Chapter 6

SUMMARY AND CONCLUSION

The child is a growing organism. He grows in a family which belong to a group. Thus the child starts with a biological foundation and grows up in a social environment. Since the child lives and grows in a social context, the people in his environment, particularly the parents and other members of the family in the early years and the teachers and the fellow pupils in the school in the later years are very significant in determining the way in which the child develops. The child is also a learning organism. Children need lots of positive attention and stimulation from parents and adults in order of actualise their maximum potential.

Since the beginning of a school career is a radical departure from the child’s established pattern of life, the stimulation received by the preschool children from the home and school environment has got due importance in learning and social skills.
6.1 The problem for investigation

The impact of environmental stimulation on temperament and learning ability of preschool children.

6.2 Objectives

The present study has set up different objectives and the main objectives of the present investigation are as follows.

6.2.1 To find out the influence of home environment in the areas of

(a) Temperament
(b) Learning ability

6.2.2 To find out the influence of school environment in the areas of

(a) Temperament
(b) Learning ability

6.3 Hypotheses

The hypotheses formulated for the present study are as follows.

6.3.1 The home environment will influence the preschool children with regard to

(a) Temperament
(b) Learning ability
6.3.2 The school environment will influence the preschool children with regard to

(a) Temperament
(b) Learning ability

6.3.1.1 Exposure to objects and media will influence the preschool children with regard to

(a) Activity
(b) Emotionality
(c) Sociability
(d) Learning ability

6.3.1.2 Verbal interaction will influence the preschool children with regard to

(a) Activity
(b) Emotionality
(c) Sociability
(d) Learning ability

6.3.1.3 Psychological interaction between the parents and children will influence the preschool children with regard to

(a) Activity
(b) Emotionality
(c) Sociability
(d) Learning ability

6.3.1.4 *The time spent (quantitatively) together with parents and children will influence the preschool children with regard to*

(a) Activity
(b) Emotionality
(c) Sociability
(d) Learning ability

6.3.1.5 *The time spent (qualitative) together with parents and children will influence the preschool children with regard to*

(a) Activity
(b) Emotionality
(c) Sociability
(d) Learning ability

6.3.2.1 *Availability of equipment in the school will influence the preschool children with regard to*

(a) Activity
(b) Emotionality
6.3.2.2 The time allotment for individual activities will influence the preschool children with regard to

(a) Activity
(b) Emotionality
(c) Sociability
(d) Learning ability

6.3.2.3 The time allotment for group activities will influence the preschool children with regard to

(a) Activity
(b) Emotionality
(c) Sociability
(d) Learning ability

6.3.2.4 Teacher - pupil interaction will influence the preschool children with regard to

(a) Activity
(b) Emotionality
(c) Sociability
(d) Learning ability
6.3.2.5 *Teaching methods will influence the preschool children with regard to*

(a) Activity
(b) Emotionality
(c) Sociability
(d) Learning ability

6.3.3 *There will be significant difference among preschool children between Trivandrum, Kozhikode and Thirssur districts with regard to*

(a) Home environment
(b) School environment
(c) Temperament and
(d) Learning ability

6.4. **Definition of concepts**

6.4.1. *Environmental stimulation*

In the present study, environmental stimulation means the stimulation given to the children in both the home and school environment. In the home environment, the stimulation given through exposure to objects and media, verbal and psychological interaction between parents and children and the time spent (quantitatively and qualitatively) together by parents
and children are considered. In the school, variety of stimulation given
including the availability of equipment (toys and educational materials),
time allotment for individual and group activities, teacher - pupil interaction
in terms of encouragement, warmth and supportiveness and teaching
methods have been considered.

6.4.2. Temperament

Activity, emotionality and sociability are considered under
temperament.

6.4.3. Learning ability

Learning ability is measured in terms of the readiness to perform
activities related to reading and writing.

6.4.4. Preschool children

In the present study, preschool children include both boys and girls
of five years of age and who are attending upper kindergarten class.

6.5. Sample

The course of investigation was set rolling by selecting 50 subjects
each from Trivandrum, Thrissur and Kozhikode districts since these are
the Southern, Central and Northern regions. As the tests were time
consuming, the sample size was reduced to 150. Selection of schools was
done through purposive sampling means selecting who were co-operative with the study. Selection of children from each school was done through random sampling method, by applying the lottery method. Five urban co-education schools from each district and ten children from each school with equal number of boys and girls were taken for the study.

6.6 Tools

The tools used to test the variables under study are

6.6.1. To measure the stimulation in the home environment and school environments, questionnaires developed by the investigator was used. It includes questions which elicit information regarding the stimulation given through exposure to objects and media, verbal and psychological interaction between parents and children and the time spent (quantitatively and qualitatively) together by the parents and children.

6.6.2. In order to measure the stimulation in school environment, questionnaire developed by the investigator was used, which includes questions which elicit information regarding the availability of equipment in the school environment, time allotment for individual and group activities, teacher - pupil interaction and teaching methods.

6.6.3. For measuring the temperamental factors, Behavioral Style questionnaire developed by McDevitt and Care (1978) was used. It includes
questions for measuring activity, emotionality and sociability of preschool children.

6.6.4. To measure learning ability, tests developed by the investigator includes identification of alphabets, words, ability to discriminate pictures and ability to perform skills associated with drawing and colouring.

6.7. Collection of data

The data collection was carried out in the upper kindergarten classes of the selected nursery schools by the investigator. The questionnaire for measuring the stimulation in the home environment was given through the children and the questionnaire for measuring the stimulation in the school environment was given to the teachers. The questionnaires were collected back after three days. The tests for measuring learning ability was administered to the children directly by the investigator. The study was completed in a time frame of six months.

6.8. Treatment of data

The data was consolidated and statistically analysed. Subjecting the consolidated data to statistical analysis, Pearson’s coefficient of correlation ‘r’ was used to find out the influence of each aspects of home environment and school environment with learning ability. ‘t’ value was computed to find out the difference of stimulation provided by the home and school
environments and also to find out the difference of temperament and learning ability among them.

6.9 Results

6.9.1. There is a correlation between home environment in general with the following factors

(a) Temperament (‘r’ = 0.892, P < 0.01)
(b) Learning ability (‘r’ = 0.912, P<0.01)

6.9.2. There is a correlation between school environment in general with the following factors

(a) Temperament (‘r’ = 0.74, P < 0.01)
(b) Learning ability (‘r’ = 0.73, P<0.01)

The correlation obtained for the factors of home environment with the factors of temperament and learning ability are as follows.

6.9.1.1. The correlation values obtained for exposure to objects and media with

(a) Activity (‘r’ = 0.415, P < 0.01)
(b) Emotionality (‘r’ = 0.432, P < 0.01)
(c) Sociability (‘r’ = 0.502, P < 0.01)
(d) Learning ability (‘r’ = 0.562, P<0.01)
6.9.1.2. *The correlation values obtained for verbal interaction with*

(a) Activity (‘r’ = 0.639, P < 0.01)
(b) Emotionality (‘r’ = 0.654, P < 0.01)
(c) Sociability (‘r’ = 0.646, P < 0.01)
(d) Learning ability (‘r’ = 0.692, P < 0.01)

6.9.1.3. *The correlation values obtained for psychological interaction with*

(a) Activity (‘r’ = 0.613, P < 0.01)
(b) Emotionality (‘r’ = 0.678, P < 0.01)
(c) Sociability (‘r’ = 0.648, P < 0.01)
(d) Learning ability (‘r’ = 0.722, P < 0.01)

6.9.1.4. *The correlation values obtained for time spent (quantitative) with*

(a) Activity (‘r’ = 0.621, P < 0.01)
(b) Emotionality (‘r’ = 0.687, P < 0.01)
(c) Sociability (‘r’ = 0.687, P < 0.01)
(d) Learning ability (‘r’ = 0.784, P < 0.01)

6.9.1.5. *The correlation values obtained for time spent (qualitative) with*

(a) Activity (‘r’ = 0.425, P < 0.01)
(b) Emotionality (‘r’ = 0.430, P < 0.01)
(c) Sociability (‘r’ = 0.493, P < 0.01)
(d) Learning ability (‘r’ = 0.523, P < 0.01)

The correlation obtained for the factors of school environment with the factors of temperament and learning ability are as follows.

6.9.2.1. The correlation values obtained for availability of equipment with

(a) Activity (‘r’ = 0.254, P < 0.01)
(b) Emotionality (‘r’ = 0.211, P < 0.01)
(c) Sociability (‘r’ = 0.286, P < 0.01)
(d) Learning ability (‘r’ = 0.292, P < 0.01)

6.9.2.2. The correlation values obtained for time allotment for individual activities with

(a) Activity (‘r’ = 0.247, P < 0.01)
(b) Emotionality (‘r’ = 0.303, P < 0.01)
(c) Sociability (‘r’ = 0.355, P < 0.01)
(d) Learning ability (‘r’ = 0.433, P < 0.01)

6.9.2.3. The correlation values obtained for time allotment for group activities with

(a) Activity (‘r’ = 0.342, P < 0.01)
(b) Emotionality (‘r’ = -0.092, P > 0.01)
(c) Sociability (‘r’ = 0.592, P < 0.01)
(d) Learning ability (‘r’ = -0.096, P > 0.01)

6.9.2.4. *The correlation values obtained for teaching methods with*

(a) Activity (‘r’ = 0.234, P < 0.01)
(b) Emotionality (‘r’ = 0.280, P < 0.01)
(c) Sociability (‘r’ = 0.293, P < 0.01)
(d) Learning ability (‘r’ = 0.314, P < 0.01)

6.10 Conclusion

6.10.1 The stimulation from the home environment in general influence the temperament and learning ability of preschool children.

6.10.2 The stimulation from the school in general influence the temperament and learning ability of preschool children.

6.10.3 The factors of school environment namely exposure to objects and media, verbal and psychological interaction, time spent quantitatively and qualitatively together with parents and children influence activity, emotionality and sociability and learning ability of preschool children.

6.10.4 The factors of school environment namely availability of equipment, time allotment for individual activities, teacher-pupil
interaction and teaching methods influence activity, emotionality, sociability and learning ability of preschool children.

6.10.5. The time allotment for group activities in the school environment does not influence emotionality and learning ability of preschool children.

6.10.6. The Trivandrum, Kozhikode and Thrissur districts differ in their school environment and home environment other than between Trivandrum and Kozhikode which does not differ significantly in their home environment.

6.10.7. The preschool children from Trivandrum, Kozhikode and Thrissur districts differ in their temperament and learning ability.

6.11. Problems and limitations

One of the major problems, the investigator had to encounter was to get permission from the nursery schools for conducting the study. As the tests were time consuming, most of the schools approached were reluctant to grant permission for conducting the study. Yet another problem was the delay in receiving the questionnaire duly filled in. As it was difficult to get permission to conduct the tests in nursery schools, it was not possible for the investigator to select samples from the different socio-economic strata.
6.12. Suggestions for further research

The present study can be undertaken considering the stimulation given through the peers and siblings. Other crucial areas of child's development like intelligence level and academic achievement can also be measured. Children belonging to different socio-economic strata can also be studied.

6.13. Implications of the study

Children are the most important natural resources and they lay the foundation of the world’s future. To equip the citizen of tomorrow with a sense of freedom, intelligence and physical skill, the foundation must be laid in the preschool period for which necessary stimulation from the home and school environment has to be provided. Even though the society has become modernized, even the educated parents are unaware of the significance of the stimulations that has to provided for their children. But there has been no serious research work done channelising the aspects of home and school environment with its impact on child’s temperamental traits and learning ability. So the present investigation is an attempt to find out the influence of environmental stimulation on the temperament and learning ability of preschool children and the result reveal the need to provide necessary stimulaiton for the preschool children in the modern environment.
Even those parents who are aware of the significance of stimulation are sometimes not able to provide them because of their busy schedule. Now as the schools are becoming result oriented, they may not provide the environment which has to given for their child to mould his behaviour. Thus the study is highly relevant as it aims to find out the influence of several aspects of home and school environment which the parents and teachers have to concentrate.

The results of the study indicate that the more appropriate the stimulation provided in the environment, the better the child’s behaviour and learning ability.

It will be a valuable message for the parents and teachers enabling them to deal with their children in a proper and tactful way thereby carving out healthy individuals.