CHAPTER V

SUMMARY - CONCLUSIONS - VERIFICATION OF HYPOTHESIS - RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDY.

5.1.0 Summary:

Several studies on deprived groups have been conducted taking two groups on the basis of caste or class affiliation or occupation. But a study in which deprivation is taken as a global construct referring to varied multi-dimensional experiences of an individual and in which the relation was established with the language ability of an individual might be the first study which is reported here.

5.1.1 The objective of the study was to find out the effect of deprivation on language ability of the 1st standard children of the Municipal Corporation school, in comparison with children in a private school and in a village school.

A sample was taken of the children drawn from above mentioned three types of schools, 37 from a private school, 42 from a Corporation school, and 11 from a village school.

5.1.2 Two tools were prepared for the study:

(1) Deprivation scale,

(2) Language ability test battery in which there were 10 language sub-tests.
Deprivation scale was filled from the parents of the sample children by visiting their homes. Language tests were administered orally to the children individually in a separate class room in each school.

5.1.3 The scores were calculated for three aspects of deprivation: (1) economic, (2) socio-cultural, and (3) experiential. Language scores were found for three components of language ability: (1) Vocabulary, (2) Comprehension, (3) Narration and Expression.

The separate scores for each language sub-tests were also found out separately.

5.1.4 The parallel language test battery of ten sub-tests was administered to the same children in the second year.

5.1.5 Results were computed as below:

(I) The students from three different schools were treated as one group and their scores on deprivation scale and language ability tests scores were treated as one data. From the scores of these 87 children the relation of total deprivation with total language ability and total deprivation was then divided into economic deprivation, socio-cultural deprivation and experiential deprivation and the computation was done to find out the
prominent aspect of deprivation which affected language ability taken as a whole and language ability components.

(II) The deprivation was further analysed into ten subfactors and their relation with language ability was found out. These factors were ranked according to the relationship with language ability.

(III) The school-wise results were also computed and significance of difference between means was found out in three schools, in vocabulary scores, comprehension scores, narration and expression scores and the total language ability scores.

The difference between the language scores of two years were compared to find out whether there is any significant improvement after a full year of schooling.

5.2.0 Conclusions:

The results were analysed and interpreted in the Chapter No. IV and the following conclusions are derived, based on the objectives of the study.

5.2.1 1. Effect of deprivation on language ability:

When the children from all three schools were taken together irrespective of the schools from which they have come, effect of deprivation on language ability
was found obvious. Those who are seriously deprived (economically, socio-culturally and experientially are found to be affected more in all aspects of language ability. When detailed analysis of components of deprivation were done and the effect of each component of deprivation on total language ability was studied, the findings were as follows:

a) Linguistic ability of a child is more seriously affected by experiential deprivation than by socio-cultural deprivation and economic deprivation. That means lack of stimulating childhood experiences in the family, stimulating language environment in home is very much detrimental factor for language development. It must however not be forgotten that experiential deprivation as defined in this study is itself related to both economic and socio-cultural deprivation.

b) When the effect of economic deprivation on the three aspects of language ability was studied it was found that economic deprivation affects comprehension ability of the child more than the other two components of language ability (vocabulary, narration and expression).

c) Socio-cultural deprivation of the child also hampers comprehension ability of the child more than other two aspects of language ability.
d) Experiential deprivation affects narration and expression ability of the child much more than other two aspects of language ability. It also affects comprehension ability, more than do the other two components of deprivation.

5.2.2 Relation of different factors of deprivation with linguistic ability:

When ranking was done according to their value of dependency on language ability (contingency co-efficient) it was observed that the prime factor which affects language ability is "Parental interaction and ways of bringing up the child". Factors of deprivation which are found prominent for language development are:

1) Parental interaction and ways of bringing up the child. (C = .50).

2) Educational background of the family. (C = .42).

3) Standard of living of the family. (C = .41).

5.2.3 Schoolwise study of effect of deprivation on language ability:

The three schools which were taken as the sample were found representative of three deprivation categories (as noted in the Chapter III): private school for 'non-deprived', Corporation school for deprived group, and village school for most deprived.
a) There were significant differences in mean score on all the ten tests of language ability components, between private school and Corporation school and also between private school and village school (except two tests, 2nd and 5th).

b) It was found that three schools significantly differ from each other in vocabulary. The private school children score higher in vocabulary than children of the other two schools. Also Corporation school children score higher than village school children.

c) Significant difference was found in comprehension ability as between private school and Corporation school children, and private school and village school children, but not between village school and Corporation school children.

d) In narration and expression a significant difference was found between all the pairs of schools. That shows deprivation affects narration and expression and the total language ability aspects.

Thus the conclusion can be drawn that at the time of school entrance the deprived background of the home and surrounding of the child affects his language ability. It does not matter from which school he is coming.
5.2.4  **Effect of school environment on language differences:**

i) It was found that school environment did effect an improvement in the language ability of the children.

ii) It was noticed that the improvement is more in Corporation school than private school and more in village school than in Corporation school.

iii) The difference is significant in vocabulary, comprehension, but not in narration and expression ability in private school and Corporation school. But the increase in the mean scores of 2nd year's tests in the village school were found significant in vocabulary, comprehension and narration and expression also.

iv) The mean scores in different tests of vocabulary, comprehension, narration and expression increase for the second year as the level of deprivation increases.

5.2.5  When the detailed analysis of each and every item in the ten tests was prepared the following observations were made.

1. **Vocabulary of the children:**

Corporation schoolchildren and village school children knew the vocabulary from their own environment
only but the private school children knew more in their own environment as well as the vocabulary from the other children's environment. Though the Corporation school children stay in urban surroundings, though they are exposed to different objects, these things and objects are not in their vocabulary, unless some one tells them that "this" is the name of the object or thing. But still Corporation school children are better than village school children in vocabulary as they visit petty shops in the slums for purchasing the daily necessary things. There are fruits and vegetable sellers near the slums from whom they purchase fruits or vegetables in small amounts. The 'grapes' they must have seen among these fruits but as they are costlier, their parents have not brought them home. That is why they might not know the name of that fruit.

Thus the things which are in daily use and the names of which are spoken by the adults are included in the vocabulary of the children. Other things if at all are not used or consumed in home but if the child is told the name of the particular thing or object by the adults outside his home, on the road, in the bazaar or market (grapes) or in a garden (fountain, animals) or when he is travelling (river, colours) only then does a child include the new words in his store of vocabulary.
The village school children are in the dark. There is no shop, no hawker, no picture advertisements, no vehicles, no highways, no marketing and purchasing by the people. They are brought up in a limited environmental exposure. The adults are busy in their fields, and women are busy in household duties plus the duties in the fields. All adults are busy somewhere. Thus no adult is there from whom the child can hear some words or learn some thing. Thus the language environment in home is unstimulating for the child's linguistic development.

2. Comprehension:

As regards comprehension ability, private school children scored high. They did very well in all the items of comprehension.

(1) In comprehension tests the deprived children did better in finding similarities than finding differences. They comprehend similarities more easily than differences.

(2) They are weak in perceiving family relationships, perceiving the time and the days of the week, school timings, (what time are you going to school on Saturday? Are you going to school on Sunday?), and colour perception.

As regards the comprehension of a story, it was found that private school children scored higher percentage
of marks than other two groups. Especially village school children lag behind the Corporation school children in giving reasons, analysing the problem situation in the story, and explaining how problem is solved. They have also scored less in arranging the pictures from the story in a sequence.

3. **Narration and expression:**

In spite of choosing the items of their own interest, the deprived children could not narrate their experiences or describe the favourite person well. They could not express themselves spontaneously. They talked abruptly, and required constant stimulation.

As against these children, non-deprived children narrate the experiences spontaneously without being prodded by the investigator.

Regarding telling a story, again the result showed the effect of deprivation. The non-deprived children told the story immediately and in correct sequence, in the language in which they were used to hearing the stories. The deprived children could not do so.

5.3.0 **Examination of the hypothesis which were set before the study was undertaken**:

1) It was hypothesised that development of language ability is related to level of deprivation of a child; those who are highly deprived would tend to be
The results obtained from the study clearly indicate that there is definite truth in the belief that development of language ability is related to level of deprivation; those who are highly deprived would tend to be poorer in development of language ability. Therefore the above hypothesis was upheld.

2) It was presumed that among the three components of deprivation namely economic, socio-cultural, and experiential deprivation, experiential deprivation is likely to be the most prominent factor which has a detrimental effect on development of language ability.

From the study it was observed that experiential deprivation affected all aspects of language ability i.e. vocabulary, comprehension, narration and expression more than other two components of deprivation. Therefore it is true that experiential deprivation is likely to be the most prominent factor which has detrimental effect on development of language ability.

3) A further hypothesis was formulated that when further analysis of experiential deprivation is carried out, "parental interaction and ways of bringing up the child" will be an important factor, facilitating language development of the child.
This hypothesis was upheld. The coefficient of contingency of this factor was highest as compared to other nine factors of deprivation. That shows high relationship of language ability to that factor.

4) It was presumed that children from private schools are likely to be better than children from Corporation school in language development because the later are from unstimulating backgrounds, i.e. they are experientially more deprived.

This hypothesis was proved, because the children from private school scored higher in language test performance than Corporation school children.

5) The hypothesis that children from Corporation schools are likely to do better in language development as compared to children from village schools as the latter are experientially more deprived than the first, was accepted. The village school children performed more poorly in the language tests than Corporation school children.

6) It was hypothesised that the school environment is likely to be more of a facilitating factor in development of language ability for deprived children than for non-deprived children.
This hypothesis was also accepted because in this study it was observed that difference in the second year's score increases as the degree of deprivation increases. The most deprived children got more advantage than the deprived, and the deprived got more than non-deprived in the school environment in language ability.

\[5.4.0\] **Recommendations:**

This study recommends some remedial measures to overcome the language deficiencies of the Corporation school children and also the village school children, as they are deprived economically, socio-culturally and moreover experientially than the private school children.

The recommendations are -

\[5.4.1\] In deprived homes there is scarcity of home objects materials. There is lack of educational atmosphere and adequate adult guidance, that is lack of stimulating experiences which makes a child deficient in language. To compensate this environmental and experiential deprivation of the children, pre-primary school is the only remedy. Schooling from earliest possible age is the need for these children. There should be at least one such school in each slum area. If any private agency has not opened it, Poona Municipal Corporation should look into the matter and organise one pre-primary school there, in addition to the pre-primary section attached to the primary school. In these schools, programmes should
be taken for language development of the children taking
into account the following limited aims.

a) to extend the child's oral communication skills.
b) to provide experiences to compensate for
   the home background.
c) to create opportunities for self-expression
   in oral communication.

In this class the children should be given direct
and effective instructions in oral language because the
deprived children are unable to express themselves
effectively. Therefore, the major aim of the oral
programme should not only be to develop fluency in
language but to guide them to talk, to communicate with
each other. For this, in the pre-primary school, such
environment should be created that a child will feel
like talking. For this such topics should be talked
of in which majority of children would be interested,
and if they would be given opportunity to talk they would
communicate among themselves.

5.4.2 Curriculum:

In pre-school, language instruction should be
accepted as an area of curriculum to be given priority
in dealing with the slum children. Teaching of oral
language should be the preliminary function of this
programme, because we listen and speak more than we
a) Children like to talk about their homes, their parents, the things they have in homes. In addition to all these they should be introduced to other things, objects related to homes, and to their environment, especially the things near their school.

b) It is observed that the deprived children are very weak in time perception, colour perception and knowing relationships to kin. Therefore it is recommended that the context of their teaching should involve teaching colours of different objects, fruits, flowers, cloth pieces. Time perception should be taught with the reference to day and night or darkness and light, the sun and moon. Also the relative terms of time to-day, tomorrow, day after tomorrow should be introduced to these children. Relationships like uncle, aunt (paternal/maternal) should be introduced.

c) It is also recommended in this context that the children should be taught how to differentiate between two objects, how to find similarities in the objects, colours, tastes, shapes etc. For sensory education this would be a great help.

d) To develop the vocabulary, the children should be introduced to a variety of objects, pictures, models, actual things like fruits, flowers, body parts, along with oral commentary of the teacher.
e) To develop comprehension ability they should be told different stories, descriptions of experiences. They should be shown different pictures and should be told to describe them afterwards. They should be asked thought provoking questions on stories or pictures, learning experiences. The habit of asking questions and answering the questions should be inculcated in them, so that they will develop the comprehension ability.

f) Different stories, situations, descriptions should be narrated to the children off and on with the help of different colourful pictures, puppets, dolls, models etc. Children should be asked to tell the stories again. Thus their narration and expression ability will develop.

5.4.3 Methodology:

To teach the above content and curriculum following methodology should be used:

a) To be effective in oral language the teacher must also become genuinely interested in the things that are of interest to the students. She should take group activities in which all children can participate. She should encourage every child to speak. That way group songs are very encouraging to make children speak. Humorous poems that contain repetitions or alliterations are useful in encouraging group speech.
b) Discussions in the class are means of group communication which is an essential aspect of our group-centred learning in preprimary or first grade of primary school. Therefore, it is recommended that the teacher should teach the children by way of discussion. But she should make sure that the subject of discussion is interesting to the children and one to which they can contribute. She should lead them through process of raising leading questions, supplementing the information they have given.

c) It is also recommended that the language development programme for the slum children should be run through giving actual experiences. Instead of teaching all the lessons in the closed classroom they should be taken to gardens, parks, zoo, market, which places most of the deprived children have never visited. For example, to teach a lesson about an animal they should be taken to 'zoo' and shown different animals. That would be the most effective learning experience to the children. Also they will leave aside their inhibitions and talk to teachers and other children freely. It would also help them in developing their self-image which will help them to communicate more. For the same reasons more and more trips and excursions should be organized for these children.
Afterwards teacher can ask questions and give them opportunities to express themselves and also give them additional information about the zoo, parks, or places of visits. This will help to create a language environment in the class, which will be a facilitating factor for language development of the children.

d) It is an important recommendation that in the school for deprived children there should be variety of play materials, colourful toys, wooden blocks in plenty, so that each child will have separate material to play as soon as they come to school. There should be picture books of animals, flowers, fruits, colourful story books for them to handle. Also there should be pictures on the walls. Thus the children will get the joyful experience of playing with the toys, looking at variety of pictures, which will stimulate their curiosity. They will start asking questions and the teacher will satisfy each one's questions individually as she is supervising at this time. Thus it will create a lot of verbal exchange which will facilitate the vocabulary, comprehension, and expression of the children.

e) It is wellknown that the most important single factor influencing learning is what the learner already knows. This has to be ascertained, and then teach him accordingly. A deprived child enters the school with his own vocabulary, with his own experiences. Moreover the content and area of his experiences are different
from those coming from the middle class homes. Therefore it is recommended to start the initial teaching of a child using words from his vocabulary, and then bring him smoothly and gradually to book language. The content of teaching should come initially from the child's area of experiences. The teaching should be based on this previous knowledge, and gradually he should be introduced to a wider area—from known to unknown. The teacher should use as simple language as possible to teach these children. Also she should speak slowly so that all students would comprehend the instructions.

5.4.4 The Teacher:

She should be a trained teacher with some orientation to teach the deprived children which is essential to the teachers.

a) Before coming to a classroom of such a school, a teacher should visit the slums or village in which the school to which a teacher is appointed is located, so that she will come to know the home background of the students, some typical vocabulary words, some phrases which will be useful to her in her teaching. This will also help to develop positive attitude towards her student which creates healthy study atmosphere in the class.

b) The teacher for the deprived student should be energetic. She should always be alert when she is
moving about, and about what things should be shown to the children or about what is to be informed. Thus the full involvement of the teacher in the children should be an essential qualification of the teacher for the deprived class.

5.4.5 **Parent education:**

Parents of the deprived children also should be included in this programme. They should be informed what they can do for the language development of their children.

a) They should be brought in the non-formal education programme and there they should be straightway told that the child is like a tender plant in a garden and we have to nurture it carefully. We have to take keen interest for his physical, mental, and language development. They should be informed how useful they would be in the language development programme.

b) Parents should consider a child as a member of the family who can speak, give opinions and ideas to the parents. That is why it is very much essential that parents should take meals along with their children.

c) Parents should give verbal guidance by telling stories, singing songs, giving information, describing a situation.
d) Parents should take their children with them when they visit, markets, shops etc.

e) They should spare some time to take them to parks, gardens etc.

5.5.0 Suggestions for further research:

1) This study was aimed at studying the effect of deprivation on language ability of the male students only. The girl students were excluded from the sample of the study. Therefore, it is suggested that the replication of this study should be undertaken taking girl students in the sample.

2) This study was conducted for two years. The same children were tested in the first and second standards and differences among the deprived, the non-deprived and the most deprived were calculated for language ability scores. It is suggested that same children should be tested when they will be in the 5th standard and to see whether the difference in the language test scores between deprived and non-deprived is narrowed or widened, or remains the same.

3) When the deprived children enter the pre-primary school the intervention programme should be organised for half the number of children for one
year as recommended in this study. Then it could be observed whether there is significant difference between the two groups in their language ability scores.

4) Another suggestion is that the whole sample - non-deprived, deprived, or most deprived - should be taken from the same school. They should be tested in the first year, the third year, and the fifth year. As the school environment will be similar for all the children in the sample, pure difference in language ability between different groups of children will be located.

5) In such a study, the same groups of children, according to deprivation level, will be studied for intellectual development, concept formation, and arithmetical ability. The same methodology will be followed to see the effect of deprivation on above abilities of the child.

6) It is also suggested that a study could be undertaken on whether the IQ increases if a deprived child is put in a stimulating condition.

7) There is need for construction and standardization of the tests to measure language ability, and arithmetical ability of a child at different standards in Marathi language.
8) There is also need for construction and standardization of the scale/test to measure the deprivation level of a child at different age levels.