PRESENT STUDY

6.17 SUGGESTIONS FOR FURTHER RESEARCH
6.0 INTRODUCTION

Education system plays an important role in providing equal access to quality education and opportunity (NCERT, 2000). The education system, built on a strong foundation, strives to meet the requirements of learners irrespective of their social, cultural, and economical context. However, educational inequity prevails at all levels of education and it remains a crucial problem. Provision of instruction that would suit the individual differences is a challenging task, and it becomes much more complex in the process of language learning.

One of the tasks of education is to hand on the cultural values and behaviour patterns of the society to its young and potential members. By this means, society ensures that its traditional modes of life are preserved. A modern society needs critical and creative individuals to make new inventions and discoveries. Hence, to provide for change, the creative function of education is necessary (Venkateswaran, 1993).

Language, being a skill subject, needs much more attention in the teaching learning process. Most often, the verbal responses, language patterns and behaviors of the poor learners are considered inadequate and inappropriate and are referred to as learning disabilities. Such disorders and differences in language acquisition are observed in learners at all levels. Differential language skills affect academic progress. Hence, effective language instruction should incorporate aspects of diversity, pedagogy, skill and knowledge of strategies, assessment and diagnosis (Chandrakanthi, 2003).

Further, education provides socialization skills through communication process. Communication means, in general, an exchange of a vocal nature between two agents expressing an idea or an intention. Human communication can be of verbal and non-verbal. Non-verbal communication includes all forms of sign communication that man is capable of doing including gestures and social expressions. Verbal communication includes verbal symbolic and verbal non-symbolic communication. Language is a verbal
symbolic communication. Language with the elaborate symbolic values has a number of functions to do. Language and communication have come to be regarded as more or less synonymous because aspects of communication other than language in society are most insignificant as compared to what language does in society.

Generally, socialization and education in its real sense should prepare children to face the multifarious challenges that they are bound to face in the society. In order to do so, language education needs to be intimately linked with different life skills, which are otherwise called as cognitive intelligence and emotional intelligence. Life skills are abilities for adaptive and positive behaviour that enable children to deal effectively with demands and challenges of everyday life, by developing in them generic skills related to wide variety of areas such as health and social needs. An important characteristic of life skills is that they are temporal and spatial in nature; therefore, they are required to be contextual. There are certain core life skills such as problem solving, critical thinking, communication, self-awareness, coping with stress, decision making, creative thinking, interpersonal relationships and empathy which are important for a successful living.

Language poses multiple problems in education because it is both curriculum content and learning environment, both the object of knowledge and a medium through which other knowledge is acquired. Usually, education in the institutions imparts knowledge about something. Language poses a particular challenge to curriculum designers because it is not certain that teaching knowledge about language helps us any way. Communicative competence implies knowledge of both linguistic and sociolinguistic rules: knowledge, in other words, both of language (phonology, syntax and semantics) and of the social world.

To attain the life skills, the child should possess the language skills such as receptive skills and productive skills, which are exposed through the school environment and home environment. In school environment, in order to improve the language and other learning skills, three important nurturing factors such as, curriculum, teaching and learning strategies and children’s social and psychological conditions are playing a vital
role. Generally, the curriculum has to ensure the realization of the learner centred education, women centred family, human centred development, knowledge centred society and ultimately innovation centred Nation.

Children attain communication skills at home environment. Communication in its broadest sense is any interaction that transmits information. A communication act needs a sender and a receiver. Literally, thousands of communicative interactions take place in our walks of life. For instance, an infant cries, and his / her mother reacts by picking him/her up. A dog barks, and its owner responds by letting it out of the house. A teacher smiles, and his/her student knows that an assignment has been accomplished well. In each of these interactions, there has been a message, expressive communication by the sender and receptive communication by the receiver. Thus, there is a close relationship that exists between language and communicative process.

It is often felt that language deficit is responsible for educational under achievement. Language disorders are usually classified as receptive and expressive. Receptive language disorder interferes with the understanding of language. For example, a child may be unable to comprehend spoken sentences or to follow a sequence of directions. An expressive language disorder interferes with the production of language. To say that a child has a language delay does not necessarily mean that the child has a language disorder. According to Reed (1986), a language delay implies that a child is slow to develop linguistic skills but acquires them in the same sequence as normal children. Chaney and Frodyma (1982) have listed several factors that can lead to language delay in children. Among the several factors, cognitive limitations and emotional deprivation are playing a vital role in the delayed language development.

Further, language development is closely related with other mental processes like thought and problem solving, which is otherwise called as cognitive abilities. Cognitive abilities refer to all the processes by which the sensory input is transformed, reduced, elaborated, stored, recovered and used (Neisser, 1967). Tests of cognitive abilities measure the processes and products of intellect such as memory, understanding,
reasoning, and problem solving. Further, tests of cognitive abilities may be classified as achievement tests, which measure current knowledge or skill, aptitude tests, which measure the capability of learning a particular body of knowledge or skill, and intelligence tests, which measure the general mental ability. Thus, the cognitive abilities are closely attached to acquisition of language skills. Hence, the cognitive variables such as verbal intelligence, aptitude and scholastic achievement were considered in the present study. The findings of previous researches indicated that the non-cognitive factors like personality, home environment, school environment, study habits, anxiety and other emotional factors contribute to the development of language. In order to find out influence of non-cognitive factors on language development, the factors such as personality traits, study habits, self-concept, test anxiety and failure tolerance were also associated with the present study.

Language skills are of different kinds – reading, listening, writing and speaking. These language skills can be categorized into two viz., Receptive skills and Productive skills. The Receptive skills include reading and listening and the Productive skills include writing and speaking. Since the receptive skills help in achieving the productive skills, the children who are efficient in receptive skills i.e., reading and listening, can acquire the productive skills, such as writing and speaking, easily. Hence, the present study focuses only on receptive skills among the primary school children.

Many psychologists and educationists are of the opinion that it is important to understand socialization process of children in their early years, which are responsible for cognitive, emotional and personality development. It is for the reason, at that time developmental disorders of different types and degrees are first suspected and can be recognized. Since the pre-school years represent a critical period during which reasonable prevention and intervention efforts are most effective, professionals and family members must respond to the needs of pre-schoolers whose development is characterized by certain obvious deviations (Learning Disabilities Quarterly, 1986). The language acquisition takes place mostly during the pre-school years. And the learning abilities frequently noted as specific deficits in language and speech development in
reasoning abilities and in other cognitive behaviors, require early corrective measures for the development of academic abilities. Further, identification of human abilities at an early age is a necessary urge to overcome the difficulties and to achieve high in the future. Hence, the primary school children, studying VI Standard (age group between 10-13 years) were selected for the present study. Ultimately, the present problem of research is stated as “Cognitive Abilities and their effect on Receptive Skills among Primary School Children – A Study”.

6.1 SIGNIFICANCE OF THE STUDY

Acquisition of language skills such as listening, reading, speaking and writing are related to child’s psychosocial development and perceptual and psycho sensory abilities. Moreover the biological and environmental factors also facilitate children’s language ability. The development of language skills and process of growth are interdependent, as language acquisition process is both a progressive experience and progressive acquisition of skills viz., listening, speaking, reading and writing.

Providing adequate inputs for developing these skills is essential. In addition to receiving right kind of input, the individuals should have their affective variables controlled and individual’s readiness skills such as intelligence, past knowledge, aptitude, and interest will have an impact on their acquisition of language skills. Though human beings have a rich resource and potential to learn a language, language abilities proceed at different rates for different individuals on account of their social, psychological (cognitive and non-cognitive) and contextual characteristics. These disparities are also related to different capacities, which depend on individual’s genetic potential, psychological characteristics and total past experiences.

Biological factors such as brain injury or dysfunction may cause perceptual, cognitive and attention problems which are closely linked with achievement in language skills. Factors such as unstable, abusive or psychologically stressful home life at an early stage, lack of sensory, linguistic, and cognitive stimulation activities and interactive environment may hamper intellectual learning and behavioural development. The
emotional state of the individual may influence his perception and meanings. Children with mild learning and emotional disorders show lack of self-esteem, feeling of insecurity, frustration to tolerance and impulsive behaviour. These factors are likely to cause reading disability in a formal context and a poor reader develops anxiety, and therefore dislike for reading which causes reading failure. Insufficient development of readiness skills at the early stage due to emotional and behavioural problems would lead to disparities in language acquisition.

The intelligence level of the child is also a decisive factor. It depends on the process of maturation of an infant's brain called the process of ‘lateralization’. This process begins around the age of four to six months and is complete by the age of nine years. A child learns a language because of this process. By the time the child is 3 to 4 year old, he / she is a perfect user of the language. Nobody teaches him / her the rules of grammar. The use of language skills is crucial for his existence. This helps in getting things done for him / her. This motivates him to learn. The language filled environment helps him in absorbing the language and using it. (Pratima Dave Shastri, 2002).

The relationship between cognitive development and language is intimate but very complex. Cognitive development certainly underlies linguistic abilities (Flavell, 1977). For example, words are symbols and the development of symbolic function and deferred imitation and concepts are necessary for language development. A child cannot use language until he or she has acquired the ability to use one thing to refer or symbolize another. A child must listen to adult speech and learn words to use at a later time. Cognition and language are also linked by a simple truism that people can talk about only what they know. A child who does not understand abstract ideas and cannot talk about them. On the other hand, linguistic skills facilitate cognitive functioning. When children possess a good vocabulary and an ability to express themselves well, they can better communicate their understanding of concepts, understand new concepts, and explore ideas. The process is cumulative, and new words allow students to master new areas of knowledge (Clark & Clark, 1977).
Learning also varies between individuals because of the differences between personalities. The personality traits of a learner allow him to react in a particular way to a learning task. The extroverts and introverts will react differently to verbal activities and instructional methods. An extrovert is always enthusiastic and outspoken, while an introvert is shy and retiring. The effect of extroversion and introversion will have its implication on the language acquisition.

6.2 STATEMENT OF THE PROBLEM

The foregoing discussion and the review of related studies indicate that the perceptual and cognitive abilities nurtured through socialization process definitely influence the language skills viz., receptive and productive skills of the children. More over the non-cognitive factors such as personality, emotions, feelings and interest have an effect on both cognitive abilities and the language skills. In this regard, a study has been undertaken to study the effect of cognitive abilities on receptive language skills viz., listening and reading and also to study the influence of non-cognitive behaviour such as personality traits, self concept, failure tolerance, text anxiety, locus of control and study habits as the intervening factors on receptive skills among the primary school children.

6.3 GENERAL OBJECTIVES

Considering the statement of the problem and significance of the present study, the following general objectives were considered.
1. To study the Receptive skills (Reading & Listening skills) and Cognitive abilities (Intelligence, Aptitude and Achievement) among the Primary School Children.
2. To find out the effect of cognitive abilities on receptive skills among the primary school children.
3. To Study the influence of certain psychological (non-cognitive behaviour) variables as intervening variables on receptive skills among the primary school children.
4. To develop and standardize research tools such as Computer Assisted Receptive Skills Assessment Package (CARSAP) and Language Aptitude test Battery of Tamil and English language.
5. To adopt, translate and standardize the research tools such as verbal intelligence, Children’s Personality Questionnaire (CPQ), Locus of Control, Test Anxiety, Failure Tolerance, Self-concept and Study Habits.

6.4 SPECIFIC OBJECTIVES

Based on the General objectives, the following specific objectives were considered to design and formulate the present study.

1. To study and find out the cognitive abilities such as verbal intelligence, language aptitude and scholastic achievement in Tamil (Regional language / Mother Tongue) and English among the selected primary school children.
2. To study and find out the receptive skills (reading and listening) in Tamil and English among the selected primary school children.
3. To group the selected primary school children based on their cognitive abilities such as verbal intelligence, language aptitude and scholastic achievement in Tamil and English.
4. To study and find out the effect of cognitive abilities on receptive skills among the selected primary school children.
5. To study the influence of intervening variables (non-cognitive) such as personality traits, study habits, test anxiety, failure tolerance, locus of control and self-concept on receptive skills among the selected primary school children.

6.5 HYPOTHESES

Considering the general and specific objectives, the following hypotheses were formulated for the present study

1. There will be a significant interrelationship between reading and listening skills (receptive skills) in Tamil and English among the selected primary school children.
2. There will be a significant mean score difference in reading skills in Tamil between high group and low group in cognitive abilities among the selected primary school children.
3. There will be a significant mean score difference in listening skills in Tamil between high group and low group in cognitive abilities among the selected primary school children.

4. There will be a significant mean score difference in reading skills in English between high group and low group in cognitive abilities among the selected primary school children.

5. There will be a significant mean score difference in listening skills in English between high group and low group in cognitive abilities among the selected primary school children.

6. There will be a significant relationship between Failure Tolerance and receptive skills among the selected primary school children.

7. There will be a significant relationship between Test Anxiety and receptive skills among the selected primary school children.

8. There will be a significant relationship between Locus of Control and receptive skills among the selected primary school children.

9. There will be a significant relationship between Self-concept and receptive skills among the selected primary school children.

10. There will be a significant relationship between selected dimensions of Study Habits and receptive skills among the selected primary school children.

10.1 There will be a significant relationship between Home environment and Planning of work (Study Habits) and receptive skills among the selected primary school children.

10.2 There will be a significant relationship between Reading and Note taking (Study Habits) and receptive skills among the selected primary school children.

10.3 There will be a significant relationship between Planning of subjects (Study Habits) and receptive skills among the selected primary school children.

10.4 There will be a significant relationship between Preparation for examination (Study Habits) and receptive skills among the selected primary school children.
10.5 There will be a significant relationship between General habits and attitudes (Study Habits) and receptive skills among the selected primary school children.

10.6 There will be a significant relationship between School environment (Study Habits) and receptive skills among the selected primary school children.

10.7 There will be a significant relationship between Study Habits (in general) and receptive skills among the selected primary school children.

11.0 There will be a significant relationship between selected dimensions of Personality and Receptive Skills among the selected primary school children.

11.01 There will be a significant relationship between Reserved – Outgoing (Personality Factor A) and Receptive Skills among the selected primary school children.

11.02 There will be a significant relationship between Less Intelligent – More Intelligent (Personality Factor B) and Receptive Skills among the selected primary school children.

11.03 There will be a significant relationship between Emotional Outburst – Emotional Stable (Personality Factor C) and Receptive Skills among the selected primary school children.

11.04 There will be a significant relationship between Humble – Assertive (Personality Factor D) and Receptive Skills among the selected primary school children.

11.05 There will be a significant relationship between Sober – Happy-go-lucky (Personality Factor E) and Receptive Skills among the selected primary school children.

11.06 There will be a significant relationship between Expedient – Conscientious (Personality Factor F) and Receptive Skills among the selected primary school children.

11.07 There will be a significant relationship between Shy – Venturesome (Personality Factor G) and Receptive Skills among the selected primary school children.

11.08 There will be a significant relationship between Tough minded – Tender minded (Personality Factor H) and Receptive Skills among the selected primary school children.
11.09 There will be a significant relationship between Trusting – Suspicious (Personality Factor I) and Receptive Skills among the selected primary school children.

11.10 There will be a significant relationship between Practical – Imaginative (Personality Factor J) and Receptive Skills among the selected primary school children.

11.11 There will be a significant relationship between Forthright – Shrewd (Personality Factor N) and Receptive Skills among the selected primary school children.

11.12 There will be a significant relationship between Placid – Apprehensive (Personality Factor O) and Receptive Skills among the selected primary school children.

11.13 There will be a significant relationship between Casual – Controlled (Personality Factor Q3) and Receptive Skills among the selected primary school children.

11.14 There will be a significant relationship between Relaxed – Tensed (Personality Factor Q4) and Receptive Skills among the selected primary school children.

6.6 SURVEY RESEARCH DESIGN

Since the major objectives of the present study are to study and find out the cognitive abilities and their effect on receptive skills among the selected primary school children, it requires the normative survey research design. The normative survey design may be classified into several categories such as case studies, developmental studies, follow-up studies, documentary-analysis, trend analysis and correlational studies. Considering the above objectives of the present study, the investigator adopted the correlational method of normative survey research design for the present study.

6.7.0 VARIABLES CONSIDERED IN THE PRESENT STUDY

After a thorough perusal of the objectives of the present study, three major variables were considered in the present study:
6.7.1 **INDEPENDENT VARIABLES:** Cognitive abilities such as Verbal Intelligence, Language Aptitude and Scholastic Achievement of the primary school children.

A. **Verbal Intelligence:** Verbal Intelligence is an ability to learn. Intelligence is ‘the ability to judge well, to comprehend well and to reason out well’. In the present study, the verbal intelligence of the selected primary school children (VI standard) was measured using Intelligence Test Batteries.

B. **Language Aptitude:** Aptitude tests are intended to measure an individual’s future cognitive behaviour. It is also used to measure the individual’s present abilities or skills. In the present study, the language aptitude refers to the ability and knowledge about grammar, vocabulary, sentence structure and word formation etc., of the selected primary school children in Tamil and English languages. This was measured using ‘Language Aptitude Test’ both in English and Tamil language.

C. **Scholastic Achievement:** Scholastic achievement refers to children’s scores in their academic subjects and activities. The Half-yearly examination marks in English and Tamil secured by the selected primary school children were noted as scholastic achievement.

6.7.2 **DEPENDENT VARIABLES** i.e., Receptive Skills (reading & listening).

A. **Receptive Skills:** Receptive Skills refer to listening and reading ability of an individual. In the present study, the receptive skills refer to the listening and reading capabilities of the selected primary school children within the stipulated time. The receptive skills of the selected primary school children were measured using CARSAP.

6.7.3 **INTERVENING VARIABLES:** Non-cognitive variables such as Personality traits, Study Habits, Locus of Control, Self-Concept, Test Anxiety and Failure Tolerance.

A. **Personality Traits:** Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment. In the present study, the personality traits of the selected primary
school children were measured using Children's Personality Questionnaire (CPQ).

B. **Study Habits:** A study habit refers to the learning strategy adopted by the learners to achieve the learning goals. In the present study, the study habits of the selected primary school children in terms of seven dimensions were measured using 'The Study Habits' inventory.

C. **Locus of Control:** Locus of control is a personal construct referring to an individual's perception of the locus of events as determined internally by his/her own behaviour vs. fate, luck, or some external circumstances. In the present study, the locus of control refers to the selected primary school children's perception of the locus of events in terms of their learning abilities. This was measured using Locus of Control Questionnaire.

D. **Self – Concept:** Self-concept is the way in which an individual views himself and others. In the present study, the self-concept of the selected primary school children regarding learning activities was measured by the 'Self-concept’ Scale.

E. **Test Anxiety:** Anxiety is characterized by apprehension, uneasiness and foreboding from which the individual cannot escape. In the present study, the anxiety of the selected primary school children was measured in terms of their cognitive tests, that is, how far they became anxious when they are taking class tests. This was measured using ‘Test Anxiety Questionnaire’.

F. **Failure Tolerance:** It refers to the endurance of failure in the educational performances. Educational failure represents non-performance of what is normally expected or required in the school context. This may be due to the tension and other emotional disturbances within the children. Some children may face boldly their failure of performance and others may feel depressed about their failure. This was measured using ‘Failure Tolerance Questionnaire’

6.8 **POPULATION FOR THE PRESENT STUDY**

Considering the major objectives of the present study, the investigator selected the primary school children, studying VI Standard (age group 10-13 years) in and around Sankari Educational District.
6.9 SAMPLE FOR THE PRESENT STUDY

The investigator selected the primary school children from Govt. Hr. Secondary School and Sankar Hr. Secondary School, Sankari, and A.G.N. Mat. Hr. Secondary School, Konganapuram and Holy Angel’s Mat. High School, Tiruchengode of Sankari Educational District. The investigator adopted ‘group at hand sampling method’ for the selection of VI Standard students from the identified sampled schools of the present study. The investigator conducted the survey on 574 VI Standard children of four schools in the first phase and 88 children of both low and high group in cognitive abilities in the second phase, after certain sample attrition.

6.10.0 TOOLS USED IN THE PRESENT STUDY

For the present investigation, the following tools were adopted and developed, validated by the investigator.

1. Computer Assisted Receptive Skills Assessment Package (CARSAP) developed and validated by the investigator.
2. Language Aptitude Test in Tamil (developed and standardized by the investigator)
3. Language Aptitude Test in English (developed and standardized by the investigator)
4. Group Test of Intelligence in Tamil (developed in Malayalam by Nair and Amma and adopted in Tamil and standardized by the investigator)
5. Group Test of Intelligence in English (developed and standardized by Pramila Ahuja)
7. Study Habits Inventory of Patel (adopted, translated and standardized in Tamil by the investigator).
8. Self – Concept Scale (developed and standardized in Tamil by R. Malliga).
9. Locus of Control Questionnaire of Crandal (adopted, translated and standardized in Tamil by the investigator).
10. Test Anxiety Questionnaire of Sarason (adopted, translated and standardized in Tamil by the investigator).
11. Failure Tolerance Questionnaire of Margaret Mc Clifford (adopted, translated and standardized in Tamil by the investigator).
6.10.1 Standardization Procedure

The tools such as Children’s Personality Questionnaire, Study Habits, Locus of Control, Test Anxiety and Failure Tolerance were adopted, translated and standardized in Tamil by the investigator. The tools such as Language Aptitude Test in Tamil and English and CARSAP were developed and standardized by the investigator. The procedures of standardization of these tools are as follows.

After translation of the tools into Tamil, the investigator collected the data from 30 upper primary, 15 secondary and 15 higher secondary school students and totally 60 students by using the translated version of all the tools in Tamil and simultaneously with the English version of the same tools in order to improve the translated items in Tamil with the help of ‘Item Correlation’ statistical technique. Based on the Item Correlation, the items that had the item value of 0.8 and above were considered for final draft of the test and a few items that had the item value of 0.8 and below were altered. The final draft of the tools was used for the pilot study to find out the reliability of the test.

To standardize the Language Aptitude Test in English and Tamil, the Item Analysis procedure was employed. The item, which had the item difficulty level between 0.4 to 0.6 and 0.5 as discriminative power, was considered for final draft. The final draft of the test was used for the pilot study to find out the reliability of the test.

6.11 Data Collection

Considering the design, major objectives and the hypotheses of the present study, the investigator collected the data in two phases. In the first phase, the selected 574 primary school students were administered with the tools such as Group Test of verbal Intelligence in English and Tamil, Language Aptitude Test in English and Tamil, and their half-yearly examination marks in English and Tamil were noted as the Scholastic Achievement. It took four days to complete the first phase of the data collection for each school and nearly one month was spent to complete the first phase of data collection.
After the completion of the first phase of data collection, the Pearson's Product Moment inter-correlation was worked out to see the interrelationship between the three cognitive variables in Tamil and English. After confirming the relationship between the cognitive variables, the one-standard deviation and three-standard deviation were worked out to filter and group the sample into the groups i.e., high group and low group in cognitive abilities. Thus 53 students were identified as high group (those who scored above the value of three-standard deviation and above) and 53 students were identified as low group (those who scored one-standard deviation and below).

As a second phase of data collection, the CARSAP, which contained the Reading and Listening Comprehension in Tamil and English was administered using computer terminals with multimedia kits to the identified low group and high group among the selected primary school children. It took 2 days to complete the reading and listening comprehension tests in each of the school. Further, the standardized tools in Tamil such as Children's Personality Questionnaire (form A₁ and A₂), Study Habits inventory, Self-Concept scale, Locus of Control questionnaire, Test Anxiety questionnaire and Failure Tolerance questionnaire were also administered to the selected primary school children. These were the paper-pencil tests. After sample attrition at different phases of administration of tools and data screening at the second phase, the final sample of primary school children were 40 and 48 in high and low group respectively.

6.12 STATISTICAL TECHNIQUES USED IN THE PRESENT STUDY

The collected data were subjected to the analysis of test of significance (t-test), product moment correlation and graphical representations in order to verify the hypotheses formulated for the present study. Besides, the one-standard deviation and three-standard deviation statistical technique was employed to group the samples as high group (three-standard deviation) and low group (one-standard deviation) in cognitive abilities.
6.13 FINDINGS AND CONCLUSIONS OF THE STUDY

The major findings of the present study are given below:

- There is a significant inter-relationship between the receptive variables such as reading and listening in Tamil and English. It clearly indicates that there is interdependence between reading and listening skills in both Tamil and English. It can be said that these receptive variables are playing a major role in language acquisition, and also the receptive variables facilitate to acquire the productive skills like speaking and writing. Further, the reading and listening skills can be termed as receptive skills since they are interrelated with each other.

- There is a significant mean score difference in reading skills in Tamil between high group and low group in cognitive abilities among the selected primary school children. It is evident that the ability to read in Tamil highly depends upon the cognitive abilities. It is also concluded that the children of low group have cognitive limitations that is why they are not able to achieve the expected reading skills.

- There is a significant mean score difference in listening skills in Tamil between high group and low group in cognitive abilities among the selected primary school children. Based on the results, it can be concluded that the cognitive variables such as intelligence, aptitude and achievement are facilitating listening skills among the selected primary school children. Further, it can be said that the group with high cognitive abilities are healthy in mental and intellectual process, which leads to higher listening skills.

- There is a significant mean score difference in reading skills in English between high group and low group in cognitive abilities among the selected primary school children. The result indicates that the cognitive abilities of the primary school children pave the way to acquire their reading skills in English. Further, it can be concluded that the reading skills and the cognitive abilities are interdependent with each other.

- There is a significant mean score difference in listening skills in English between high group and low group in cognitive abilities among the selected primary school children.
children. It can be concluded that the primary school children who score high in intelligence, aptitude and achievement tests have good listening skills. Further, based on the above findings, it is concluded that the receptive skills such as reading and listening in both Tamil and English is highly dependent on the cognitive abilities among the selected primary school children.

- There is no significant relationship between failure tolerance and receptive skills among the selected primary school children. However, there is a significant relationship between failure tolerance and reading & listening in English. It can be said that the failure tolerance of the selected primary school children facilitates acquisition of receptive skills in English. Theoretically, the failure tolerance should also facilitate the receptive skills invariably of all languages, but statistically it was not proved in Tamil. This may be due to some other reasons like limitation of the research tools, and samples etc.

- There is no significant relationship between test anxiety and receptive skills among the selected primary school children. Based on the results, it can be inferred that there is a relationship between test anxiety and receptive skills, but it was not a significant relationship. Hence, it can be concluded that the test anxiety does not influence the acquisition of receptive skills among the selected primary school children.

- There is a significant relationship between locus of control and receptive skills among the selected primary school children. It is clear from the findings that the internal locus of control influences the acquisition of language skills such as reading and listening. Further, the children do not believe their own fate, luck etc., in the acquisition of receptive language skills.

- There is no significant relationship between self-concept and receptive skills among the selected primary school children. It can be concluded that the self-concept of the selected primary school children does not influence their acquisition of receptive skills both in Tamil and English. Further, the children’s constructivistic behaviour does not facilitate their receptive skills.
• There is a significant relationship between home environment & planning of work and receptive skills among the selected primary school children. Though there is no significant relationship between home environment & planning of work and listening skills in Tamil, it can be concluded that the home environment and planning of work does influence the receptive skills of the selected primary school children. Further, home is the first institution for children where the initial stage of language acquisition takes place. Hence, the home environment should support the acquisition of language skills. Also, it can be concluded that not only the home environment but the planning is also a necessary requirement for the acquisition of receptive language skills.

• There is a significant relationship between reading & note taking and receptive skills among the selected primary school children. It is concluded that the reading and note taking behaviour of the primary school children definitely influence them to acquire receptive language skills. Further, the reading and note taking habits are the key factors for the successful completion of reading and listening skills both in Tamil and English language.

• There is a significant relationship between planning of subjects and receptive skills among the selected primary school children. It can be said that the planning of subjects does influence the acquisition of receptive skills. Further, the study plan is an important factor, which facilitates the acquisition of language skills, especially receptive language skills.

• There is a significant relationship between habit of concentration and receptive skills among the selected primary school children. It is concluded that the habits of concentration definitely influence the acquisition of receptive language skills. Further, it can be said that the attentive behaviour of the primary school children facilitates the acquisition of reading and listening skills effectively.

• There is a significant relationship between preparation for examinations and receptive skills among the selected primary school children. Based on the findings, it can be concluded that the preparatory activities for examination improve the acquisition of receptive language skills. Further, the skill of
readiness of the primary school children definitely improve their reading and listening skills in Tamil and English language.

- There is a significant relationship between general habits & attitudes and receptive skills among the selected primary school children. Though there is no significant relationship between general habits & attitudes and listening skills in Tamil, it can be concluded that the general habits and attitudes have an impact on the acquisition of receptive skills. Further, the primary school children should have favourable attitudes towards reading and listening activities.

- There is a significant relationship between school environment and receptive skills among the selected primary school children. However, there is no significant relationship between school environment and listening skills in Tamil. Anyhow, it can be concluded that the school environment does influence the development of receptive skills among the selected primary school children. But it is not supporting the development of listening skills in Tamil. This may be due to the limitations of research tools used for the present study or on the part of samples who may not have attentively answered the questions.

- There is a significant relationship between study habits (in general) and receptive skills among the selected primary school children. It is concluded that the study habits of the children help them in acquiring effective receptive language skills. Further, the acquisition of the receptive skills among the primary school children requires all the key factors like home environment, planning of work, attitudes, school environment and preparatory activities etc.

- There is no significant relationship between reserved – outgoing (personality factor A) and receptive skills among the selected primary school children. However, there is a significant relationship between this factor and reading in Tamil alone. But, in general, it is concluded that the factor reserved – outgoing does not influence the acquisition of receptive language skills among the selected primary school children. However, the children’s outgoing characteristics should improve their receptive skills like reading and listening, but it was not proved statistically.
There is a significant relationship between less intelligent – more intelligent (personality factor B) and receptive skills among the selected primary school children. It is clearly evident that the intelligence of the primary school children facilitates their development of receptive language skills. Further, the intellectual abilities of the primary school children are a causal factor for the acquisition of language skills especially reading and listening skills.

There is a significant relationship between emotional outburst – emotional stable (personality factor C) and receptive skills among the selected primary school children. Hence, there is a close relationship between the emotional factors and the receptive skills. It is concluded that the emotional stability is playing a vital role in the acquisition of language skills. Further, it can be said that the emotional outburst is the cause for language deficit or disorder.

There is a significant relationship between humble – assertive (personality factor D) and receptive skills among the primary school children. However, there is no significant relationship between this factor and listening skills in English. But it can be concluded, in general, that the humbleness of the children facilitates their receptive language skills.

There is a significant relationship between sober – happy-go-lucky (personality factor E) and receptive skills among the selected primary school children. However, there is no significant relationship between this factor and reading and listening in English. Anyhow, it is concluded that the happy-go-lucky characteristics of the children help to acquire and improve the receptive skills effectively. Further, the insignificant relationship between this factor E and receptive skills in English may be due to some other reasons.

There is a significant relationship between expedient – conscientious (personality factor F) and receptive skills among the selected primary school children. However, there is no significant relationship between this factor F and receptive skills in Tamil. The relationship indicates that the children’s conscientious behaviour influences the acquisition of receptive skills, whereas the children’s expedient characteristic does not influence the language skills.
There is a significant relationship between shy – venturesome (personality factor G) and receptive skills among the selected primary school children. It is concluded that the children’s venturesome character influences the acquisition of receptive skills. Further, shy characteristics of the children do no improve their reading and listening skills.

There is no significant relationship between tough minded – tender minded (personality factor H) and receptive skills among the selected primary school children. It is concluded that this factor does not influence the acquisition of receptive language skills. However, the children who are tender minded can improve their reading and listening skills, whereas the children who are tough minded could not do so.

There is no significant relationship between trusting – suspicious (personality factor I) and receptive skills among the selected primary school children. Hence, it is concluded that there is no impact of this factor on the development of receptive skills among the selected primary school children. In spite of the statistical insignificance, there is a relationship between this factor and receptive skills to a certain extent.

There is no significant relationship between practical – imaginative (personality factor J) and receptive skills among the selected primary school children. It is evident that the factor J does not influence the development of receptive skills among the selected primary school children. This is may be due to the inappropriateness of the factor with school children.

There is no significant relationship between forthright – shrewd (personality factor N) and receptive skills among the selected primary school children. Hence, it is concluded that the factor N does not influence the acquisition and development of receptive skills such as reading and listening among the selected primary school children.

There is a significant relationship between placid – apprehensive (personality factor O) and receptive skills among the primary school children. It is clearly evident that this factor O definitely influences the acquisition of receptive skills.
Further, the children’s placid behaviour facilitates their reading and listening activities, since they are undisturbed and very clear in their thoughts, whereas the apprehensive children could not do so because they are highly anxious.

There is a significant relationship between casual – controlled (personality factor Q3) and receptive skills among the primary school children. However, there is no significant relationship between this factor and reading and listening in Tamil. Hence, it is concluded that the factor Q3 does influence the development of receptive skills in English. In spite of this statistical insignificance, the factor Q3 influences the development of receptive skills in Tamil to a certain extent. Further, it can be said that the children who are very casual can improve their receptive skills, whereas who are controlled cannot improve their receptive skills.

There is no significant relationship between relaxed – tensed (personality factor Q4) and receptive skills among the selected primary school children. It is concluded that the factor Q4 does not influence the acquisition of receptive language skills among the selected primary school children. However, it can be said that the children who are relaxed can improve their reading and listening skills than those who are tensed.

6.14 SUMMARY OF THE FINDINGS AND CONCLUSIONS

Based on the results and findings of the present study, there is an inter-relationship between the receptive variables such as reading and listening in Tamil and English language. These two variables are inseparable, and they complement each other. Hence, these two variables are called as receptive skills. Further, the findings indicated that the growth and development of receptive language skills largely depend upon the cognitive abilities such as intelligence, aptitude and scholastic achievement of the primary school children. The receptive skills are closely related to mental process of the children, since reading and listening skills require proper understanding of meaning or comprehending qualities. Hence, the cognitive variables like verbal intelligence, language aptitude and scholastic achievement are the deciding and/or dominating factors in the acquisition of language skills, especially the receptive skills. Further, the cognitive domain of an individual covers the previous knowledge and past experience, present
knowledge and the capabilities of future prediction. Based on these three cognitive aspects, one can receive the information through sensory organs, comprehend and conceptualize it and retrieve the same for present or future purposes. According to Neisser (1967), cognitive abilities refer to all the processes by which the sensory input is transformed, reduced, elaborated, stored, recovered and used. Thus, there is a close relationship between cognitive abilities viz., intelligence, aptitude and scholastic achievement and receptive skills viz., reading and listening. Based on the above discussion and findings, it is concluded that the cognitive abilities of the primary school children enables them to improve / develop their reading and listening skills both in Tamil and English.

Moreover, the findings of the present study indicated that the non-cognitive behaviour such as failure tolerance, locus of control, study habits and personality traits also influence the development of receptive skills. The previous studies by Gates, 1941; Robinson, 1946; Brookover et.al., 1964; Crandall, 1965; Williams and Cole, 1968; Sathi, 1973; John, 1974; Nair, 1975; Govindaraju, 1998; LeFevre & Senechal, 1999; and Edigar, 1999 etc., indicated that the non-cognitive behaviours viz., failure tolerance, test anxiety, self-concept, locus of control, study habits and personality traits of the children facilitate the acquisition of reading and listening skills and also academic achievement. But, in the present study, the non-cognitive variables such as test anxiety, self-concept and the personality factors viz., factor A (reserved – outgoing), factor H (tough minded – tender minded), factor I (trusting – suspicious), factor J (practical – imagination), factor N (forthright – shrewd) and factor Q4 (relaxed – tensed) do not influence the acquisition of receptive language skills among the primary school children. The rest of the personality factors, failure tolerance, locus of control and study habits influence the acquisition of the receptive skills among the selected primary school children.

Based on the above factors of the present study, it can be concluded that the receptive skills of the selected primary school children highly depend upon their cognitive abilities such as intelligence, aptitude and scholastic achievement. Further, it is
proved that not only the cognitive abilities, but also some of the non-cognitive factors viz., failure tolerance, locus of control, study habits and certain personality traits influence the acquisition of receptive skills among the primary schoolchildren.

6.15 RECOMMENDATIONS OF THE PRESENT STUDY

The urge to understand that by which one is stimulated and the impulse to express oneself are inherent, but the means of interpretation and the manner of expression are closely related to environmental influences. The young child attempts to satisfy his needs through relatively uncontrolled body movements and by way of vocalizations such as coos, gurgles, and crying. The young child acquires his early language habits largely through imitation of the language patterns of those about him. Gradually s/he acquires conventionalized forms of expression, which are accompanied by enlarged patterns of thought.

The emotional factors determine the direction that an individual’s behaviour will be likely to take in any life situation. Important stimuli for the inculcation of desirable behaviour reactions must emanate from the attitudes and behaviours of both parents and teachers. They condition the activities of children more than is generally realized. The emotional conditioning of young children usually results from unplanned practices; yet the attitudes and moods encouraged in children by the home or the school where the intellectual training they receive.

More so, the emotional factors such as fear, anger, affection, sympathy and anxiety etc., are also playing a dynamic role in the language learning process in children. The extent, to which an individual’s urges and interests are satisfied, is basic to the kind of emotional experiences that are likely to result. A person, whose pattern of life runs smoothly, whose reasonable urges and desires are met with fulfillment, and whose interests are achieved successfully tends to be emotionally stable and enjoys life. If, however, his/her urges, desires or interests are frustrated, either because of lack of ability to satisfy them or because of unfavourable environmental conditions, his emotional experiences may follow patterns of maladjustment.

152
Though the present curriculum for primary education covers the socio-economic and cultural aspects, it fails to cover the psychological aspects of the children. The National Curriculum for Elementary and Secondary Education: A Framework brought out by the National Council for Educational Research and Training (NCERT) in 1988, responded to major thrusts and recommendations highlighted in the National Policy on Education (1988) by incorporating socio-cultural, political and economic considerations as well as by including some important pedagogical concerns. But it fails to provide solutions to overcome the psychological and emotional problems of the children, which lead to emotional imbalances among the children and ultimately become learning disabled since these emotional problems of the children affect their academic tasks such as achievement, attitudes, intelligence, and language skills viz., receptive and productive skills. The curriculum of the primary education should focus on providing language learning experiences, which help to describe individual’s thought and feelings. Multiple Intelligence (MI) takes into considerations that every individual is a unique person and these uniqueness influences the various ways in which learning takes place. It also offers the learners to explore significant concepts and topics in their own way. Hence, the curriculum of primary education should facilitate personal growth of the learner and psychologically equip them to cope with rapid changes taking place in all spheres of life.

More so, the curriculum should pave the ways to develop the cognitive skills as well as intra-personal and interpersonal development of the individual. The educationists realize that the emotional disturbances or emotional illiteracy leads the children to language deficiencies. The psychological problems of the children include emotional, social and language skills, which are related to the education of moral development. Also, promoting the psychological and emotional aspects needs to be recognized as an essential element of the educational process in the classroom since emotions provide information, direct attention and facilitate the attainment of goals.

6.16 LIMITATIONS OF THE STUDY

No research work can claim to be perfect. The investigator is also conscious and aware of the limitations. Some of the limitations of the present study are listed below.
The investigator used only certain non-cognitive variables and was not able to consider some more important non-cognitive variables.

The identification of high group and low group children is made on the basis of abilities of selected primary school children in terms of their achievement, intelligence, aptitude in Tamil and English. The observation of the teacher and parents, and psychomotor abilities were not taken into account.

The sample of the present study was restricted to rural and semi-urban areas, not extended to urban area.

The Computer Assisted Receptive Skills Assessment Package (CARSAP) was developed in Visual Basic and PowerPoint. Advanced Computer languages and programming techniques are not used for the development of the software. This is because the computer configuration available at the schools does not support such advanced software package.

In the present study, the investigator has developed the software only for Receptive skills (listening & reading) and measured only the receptive skills of the selected primary school children, since the children's receptive skills produce the expressive or productive skills. However, the investigator does not know the exact level of productive skills of the selected primary school children.

In the present study, the selected variables related to psychological approach i.e., cognitive and non-cognitive and did not consider the socio-economic status. Hence, the study does not confirm the influence of socio-economic status in the acquisition of receptive skills among the selected primary school children.

In the present study, the parents' and teachers' awareness towards language teaching-learning was not measured. Hence, the extent of parents' and teachers' awareness towards the acquisition of language skills is not taken into account.

6.17 SUGGESTIONS FOR FURTHER RESEARCH

The present study has opened up new directions and dimensions for future studies in the field of language teaching and learning, a few of which are given below:

Similar studies can be conducted for other primary and secondary level of the school children.
Similar studies can be conducted for productive skills among the primary, secondary and higher secondary level students.

Similar studies may be undertaken in the rest of psychological variables at different levels of education.

The studies can be conducted with socio-psychological variables.

The studies can be conducted to improve the language skills with the help of advanced software.

Future research may be carried out to see the effectiveness of Computer Based Instruction (CBI) as an alternative strategy to the language skills development.

Researches may be carried out on language skills among the gifted children.

Studies may be carried out to develop remedial strategies to overcome the disorder/difficulties in Receptive and Productive skills.