CHAPTER VII
SUMMARY OF FINDINGS AND CONCLUSIONS
7.0 **Introduction:**

The present study made an attempt to trace briefly, the trends in development of pre-primary education in Dimapur, and also to analyze the educational programmes offered, and to study the influence of such programmes on the cognitive, social and emotional development of children. In the first chapter of this report, the background of the study, which include a description of the study in terms of needs and importance, objectives, scope and delimitation have been presented. The second chapter reviewed research literature related to the study. In the third chapter, the method and procedure adopted for the study have been described. In the fourth chapter, the analysis and interpretation of data collected through a questionnaire filled in by Heads of Institutions, the scores obtained from a sample of children on a test to assess simple proficiency in language, number skills and general knowledge as well as the rating obtained from a sample of teachers on the “Children – Behaviour” checklist (adaptation) by Leland H. Stott (1978), along with the data on socio-economic status scale – Kuppuwamy.B (1962) (Revised edition 1981) with adaptation made by the investigator.

The present chapter deals with the summary of the findings.

The pre-school years are considered as the most important and highly impressionable stage in life. It is during this period that virtually irreversible changes are nurtured in the child’s life. The early years are the base upon which the future foundation is grounded. The impressions that are made on the child’s mind during this period lasts throughout his life. The International Commission on Education (1972) has therefore, rightly emphasized that education of preschool children is an essential pre-condition to any educational and cultural policy of a nation.
The significance of pre-school education is now being recognized all over the world. It is in early childhood that, solid foundations for physical, mental, moral and social development that take place in early childhood is crucial for subsequent development, and that services provided in early childhood are very important for the development of the child. The Education Commission (1964 – 1966) stressed the need and importance of pre-school education stating thus “Pre-primary education is of great significance to the physical, emotional and intellectual development of children, especially those with unsatisfactory home backgrounds”.

Education of a child generally begins at and early stage. Home is viewed as the proper context of learning, the parents as proper teachers and the earliest stage of childhood as the period for beginning education. It is the family that provides the immediate pattern of physical, social and emotional support and stimulation. Many homes, however, are not always able to provide the best conditions and experiences for the development of education. Early childhood education therefore is a part of the child rearing experience provided naturally for all children. Mac Donald (1969) has correctly indicated early childhood as a form of deliberate social intervention.

The present study deals with the analysis of the educational programmes at the pre-primary stage and their influence on cognitive, social and emotional development of children in Dimapur, Nagaland.

The need for the present study was felt because, till now, in Nagaland, no evaluative research study has been done. Besides, there is a feeling that the education programmes offered in many of the existing pre-primary classes are not organized on scientific lines due to various reasons. So, the present study attempted to trace the
development of pre-primary education in Nagaland in general, and also to investigate such educational programmes and their influence on cognitive, social and emotional development of children specifically in Dimapur, Nagaland.

The objectives chosen for the study were the following:

(i) To study the pattern of development of pre-primary education in Dimapur, in a historical perspective.

(ii) To study the facilities and programmes of educational experience provided in the pre-primary schools functioning in Dimapur, Nagaland.

(iii) To study the influence of pre-primary education on the cognitive, social and emotional development of children in Dimapur, Nagaland.

7.1 Method and Procedure:

The method used in the study was a combination of descriptive and experimental methods of research. Primary and secondary sources were used in preparing the write-up on the development of pre-primary schools in Dimapur in a historical perspective.

The data pertaining to the development, plans and programmes and also the infrastructural facilities available in the selected sample of pre-primary schools in Dimapur, Nagaland was collected through a questionnaire prepared by the investigator. The data pertaining to the influence of educational programmes on cognitive, social and emotional development was collected through –

(i) A test to assess simple proficiency in language, numerical skills, and general knowledge prepared by the investigator.


In order to collect detailed information regarding the working of pre-primary schools in Dimapur, a sample of 80 schools (25.56% from the total schools i.e., 313) representing all types of schools under different types of management, and located in rural and urban areas was selected randomly. Only 65 (i.e., 20.76% of the total schools numbering 313) heads of the selected schools returned the filled questionnaires. Thus, the effective sample used in this part of the study was 65. A representative sub-sample of 43 schools, forming 13.74% of the total schools in Dimapur, was randomly selected from the main sample of 65 schools to conduct the study on performance indicators. Influence of education on the three dependent variables was studied by using a single group, pre-test – post-test design. These 43 schools included 18 private schools, 19 Government schools and 6 Anganwadi Centres. A sample of 221 children was taken for the study by selecting 6 to 8 children per school depending on the size of the class.

The tools used for the present study included:

Questionnaire for the Head of Institution:

The questionnaire was prepared by the investigator to study the development, history plans and programmes being made and implemented, and the infrastructural facilities available in the selected samples of pre-primary schools. The questionnaire elicited details of information relating to various aspects of pre-schools such as year of establishment, management pattern, goals of pre-primary school, details of students and teachers, school organisation, method of instruction, and teaching – learning aids made available, infrastructure and other facilities provided, finance etc.
Test of proficiency for the children:

A test to assess simple proficiency in language skills, numerical skills and general knowledge was prepared by the investigator. The component on language consisted of 16 items, on number skills 7 and on general knowledge 17 items.

Children’s – Behaviour Checklist by Leland H. Stott (1978):

It consisted of 166 items grouped into 8 factors. For the present study, these factors were categorised into 2 groups as indicators of social and emotional aspects. Under social aspects were included factors A, D, E and H. Under emotional aspects were included factors B, C, F and G.


This was adopted for measuring the SES of the children. Th scale consisted of 3 aspects – education, occupation and income. The educational and occupational scores were retained as in the scale but only the income limits of the original scale were modified taking into account the pay structure implemented in the state of Nagaland following the recommendation of the 3rd pay commission. Thus, the modified socio-economic status scale was adopted for the present study.

In the present study, historical – cum descriptive method was used to explain trends in development of pre-school in Nagaland. Analysis of the data on pre- and post-tests and gains in achievement and changes in social and emotional development aspects was made using inferential statistics. Information regarding the institutional facilities and programmes was analysed qualitatively, and in certain cases, percentages were used to express the results. Appropriate inferential statistical tests were employed to test if the
existing pre-primary programmes influenced the growth parameters of children significantly.

7.2. Findings on the educational facilities and programmes provided and their influence on cognitive, social and emotional development are presented in sections I and II respectively.

7.2.1 Section I. Development and status of pre-primary education in Dimapur:

The main findings are as follows:

(1) The present study revealed that prior to the coming of the Christian missionaries, there was no formal education in Nagaland. Knowledge was imparted through indigenous institutions called "morungs", using mostly informal and non-formal methods.

(2) The introduction of formal education among the Nagas started after the American Baptist missionaries set up the first formal school in the Naga Hills in 1878. Similar institutions were set up subsequently, and all of them were primary schools in the beginning, but were, in course of time, upgraded to high school and tertiary level institutions.

(3) The first kindergarten class was opened in the Kohima school in 1926, but more similar institutions were opened only after Nagaland attained statehood in 1963, with a spurt of such schools appearing in Dimapur after 1980.

(4) The study found that, private and government schools were either registered with, or recognised by the Director of School Education, Nagaland, and the Anganwadis functioned under the Integrated Child Development Services run by the State Social Security and Welfare Department. Most of the schools are
attached either to a primary, middle or a high school. English is used as the medium of instruction in almost all the schools.

(5) The pre-primary education programme in Nagaland is now under the control of one of the four agencies, namely the State Social security and welfare department, State Department of School Education, local authorities and voluntary agencies and individuals.

(6) Most of the schools studied used traditional lecture method. It was also found that, no school gave importance to play activities in any serious manner.

(7) The study revealed that, out of 232 teachers working in the sample of schools covered, only 18 teachers had undergone special training in pre-school education. Further, out of 65 Heads of Institutions, only 6 had undergone special training in Pre-school education.

(8) Regarding infra-structure facilities available in the sample of schools, it was found that most had buildings, classrooms, furniture and play/games materials. However, only 17 schools had library facilities and only a few students used it regularly.

(9) All the private institutions depended on the admission fees and monthly fees collected from the students to meet their expenditure. The study also revealed that, none of the private schools received grants from the Government. The fees collected showed variations from school to school.

(10) Regarding the outcome from activities and programmes offered in the schools, most of them reported that they helped in providing a sound foundation for the proper mental, emotional and social development of the
(11) In running the schools, the common problems faced included poor response from the parents, lack of funds and play materials. It was realised by most that, providing play materials, teaching aids and materials for toning up the quality of work in the schools was necessary.

7.2.2 Section II. Influence of pre-primary education on development of children.

The main findings are the following:

COGNITIVE DEVELOPMENT (inferred from achievement levels in language, numerical skills and general knowledge):

(1) The results of the present study showed significant differences in the gain score on overall achievement level of the total sample (N=221). The mean score on post test scores showed a higher mean value, signifying real gain after exposure to a preschool programme.

(2) Both girls and boys gained significantly, when they were separately compared on their pre-and post-test scores. Boys showed a higher mean value both at pre-and post-test stages than the girls. But, when girls were compared with boys separately at pre and post levels, a significant difference was found only at the post-test level. The gain was significantly more in the boys.

(3) The study also showed that, children from both urban and rural areas gained significantly in their levels of achievement between pre-and post-test levels. Children in rural areas scored higher than the children of urban areas. But, when comparison was made between rural and urban areas separately at pre-and post-test level, no significant difference was found either at pre-or post-test stage.
(4) The findings showed that, children in government, private and Anganwadis gained significantly after undergoing pre-school education programme. When children in different types of management were compared to one another in terms of their pre-and post-test scores, no significant difference was found, either at pre-test or post-test levels.

(5) Children's socio-economic status has also been known to be one of the significant factors influencing children's achievement levels. The present study showed that, children from all the three SES levels- high, middle and low, gained significantly on achievement levels at the post-test stage. When comparison was made among these three classes of children at pre-test and post-test levels, it was found that significant difference was there between middle and low SES at post-test level. The findings revealed that, in both pre-and post-test levels, children from the low SES scored lower than children from middle and high SES.

A secondary level comparison was made to see if gains made in the component areas of achievement namely- language, numerical and general knowledge also showed any significant differences.

**Achievement in language:**

1). There was a significant difference in the gain score between pre-and post-test levels on overall achievement in language of the total sample of children, indicating beneficial influence of pre-school educational programme on language learning.

2). Both boys and girls, gained significantly in their levels of achievement in language between pre- and post-test levels, after undergoing pre-school programme. When a comparison was made between boys and girls at pre-and
post-test level, a significant difference was found only at post-test level, indicating significantly greater gain by boys.

3). Children from urban and rural areas gained significantly in language between pre- and post-test levels, indicating gains as a result of exposure to pre-school programme. But, when comparison was made between rural and urban areas separately at pre-and post-test levels, no significant difference was found either at pre-or post-test stage.

4). Children in government, private and Anganwadis, gained significantly in their levels of achievement on language, after undergoing pre-school programme. The study also showed that, though children in private schools scored lower at pre-test stage, they showed a gain in their scores at post-stage after an exposure to pre-school educational programme. However, there was no significant difference when the groups were compared with one another.

5). Children from all SES backgrounds-high, middle and low SES showed, significant difference in the gain score indicating positive gains as a result of pre-school experiences. When a comparison was made among these three classes of children separately at the pre-and post-test levels, it was found that significant differences existed between high and low SES and also between middle and low SES, with low SES showing a lower score than children from high and middle SES groups in both the testing. This shows that pre-school experiences had a more beneficial gain on children from middle and high SES.
Achievement in numerical:

1). The findings revealed, significant difference in the gain score between pre- and post test scores on overall achievement in numerical of the total sample, after an exposure to pre-school programme.

2). The study also indicated that, both girls and boys gained significantly in their levels of achievements in numerical, between pre- and post-test levels, after undergoing a pre-school programme. When comparison was made, between girls and boys separately on their pre- and post-test levels, significant difference was found only at post-test level, indicating real gains in numerical after undergoing pre-school education programme, with boys showing significantly more gains from pre-school experiences.

3). Children both in rural and urban areas gained significantly in their levels of achievement on numerical between pre- and post-test levels, with urban areas showing a higher mean value than their rural counterparts. When urban and rural areas were separately compared in their pre- and post-test levels, no significant difference was found either at pre-test or post-test level.

4). Significant gain scores were obtained by children in government, private and Anganwadis, after undergoing a pre-school programme. When different types of management's were compared with one another, significant difference was found between Government and private schools and also between private and Anganwadis, at pre-test stage. But, no significant difference was found between them, at post-test stage.
5). The findings also showed, significant difference in the gain score between pre- and post-test score, among each of these three classes- high, middle and low SES, indicating positive gains irrespective of their classes, as a result of pre-school experiences. When comparison was made, between these three classes of children separately, at their pre- and post-test level, significant difference was found between high and low SES only at post-test level. It also showed that, both at pre- and post-test levels, high SES group of children scored higher than their other SES counterparts, indicating the influence of SES on the achievement levels in numerical.

General knowledge:

1). The study revealed that, there was a significant difference in gain score between pre- and post-test score, signifying positive effects as a result of pre-school experience on their achievement level in general knowledge among the total sample of children covered in the study.

2). The study also indicated that, both boys and girls gained significantly in their level of achievement in general knowledge, between pre- and post-test level, as a result of pre-school educational programme. When comparison was made between boys and girls separately on their pre- and post-test level, no significant difference was found either at pre-test or post-test stages. The mean score of boys showed a higher mean value than that of the girls, indicating that boys had a wider knowledge of the general surroundings even before exposure to the educational programme and they retained it even later.
3). Children, both in urban and rural areas gained significantly in general knowledge, between pre- and post-test level indicating beneficial gains, after undergoing pre-school programmes. When they were compared to one another, both at pre- and post-test level, no significant difference was found on their achievement level in general knowledge.

4). Children gained significantly in Government, private and Anganwadis on general knowledge, after undergoing pre-school educational programme. When comparison was made between children in different types of management, a significant difference was found between Government and private schools at pre-test level; but no significant difference was found, after the children under different types of management, were exposed to pre-school programme.

5). The study showed significant gain score between pre- and post-test score among each of the three SES classes- high, middle and low SES groups of children, indicating positive gains as a result of pre-school experiences. When these three classes were compared with one another no significant difference was found either at pre- or at the post-test levels. The results also showed that the mean score middle SES was higher than that of low and high SES at pre-test level. But, after an exposure to pre-school programme, high SES group of children showed more gain than the middle and low SES groups of children at post-test level.

SOCIAL DEVELOPMENT:

1). The findings indicated that there was significant difference, between the mean scores of the whole sample of children at the pre-test and post-test levels, with
post-test level showing a significantly higher mean score. This shows that preschool experience thus contributed to social development of children-cooperatives, friendliness, talkativeness, sympathetic and affectionate nature, forgiving and protective attitude and such attributes.

2). The study also showed significant difference among boys and girls in terms of their pre- and post-test scores on social development. The mean scores of girls showing a higher mean value than that of the boys, indicating more gain among girls as a result of pre-school programme. When boys were compared with girls, no significant difference was found either at pre-test stage or at the post-test stage.

3). The present study also found significant difference only among rural areas, when urban and rural children were compared separately in terms of their pre- and post-test scores on social development. This shows that children in rural areas gained significantly as a result of the educational facilities and programmes provided in the pre-school. When comparison was made between urban and rural areas, significant difference was found between the groups only at post-test level, indicating that the gain among the children in rural areas was significantly higher than their urban counterparts.

4). Children in Government schools and Anganwadis gained significantly indicating that the pre-school experiences helped children in developing positive social attitude in them. However, no such significant difference was found in children from private schools. But, significant difference was found when the groups were compared with one another both at pre- and post-test stages. The study showed that on both pre- and post-test stages, children in private schools
showed higher mean scores than children in Government schools and Anganwadis. This shows that children in Government schools and Anganwadis gained significantly after undergoing pre-school experiences.

5). The study showed that significant difference in the gain score was found in middle and low SES groups of children, indicating that children from middle and low SES groups benefited by the educational facilities and programmes at the pre-primary stage in developing a positive social attitude. However, no significant difference was found among high SES group. When comparison was made between these three classes of children, significant difference existed between high, middle and low SES groups at pre-test levels. But, at post-test level, significant differences was found between middle and low SES groups and low and high SES groups. The study also showed that on both pre- and post-test stages, high SES showed a higher mean score than their counterparts. This indicates that middle and low SES groups of children gained significantly, after undergoing pre-school experiences.

EMOTIONAL DEVELOPMENT:

1). The study found significant difference in the gain score of the total sample of children covered in the study, with post-test showing a higher mean score. The finding shows that, pre-school experiences thus, contributed in helping the child to develop abilities to concentrate, to meet situations and to accept success quietly, to show co-operative and responsible behaviour, emphatic tendency, unselfish, not jealous, self-reliant and similar attributes.
2). The study also found significant difference, when boys and girls were compared separately in terms of their pre- and post-test levels on emotional development, with boys showing a higher mean value than the girls. This indicates that, through pre-school experiences, boys showed significantly greater gains on emotional attributes. However, there was no significant difference when boys and girls were compared with one another both at pre- and post-test stages.

3). Children, both in urban and rural areas gained significantly in their levels of emotional development, between pre- and post-test levels indicating beneficial gains in children from rural and urban areas. When comparison was made between urban and rural areas separately in terms of their pre- and post-test scores, significant difference was found only at post-test level. This shows that, children in rural areas benefited significantly more from the pre-school programme and experiences.

4). The present study showed that children gained significantly in Government and private schools and Anganwadis, signifying positive effects of pre-school, programme on emotional maturity of the children. The mean score of the children in private schools was higher than the Government schools and Anganwadis, both at pre- and post-test levels, indicating that children in private schools benefited more by the educational programmes provided in the pre-schools. When comparison was made between children in different types of management, significant difference was found between Government and private schools, private schools and Anganwadis and also between Government schools and Anganwadis at pre-test level. However, significant positive effects were found between
Government and private schools and also between Government schools and Anganwadis at post-test levels, with private schools showing significantly higher mean score than their counter parts.

5). The study also revealed that, there was a significant difference in the gain score among all the three classes-high, middle and low SES children. The mean score of SES showed a higher value than the other two groups both at pre-and post-test levels. This indicates more favorable influence of a high SES status on their emotional development. When comparison was made between these three classes of children, significant differences were found between high and middle SES, middle and low SES and also, between high and low SES children at pre-test levels. However, at post-test levels significant gains were found between middle and low SES, and between high and low SES children, with high SES showing significantly higher mean value than middle and low SES.

7.3. CONCLUSIONS:

Over the years, after Nagaland attained statehood there has been an awareness of pre-primary education, at demand for opening more institutions as shown by the development during the past 35 years. The type of infra-structure provided and quantum of tuition fees collected, for teaching methods employed and the man power employed in different types of institutions are not uniform. The infra-structure provided in the schools varied from high quality to very low quality. The influence of pre-primary education on the development of children has been established in this study. It showed gains in the development of social attitudes and skills, emotional maturity, ability to concentrate, confidence to meet different situations, ability to accept success quietly, co-operative and
responsible behaviour, empathic tendency, unselfishness, self reliance and resourcefulness and affective stability. The children undergoing pre-primary education showed positive gains, even in a single year program of pre-primary education, in terms of their overall academic performance and more specifically in terms of their performance in the language domain, numerical area and also in their level of general awareness.

The present research has shown a properly organized pre-primary education with appropriate infra-structure and right kind of teachers do have a facilitating influence on overall development of children in general and in their preparation for any serious formal education in subsequent years.

7.4 SUGGESTIONS FOR FURTHER RESEARCH:

During the course of the present investigation, the investigator realized some gaps of knowledge which may be filled in by further research for better understanding of pre-school education and also in shaping the programmes of pre-school education. Therefore, the following areas are suggested for further research.

(i) A comparative study of the achievements of the primary school children with or without pre-school experience.

(ii) A detailed study on pre-school level organization in its totality and its relation to performance variables.

(iii) A detail study on school to school variations in term of the types of programme, curriculum and its transaction and also other inputs.
(iv) A comparative study between different states on its educational programmes, types, activities and its influence on pre-school children can be taken.

(v) A study on the role of voluntary organizations for the promotion of pre-school education in Nagaland.

(vi) A critical investigation into the role of Integrated Child Development Services (ICDS) scheme, and its implementation can be undertaken for the study.

(vii) A study on the use of play way method and its influence on the all-round development among pre-school children can be undertaken.