CHAPTER V

FINDINGS, DISCUSSION AND IMPLICATIONS OF THE RESULTS

5.1 MAJOR FINDINGS OF THE STUDY

The major findings of the study were as follows.

1. There was significant difference in overall school readiness of children with and without pre-primary education.

2. There was significant difference in school readiness of children with and without pre-primary education.

3. There was significant difference in readiness of schools with and without pre-primary education.

4. There was significant difference in parental readiness of parents of children with and without pre-primary education.

5. There was significant difference in basic skills of children with and without pre-primary education.

6. There was significant difference in physical and motor skills of children with and without pre-primary education.

7. There was significant difference in social and emotional skills of children with and without pre-primary education.

8. There was significant difference in language and vocabulary skills of children with and without pre-primary education.

9. There was significant difference in arithmatic and numeracy skills of children with and without pre-primary education.
10. Mean overall schoolreadiness score of children with pre-primary education was greater than those without pre-primary education

11. Mean schoolreadiness score of children with pre-primary education is greater than those without pre-primary education

12. Mean readiness of school score of schools with pre-primary education was greater than those without pre-primary education

13. Mean parental readiness score of parents of children with pre-primary education was greater than those without pre-primary education

14. Mean basic skill score of children with pre-primary education was greater than those without pre-primary education

15. Mean physical and motor skill score of children with pre-primary education was greater than those without pre-primary education.

16. Mean social and emotional score of children with pre-primary education was greater than those without pre-primary education

17. Mean language and vocabulary score of children with pre-primary education was greater than those without pre-primary education.

18. Mean arithmatic and numeracy score of children with pre-primary education was greater than those without pre-primary education.

The mean scores of children with and without pre-primary education for variables of study were presented in following table:
TABLE-19: Mean of variables for groups with and without pre-primary education

<table>
<thead>
<tr>
<th>Variables</th>
<th>With Pre-primary Education</th>
<th>Without Pre-primary Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Readiness</td>
<td>99.2</td>
<td>66.8</td>
</tr>
<tr>
<td>Children Readiness</td>
<td>37.2</td>
<td>23</td>
</tr>
<tr>
<td>Parental Readiness</td>
<td>45.6</td>
<td>26.8</td>
</tr>
<tr>
<td>Readiness of Schools</td>
<td>17.7</td>
<td>13</td>
</tr>
<tr>
<td>Basic Skills</td>
<td>7.3</td>
<td>4.2</td>
</tr>
<tr>
<td>Physical and Motor Skills</td>
<td>8.5</td>
<td>6.9</td>
</tr>
<tr>
<td>Social and Emotional Skills</td>
<td>7.8</td>
<td>4.4</td>
</tr>
<tr>
<td>Language and Vocabulary</td>
<td>7.2</td>
<td>4.1</td>
</tr>
<tr>
<td>Arithmatic and Numeracy</td>
<td>7.6</td>
<td>4.8</td>
</tr>
</tbody>
</table>

TABLE-20

Standard Error of Mean And t- Value for groups with and without pre-primary education

<table>
<thead>
<tr>
<th>Variables</th>
<th>S.E.M</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Readiness</td>
<td>1.09</td>
<td>27*</td>
</tr>
<tr>
<td>Children Readiness</td>
<td>0.5</td>
<td>28.4*</td>
</tr>
<tr>
<td>Parental Readiness</td>
<td>0.83</td>
<td>22.6*</td>
</tr>
<tr>
<td>Readiness of Schools</td>
<td>0.7</td>
<td>6.7*</td>
</tr>
<tr>
<td>Basic Skills</td>
<td>0.2</td>
<td>15*</td>
</tr>
<tr>
<td>Physical and Motor Skills</td>
<td>0.15</td>
<td>10.6*</td>
</tr>
<tr>
<td>Social and Emotional Skills</td>
<td>0.2</td>
<td>17*</td>
</tr>
<tr>
<td>Language and Vocabulary</td>
<td>0.19</td>
<td>16.3*</td>
</tr>
<tr>
<td>Arithmatic and Numeracy</td>
<td>0.2</td>
<td>14*</td>
</tr>
</tbody>
</table>

*significant at 0.01 level of significance
FIGURE-15: Mean scores of groups

FIGURE-16: Mean scores of skills of children
5.2 DISCUSSION OF FINDINGS

School readiness is very essential for successful entry to primary schooling and preschool education ensures making this transition smooth, easy and long lasting. Appropriate environment in schools, innovative and initiative steps taken by teachers, parental involvement in supporting children physically, socially, emotionally and academically makes them ready. Research findings suggest that children who begin with pre-primary education are at developmental advantage. These advantages are also sustainable over time. Early childhood educational experiences are formative for a child’s later developing years. Young children, especially during the first five years of life, have an impressive learning capacity and nurturing of those capacities is critical for their educational achievement in following years. Pre-primary education contributes to a child’s ability to acquire important readiness skills. The findings of the study also accept the framework of school readiness that it is holistic in nature and all the three domains viz. children readiness, readiness of schools and parental readiness are important and contribute equally in development of overall school readiness of children. Following are the probable answers to the research questions framed by the researcher at the beginning of the research work.

1.6.1. Do the children at primary stage differ in children readiness with and without pre-primary education?

Findings
1. There was significant difference in school readiness of children with and without pre-primary education.
2. There was significant difference in basic skills of children with and without pre-primary education.
3. There was significant difference in physical and motor skills of children with and without pre-primary education.
4. There was significant difference in social and emotional skills of children with and without pre-primary education.
5. There was significant difference in language and vocabulary skills of children with and without pre-primary education.

6. There was significant difference in arithmetic and numeracy skills of children with and without pre-primary education.

Discussion:

Children with pre-primary education significantly differ in all skills than those without pre-primary education. The mean scores indicate that children with pre-primary education show greater proficiency in basic, physical and motor, social and emotional and language and arithmetic skills. This is probably because preschool offers a curriculum in continuum in development of early foundation skills and concepts. The researcher feels that preschool children are subjected to activities that develop their fine and gross motors and social skills. Researches on pre-primary education also indicate that children with pre-primary education are at developmental advantage in reading, writing, listening, thinking and numeric abilities (Shonkoff & Philips; 2000). Thus it can be extrapolated that pre-primary education contributes positively to the development of children readiness at primary stage. Applied Survey Research (2009) concluded the same results that preschool children are much more ready in self-care and motor skills, self-regulation, social expression and kindergarten academics.

1.6.2. Do the parents of children at primary stage differ in parental readiness with and without pre-primary education?

Finding:

There was significant difference in parental readiness of parents of children with and without pre-primary education.

Discussion:

Parents of Children with pre-primary education significantly differed in parental readiness than those without. The mean scores of parental readiness of parents of children with pre-primary education were greater than those without thus it can be
extrapolated that parental readiness of parents with pre-primary education is greater than parents without pre-primary education. This is probably because parents of children with pre-primary education are more likely involved with their child and school activities. Schools with pre-primary classes organize staff meetings and encourage parents to work with their children at an early age making the parents more aware about their child. Parents of children with pre-primary education know the difficulties and challenges of their child at and early age and act to fulfill their aspirations of school. Piotrkowski, (2000) also came to the same conclusion that lack of preschool experience and family support impact a child’s readiness for school. An impact study conducted by Jane Pelletiar and Carl corter (2001) found a positive impact of innovative classroom based preschool programme on parental readiness. Parents child interactions characterized as structured and responsive to the child’s needs and emotions were positively related to school readiness (ChristianM.connel, Ronald.J.Prinz(2002).Krieder,H.(2002) confirmed the hypothesis that parents positive experiences with early childhood education programmes could help them and keep them engaged in connecting with their children’s elementary schools.

1.6.3. Is there any difference in Readiness of schools with and without pre-primary education?

Finding:

There was significant difference in Readiness of schools with and without pre-primary education.

Discussion

Significant difference was observed in the readiness of schools with and without pre-primary education. Mean scores of schools with pre-primary classes were found to be better than the schools without. Thus it can be extrapolated that schools with pre-primary classes had more supportive and innovative and are better in quality parameter and were found to be more ready. The probable reason behind this may be that schools with pre-primary classrooms provide resources and infrastructure for creating engaging environment for children. Schools with pre-primary classes offer programmes for continuity between earlycare education programmes and elementary schools.
1.6.4 Does the school readiness of children at primary stage differ with and without pre-primary education?

Finding:
There was significant difference in overall school readiness of children with and without pre-primary education.

Discussion:
All children demonstrate varying degrees of school readiness at primary stage. Significant difference in school readiness of children with and without pre-primary education was explored during the study of school readiness of children of Gorakhpur. Mean scores of children readiness with pre-primary education were better thus it can be extrapolated that children with exposure to pre-primary school are substantially better than those who do not. The researcher felt that the probable reason behind better school readiness scores of children with pre-primary education are related to specific indicators such as more involvement of parents, better school environment and child’s exposure to early learning activities.

5.3 EDUCATIONAL IMPLICATIONS OF THE STUDY:
The investigator felt during the study that there was lack of awareness of the multidimensionality of the concept of school readiness among the schools, teachers and parents and research practitioners. The awareness and understanding about the need and importance of developing school readiness among children must be given momentum to ensure future school success. School readiness must be conceptualized as a broad construct that incorporates all aspects of a child’s life that contribute directly to the child’s ability to learn. Definitions of readiness must take into account the environment, context, and conditions under which the child acquires skills and is encouraged to learn. Assessments of readiness must, in consequence, incorporate data collected over time from the child, teacher, parents and community. Educational implications of the study are as follows:
5.3.1 IMPLICATIONS FOR PARENTS:

Parents have their own notions about the concept of school readiness and are unaware about the important role they can play in increasing the school readiness of their child. Parents are important component in making sure the child is ready for school. Following practices are suggested to improve parental readiness;

1. Parents need to be informed that multidimensional framework of school readiness helps them proactively partner in the process of preparing their children.
2. More involved parents must be appreciated by schools so that they create a good example for others.
3. Parents must be made to realize that for low scores in their child’s report card they are equally responsible and the child or teacher is not be blamed alone.
4. Parents need to be encouraged to read with their children and provide a positive literacy environment and take care of their child’s health needs.
5. Parents must be encouraged for open and frequent communication with the teacher to stay informed and for maintaining a positive and supportive relationship.
6. Report cards assessing parental readiness must be prepared so that parents may realize their accountability towards their child.

5.3.2 IMPLICATIONS FOR TEACHERS:

1. The research suggests that teachers must pay greater attention should be paid to a broader and more integrated nurturing of children’s development during the preschool years with exposure to learning experiences in all constructs.

2. Teachers must ensure that pre-primary students are be given opportunity to continue to grow in all areas of early learning and development during pre-primary years without being expected to perform isolated tasks measuring their cognitive and literacy abilities to the exclusion of recognizing and encouraging growth in other areas.
5.3.3 IMPLICATIONS FOR SCHOOL:

1. In most of the schools no child is turned away from schools if he or she is age eligible no matter or not how ready or not he or she is. The researcher suggests that schools must establish benchmarks so that certain important academic abilities are recognized as exit skills, not entry skills at various stages of child’s education.

2. Children readiness at any stage must be assessed and admission must be granted only if the child has sufficient strength to bear the curriculum load. Most of the private schools have more inclination in determining their curricula for instruction and determining what children need to know but do not bother how much the child has acquired by the end of a stage.

3. Schools must ensure availability of pre-primary classes that reflect a more balanced approach with an emphasis on all domains of early learning and development with effective transition practices among preschool and primary classes.

4. Schools must pay greater attention to the ways in which pre-primary and primary teachers perceive readiness.

5. Smooth transitions aid in children’s readiness to primary classes, they also provide children with positive experiences at the start of the school. Transition Practices are the specific activities that facilitate the continuity and foster the interrelationship among the various stages of schooling. Unfortunately transition practices have been identified as an underutilized means of preparing children for adjustment to higher stages. In order to aid in the development of stronger transition practices aimed at preparing children for adjustment to primary classes through greater collaboration, communication and consistency between pre-primary classes,
families, primary classes following transition practices are suggested by researcher:

1. Meeting and exchanging information between pre-primary teachers and primary teachers about children, curriculum, goals etc.
2. Preschool classroom and Primary classroom teacher observation exchange. The observations in each classroom provide valuable opportunity to see children in action as they play, interact with other children and adults and respond to and approach scientific learning activities.
3. Family informational meeting: school readiness Families know very little about school readiness so programs must be organized to educate them. With greater knowledge of the components of school readiness and specific suggestions for what families can do at home to help their children prepare for kindergarten, the school family partnership will be strengthened, and families will feel more knowledgeable about how they can optimally prepare their children for the newly approaching primary classes expectations and curriculum.
4. School visit: Families applying to schools often do not get the chance to look beyond the doors of school office in their child’s new school. To help ease the anxiety a number of visitations must be allowed to make parents and children familiar with the school settings.
5. Family survey must be organized in order to answer questions about their child’s skills, abilities and characteristics from the family’s unique perspective.
6. Orientation programmes must be organized the day before the school begins Children and parents must be given the opportunity to meet their new teachers, fellow classmates and know the school day routine.

Although the current trend as observed by the researcher is that transition practices are underutilized by the schools, it is hoped that the trend will change so that transition practices become more frequently utilized by all schools to support children and parents.
The researcher is hopeful that this research can do the following:

Help bridge the gap between pre-primary and primary classrooms and home to school, help strengthen collaboration between instructional practices among pre-primary and primary classroom, provide consistency among the expectations that primary and pre-primary teachers, parents hold about readiness and encourage transition practices that will help facilitate the move and adjustment to kindergarten so that children start school ready to learn. The research will help schools, teachers & parents realize that Communication, inclusion, collaboration and participation is the key to develop school readiness.

5.4 SUGGESTIONS FOR FURTHER RESEARCH:

The investigator feels that there is still a wide area of research still untouched in the field of School readiness. School readiness is a broad term and the boundaries of its scope are unending. Keeping in view the delimitations further researches can be carried out in following areas

- Study of school readiness at different stages such as junior, highschool etc.
- Study of impact of schoolreadiness on achievement of students.
- A study on finding out the weaker dimension of school readiness of students.
- Study of community readiness with reference to locale can also be conducted.
- Study of factors that aid in development of school readiness among children and parents.
- Study of relation between scholastic achievement and school readiness of students.
- Comparative studies on school readiness of children can be conducted among government and private schools and among different institution.
- Studies can also be conducted to find which domain of school readiness is important and has greater impact on child’s achievement.
- Study of school readlines of disabled children can also be carried out.