Chapter - V

Summary and Conclusions
CHAPTER – V

SUMMARY AND CONCLUSIONS

In the preceding chapters, introduction to the problem, development of the tools, methods of the study and interpretation of the results were discussed. The present chapter has been devoted to the summary of the results. For providing the background of the findings, a brief description of the purpose, design and procedure, along with the conclusions and suggestions for further research have been presented in the following paragraphs.

As our country enters a new millennium, its education system continues to run such as it did at the beginning of the last century. This is a sobering reality for the children of the information Age. One of the greatest challenges and opportunities of the 21st century will be for schools at all levels to focus more on quality. Quality is a structural process for improving the output produced. Quality mission of a school is to develop program & service that meets the needs of the users i.e. student & society to achieve a quality education environment. We need to embrace a recognition that all children can perform at higher levels of achievement than they do today; that children vary greatly in their readiness to learn, in what they need and want to learn, and in the ways they learn best and that schools must increasingly customize instruction, thereby enabling each child to learn to the best of his or her ability. We need to provide many opportunities for children to experience success. Children must be encouraged to perceive themselves as good learners, to set high standards, believe in themselves, and to adopt learning strategies to help them overcome difficulties. It is important that successful opportunities are provided for all students. Educators must also look at what factors students attribute to their success or failure. Success enhances a child’s belief in him/her self. This success leads to a child accepting responsibility for success.

And, for this Quality friendly environment to become a reality, school systems must recognize that traditional methods of teaching and learning are unsuccessful for
many students. They need to evaluate and adapt components of Quality Instruction to fulfill the promises they make and to discharge the duties they undertake.

In order to ensure mastery for all students, the Quality Instruction component needs to be given its due importance. Quality Instruction makes an individual learn content material by an integrated methodology, and integration of different material and media suiting to different needs of the group. Quality Instruction has certain indices which constitute a basic framework for such instructional process. These induces have been defined in terms of various component behaviours. Kenneth Feldman (1976) demonstrated eight component behaviours to define quality instruction, which are Clarity, Classroom management, Knowledge, Intellectually stimulating, Organized, Enthusiasm, Fairness, Approachability. Each of these induces of Quality Instruction further consist of certain component behaviours are not much talked about in the past researches specially catering to Indian scenario. There have been research works on Quality but Quality Instruction with its components was hardly explored, even though there is nationwide drift from quantitative expansion of education to qualitative expansion of education.

Internationally the focus of education is being shifted from academics to overall development of children, preparing them for life and for this, life skills training is becoming part of school curriculum today. UNICEF has defined life skills as a behaviour change or behaviour development approach. Life skills have been defined by World Health Organization (WHO) as the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. However, Quality Instruction is one of the vehicles that can lead us on the part of life skills development, which prepares a child for life challenges. It has been also realized globally that development of a child should be integrated life skills training and there must be a definite and purposive role of Home and School both. Training for life should not be the responsibility of school only. Indeed research indicates a strong link between parental involvement and student’s overall development like Parental Involvement and High self-esteem (Chubb & Fertman 1992) parental involvement and student achievement (Paulson 1994) parental involvement and positive outcomes like fewer behavioural problems.
Summary and Conclusions

(Comer, 1984), lower drop outs (NCES, 1992) and higher student achievement (Kohl, 1994; Muller 1993; Reynolds 1992; Stevenson & Baker 1987). It can be very well seen that Parental Involvement has shown positive results not only in academics of a child but parents have been found to impact many more life skills through their interactions with the child. However, most of the researches have been conducted on foreign soils. Hence it is a humble attempt of the investigator to study & explore to main variables related with child i.e. Parental Involvement through HBR in Quality Instruction and there impact on life skills. And also to determine that life skills should be a vital component of our educational system, leading to Quality Education.

STATEMENT OF THE PROBLEM

IMPACT OF QUALITY INSTRUCTION WITH HOME BASED REMEDIATION AND PARENTAL INVOLVEMENT ON LIFE SKILLS OF FIFTH GRADERS

DELIMITATION OF THE STUDY

• The study has been delimited to the students studying in the schools of District SOLAN, (H.P.), affiliated to C.B.S.E only.
• The sample consisted of 150 students, both boys and girls of class V.
• The Quality Instruction was imparted in the subject of science only.
• The study was limited to only four types of life skills i.e. acquiring knowledge, problem solving, creative thinking, communication skills.

OBJECTIVES OF THE STUDY

The study has been designed to attain the following objectives:
1. To study the impact of Quality Instruction (with and without Home Based Remediation as against Conventional learning) on the selected life skills of primary school children,
   • Acquiring knowledge
   • Problem solving
   • Creative thinking
   • Communication skills
Summary and Conclusions

2. To study the impact of Parental Involvement on the selected life skills of primary school children, viz.
   - Acquiring knowledge
   - Problem solving
   - Creative thinking
   - Communication skills

3. To study the interaction effect of parental involvement and Quality Instruction on the selected life skills of fifth graders, viz.
   - Acquiring knowledge
   - Problem solving
   - Creative thinking
   - Communication skills

HYPOTHESES OF THE STUDY

Following hypotheses were formulated and tested in the present investigation.

H.1 Fifth grade students belonging to High and Low Parental Involvement groups will not be different on gain scores for the skill of Acquiring Knowledge.

H.2 There will be no significant differences between fifth grade students studying with Quality Instruction (with and without Home Based Remediation) as against Conventional group learning for the skill of Acquiring Knowledge.

H.2.1 Quality Instruction, with Home Based Remediation and Quality Instruction without Home Based Remediation groups will not be different on gain scores for the skill of Acquiring Knowledge.

H.2.2 Quality Instruction with Home Based Remediation and Conventional Group Learning groups will not yield difference on gain scores for the skill of Acquiring Knowledge.

H.2.3 Quality Instruction without Home Based Remediation and Conventional Group Learning groups will not be different on gain scores for the skill of Acquiring Knowledge.
Summary and Conclusions

H.3 There will be no significant differences on the interaction effect of Parental Involvement and Instructional Strategy on the gain scores for the skill of Acquiring Knowledge.

For Instructional Strategy:

H.3.1 Through Quality Instruction with HBR
High PI and Low PI group will not be different on gain scores for the skill of Acquiring Knowledge.

H.3.2 Through Quality Instruction without HBR
High PI and Low PI groups will not be different on gain scores for the skill of Acquiring Knowledge.

H.3.3 Through Conventional Group Learning
High PI and Low PI groups will not be different on gain scores for the skill of Acquiring Knowledge.

With High Parental Involvement

H.3.4 The students in groups of Quality Instruction with Home Based Remediation and Quality Instruction without Home Based Remediation will not be different on gain scores for the skill of Acquiring Knowledge.

H.3.5 The group of students having Quality Instruction without Home Based Remediation and those in Conventional group Learning will not be different on gain scores for the skill of Acquiring Knowledge.

H.3.6 The students of Quality Instruction with Home Based Remediation and those of Conventional group learning will not be different on gain scores for the skill of Acquiring Knowledge.

For Low Parental Involvement

H.3.7 The students of Quality Instruction with Home Based Remediation and Quality Instruction without Home Based Remediation will not be different on gain scores for the skill of Acquiring Knowledge.
Summary and Conclusions

H.3.8 The students of Quality Instruction without Home Based Remediation and those of Conventional Group Learning will not be different on gain scores for the skill of Acquiring Knowledge.

H.3.9 The students of Quality Instruction with Home Based Remediation and those of Conventional Group Learning will not be different on gain scores for the skill of Acquiring Knowledge.

H.4 Fifth grade students belonging to High and Low Parental Involvement will not be different on gain scores for the skill of Problem Solving.

H.5 There will be no significant difference between gain means of fifth grade students studying with Quality Instruction (with and without Home Based Remediation) as against Conventional Group Learning for the skill of Problem Solving.

H.5.1 Quality Instruction, with Home Based Remediation and Quality Instruction without Home Based Remediation groups will not be different on gain scores for the skill of Problem Solving.

H.5.2 Quality Instruction with Home Based Remediation and Conventional Group Learning groups will not be different on gain scores for the skill of Problem Solving.

H.5.3 Quality Instruction without Home Based Remediation and Conventional Group Learning groups will not be different on gain scores for the skill of Problem Solving.

H.6 There will be no significant interaction effect of Parental Involvement and Instructional Strategy on the gain scores for the skill of Problem Solving.

For Instructional Strategy

H.6.1 Through Quality Instruction with HBR - High Parental Involvement Group and Low Parental Involvement group will not be different on gain scores for the skill Problem Solving.
H.6.2 Through Quality Instruction without HBR - High Parental Involvement and Low Parental Involvement groups will not be different on gain scores for the skill of Problem Solving.

H.6.3 Through Conventional Group Learning - High Parental Involvement and Low Parental Involvement groups will not be different on gain scores for the skill of Problem Solving.

For Parental Involvement

High Parental Involvement

H.6.4 The learners gain means for Quality Instruction with Home Based Remediation and Quality Instruction without Home Based Remediation will not be different on gain scores for the skill of Problem Solving.

H.6.5 The learners gain means for Quality Instruction without Home Based Remediation and Conventional Group Learning will not be different on gain scores for the skill of Problem Solving.

H.6.6 The learners gain means for Quality Instruction with Home Based Remediation and Conventional Group Learning will not be different on gain scores for the skill of Problem Solving.

For Low Parental Involvement

H.6.7 The learners gain means for Quality Instruction with Home Based Remediation and Quality Instruction without Home Based Remediation will not be different on gain scores for the skill of Problem Solving.

H.6.8 The learners gain means for Quality Instruction without Home Based Remediation and Conventional Group Learning will not be different on gain scores for the skill of Problem Solving.

H.6.9 The learners gain means for Quality Instruction with Home Based Remediation and Conventional Group Learning will not be different on gain scores for the skill of Problem Solving.
Summary and Conclusions

H.7 Fifth grade students belonging to High and Low Parental Involvement groups will not be different on gain scores for the **Communication Skills**.

H.8 There will be no significant difference between fifth grade students studying with Quality Instruction (with and without Home Based Remediation) as against Conventional group learning for the **Communication Skills**.

H.8.1 Quality Instruction, with Home Based Remediation and Quality Instruction without Home Based Remediation groups will not be different on gain scores for the **Communication Skills**.

H.8.2 Quality Instruction with Home Based Remediation and Conventional Group Learning groups will not yield different on gain scores for the **Communication Skills**.

H.8.3 Quality Instruction without Home Based Remediation and Conventional Group Learning groups will not be different on gain scores for the **Communication Skills**.

H.9 There will be no significant interaction effect of Parental Involvement and Instructional Strategy on the gain scores for the **Communication Skills**.

H.10 Fifth grade students belonging to High and Low Parental Involvement groups will not be different on gain scores for the skill of **Creative Thinking**.

H.11 There will be no significant difference between fifth grade students studying with Quality Instruction (with and without Home Based Remediation) as against Conventional group learning for the skill of **Creative Thinking**.

H.11.1 Quality Instruction, with Home Based Remediation and Quality Instruction without Home Based Remediation groups will not be different on gain scores for the skill of **Creative Thinking**.

H.11.2 Quality Instruction with Home Based Remediation and Conventional Group Learning groups will not yield different on gain scores for the skill of **Creative Thinking**.
Summary and Conclusions

**H.11.3** Quality Instruction without Home Based Remediation and Conventional Group Learning groups will not be different on gain scores for the skill of Creative Thinking.

**H.12** There will be no significant difference on the interactive effect of Parental Involvement and Instructional Strategy on the gain scores for the skill of Creative Thinking.

*For Instructional Strategy:*

**H.12.1** Through Quality Instruction with HBR

High PI and Low PI group will not be different on gain scores for the skill of Creative Thinking.

**H.12.2** Through Quality Instruction without HBR

High PI and Low PI groups will not be different on gain scores for the skill of Creative Thinking.

**H.12.3** Through Conventional Group Learning

High PI and Low PI groups will not be different on gain scores for the skill of Creative Thinking.

*With High Parental Involvement*

**H.12.4** The students in groups of Quality Instruction with Home Based Remediation and Quality Instruction without Home Based Remediation will not be different on gain scores for the skill of Creative Thinking.

**H.12.5** The group of students having Quality Instruction without Home Based Remediation and those in Conventional group Learning will not be different on gain scores for the skill of Creative Thinking.

**H.12.6** The students of Quality Instruction with Home Based Remediation and those of Conventional group learning will not be different on gain scores for the skill of Creative Thinking.
Summary and Conclusions

For Low Parental Involvement

H.12.7 The students of Quality Instruction with Home Based Remediation and Quality Instruction without Home Based Remediation will not be different on gain scores for the skill of Creative Thinking.

H.12.8 The students of Quality Instruction without Home Based Remediation and those of Conventional Group Learning will not be different on gain scores for the skill of Creative Thinking.

H.12.9 The students of Quality Instruction with Home Based Remediation and those of Conventional Group Learning will not be different on gain scores for the skill of Creative Thinking.

H.13 There is no difference in gain scores for the life skill of Acquiring Knowledge of V graders belonging to different levels of Behaviour Involvement of Parents.

H.14 There is no difference in gain scores for the life skill of Acquiring Knowledge of V graders learning from Quality Instruction with Home Based Remediation and Quality Instruction without Home Based Remediation.

H.15 Gain scores for the life skill of Acquiring Knowledge of V graders are not different with regard to their Behaviour Involvement and Instructional Treatment.

H.15.1 Through Quality Instruction with HBR (QI HBR) Low Behaviour Involvement group and High Behaviour Involvement group score equal on gain scores for Acquiring Knowledge.

H.15.2 Through Quality Instruction without HBR (QI w HBR). Low Behaviour Involvement group and High Behaviour Involvement group will score equal gain scores on Acquiring Knowledge.

H.15.3 For Low Behaviour Involvement. Quality Instruction with HBR and Quality Instruction without HBR will score equal gain scores on Acquiring Knowledge.
Summary and Conclusions

H.15.4 For High Behaviour Involvement. Quality Instruction with HBR and Quality Instruction without HBR will score equal gain scores on Acquiring Knowledge.

H.15.5 Quality Instruction with HBR belonging to High Behaviour Involvement and Quality Instruction without HBR belonging to Low Behaviour Involvement will score equal gain scores on Acquiring Knowledge.

H.15.6 Quality Instruction with HBR belonging to Low Behaviour Involvement and Quality Instruction without HBR belonging to High Behaviour Involvement will score equal gain scores on Acquiring Knowledge.

H.16 There is no difference in gain scores on the life skill of Acquiring Knowledge, of V graders coming from different levels of Personal Involvement.

H.17 There is no difference in gain scores on the life skill of Acquiring Knowledge of V graders learning through Quality Instruction with Home Based Remediation and Quality Instruction without Home Based Remediation.

H.18 Gain scores for the life skill of Acquiring Knowledge of V graders are not different with regard to their Personal Involvement and Instructional Treatment.

H.18.1 Through Quality Instruction with HBR (QI with HBR) Low Personal Involvement group and High Personal Involvement group score equal gain means on skill of Acquiring Knowledge.

H.18.2 Through Quality Instruction without HBR (QI w HBR). Low Personal Involvement group and High Personal Involvement group will score equal gain means on skill of Acquiring Knowledge.

H.18.3 For Low Personal Involvement. Quality Instruction with HBR and Quality Instruction without HBR will score equal gain means on skill of Acquiring Knowledge.
Summary and Conclusions

H.18.4 For High Personal Involvement. Quality Instruction with HBR and Quality Instruction without HBR will score equal gain means on skill of Acquiring Knowledge.

H.18.5 Quality Instruction with HBR belonging to High Personal Involvement and Quality Instruction without HBR belonging to Low Personal Involvement will score equal on gain means on the skill of Acquiring Knowledge.

H.18.6 Quality Instruction with HBR belonging to Low Personal Involvement and Quality Instruction without HBR belonging to High Personal Involvement will score equal gain means on the skill of Acquiring Knowledge.

H.19 There is no difference in gain means on the life skill of Acquiring Knowledge of V graders coming from different levels of Cognitive Stimulation.

H.20 There is no difference in gain means on the life skill of Acquiring Knowledge of V graders learning from Quality Instruction with Home Based Remediation and Quality Instruction without Home Based Remediation.

H.21 Gain means on the life skill of Acquiring Knowledge of V graders are not different with regard to their Cognitive Stimulation and Instructional Treatment.

H.21.1 Through Quality Instruction with HBR (QI with HBR) Low Cognitive Stimulation group and High Cognitive Stimulation group score equal on gain means on skill of Acquiring Knowledge.

H.21.2 Through Quality Instruction without HBR (QI without HBR), Low Cognitive Stimulation group and High Cognitive Stimulation group will score equal on gain means on skill of Acquiring Knowledge.

H.21.3 For Low Cognitive Stimulation. Quality Instruction with HBR and Quality Instruction without HBR will score equal on gain means on skill of Acquiring Knowledge.
Summary and Conclusions

H.21.4 For High Cognitive Stimulation. Quality Instruction with HBR and Quality Instruction without HBR will score equal on gain means on skill of Acquiring Knowledge.

H.21.5 Quality Instruction with HBR belonging to High Cognitive Stimulation and Quality Instruction without HBR belonging to Low Cognitive Stimulation will score equal on gain means on skill of Acquiring Knowledge.

H.21.6 Quality Instruction with HBR belonging to Low Cognitive Stimulation and Quality Instruction without HBR belonging to High Cognitive stimulation will score equal on gain means on skill of Acquiring Knowledge.

H.22 There is no difference in gain means for the life skill of Problem Solving, of V graders coming from different levels of Behaviour Involvement.

H.23 There is no difference in gain means for the life skill of Problem Solving of V graders learning from Quality Instruction with Home Based Remediation and Quality Instruction without Home Based Remediation.

H.24 Gain means for the life skill of Problem Solving V graders are not different with regard to their Behaviour Involvement and Instructional Treatment.

H.24.1 Through Quality Instruction with HBR (QI with HBR) Low Behaviour Involvement group and High Behaviour Involvement group score equal on gain means on skill of Problem Solving.

H.24.2 Through Quality Instruction without HBR. Low Behaviour Involvement group and High Behaviour Involvement group will score equal on gain means on skill of Problem Solving.

H.24.3 For Low Behaviour Involvement. Quality Instruction with HBR and Quality Instruction without HBR will score equal on gain means on skill of Problem Solving.

H.24.4 For High Behaviour Involvement. Quality Instruction with HBR and Quality Instruction without HBR will score equal on gain means on skill of Problem Solving.

H.24.5 Quality Instruction with HBR belonging to High Behaviour Involvement and Quality Instruction without HBR belonging to
Summary and Conclusions

Low Behaviour Involvement will score equal on gain means on skill of **Problem Solving**.

**H.24.6 Quality Instruction with** HBR belonging to Low Behaviour Involvement and Quality Instruction **without** HBR belonging to High Behaviour Involvement will score equal on gain means on skill of **Problem Solving**.

**H.25** There is no difference in gain means on the life skill of **Problem Solving**, of V graders coming from different levels of **Personal Involvement**.

**H.26** There is no difference in gain means on the life skill of **Problem Solving** of V graders learning from Quality Instruction **with** Home Based Remediation and Quality Instruction **without** Home Based Remediation.

**H.27** Gain means on the life skill of Problem Solving of V graders are not different with regard to their **Personal Involvement** and **Instructional Treatment**.

**H.28** There is no difference in gain means on the life skill of **Problem Solving**, of V graders coming from different levels of **Cognitive Stimulation**.

**H.29** There is no difference in gain means on the life skill of **Problem Solving** of V graders getting Quality Instruction **with** Home Based Remediation and Quality Instruction **without** Home Based Remediation.

**H.30** Gain means on the life skill of **Problem Solving** of V graders are not different with regard to their **Cognitive Stimulation** and **Instructional Treatment**.

**H.30.1 Through Quality Instruction with HBR (QI with HBR)** Low Cognitive Stimulation group and High Cognitive Stimulation group will score equal gain means on the skill of **Problem Solving**.

**H.30.2 Through Quality Instruction without HBR (QI without HBR)**. Low Cognitive Stimulation group and High Cognitive Stimulation group will score equal gain means on the skill of **Problem Solving**.
H.30.3 For Low Cognitive Stimulation. Quality Instruction with HBR and Quality Instruction without HBR will score equal gain means on the skill of Problem Solving.

H.30.4 For High Cognitive Stimulation. Quality Instruction with HBR and Quality Instruction without HBR will score equal gain means on the skill of Problem Solving.

H.30.5 Quality Instruction with HBR belonging to High Cognitive Stimulation and Quality Instruction without HBR belonging to Low Personal Involvement will score equal gain means on the skill of Problem Solving.

H.30.6 Quality Instruction with HBR belonging to Low Cognitive Stimulation and Quality Instruction without HBR belonging to High Cognitive stimulation will score equal gain means on the skill of Problem Solving.

H.31 There is no difference in gain scores for Communication Skills, of V graders coming from different levels of Behaviour Involvement.

H.32 There is no difference in gain scores for Communication Skills of V graders learning from Quality Instruction with Home Based Remediation and Quality Instruction without Home Based Remediation.

H.33 Gain scores for Communication Skills of V graders are not different with regard to their Behaviour Involvement and Instructional Treatment.

H.33.1 Through Quality Instruction with HBR Low Behaviour Involvement group and High Behaviour Involvement group score equal on Communication Skills gain scores.

H.33.2 Through Quality Instruction without HBR. Low Behaviour Involvement group and High Behaviour Involvement group will score equal on gain scores of Communication Skills.
Summary and Conclusions

H.33.3 For Low Behaviour Involvement. Quality Instruction with HBR and Quality Instruction without HBR will score equal on gain scores of Communication Skills.

H.33.4 For High Behaviour Involvement. Quality Instruction with HBR and Quality Instruction without HBR will score equal on gain scores of Communication Skills.

H.33.5 Quality Instruction with HBR belonging to High Behaviour Involvement and Quality Instruction without HBR belonging to Low Behaviour Involvement will score equal on gain scores of Communication Skills.

H.33.6 Quality Instruction with HBR belonging to Low Behaviour Involvement and Quality Instruction without HBR belonging to High Behaviour Involvement will score equal on gain scores of Communication Skills.

H.34 There is no difference in gain means on for the life skill of Communication Skills, of V graders coming from different levels of Personal Involvement.

H.35 There is no difference in gain mean for the life skill of Communication Skills of V graders learning from Quality Instruction with Home Based Remediation and Quality Instruction without Home Based Remediation.

H.36 Gain means on Communication Skills of V graders are not different with regard to their Personal Involvement and Instructional strategies.

H.36.1 Through Quality Instruction with HBR Low Personal Involvement group and High Personal Involvement group score equal on gain means of Communication Skills.

H.36.2 Through Quality Instruction without HBR Low Personal Involvement group and High Personal Involvement group will score equal on gain means of Communication Skills.
**Summary and Conclusions**

**H.36.3 For Low Personal Involvement.** Quality Instruction with HBR and Quality Instruction without HBR will score equal on gain means of Communication Skills.

**H.36.4 For High Personal Involvement.** Quality Instruction with HBR and Quality Instruction without HBR will score equal on gain means of Communication Skills.

36.5 Quality Instruction with HBR belonging to High Personal Involvement and Quality Instruction without HBR belonging to Low Personal Involvement will score equal on gain means of Communication Skills.

36.6 Quality Instruction with HBR belonging to Low Personal Involvement and Quality Instruction without HBR belonging to High Personal Involvement will score equal on gain means of Communication Skills.

**H.37** There is no difference in gain scores for Communication Skills of Vgraders coming from different levels of Cognitive Stimulation.

**H.38** There is no difference in gain scores for the life skill of Communication Skills of V graders bearing from Quality Instruction with Home Based Remediation and Quality Instruction without Home Based Remediation.

**H.39** Gain scores for Communication Skills of V graders are not different with regard to their Cognitive Stimulation and Instructional Treatment.

**H.39.1 Through Quality Instruction with HBR** Low Cognitive Stimulation group and High Cognitive group score equal on gain means of Communication Skills.

**H.39.2 Through Quality Instruction without HBR.** Low Cognitive Stimulation group and High Cognitive group will score equal on gain means of Communication Skills.
Summary and Conclusions

H.39.3 For Low Cognitive Stimulation. Quality Instruction with HBR and Quality Instruction without HBR will score equal on gain means of Communication Skills.

H39.4 For High Cognitive Stimulation. Quality Instruction with HBR and Quality Instruction without HBR will score equal on gain means of Communication Skills.

H.39.5 Quality Instruction with HBR belonging to High Cognitive Stimulation and Quality Instruction without HBR belonging to Low Cognitive Stimulation will score equal on gain means of Communication Skills.

39.6 Quality Instruction with HBR belonging to Low Cognitive Stimulation and Quality Instruction without HBR belonging to High Cognitive stimulation will score equal on gain means of Communication Skills.

H.40 There is no difference in gain means on the life skill of Creative Thinking, of V graders coming from different levels of Behaviour Involvement.

H.41 There is no difference in gain means on the life skill of Creative Thinking of V graders getting Quality Instruction with Home Based Remediation and Quality Instruction without Home Based Remediation.

H.42 Gain means on the life skill of Creative Thinking of V graders are not different with regard to their Behaviour Involvement and Instructional Treatment.

H.43 There is no difference in gain means on the life skill of Creative Thinking, of V graders coming from different levels of Personal Involvement.

H.44 There is no difference in gain means on the life skill of Creative Thinking of V graders learning from Quality Instruction with Home Based Remediation and Quality Instruction without Home Based Remediation and Quality Instruction without HBR.

H.45 Gain means on the life skill of Creative Thinking of V graders are not different with regard to their Personal Involvement and Instructional strategies.
H.46 There is no difference in gain means on the life skill of Creative Thinking, of V graders coming from different levels of Cognitive Stimulation.

H.47 There is no difference in gain means on the life skill of Creative Thinking of V graders learning from Quality Instruction with Home Based Remediation and Quality Instruction without Home Based Remediation.

H.48 Gain means on skill of Creative Thinking of V graders are not different with regard to their Cognitive Stimulation and Instructional strategies.

TOOLS USED

Factual material or data unknown or untapped so far is essential in every study. Relevant data, adequate in quantity and quality and also reliable and valid in every respect is a must. Thus, the selection of suitable instruments is of vital importance for successful research especially in an experimental research study of present type. Following tools were used for collecting data.

- QUALITY INSTRUCTIONAL PACKAGES (developed and validated by the investigator)
  
  Ten packages of Quality Instruction based on lines of Blooms Mastery Learning Strategy and following the Components of Quality Instruction were developed and validated by the investigator here-self. The components of Quality Instruction that were used in the present investigation included: Clarity, classroom management, knowledge, intellectually stimulating, organized, enthusiasm, fairness, and approachability. Each Quality Instructional Package consisted of following components.

  - Content sequence based on Criteria of Quality Instruction
  - Formulation of objectives for each unit
  - Formative Tests for 10 units (Each unit having one test) were developed by the investigator
  - Home Based Remediation as corrective feedback for each unit (developed individually for each learner catering to his needs)
  - Summative Test (One summative test was developed by the investigator which covered all 10 instructional units).
Summary and Conclusions

- **Tools for various life skills**
  - Tool for **Problem Solving**: It was based on Botvin's Test of problem solving (1985) and modified and validated by the investigator.
  - Tool for **Communication skills**: These were measured on a three-point scale and developed with the basic framework from Botvin's Test on communication skills (1985).
  - **Test on Creative Thinking**: Developed and validated by Baquer Mehdi (1976) was used.

- **Parental Involvement Scale**: Developed and standardized by Tiritha and Rao (1978) was used as a basic framework and modified by the investigator, and the scale covered the following aspects of Parental Involvement.
  - Behaviour involvement
  - Personal involvement
  - Cognitive stimulation

SAMPLE
The sample in the present investigation was drawn at three levels:

- The school sample
- The student sample
- The present sample.

THE SCHOOL SAMPLE

The school sample was drawn from the representative schools wherein the medium of instruction was English and which were affiliated to CBSE. A list of all schools in district SOLAN was procured from District Education Office.

In order to satisfy the real effort in experimental research, the logical statistical influence of purposive sampling was initially employed to select schools. The schools were classified into two categories:

- First category consisted of schools having English medium of instruction and which were affiliated to CBSE.
• The second category of schools included those which do not have English as medium of instruction and which are not affiliated to CBSE.

There were only six schools in the first category of schools viz:

• St. Lukes Sr. Secondary School, Solan
• D.A.V. Sr. Secondary School, Solan
• B.L. Public Sr. Secondary School, Solan
• G. Adarsh Vidayalya Secondary School, Solan
• Woodstone Public School, Solan
• Durga Public School, Solan

The rest of the schools came under the second category. Most of these schools were Government and Private Schools affiliated to H.P. Board and medium of instruction was Hindi.

The schools in the first category were further identified on the basis of intake procedures, standard of education, reputation they had earned and percentage of achievement from school record. These schools were 6 in number. The principals of these 6 schools were approached. The investigator met the staff also to assess the possibilities of their co-operation. Out of these 6 schools, the principals of D.A.V. Public School, B.L. Public school and Geeta Adarsh Vidayalya seemed to be very enthusiastic about the idea and welcomed the conducting of the experiment. Principals of remaining three schools of this category did not discourage but seemed to be a bit hesitant for such a long experiment hence following three schools were finalized to be included into the investigation.

- D.A.V. Senior Secondary School, Solan
- B.L. Public Senior Secondary School, Solan
- Durga Public School, Solan.

On pilot basis, the Parent Teacher Meetings were attended by the investigator in all these schools and parents who showed keen interest and principals who promised to call regular PTM and giving time for conduct of life skills activities during games, library periods.
Summary and Conclusions

THE STUDENT SAMPLE

After selecting the schools the students sample was drawn randomly. D.A.V. Sr. Secondary School, (experimental group I : Quality Instruction with Home Based Remediation had four sections of 55 students each in V grade. The school does not make ability grouping and students are randomly assigned to each section. Hence one section (N=55) was randomly selected by the investigator from the randomly allocated sections. This constituted the experimental group I (Quality Instruction with Home Based Remediation). One section was randomly chosen (N=55) from Durga Public School, Solan. This constituted the second experiment group II (Quality Instruction without Home Based Remediation). Similarly one section each from St. Luke’s School, Solan was selected randomly. It consisted of 50 students and this formed the control group (Conventional group learning).

The treatment group was given Quality Instruction with or without Home Based Remediation. The treatment also included some activities for selected life skills. The experiment lasted for about two months. Hence there were some drop-outs in the sample because of incompleteness of one or the other stage of experiment. These students were therefore dropped at the time of analysis.

THE PARENTS SAMPLE

In the present investigation was carried out with Home Based Remediation. It was necessary to study Parental Involvement to explore whether students could have better results on selected life skills. Parents of all the students, selected as student sample were selected under Parents sample. They were 150 in number. Parents were personally as well as officially called upon by the investigator, several meetings were conducted. Parents of the students of the Group A - Quality Instruction with Home Based Remediation were called upon regularly to be given feedback about their children. They also remained in touch daily through student’s diary.
DESIGN

The present study employed a Pre Test – Post test Experimental Design. It employed 2x3 Factorial Design, with life skills as the dependent variable. Two independent variables were Parental Involvement and Instructional strategy. Parental involvement was studied at two levels: High and Low Parental Involvement. Instructional Strategy was studied at three levels:

- Quality Instruction with Home Based Remediation
- Quality Instruction without Home Based Remediation
- Conventional group learning

(Schematic layout of the experiment has already been given in chapter III)

CONTROLS FOR EXPERIMENT

It was an experimental research, so, in order to reduce the contamination and study the clear effect of variables certain controls were introduced. The matter of detecting unrecognized relevant variables rests entirely with the experimenter’s perceptiveness (Solomon, and Lessac, 1968). One goal of experimental research is to determine how the independent variables of the study affect the dependent variables (D’ Amato, 1970). Therefore control on extraneous variables is a must in all experimental research.

Most control measures fall into one of the three general types of control techniques: Matching, Randomization, Counterbalancing.

In matching techniques, the investigator obtains full control of the relevant variables for a particular experiment being investigated (Church 1964, Scriven, 1967, D’Amato 1970). Control is achieved by equalization of the effects of the relevant variables over all values of the independent variables of the study (Seligma, 1969). And this maybe well equated in a particular experiment particularly if the number of the total sample involved is small (Rescolla, 1967).

Counterbalancing techniques on the other hand, can provide either type of control i.e. equalization of the effects of the relevant variables in the single experiment over the long run (Rescolla 1967).

In the present investigation, the controls were exercised using the following control techniques:
Summary and Conclusions

- **Matching of the groups** was one control where in all relevant variables were controlled. The groups were matched on all the relevant variables like intelligence, age, gender, socio-economic status and entry Behaviour of the learners, etc. This was essential also because, instructional treatment was administered in different school to avoid contamination. The control of this experimental variable was also exercised by assigning the same teacher to all the treatment groups. Since one of the independent variable required Home Based Remediation, hence basic level of involvement of parents was also kept constant. It was therefore assessed before conducting the experiment that matching of the groups w.r.t. this variable was also conducted. One Way ANOVA was employed to analyze that the three selected group were not significantly different from each other on Parental Involvement Variable and had equal representation of High Involvement and Low Involvement in each group. Hence, pretest post test and instructions were imparted under similar conditions of classroom environment and instructions. All these student were studying under similar condition. Initial differences were taken care of by the statistical analysis by employing 2x3 ANOVA on the gain scores.

- **Randomization** was another control which was exercised for the allocation of schools out of similar category, selecting at first stage and while selecting groups for different treatments out of given sections in each school.

PROCEDURE

The experiment was conducted in four phases as presented in the following paragraphs.

- **Phase I – Administration of Parental Involvement Scale**
  
  In this phase, the parental involvement scale was administered to all the parents of the students selected by the investigator for the two experimental groups as well as those in control group.

  - Group I - Quality Instruction with Home Based Remediation
  - Group II - Quality instruction without Home Based Remediation
  - Group III - Control group (Conventional Group Learning).
After administration of the Parental Involvement scale, an introductory parent teachers meet was conducted by the investigator for group I parents (Experimental group I). This meeting was conducted to provide them and orientation into the role that they were supposed to perform in respect of Home Based Remediation. The meeting was conducted on a friendly, interactive, pleasant note. The parents assured their cooperation. A cup of tea and biscuits were served to make the meeting as an informal interactive experience. The purpose of the experiment was also explained to these parents. After this initial orientation meeting investigator was meeting them at an interval of 15 days. However the parents were welcomed in the intervening time interval also, if they wanted to discuss something related with HBR.

It was not only in the beginning but also between the experimentation, parents were called upon by the investigator, to remind them of the role they have to play in carrying out of home based remediation and also to give the progress report of the child. The views of the parents were also taken regarding such a programme, and regular follow ups were conducted by the experimenter.

**PHASE-II - PRE TESTING**

In the second Phase, a pre test for Selected life skills viz : the criterion test and tools on various life skills were administered to all the three groups. The tools were scored according to their prescribed keys. These scores were used as pre-test scores.

**PHASE-III – IMPLEMENTATION OF THE PROGRAMME**

In phase three, the implementation of the programme took place, the quality instructional packages that were developed by the investigator were implemented on each of the two experimental group. After each unit, a formative Test was administered. On the basis of this, one of the experimental group were given Home based Remediation according to the need of the learner, which had a follow up. While the control group was taught with the conventional method only but the same content, by their own teacher. The life skills activity were also implemented for both the experimental groups. The details of the experimental programme have been in the following paragraphs:
Summary and Conclusions

Treatment Group I

Quality Instruction were implemented to this group through I – X pre-designed instructional plans. Each instructional plan was designed after taking into consideration, all the indices of Quality Instruction. The investigator herself took up this job. After each unit a formative test was implemented, scored and Home-Based remediation was suggested. The parents had already been briefed about their role in Home Based Remediation. The investigator wrote a note for the parents in the diary of each student as to what is he supposed to do to fulfill his / her deficient performance. Parents were given guidelines accordingly. A parallel question was given to the child under the supervision of the parents and next day the investigator asked diagnostic questions from each one of them till they achieved mastery on the unit. Other life skills activities were organized as an intervention into the instructional programme. Some expert in the area related with a particular life skill was invited to deliver a lecture on the topic. This was done to bring awareness among Children about the life skills.

Treatment Group II

This group was given only the Quality Instructional programme and activities related to life skills. No home based remediation was provided to this group, hence parents, their orientation or their involvement were not utilized for this group. However quality instruction and life skills activities were provided on similar pattern and similar sequence, as was done for experimental group I.

Control Group III

The third group was taught through conventional group learning strategy. The guidelines and instructional content, unit wise, were provided to their subject teacher who taught them these lessons. No life skill activities or Home based remediation was given to these students.

PHASE-IV – POST TESTING

A post test for achievement i.e the Summative Test was conducted on all the three groups on the same day, and after completion of all 10 units. A post tests on life skills were also conducted, to all the three groups. The tools were scored according to
their respective keys and gain scores for each student were computed. The data thus collected were subjected to statistical analyses.

STATISTICAL TECHNIQUES

The following techniques were employed for the purpose of data analysis

- Descriptive statistics like percentage frequencies, Means, SD’s along with Graphical presentations were used wherever necessary
- Chi square Test was used to study association between two variables as and when required.
- 2 x 3 ANOVA were employed separately on gain scores of various life skills to study impact of Parental Involvement and Instructional Strategy. Significant F-ratios were followed by T-test.

MAJOR FINDINGS

In the light of the interpretation of the results of the present study, the following conclusions were drawn.

RESULTS OF 2 X 3 ANOVA ON GAIN MEANS FOR LIFE SKILL OF ACQUIRING KNOWLEDGE

- High Parental Involvement results into higher gain score for class V students and Low Parental Involvement leads to low scores, in respect of life skill of Acquiring Knowledge.
- QI with HBR yielded higher gain means than QI without HBR group for skill of Acquiring Knowledge
- Quality Instruction with HBR results into higher gain scores of Class V students and conventional group learning leads to lower gain scores in Class V on the skill of Acquiring Knowledge.
- QI without HBR results into higher gain scores than CGL on the skill of Acquiring Knowledge.
- Instructional Strategy & Parental Involvement are not independent of each other on the skill of acquiring knowledge.
Summary and Conclusions

For Instructional Strategy

Through Quality Instruction with HBR
- HPI group yielded significantly higher gain scores than LPI group on the skill of Acquiring Knowledge.

Through Quality Instruction without HBR
- HPI group yielded significantly higher gain scores for life skill of Acquiring Knowledge than LPI group

Through Conventional Group Learning
- HPI group yielded significantly higher gain scores than LPI group.

For High Parental Involvement
- QI with HBR yielded significant higher gain scores for the life skill of Acquiring Knowledge than QI without HBR.
- QI with HBR yielded significantly higher gain scores than CGL.
- QI without HBR and CGL did not yield significantly different gain means for skill of Acquiring Knowledge

For Low Parental Involvement
- QI without HBR yielded significantly higher gain scores for the skill of Acquiring Knowledge than CGL.
- QI with HBR yielded significantly higher scores for the skill of Acquiring Knowledge than CGL.

RESULTS OF 2 × 3 ANOVA ON GAIN SCORES FOR LIFE SKILL- PROBLEM SOLVING

- High Parental Involvement and Low Parental Involvement groups were not different in their gain means for the skill of Problem Solving.
- QI with HBR scored higher Problem Solving gain means than student’s of QI without HBR group.
- Quality Instruction with HBR results into higher gain scores on the skill of Problem Solving than Conventional group learning.
- QI without HBR results into higher gain scores that CGL on the skill of Problem Solving.
Summary and Conclusions

For Instructional Strategy

Through Quality Instruction with HBR (A)
- Both the HPI and LPI groups yielded equal gain means on Problem Solving when studying through QI with HBR and the difference in scores can be attributed to chance.

Through Quality Instruction without HBR (B)
- HBI group and LPI group were not different on the skill of problem solving when studying through QI without HBR.

Through conventional group learning (C)
- LPI yielded significantly higher Problem Solving gain scores that HPI group,

For High Parental Involvement
- QI with HBR scored higher gain scores on the skill of Problem solving than QI without HBR.
- QI without HBR yielded significantly higher Problem Solving gain scores than CGL.

For Low Parental Involvement
- Quality Instruction with HBR exhibited higher gain scores than QI without HBR on the skill of Problem Solving.
- Quality Instruction without HBR scored significantly higher gain means than CGL on the skill of problem solving.
- QI with HBR exhibited significantly higher gain scores for the skill of Problem Solving than CGL.

RESULTS OF 2 x 3 ANOVA ON GAIN MEANS FOR LIFE SKILL

-COMMUNICATION SKILLS

- High Parental Involvement results into higher gain scores for class V students and Low Parental Involvement leads to low scores, in respect of Communication Skills.
Summary and Conclusions

- QI with HBR scored higher than QI without HBR group on gain scores of communication Skills.
- Quality Instruction with HBR results into higher gain scores of Class V students and conventional group learning leads to lower gain scores on the Communication Skills.
- QI without HBR results into higher gain scores than CGL on the Communication Skills.
- Parental Involvement and instructional strategies operate independent of each other on Communication Skill.

RESULTS OF 2 × 3 ANOVA ON GAIN MEANS FOR LIFE SKILL OF CREATIVE THINKING

- High Parental Involvement results into higher gain score for class V students and Low Parental Involvement leads to low gain scores on the skill of Creative Thinking.
- QI with HBR scored higher gain means than those through QI without HBR on the skill of creative thinking.
- Quality Instruction with HBR results into higher Creative Thinking gain scores for Class V students and conventional group learning leads to lower Creative Thinking gain scores.
- Instructional Strategy & Parental Involvement do not operate independent of each other on the skill of Creative Thinking.

For Instructional Strategy

Through Quality Instruction with HBR

- HPI group scored significantly higher gain means than LPI group on skill of Creative Thinking.

Through Quality Instruction without HBR

- HPI group exhibited significantly higher gain scores for life skill of Creative Thinking than LPI group.

For High Parental Involvement

- QI with HBR and QI without HBR scored equal gain mean on skill of Creative Thinking.
Summary and Conclusions

- QI without HBR scored significantly higher Creative Thinking gain scores than CGL.
- QI with HBR exhibited significantly higher Creative Thinking gain scores than CGL with High Parental Involvement.

For Low Parental Involvement

- QI without HBR yielded significantly higher gain scores than CGL for the skill of Creative Thinking.
- QI with HBR yielded significantly higher gain scores for the skill of Creative Thinking than CGL.
- QI with HBR yielded significantly higher gain scores than QI without HBR for the skill of Creative Thinking than CGL.

RESULTS OF 2 x 2 ANOVA ON GAIN MEANS FOR THE LIFE SKILL OF ACQUIRING ACKNOWLEDGE IN RELATION TO BEHAVIOUR INVOLVEMENT

- High Behaviour Involvement yielded higher gain means than Low Behaviour Involvement on the life skill of Acquiring knowledge.
- QI with HBR students exhibited higher levels of gain scores as compared to QI without HBR students on the skill of Acquiring Knowledge.
- HBI group studying through QI with HBR exhibited higher gain scores than HBI group studying through QI without HBR on the skill of Acquiring Knowledge.
- QI with HBR and QI without HBR were not independent on the levels of Behaviour Involvement.
- Students learning through QI with HBR exhibited higher gain scores with High Behaviour Involvement of Parents than students learning through QI with HBR but belonging to low Behaviour Involvement of Parents.
- HBI group learning through QI with HBR achieved higher gain means than LBI group learning through QI without HBR on the skill of Acquiring Knowledge.
Summary and Conclusions

- LBI group of students studying through QI with HBR scored lower gain means than HBI group of students studying through QI without HBR on the skill of Acquiring Knowledge.
- HBI group studying through QI without HBR exhibited higher gain means as compared to scores of LBI group studying through QI without HBR on the skill of Acquiring Knowledge.
- LBI group of students studying through QI with HBR were benefited more than the LBI group studying through of QI without HBR on the skill of Acquiring Knowledge.

RESULTS OF 2 x 2 ANOVA ON GAIN MEANS FOR THE SKILL OF ACQUIRING KNOWLEDGE IN RELATION TO PERSONAL INVOLVEMENT AND INSTRUCTIONAL STRATEGIES

- High Personal Involvement scored higher gain means than Low Personal Involvement on the skill of Acquiring knowledge.
- QI with HBR students exhibited higher levels of gain means as compared to QI without HBR students on the skill of Acquiring knowledge.
- QI with HBR and QI without HBR on the skill of Acquiring Knowledge were not independent on the levels of Personal Involvement.
- HPrI group learning through QI with HBR exhibited higher gain scores than LPrI students learning through QI with HBR on the skill of Acquiring knowledge.
- HPrI group getting QI with HBR exhibited higher levels of gain means than HPrI group students getting QI without HBR on the skill of Acquiring knowledge.
- HPrI group students studying with QI with HBR exhibited higher gain means than LPrI group students studying with QI without HBR on the skill of Acquiring knowledge.
- LPrI group students getting QI with HBR scored lower gain means than HPrI group students getting QI without HBR on the skill of Acquiring knowledge.
Students of HPrI getting QI without HBR, were benefited more than LPrI Group students studying with QI without HBR on the skill of Acquiring knowledge.

RESULTS OF 2 x 2 ANOVA ON GAIN MEANS FOR THE SKILL OF ACQUIRING KNOWLEDGE IN RELATION TO COGNITIVE STIMULATION AND INSTRUCTIONAL STRATEGIES

- HCS group scored higher gain means than LCS group on the skill of Acquiring knowledge.
- QI with HBR students exhibited higher levels of gain scores as compared to QI without HBR students on the skill of Acquiring knowledge.
- Both Cognitive Stimulation and Instructional strategies do not operate independent of each other on the skill of Acquiring Knowledge.
- HCS group of QI with HBR scored higher gain means than LCS students learning through QI with HBR on the skill of Acquiring Knowledge.
- HCS group learning through QI with HBR scored higher gain means than HCS group learning through QI without HBR on the skill of Acquiring Knowledge.
- HCS group of QI with HBR revealed higher gain means than LCS group of QI without HBR on the skill of Acquiring Knowledge.
- LCS group of QI with HBR scored lower gain means than HCS group of QI without HBR on the skill of Acquiring Knowledge.
- HCS group of QI without HBR exhibited higher gain means as compared to LCS group without HBR on the skill of Acquiring Knowledge.
- LCS group learning through QI with HBR exhibited higher gain means in comparison to LCS group learning with QI without HBR on the skill of Acquiring knowledge.
RESULTS OF $2 \times 2$ ANOVA ON GAIN MEANS FOR THE LIFE SKILL OF PROBLEM SOLVING IN RELATION TO BEHAVIOUR INVOLVEMENT AND INSTRUCTIONAL STRATEGIES

- HBI group yielded higher gain means than LBI group on the life skill of Problem Solving.
- QI with HBR students exhibited higher of gain means on the skill of Problem Solving as compared to students studying with QI without HBR.
- Problem Solving gain scores through QI with HBR and QI without HBR were not independent on the levels of Behaviour Involvement.
- HBI group learning through QI with HBR scored higher gain means on the skill of Problem Solving than HBI group learning through QI without HBR.
- High Behaviour Involvement group getting QI with HBR exhibited higher gain means on the skill of Problem Solving than LBI students getting QI with HBR.
- HBI group of QI with HBR exhibited higher gain means on the skill of Problem Solving means than LBI group of QI without HBR).
- LBI group studying through QI with HBR exhibited higher gain means on the skill of Problem Solving in comparison to LBI group learning through QI without HBR.

RESULTS OF $2 \times 2$ ANOVA ON GAIN MEANS FOR THE SKILL OF PROBLEM SOLVING IN RELATION TO PERSONAL INVOLVEMENT AND INSTRUCTIONAL STRATEGIES

- HPrI group scored higher gain means than LPrI group on the life skill of Problem Solving.
- QI with HBR exhibited higher levels of gain means on the skill of Problem Solving than QI without HBR students.
- Personal Involvement and Instructional strategy are independent of each other in respect to Problem Solving gain scores.
RESULTS OF $2 \times 2$ ANOVA ON GAIN MEANS FOR THE SKILL OF PROBLEM SOLVING IN RELATION TO COGNITIVE STIMULATION AND INSTRUCTIONAL STRATEGIES

- HCS scored higher gain means than LCS on the life skill of Problem Solving.
- QI with HBR exhibited higher levels of gain means on the skill of Problem Solving gain means than QI without HBR.
- QI with HBR and QI without HBR were not independent on the levels of Cognitive Stimulation on the skill of Problem Solving.
- HCS group of QI with HBR exhibited higher gain means on the skill Problem Solving than LCS students of QI with HBR.
- HCS group of students getting QI without HBR exhibited higher gain means on the skill of Problem Solving as compared to scores of LCS group students getting QI without HBR.
- LCS group of students getting QI with HBR exhibited higher gain means on skill of Problem Solving in comparison to LCS group students getting QI without HBR.
- HCS group of QI with HBR exhibited higher gain means on the skill of Problem Solving than HCS group students studying with QI without HBR.
- QI with HBR exhibited higher gain means on the skill of Problem Solving than LCS group students of QI without HBR.
- LCS group students learning with QI with HBR scored lower means than HCS group students learning with QI without HBR on the skill of problem solving.

RESULTS OF $2 \times 2$ ANOVA ON GAIN MEANS FOR COMMUNICATION SKILLS IN RELATION TO BEHAVIOUR INVOLVEMENT AND INSTRUCTIONAL STRATEGIES

- HBI group students scored higher gain means than LBI group on Communication Skills.
- QI with HBR students exhibited higher levels of gain means on Communication Skills as compared to QI without HBR students.
Summary and Conclusions

- QI with HBR and QI without HBR were not independent on the levels of Behaviour Involvement.
- HBI group students getting QI with HBR exhibited higher gain means on Communication Skills than HBI students getting QI without HBR.
- HBI group students getting QI with HBR outperformed LBI group students learning with QI with HBR on gain means of Communication Skill.
- HBI group students getting QI with HBR exhibited higher gain means on Communication Skills than LBI group students of QI without HBR.
- HBI group students learning with QI without HBR exhibited higher gain means on Communication Skills as compared to LBI group students getting QI without HBR.
- LBI group students getting QI with HBR exhibited higher gain means in comparison to LBI group students learning with QI without HBR on gain means of Communication Skills.

RESULTS OF 2 x 2 ANOVA ON GAIN MEANS FOR COMMUNICATION SKILLS IN RELATION TO PERSONAL INVOLVEMENT AND INSTRUCTIONAL STRATEGIES

- HPrI groups students exhibited higher gain means than LPrI group students on Communication Skills.
- QI with HBR students exhibited higher levels of Communication Skills gain means as compared to QI without HBR students.
- HPrI group QI with HBR scored higher gain means on Communication Skills than HPrI group studying with QI without HBR.
- HPrI group of QI with HBR gained higher gain means on Communication Skills than LPrI students getting QI with HBR.
- LPrI group of QI with HBR exhibited higher gain means on Communication Skills in comparison to LPrI group of QI without HBR.
- HPrI group students getting QI with HBR exhibited higher gain means on Communication Skills than LPrI group of students learning from QI without HBR.
Summary and Conclusions

- HPrI group of QI without HBR exhibited higher gain means on Communication Skills as compared to scores of LPri group getting QI without HBR.

RESULTS OF 2 x 2 ANOVA ON GAIN MEANS FOR COMMUNICATION SKILLS IN RELATION TO COGNITIVE STIMULATION AND INSTRUCTIONAL STRATEGIES

- HCS group students exhibited higher gain means than LCS group students on the skill of Communication Skills.
- Communication Skills gain means of students learning through QI with HBR was higher than students learning through QI without HBR.
- HCS group studying through QI with HBR out performed LCS group studying through QI with HBR on Communication Skills gain means.
- HCS group studying through of QI without HBR exhibited higher gain means on Communication Skills as compared to gain means of LCS group of QI without HBR.
- HCS group students getting QI with HBR exhibited higher gain means than HCS group students getting QI without HBR on Communication Skills.
- HCS group students learning with QI with HBR exhibited higher gain means than LCS group students getting QI without HBR.
- LCS group students getting QI with HBR exhibited lower gain means than HCS group students getting QI without HBR on Communication Skills.

RESULTS OF 2 x 2 ANOVA GAIN MEANS FOR THE SKILL OF CREATIVE THINKING IN RELATION TO BEHAVIOUR INVOLVEMENT AND INSTRUCTIONAL STRATEGIES

- Students belonging to HBI scored higher gain means than students belonging to LBI on the life skill of Creative Thinking.
- QI with HBR scored higher gain means than students belonging to QI without HBR on the skill of creative thinking.
Summary and Conclusions

- Creative Thinking gain means through QI with HBR and QI without HBR were independent on the levels of Behaviour Involvement.

RESULTS OF 2 × 2 ANOVA ON GAIN MEANS FOR THE LIFE SKILL OF CREATIVE THINKING IN RELATION TO PERSONAL INVOLVEMENT AND INSTRUCTIONAL STRATEGIES

- HPrI group exhibited higher gain means than students of LPrI on the life skill of Creative Thinking.
- QI with HBR exhibited higher gain means than students learning with QI without HBR.
- Students getting QI with HBR and students learning with QI without HBR were independent on the levels of Personal Involvement.

RESULTS OF 2 × 2 ANOVA ON GAIN MEANS FOR THE SKILL OF CREATIVE THINKING IN RELATION TO COGNITIVE STIMULATION AND INSTRUCTIONAL STRATEGIES

- HCS scored higher gain means than students of LCS group on the skill of Creative Thinking.
- QI with HBR scored higher gain means than QI without HBR group students on the skill of Creative Thinking.
- Students getting QI with HBR and others getting QI without HBR were independent on the levels of Cognitive Stimulation for the skill of Creative Thinking.

RESULTS BASED ON DEMOGRAPHIC STATUS OF PARENTAL INVOLVEMENT

- Most of the parents (either of group I QI with HBR or group II QI without HBR) were working for 6-8 hours in a day.
- Majority of children of QI with HBR group were staying with their grandparents whereas majority of children of QI without HBR group were
Summary and Conclusions

staying with their neighbours, family friends when parents were away for work.

- Mother’s of children of QI with HBR group helped children with their studies and household chores almost equally. Whereas most of the mothers of QI without HBR have routine work of household chores.

- Majority of fathers belong of QI with HBR group, helps with their children in studies of kids and most of the father of QI without HBR group watch TV as their routine work.

- It was also observed that most of the parents either of students belonging to group I or group II had income of 20 to 30 thousand per month. Similarly, the two groups had two number of siblings nearly 70% of both the groups.

- Total number of family member were between 4 to 5 (mother, father with two-three children) of both the groups.

- However, there was major difference in number of students coming from different status of family, 60% of QI with HBR group students belong to joint family, whereas more than 50% of students of QI without HBR group belong to nuclear family.

- There was a strong association found between the number of Home Based Remediation in relation to level of Parental Involvement.

- The students belonging to high Parental Involvement group required less number of Remediation to achieve the desired 100% target of mastery in the ten instructional units as compared to students belonging to Low Parental Involvement Group which not only required more number of remediation but also till third session of remediation to achieve mastery.

EDUCATIONAL IMPLICATIONS

The results of the present study indicate that Quality Instruction with Home Based Remediation may be used to enhance the performance of the students on various life skills. In the present study, QI with HBR was found to be more effective as compared to QI without HBR and CGL. It may be due to the fact that the Quality
Summary and Conclusions

Instructional packages prepared & implemented, used the various component behaviour of Quality Instruction along with consistent feedback and Home Based Remediation which was given to each individual student accordingly to his need. The present investigation was an attempt to provide a common platform where school and parents could be brought together to enhance various life skills of the students. The study was of the special kind of treatment which led to higher gain scores on selected life skills viz: Acquiring Knowledge, Problem Solving, Communication Skill and Creative Thinking. The results of the present investigation have some implication for the planners, administrator, teachers and parents.

Educating the Parents

As it has already been pointed out that parents and teachers have a vital role to play in optimizing the development of children. The differentials in the outcomes of children as related to different modes of behaviour show that the mere presence of parents or teachers does not produce the favourable results. There are certain interactional behaviours which appear to be associated with greater development among children.

The parents of children should be educated regarding the nature of their interaction with the children and its probable results. Specific behaviours which have appeared to differ among low and high performing children were willingness to devote time to children, Guidance to children, Verbal communication and use of reward. Parents should be educated to improve their interaction with children by devoting more time to children, by taking personal interest (if possible) in their studies, by answering their question with patience and having more of verbal communication with them by telling stories and by conversing with them regarding different things from environment. Greater use of reward and positive reinforcement to children may also help in enhancing Life Skills of children.

Compensatory Programmes

Lower level of educational qualification and lower economic status both appear to be the factors related to competence of children as well as the level of parental involvement. This indicates need to compensatory programme for those
Summary and Conclusions

children who are less privileged in education and income. Development of such child can be best achieved by giving special training to the parents of these children. It becomes all the more significant because some of the casual factors for lower interaction of parents is lower level of academic qualification, longer working hours, staying with neighbours day care centres during the absence of parents, which imply that lack of awareness and not the lack of desire which may be contributing to lower parental involvement influencing the child competence and various other life skills.

The findings of the study can help in specifying those behaviours and kind of home environment that may be favourable for enhancing the development of children. This can be useful while developing orientation or compensatory programmes for parents. Those behaviours which appear to favour development of better life skills of children can be explained to parents through these programmes. Certain other factors in the environment of children that can aid cognitive stimulation are, conversation with children and story telling, providing academic guidance to children and playing with them, getting involved in activity based remedial material given by the school.

Greater Coordination between Home and School

Based on the findings of the parent study and a number of other research studies, the teacher and administrators of schools can be made aware of the contributions of the parents in the development of small children. This awareness can lead to developing programmes for children in which parents can also participate. The interaction and co-operation of parents and teachers can help in creating a whole some environment for children for development, of various Life Skills.

Teacher Interactional Behaviour and Teacher Training

The findings also indicate that teacher is the pivot of success of the educational process for the development of child. The training of teachers, thus, based on the findings regarding teacher behaviour which have a proven favourable influence on the development of children can be of great use. Research evidence in this area can help the teacher educators to emphasise during teacher training those teacher behaviours and skills which may make our future teachers more effective and contribute constructively to Life Skills Based Education Programme. As regard the
Summary and Conclusions

Specific behaviours extensive Quality Instruction, greater amount of reward, prompts and encouragement for children, inculcating life skills based activities in curriculum, individualized instruction and involvement of parents in terms of feedback and remediation.

Teacher performance activity will include training the Teachers in various aspects of Quality Instruction, acquaintance with mastery learning approaches use of activities for prompting life-skills, acting out stories, dancing with children, dramatizing action words, drawing, cutting and pasting, modeling and also a number of play way activities. With the help of these activities the teachers can make the classes different from the classes in a formal system beyond grade V, where main emphasis remains on teaching 3R’s only. Use of Media by the teachers should also be varied so that children can gradually discover the knowledge for varied experiences.

Prospective teachers should be trained to use clarity, Classroom management, Knowledge of subject, Intellectually stimulating the students, Organized, Enthusiastic, Fairness, Approachable to student, in main teaching activity i.e. quantity of Child response activities should decrease compared to child performance activities in the class.

The teachers should also be trained to use more of reward the encouragement for children. The classroom environment should have greater freedom for children with loving, democratic and nurturant teachers. With the help of such teachers we can have more of such activities of children which grow out of their own initiative. Findings in the present study have shown that such activities are useful for supporting greater development of life skills of children. Thus training should be imparted to teachers to make them understand that schools are chiefly a domain of children.

Remedial Instruction for Low Competence Children

The findings have also shown some qualitative differences in the development of certain skills especially acquiring knowledge and creative thinking and Skills of Communication. It was observed that low competence children exhibited some qualitative differences in these skills and concepts. More researches like the present study can help in identifying such differences among low competence and high competence children and can lead to giving remedial teaching to low competence
children in those skills and concepts in which they tend to lag behind. The study has shown that involving parents for need based remediation by the parents at home alongwith quality measures at school can do miracles. This will also decrease burden of teacher at school.

**Developing Sound Practices For Teacher Behaviour**

The Classroom and Parent Interaction System developed and validated during the present study can help in collecting more data from the class regarding the nature of interactional behaviours and their relationship with learning outcomes and development of children. This can lead to developing sound practices and theories for the teacher behaviour of teachers.

With the help of this, suggestions can be given to teachers for improving their interactional behaviour, and resorting to Quality measures and instructions for betterment in development of life skills of children.

**Follow-ups**

Flow of some specific activities in the Classrooms emerged to be favouring development of high life skills among children. After the follow-up research, these can act as models of activities that can be followed in the classrooms as life skills training package in schools. These flow of activities also indicate cognito-affective effect of classroom interactions. So, in the light of these interactions in the classroom and at home between parent & child through Home Based Remediation an orientation to in-service teachers & parents of children of similar age group should be organized. The results are meaningful also for those who are engaged in life skills based education (LSBE) programmes, to plan makers, administrators, & to all those who are concerned with school education working towards goal of Quality Education. Above all for all parents who can add in the qualitative development of their children.

**SUGGESTIONS FOR FURTHER RESEARCH**

The investigator is quite aware of the limitations under which the present research was conducted and therefore accepts that no sweeping generalizations could
Summary and Conclusions

be made. These findings are only indicative of trends and hence are to be viewed in the light of following limitations.

- The sample of the children was drawn mainly from the Public Schools.
- The sample was limited only to the urban areas.
- The study was limited to only grade V of normal children rather than on any specific group of children.
- The variables studied were limited to Quality Instructions, Parental Involvement and four life skills only.
- Study was conducted on both boys and girls.
- Remediation was limited to Home based

The researcher, by virtue of her experience in the field of the study humbly offers the following suggestions for further research that could be undertaken by the prospective researchers.

- Based on the present research about Quality Instructions, Parental Involvement and Home Based Remediation. It is clear that an empirical connection between the three exists. To complement this research, further research is needed that will better capture the impact of Quality Strategy on other life skills. Hence similar studies can be conducted focusing on other life skills like decision making, interpersonal relations, critical thinking etc.
- For future study, it is recommended that this research be replicated at other levels to determine if the results of the study were influenced by other environmental factors in the school or in the geographical area.
- Relative effectiveness of the Quality Instructional Strategy may be researched at large scale, especially for learners of different age groups, subject areas, ability levels, socio-economic status etc.
- Some experimental studies can be planned and conducted to study the effect of Parent education programmes by the schools to improve Parental involvement and Parent-child interactions and their impact on the competencies of the children.
Summary and Conclusions

- It is recommended that further research be conducted on effectiveness of the Quality Instruction Strategy used in this study in other content course areas such as history, political science, and Mathematics.

- Studies may be undertaken to investigate the effect of different combination of Quality Instruction with Home Based Remediation and CGL Instruction.

- Further studies may be conducted involving other affective variables like self-esteem, self-concept, test anxiety, achievement motivation, study habits, self-concept, academic stress, self-efficacy and attitude in relation to Parental Involvement and Quality Instruction.

This is not an exhaustive list. However, a few of them have been enumerated above in order to indicate the possible studies that could be undertaken immediately in this important area of Quality Education and integrated development of children. Thus, research studies in this area evince good scope and will continue to make notable contributions in the future.