

Chapter V

Summary and Conclusions

5.1 Introduction

5.2 Significance of the Study

5.3 Statement of the Problem

5.4 Objectives of the Study

5.5 Hypotheses of the Study

5.6 Design of the Study

5.7 Conclusions

5.8 Educational Implications

5.9 Suggestions for Further Research



CHAPTER V

SUMMARY AND CONCLUSIONS

5.1 Introduction

The task of achieving Universalization of Elementary Education is stupendous in a country as diverse and large as India. There is now tremendous demand for education and particularly quality education from the parents and community all over the country. There is a sense of urgency and political will in the central and state governments to provide quality education for all as emphasized in the National Policy of Education 1986.

The challenge before the country and the government is to claim the new century, the century of mind, for all Indians, not just for a select few in the metropolitan areas who are fast getting integrated into the brave new world of intellectual capital.

New technologies, particularly information technology, are redefining education as “unbounded opportunities for lifelong learning in a knowledge-society”. In Madhya Pradesh, Rajiv Gandhi Shiksha Mission (RGSM) has felt the need of creating a connected society to realize this vision. RGSM has undertaken to provide opportunity-structures to the weak to get even with the strong by using information technology.

A programme “Head Start” has been started under Distance Education Programme (DEP) of District Primary Education Programme (DPEP) for introducing computer enabled education using Computer Assisted Instruction method to the children of rural and remote urban areas. This programme seeks to enhance the learning of the students and quickly lose the information gap for the students in the most disadvantaged situations.



5.2 Significance of the Study

Computer-enabled education through Computer Assisted Instruction method is quite a new concept in the country. There had been a few efforts to include computers in education using information quality but the efforts had been mainly to extend computer literacy to the students and that too at the secondary level. There have been a few studies conducted in the country to study the effectiveness of CAI on students' achievement but all of them concentrated on the secondary school children and broadly included the students of developed urban areas.

Head Start programme, being a recently launched programme, in November 2000, is still unexplored by the researchers. This study holds much importance as, to the best of the knowledge of the researcher; this is the first unofficial effort by a citizen to analyze the programme. Moreover this programme focuses mainly on CAI to elementary level students in the most disadvantaged situations ---- like remote rural/tribal schools and undeveloped urban schools. None of the studies so far has been conducted focusing on this population of students.

5.3 Statement of the Problem

The study is titled as,

"A Comparative Study of the Achievement in English Language of Class VI Students', Studying in Head Start Schools and Non-Head Start Schools".

5.4 Objectives of the Study

1. To analyze the differences, if any, in achievement in English Language, between the students studying in Head Start schools and Non-Head Start schools.



2. To analyze the difference, if any, in achievement in identified hard-spot components of English Language, between the students studying in Head Start schools and Non-Head Start schools.
3. To study the effect of locale on the achievement of Head Start school students.
4. To analyze the difference in achievement in English Language, of Head Start school students, in relation to gender.
5. To assess the opinion of students towards “computer assisted instruction” input provided to them under Head Start programme.
6. To study the effect of locale on the opinion of Head Start school students towards Head Start interventions.
7. To analyze the difference in opinion towards the interventions of Head Start programme, in relation to gender.

5.5 Hypotheses of the Study

Ho1. There is no significant difference in the achievement in English Language between Head Start school students and Non-Head Start school students.

Ho2. There is no significant difference in the achievement in “Alphabetical Knowledge” component between Head Start school students and Non-Head Start school students.

Ho3. There is no significant difference in the achievement in “Knowing Animals” component between Head Start school students and Non-Head Start school students.



Ho4. There is no significant difference in the achievement in "Identifying Colours" component between Head Start school students and Non-Head Start school students.

Ho5. There is no significant difference in the achievement in "Knowing Body Parts" component between Head Start school students and Non-Head Start school students.

Ho6. There is no significant difference in the achievement in "Sentence Formation" component between Head Start school students and Non-Head Start school students.

Ho7. There is no significant difference in the achievement in "Phonetics" component between Head Start school students and Non-Head Start school students.

Ho8. There is no significant difference in the achievement in English Language between urban Head Start school students and rural Head Start school students.

Ho9. There is no significant difference in the achievement in English Language between boys of Head Start schools and girls of Head Start schools.

Ho10. There is no significant difference in the opinion towards Head Start interventions between urban Head Start school students and rural Head Start school students.

Ho9. There is no significant difference in the opinion towards Head Start interventions between boys of Head Start schools and girls of Head Start schools.



5.6 Design of the Study

1. Sample

Applying the purposive sampling technique a sample of 107 students was selected for the study, comprising the four sub-samples Urban Head Start schools, Rural Head Start schools, Urban Non- Head Start schools and Rural Non- Head Start schools of Chattarpur District. Students of class VI were selected for the study.

2. Instruments

The researcher aspired to study the students' achievement in English Language and opinion of the students towards the interventions provided in Head Start programme, in this study. For this purpose 2 researcher made tools were used.

1. "Achievement Test in English Language" (ATEL)
2. "Opinionnaire to Study Students opinion Head Start Interventions" (OPINIONNAIRE).

3. Variables

The study aimed to study the effect of Head Start interventions (CAI) in terms of achievement of the students and their opinion towards the interventions, locale-wise and gender-wise.

Thus, the independent variables identified were

1. Intervention
2. Locale
3. Gender

And the dependent variables identified were

1. Achievement
2. Opinion



5.7 Conclusions

After computing mean scores, standard deviations and applying t-test to find the differences in achievement and opinion of the students intervention-wise, locale-wise and gender-wise it was found that;

1. The students studying in Head Start schools where Head Start interventions were provided in terms of CAI for teaching achieved more in English Language and several of its components identified as hard spots; as compared to their counterparts studying in Non-Head Start schools.
2. Locale did not play any role in terms of differences in achievement among the students studying in Head Start schools.
3. Gender, also, did not play any role in terms of differences in achievement among the students studying in Head Start schools.
4. The opinion of the students towards Head Start interventions is highly favourable.
5. Locale did not have any effect on the opinion of the students studying in Head Start schools towards Head Start interventions.
6. Gender did not have any effect on the opinion of the students studying in Head Start schools towards Head Start interventions.
7. On observation the researcher felt a wide difference in the students of Head Start Schools and Non-Head Start schools, particularly among girls; in terms of their confidence level in the personality and interest in studies; both being positively high in Head Start schools students.



5.8 Educational Implications

This study was undertaken with the purpose of analyzing the fruitfulness of Head Start programme, in which quality education is aimed to be given to the students at the elementary level in the most disadvantaged situations through Computer Assisted Instructions. Thus, the study tried to probe into the effectiveness of CAI at elementary level and in remote and undeveloped locale. Also it aimed at gathering children's' opinion towards CAI from these locales.

The favourable results in terms of achievement of the students and their opinion towards CAI interventions suggests that the programme can be replicated at other levels of schooling and in other areas of the country. CAI method can be applied in the schools of any locale, at any level and to both the genders, for effective teaching and learning.

By the researcher's observations of students' confidence level in personality and interest in studies, it is inferred that CAI play a positive role and it can be extended to more students to enhance these two factors in them.

5.9 Suggestions for Further Research

1. A wider study can be undertaken studying more Head Start schools of Madhya Pradesh.
2. Achievement of students in other subjects can be studied.
3. Opinion of parents and teachers towards Head Start Interventions (CAI) can be analyzed.
4. Role of CAI in enhancing the personality of the students can be studied.



5. Effect of Head Start interventions (CAI) upon tribal students can be studied in terms of achievement and enhancement of personality.
6. Effectiveness of CAI on students, differing in terms of achievement, intelligence and socio economic status can be studied.
7. Study can be undertaken to measure computer literacy of the students studying through CAI.
8. An analysis of the students' information level on various issues can be undertaken.

