CHAPTER V

INTERPRETATION OF THE RESULTS AND IMPLICATIONS
CHAPTER V
INTERPRETATION OF THE RESULTS AND IMPLICATION

5.1 Analysis of ...

5.2 Interpretation of the results.

5.3 Implications of the study.

(1) School wide strategy for reading improvement programme

(2) Favourable conditions for helping children to learn to read

(3) Guideline for planning period.
5.1 Analysis of the Result

There are seven hypotheses examined by the investigator. Result provides valuable data for the analysis of the result. Hypotheses No. 1 to 6 aim at comparing the achievement in Reading Comprehension of different groups of students and hypothesis No. 7 aims at exploring the relationship between the level of Reading Comprehension of children of Std. III and their performance in the school examination.

After examining the hypotheses, result of the each hypothesis is analyzed as under separately.

Result of the hypothesis No. 1 is indicated in table 4.9. Mean of private primary school children is 28.90991 and the mean score of corporation primary school is 14.67262. To find the significance of the difference 't' test has been applied the value of 't' is 28.1228. It is highly significant this shows that the differences between the two means is real. In other words the mean score of the Private primary school children is better than the mean score of the corporation primary school children. The null hypothesis therefore is rejected.

Result of the second hypothesis is indicated in table 4.10. Mean score of private primary school girls is 29.47855 and mean score of Municipal Corporation primary school girls is 15.29134. Here also mean score of private primary school girl is better than the corporation primary school girls. To test whether the difference is real or not, 't' test has been applied and value of 't' is 21.18509. It is highly significance. This shows that the difference between the two means score of the private primary school girls is better than the mean score of the Corporation primary school girls. The null hypothesis therefore is rejected.
Table 4.11 indicates the result of the testing of hypothesis No. 3. Here the mean score of private primary school boys is 28.45684 and mean score of the corporation primary school boys is 14.04400. Here on the face of it, it appears that the mean score of the boys of private primary school is better. However, 't' test has been applied and value of 't' is 18.96829. It is highly significant. This shows that the difference between the two mean score is real. In other words, the mean score of the private primary school is better than the mean score of the corporation primary school boys. The null hypothesis is therefore rejected.

Result of the fourth hypothesis is indicated in the table 4.12. The mean scores of the private school boys is 28.45684 and the mean score of the private school girls is 29.47855. It appears that mean score of the private school girls is better than the mean score of the private primary school boys, but however, to know whether the difference is real or it is due to other extraneous factor 't' test has been applied to find out the significance of the difference. The 't' value has come to 1.58385. This is less than 1.96 and it is therefore not significant. This means that difference between the mean scores of the two group is not real. In other words, there is no significant difference between the two mean scores. There is no significant difference between the performance of the boys of the private school and the performance of the girls of the private schools. The null hypothesis No. 1 therefore is accepted.

The fifth hypothesis is also a null hypothesis. The table 4.13 shows the result of the fifth hypothesis. The mean score of Corporation school boys is 14.04400 and the mean score of Corporation school girls is 7.59406. Again while applying 't' test, the 't' value is 1.59737. This is less than 1.96 and so it
is not significant. This means that the difference between the means of the two groups scores is not real. In other words there is no significant difference between the mean score of the boys of the Corporation primary school and the mean score of the girls of the Corporation primary school. This means there is no difference between the performance of the two groups. The null hypothesis therefore is accepted.

The result of the sixth hypothesis in table 4.14 states that the mean score of the Boys of Corporation and private school is 23.98635 and mean score of the girls of corporation and private school is 24.30846 and 't' value is .528857 't' value is less than 1.96 and so it is not significant. This means that difference between the mean score of the two group is not real.

There is no significant difference between the performance of the boys of corporation and privately managed primary schools and performance of the girls of the corporation and privately managed primary schools. Therefore null hypothesis is accepted.

The seventh hypothesis has been formed to examine the relationship between the level of reading comprehension and the performance of the children of Class III in their school examination. Table 4.15 indicates the product moment coefficient of correlation between the marks secured in the school examination and scores on the reading comprehension test prepared and standardized by the investigator. It is seen from the table that the correlations between the scores of reading comprehension test and school examination marks of the children of eight schools are significant. The highest value of the correlation is 0.791 in the case of children of Vidyavihar school and the lowest value of correlation is .323 in the case of children of Maharani Kelavani Trust Vidyalaya. It is significant at .01
level. This indicates high positive correlation between the sets
of two scores, when the total No. of children of eight schools
are taken together the correlation is found to be .602. It is
also highly significant. Therefore hypothesis No. 7 is rejected.
It can be concluded that reading comprehension scores bears a
highly positive correlation with the school examination marks.

5.2 INTERPRETATION OF THE RESULT

The analysis of the result provides valuable information about
the performance of children belonging to different sex and also
about the different institutions managed by the private and the
Municipal Corporation Body. Analysis of data too provides
information about the relation between reading comprehension and
academic achievement of the children.

The rejection of the 1st, IIInd and IIIrd hypothesis indicates
that there are institutional differences in the performance of
the students in the reading comprehension test of STd. III
Children. The result shows that the performance of the children
of the corporation schools is much below as compared with the
performance of children of private primary schools. The mean
performance of children of the private primary schools is 28.90
whereas the mean performance of the Municipal Corporation School
children is 14.67. In the case of the performance of boys of the
corporation school it is also found much below the performance of
the boys of private primary schools. The mean performance of
boys studying in private primary schools is 28.45, whereas the
mean performance of boys of the Corporation schools is 14.04. If
we compare the result of the girls of the private primary schools
with the result of the girls of the corporation primary schools,
it is quite interesting. In the case of the mean performance of
the girls of the corporation primary schools is much below the result of the girls of the private primary schools. The mean performance of the girls studying in the private primary schools is 29.47, whereas the mean performance of girls in the corporation schools is 15.29. In all above three cases the 't' value is 28.1228, 18.96829, 21.18509 respectively. This shows that in all the three cases the difference between the two means is real. It proves that the performance of the Municipal Corporation school children is poorer than the performance of the children of the private primary schools.

This is a matter of grave concern as a large majority of the children in the country receive their primary education in schools run by local bodies. In these Municipal Corporation Board schools education is free. What is needed is not merely a free education but it should also be good education. In the city of Baroda, Baroda Shikshan Samitee spends more than 3 Crores of rupees for providing free primary education more than 55 percent of the city children are in the corporation schools as against this about 45 percent of city children are enrolled in private primary schools, where a high fee is being charged. The citizens feel that education in the corporation schools is not upto the standards. The present investigation lends support to this feeling of the people.

Thousands of culturally and economically disadvantaged pupils go to these corporation schools. Probably no single educational problem to day is more serious than this. It is continuously mounting in importance. These pupils comprise of what amounts to a hard core of reluctant learners who make up the large majority of those who later become dropout statistics in high schools. It is difficult to find teachers who are qualified and willing to
work in schools where most of the pupils fall into this category. In the present study, it is found that children of Class III have very poor performance in the test of reading comprehension. It is found that the teachers in the corporation schools are better paid, they have good buildings. Inspite of these, the performance of children of the corporation schools is poor. This is mainly due to inefficient administration and poor supervision. The school board authority should think seriously to remedy the present sorry state of affairs.

The forth, fifth and sixth hypotheses are related to examining the achievement differences in the boys and girls of private as well as corporation schools. The results are quite interesting. The mean performance of the girls in private schools is 29.47 which is more than the mean performance 28.45, of the boys in the private primary school. But the 't' value is 1.58 which indicates that the difference is not real. In the case of corporation schools also, the performance of girls is 15.27 which is better than the mean performance (14.04) of the boys of the corporation schools. But in this case also the 't' value is 1.59 which indicates that the difference is not real. In the case of all the boys of privately managed primary schools and the corporation schools the mean performance is 23.98 whereas all the girls of privately managed primary schools and the corporation schools mean performance is 24.30. But in this case also, the 't' value is .52 which indicates that difference is not real. The above statistics indicates that the differences are not real and hence not significant. Therefore, it is concluded that the achievement of the boys do not differ from the achievement of girls.
The seventh hypothesis is to examine the relationship between the children's reading comprehension and their achievement in school examination. The 'r' value of children of all the private primary schools is .602. It indicates that correlation between scores of reading comprehension and scores of school examination are highly significant. There is high positive correlation between reading comprehension and academic achievement. Academic achievement has been the criterion for judging the individual, right from the start of formal education. If the goal of education is enhancing the academic achievement of the individual, the findings of the present research indicates to give more attention to variable reading comprehension to increase the achievement in academic subjects. Reading comprehension being a correlates of academic achievement, efforts to improve reading comprehension would be worthwhile which would in turn improve the school performance of the children.

5.3 IMPLICATIONS OF THE STUDY

It has been found out from the study that on an average students at the primary level are weak in reading, specially in reading comprehension, whether they belongs to the private schools or the corporation school. This is a matter of grave concern in this present age of advancing technology. Art of the reader enables him to use his reading to enhance his understanding and to discover new insights. The importance of efficient reading skills becomes immediately obvious when we examine the handicap of those who fail to learn to read. The proficient reader tends to be better informed and hence a better citizen. Reading enables a person to be more critical. This encourages more vigorous thinking. One can stop and reflect upon what has been or is being read. Efficient reading is still a dominant skill
which people require in order to deal with the ever growing amount of information. More than sixty percent of this information is printed, yet it will remain sterile, inert, and useless unless we know how to read.

5.3.1 SCHOOLWIDE STRATEGY FOR READING IMPROVEMENT PROGRAMME

Hence it is necessary that more and more concentrated attention should be given to the teaching of reading by every primary school. A schoolwide strategy for reading improvement is needed. The reading programme should seek to eliminate or reduce the incidence of instructional practices that create disinterest, poor comprehension, on the part of pupils.

MORE SPECIFICALLY

(1) Each school system needs a blueprint and long range plan for developing the reading and language arts of every student, in every subject from kindergarten to grade 12.
(2) This plan must be formulated and continuously updated by a team of persons including the reading language arts specialists, teachers, administrators, librarians and curriculum and psychological specialists and.
(3) The goal of the plan must be the continuous professional development of all staff members.

An effective programme of reading instruction in the schools calls for aggressive leadership and careful overall planning. Effective reading instruction calls for a school environment favourable to learning, growth, and solid achievement. Teachers can do much to create the conditions which are needed for helping children to learn to read.
5.3.2 FAVOURABLE CONDITIONS FOR HELPING CHILDREN TO LEARN TO READ

(1) The physical surroundings should be suitable i.e. providing school rooms that are well light up, comfortable and colorful. Each room should have comfortable table seats, movable desks, display tables for books, reading corner with a table, bulletin boards with constantly changing exhibits of pictures, etc.

(2) The children should be surrounded with an abundance of attractive reading materials.

(3) A well equipped and well managed central library is essential to the schoolwide reading programme.

(4) Reading problems should receive attention in all of the content subjects. The teaching of reading should not be delimited to a single period during the school day.

(5) The moral of the teaching staff should be high for schoolwide programme of reading improvement. It can not be really successful if it does not enjoy the enthusiastic support of the entire teaching staff.

(6) The class room climate should be conducive to pleasant learning experiences.

Many of the factors that contribute to good school morale are also needed in the creation of a class room climate favourable to efficient learning.

(139)
5.3.3. GUIDELINE FOR THE PLANNING PERIOD

Though the most desirable structure for work on planning a programme will vary from one school system to another, the following suggestions of rather general applicability may serve as guide line.

(1) Since an excellent reading programme in any school requires the cooperation of all teachers, every teacher should have the opportunity and the responsibility to participate in the planning.

The planning of the programme can advisedly be the in-service project for the school year, participation in the orientation and planning period can justifiably be a requirement for all teachers. This statement is made with the assumption that a programme of this magnitude will not be effective unless it has the enthusiastic support of the great majority of the teachers.

(2) The plan for reorganization of school wide reading programme should be in harmony with what a school can reasonably be expected to carry out with success.

A too ambitious programme may spell failure from the out-set.

(3) Change for the sake of change should not be advocated. Change can mark progression or retrogression; it can be beneficial or harmful. Only those changes should be recommended which give substantial promise of being advantageous over practices followed at the time by a school.

(4) Care should be taken when planning a programme for reading instruction that it will not interfere with the fulfillment of other important goals of the school.
(5) Compensatory provisions should be made for those teachers who are delegated to spend a great amount of time in planning the schoolwide reading programme.

While part of the responsibility of every teacher is to grow professionally and to assist in the improvement of the instructional programme, no teaching member of the staff should be expected, without compensatory arrangements, to give an excessive amount of time to a schoolwide reading project.

(6) Even as early as in the planning stage, means of evaluating the programme after it is in progress, should be considered.

Criteria should be established for evaluating the programme in line with the objectives agreed on.

(7) Time should be devoted during the planning period for deciding on the general procedures for making changes if necessary, in a programme after it is in operation.

Provisions should be made for needed additions or alterations or deletions following evaluations made after programme is in progress.

(8) Plans should be laid by the staff for continuing study of problems related to the teaching of reading.
If some of the plans require administrative approval, the possibility of obtaining such approval could be investigated and the groundwork should be laid for later incorporating the plans as part of the in-service programme.

Advance technology and computer may take over the world, however, the importance of Reading—and Reading Comprehension—will remain as the solid foundation for the stronger edifice to be constructed.