CHAPTER VII

OBSERVATIONS, CONCLUSIONS AND SUGGESTIONS

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CHAPTER VII

OBSERVATIONS, CONCLUSIONS AND SUGGESTIONS.

Introduction

In a democratic set up like ours, pre-primary education is a must. It is, however, discouraging that even after 35 years of independence, adequate educational facilities have not been provided even to children in the age group 3 to 6 years who are expected to take up the responsibility of nurturing the growing democracy. No doubt, almost all the states have recorded remarkable increase in the enrolment at the pre-primary stage, but mere increase in number may not be sufficient. Specific educational programmes are needed to suit the requirements of pupils having different reading readiness. A prerequisite to implement such programmes is the availability of effective instruments which may help in assessing the reading readiness of the child and thereby aid in identifying bright from the retarded reader so that educational programmes can be geared to their respective needs. The present study is an attempt to provide an instrument for such purpose. It aims at developing a reading readiness programme and to see its effect on the reading readiness of the pre-primary pupils.
Orthogonal comparison technique employing 2x2x2x2x2 factorial design was used to analyse the impact of variables on reading readiness.

During the process of Standardization of the Reading Readiness Test, the treatment of reading readiness programme to the experimental group, and the statistical computations, the investigator made some observations and drew conclusions which have been reported hereafter.

Developmental Work

The present work has been divided into two parts:

1. development of reading readiness test, and
2. development of reading readiness programme and the treatment in the form of administering the programme to the pupils to see its effect on the reading readiness of these pupils.

The following steps were followed while developing the test:

- selection of reading readiness components,
- the collection of reading readiness components items were edited and assembled in a test form
- fixation of age range,
- administration of the pilot test to a sample,
item analysis,

selection of items for the final form of the test.

The following steps were followed while developing the reading readiness programme:

- Fixation of age range.
- Selection of reading readiness components to be covered in the programme.
- Writing the activities for the programme.
- Selection of activities for the programme
- Language
- Time limit
- Preparation of the final form of the programme.

The third phase of the investigation deals with the research findings. For this, a factorial design was invoked. Appropriate hypotheses have been formulated. The groups were tested on the dependent variables (score on reading readiness) to find the mean pre-test score, experimental group was given the reading readiness programme, the groups were again tested on dependent variable to find the mean post-test score.

With this brief summary given above, the observations made during the study and the conclusions drawn are given hereafter.
7.1 Observations

1. The teachers responded in an exceptional co-operative spirit and were found to be genuinely interested in the contents of the programme.

2. Many children were found to be so enthusiastically inquisitive that they asked for more pictures to see during the administration of the programme.

3. There were some children who were wavering in their attention. Sometimes they seemed to be interested in seeing the pictures for a minute or two and after a couple of minutes they seemed to have lost all interest in them.

4. Some of the pupils of the control group gave an impression of being tired of during the administration of reading readiness tests. This did not happen in the case of pupils of the experimental group because of the novel experience they were passing through.

Results

The important part of the present investigation was to see the effect of reading readiness programme upon the reading readiness of pupils in relation to certain variables.
The statistical methods like ANOVA, orthogonal comparison contrasts, Schaffe's test, have been used to study the impact of some variables on reading readiness scores.

A purposive sampling was resorted to and 640 pupils were taken for orthogonal comparison contrasts. The null hypothesis were tested.

7.2 Conclusions

The following conclusions have been drawn on the basis of the studies on reading readiness in relation to certain variables:

ANOVA

Main and interactive hypotheses were formulated and F-test was employed and concluded the following findings:
[Only those findings are presented where the F values are found to be significant]

1. The children of the experimental group showed an improvement over their counter-parts. The result was significant at 0.01 level. Hence it was concluded that the reading readiness programme had a positive impact over the reading readiness scores of the pupils who had been treated with reading readiness programme.
2. The children of the urban group were better in reading readiness, than those of the rural group.

3. The children of higher parents income group were superior in reading readiness to those of the lower income group.

Results of first interaction

4. Interactive hypotheses of first order A x C (group and parent's education) were significant at 0.01 level. That means these factors appeared to be dependent on each other.

5. Interactive hypotheses of first order B x C (area and parent's education) were significant at 0.01 level. That means these factors appeared to be dependent on each other.

Results of second order interaction

6. It was found that A x C x D (group x parent's education x parent's income) interaction, A x D x E (group x parent's income x sex) interaction and B x C x E (area x parent's education x sex) are significant.

Results of third order interaction

7. It was found that A x B x C x D interaction (group x area x parent's education x parent's income), B x C x D x E
interaction (area x parent's education x parent's income x sex) and C x D x E x A interaction (parent's education x parent's income x sex x group) are significant.

8. Scheffe's critical value test was employed and concluded that twenty cells were highly significant than that of others at .01 level, while 22 cells were significant than that of others at .05 level.

7.3 Comparison of Results with other Researches

1. Girls and boys are obviously different physiologically and it has often been thought that their different biological constitutions cause differences in their attainments in reading and writing. Usually, it has been theorised that girls tend to mature physically, intellectually and emotionally earlier than the boys and so are ready to read earlier than boys and so stay ahead in reading during the ensuring years.

Most American investigations, among the most important being those of Samuels (1943), Carroll (1948), Prescott (1955), and Anderson, Hughes and Dixon (1957) show significant differences between boys and girls on reading readiness measures in favour of girls, though one or two other investigators Petter (1949) and Konski (1955) found no significant differences.
In Thackray's (1971) experiment a comparison between the mean score attained by the boys and girls on the reading readiness measures given initially showed no significant differences. Thus the evidences from America and Britain give contradictory conclusions concerning the differences between boys and girls with regard to reading readiness. We conclude that the differences between the reading ability of girls and that of boys found in most American and some British researches are not due to physiological sex differences. It is much more likely to be the effect of the different ways in which boys and girls are brought up and educated. In particular, parents seem to expect boys to engage in activities which are less likely to encourage readiness for reading.

In the present study, the investigator also found no significant difference between the reading readiness of girls and boys.

2. In the present study the children were found to be deficient in vocabulary i.e. in the number of words they knew. The post-test results on vocabulary indicated that there was a marked increase in their vocabulary after the treatment of programme was given to them.

Smiths (1968) measured the effect of head start on the measured intelligence and vocabulary development on a group
of fifty seven children who had a one year Head Start, and compared them with a similar control group with no preschool experience. The Head Start children scored significantly high on both measures.

3. The present test for reading readiness also included skill in visual and auditory discrimination. The comparison of pre and post test means of this area indicated that there was a highly significant increase in reading readiness in the skills of visual and auditory discrimination. Ollila (1970) concluded that to a certain extent, skill in visual discrimination can be improved by direct training at the kindergarten level. Fustenson (1968) also reached the same conclusion.

Studies on auditory discrimination conducted by McNeil and Keisler (1963) McNeil and Stone (1965) and Silvaroli and Whellock (1960) also indicated that children benefit from some sort of auditory discrimination training. Seidel H.E. and Barkeley, M.J. Dories (1967) tested 115 Head Start children during the first and eighth week of the programme, the Lee clock reading readiness test which was applied showed significant difference between the two scores.

7.4 Implications

The children coming from low socio-economic levels
are as a rule lacking in vocabulary, sentence pattern, and perceptual acuity. Because of this they cannot be efficient readers. If such children are passed through reading readiness programme it is hoped that the drawbacks of their social milieu could be removed and instead a new readiness for reading can be instilled into them.

In Gujarat pre-primary education is conspicuous by its absence, meaning thereby only three per cent of the age group attends pre-primary institutions. The remaining lot goes to the school and starts reading without readiness for it. Consequently they lack interest, do not get along with the class, ultimately resulting into stagnation and wastage. Of all the schools' ailments reading disability is the deadly one which is to be fought on a war footing. In order to minimise an occurrence of reading disability and thereby minimizing stagnation and wastage in education all the children should pass through Reading Readiness Programme.

The poor readers in Class I and II should be treated as disabled readers because of their lack in Reading Readiness. Such pupils should be given a remedial programme like that of Reading Readiness Programme oriented to such remedial measures.
7.5 **Suggestions**

The following suggestions are offered to parents, teachers, research workers, on the basis of conclusions drawn above.

1. The teachers should be conversant with the effect of certain variables on reading readiness in pupils so that similar learning activities may be provided to the pupils. It is also necessary for the teachers to be aware of reading readiness of each pupil in the school so that while planning and executing any programme for reading readiness the needs, wants, sex, may be kept in view.

2. The educational background of the home has been found to bear a relationship to reading readiness and reading progress. This broad group of factors, often referred to as "home background" includes a number of environmental aspects affecting the total experience the child brings to the reading situation. This is a basic pre-requisite for reading. But parents' attitudes are less likely to be positive towards intellectual activities such as reading. Parents are less likely to read to their children. Parents are less likely to hold elaborate conversations with them.
The conclusion from the parents point of view is the same no matter how they may feel themselves to be classified economically or socially. Their children need richness of experience especially in language and that costs parents time rather than money. The investment of time in talking with children and sharing the content of books with children is probably the most certain method of helping them to get ready for learning to read. Parents should adhere to it, so that the children can make sufficient progress in the initial stage of reading. The parents have an equal responsibility of co-operating with the educators by providing required learning experiences.

7.7 Suggestions for Further Research

The review of the past work done presented in the third chapter of the present report showed that considerable work has been done in this field in foreign countries, while practically nothing has been done in India except for sporadic attempts made here and there. The further researches in the field of reading and on many aspects of reading readiness would throw immense light on the unsolved problems of the area. In order to prevent children from lack of reading readiness, and to help schools encouraging young population of the country in reading readiness, further
researches should be conducted. The following few problems are suggested for further studies:

1. An investigation into the different aspects of reading readiness programmes which are highly related to the high reading readiness scores.

2. Similar study as the present one on a larger sample to come to different conclusions.

3. A study of the relationship between the level of neurological development of children and their success in beginning reading.

4. An investigation into the conceptual and perceptual factors in learning to read.

5. An investigation into the development of conservation ability through reading readiness programme.


7. An investigation into the effect of Reading Readiness