Chapter V

FINDINGS, CONCLUSION, DISCUSSION OF RESULTS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

The present chapter is devoted to the main findings of the present study educational implications and suggestions for further research.

MAIN FINDINGS

On the basis of the analysis interpretation and discussion of results as given in the previous chapter, the following main finding regarding the impact of a self-instructional programme for remedial purpose of the children have emerged out of the present study.

- The diagnostic test prepared for diagnose the errors in writing and reading component is developed.
- The self – instructional material has been found to have a significant positive imp on the students on the basis of comparison between scores of experimental and control groups on the post – test and also on pre-test and also on pre-test and post test experimental group comparisons.
- On the basis of comparison of scores of experimental group on pre – test and post – test, it was revealed that self – instruction material has been found to have a significant positive impact on the ‘passage’ achievement.
- On the basis of comparison between scores of experimental group on pre – test and post – test, it was revealed that self – instructional programme has been found to have a significant positive impact on the component ‘poem’.
- Self – instructional material has been found to have a significant positive impact on the ’word’ component in the children as emerged on the basis of comparison between scores of experimental group on pre – test and post – test.
• The self – instructional programme has been found to have a significant positive impact on the ‘grammars’ component in the children scores of experimental basis on pre – test and post - test.

• On the basis of comparison between scores of experimental group on pre – test and post – test, it way reworded that self – instructional material has been found to have a significant positive impact on the component ‘vocabulary’.

• Self – instructional material has been found to have a significant positive impact on the ‘composition’ component in the children as emerged on the basis of comparison between scores of experimental group on pre-test and post-test.

• On the basis of comparison between scores of experimental group on pre-test and post-test, it was revealed that self-instructional material has been found to have a significant positive impact on the component comprehension.

• The pre-test and post-test differences in the scores of control group on the diagnostic test were found to be insignificant. It shows that in the present study intervening variable is not much affecting the achievement of children.

Discussion of Results

From the results of the preceding parts, it is evident that the calculated ‘t’ – values on all the components of the reading and writing of SIM of the pre – test and post test of the experimental group are significant. The results reveal that the experimental group who is exposed to SIM programme have almost remediate their problems.

The general trend of the results indicates that overall, there is a consistent and significant gain in reading and writing scores after the exposure of experimental students to SIM. Therefore, it may be inferred that the SIM to remediate the errors of the students and to foster creative potential and increasing achievement.

The results as obtained in the present investigation may be attributed to the following facts. The prepared self – instructional – programme provided the required enrichment in the stipulated duration and fostered the children’s creative capacities in the aspect of word, comprehension, composition, poem, passage, grammar, etc. Opportunities provided for the experimental children enabled them to broaden their experiences by working in areas of errors.
Provision of abundance of resources in the form of self–instructional–material served as a catalyst for improving the experimental students. It implies that every child should have access to a wide range of material on a variety of aspects. These creative activities which can be given to individuals or group activities may be relatively of short duration and may be assigned by the teacher or may grow out of the pupil’s individual interest. They may include any activity which motivates the child to learn and remedial their errors.

The present study lends support to the various views advanced by educationists to make special provisions for the improvement of self–instructed–material for the experimental group. It may also be concluded that self instruction remedial material definitely open channels for improving the children. The findings of the present study corresponds to the findings of the studies conduct by many scholars.

**EDUCATIONAL IMPLICATIONS**

It is evident from the present study that self-instructional material programme helps in remediate the errors of the students.

This study convincingly demonstrate, that the remediation had significant impact on the achievement scores of reading and writing component among the children.

The data resulting from this study suggests that the nurturance of remediation and creative potential should not be ignored when considering educational programming for the deployment of the talent.

The present study is of greater importance in present times as there is growing realization of focusing attention on the remedial programmes and diagnosing errors of the children and recent research trend is an intervention based studies.

In India, the National Policy on Education (1986) has also started special Institutions like the NCERT and other voluntary organizations, have established special cells for working and designing the programmes for the children. A lot of effort must be put in order to boost the children to blossom their potentialities. Thus parental
involvement and the remedial programmes are extremely important aspects of the self – instructional programmes.

The findings of the present study can be beneficial for students, teachers, administrators, parents, counsellors, social worker, media personnel, Policy makers and other professional working for the education of children. The use fullness of the present study lies in:

- Early identification of the errors of children by same diagnosing testing.
- Enabling the teacher - training institutions/apex level organizations as National Council for Educational Research and Training (NCERT). National University for Educational Planning and Administration (NUEPA) and Rehabilitation Council of India (RCI) to redesign the teacher by keeping curricula particularly at primary level by keeping in view the individualized needs of the children.
- The teachers can make use of the findings of the present study to diagnose the errors of children and make use of the self – instructional material as has been found effective in the present study.
- Motivating the students and teachers to make use of self – instructional programs to harness of student s in different fields.
- Generating Insight in authorities in the field of education of the children to organize workshops seminars, field visits, lectures, exhibitions, camps, motivational talks, conferences and activities for improving the academic and creative profit of the children.
- Inspiring and enabling the mass media to plan and produce more informative and interesting stories depicting the use of remedial programme in improving the academic, creative and other profile of children.
- Inspiring and enabling the mass media to plan and produce more informative and interesting stories depicting the use of self – instructional material in improving the academic and other profile of the children.
- Parents have a great role to play in the education and development of the children. Parental acceptance, encouragement and a healthy reflect the effect on the child. Parental education of the education of children.
• Student must develop their writing skills by writing summary paragraph letters and report writing.

• The teacher should develop the habit of consulting the dictionary among the students which will help them enrich their vocabulary.

SUGGESTIONS FOR FURTHER RESEARCH

• Diagnostic test can be applied on a large sample of students.

• A similar study can be conducted on a large sample covering all the districts or other district of Haryana.

• A similar study can also be conducted in other states where there are problems related to teaching and learning of English at elementary or other level.

• The present study was confined to the problems related to reading and writing of English. Similar studies can be conducted at higher lower level.

• A comparative study can also be made related to the other errors of students studying in govt. and pvt. institutions at different level.

• A study to find out the attitudes of teachers, peers, administrators, parents, siblings and other professional working for the education of the children towards improvement could be taken for further studies.

Conclusion:

Careful analysis and interpretation of the results discussed above has revealed this conclusion.

The diagnostic test proposed to diagnose errors in writing and reading component is pretty effective and it judges the student’s achievements appropriately. The errors drawn out by the test are real errors made by them. And the self – instructional material to remediate the comparison between the scores of experimental and control groups on the post – test and also on pre-test have significant positive impact.

On the bases of comparison of scores of experimental group on pre and post test, it was revealed that self – instruction material has been found to have a significant impact on the components of “reading” as ‘passage’, ‘poem’, ‘word’, etc. On the other hand
“writing” components ‘grammar’, ‘vocabulary’, ‘composition’, ‘comprehension’ etc. in the students on the basis of the comparison between the experimental group on pre and post test scores.

Simultaneously same experiment was conducted with control group and the pre and post test differences in the scores of control group on the diagnostic test and were found to be insignificant. It also shows that in the present study intervening variable is not much affecting the achievement of the children.

On the basis of the findings and hypotheses of the study following conclusions have been extracted:

- The study helps in diagnosing the errors of children.
- The study shows there is a positive and significant impact of self – instructional – material on the academic and creative profile of children.
- The study also shows that no intervening variable has affected the children.