CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSION, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS

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CHAPTER 5

SUMMARY, FINDINGS, DISCUSSIONS, CONCLUSIONS
EDUCATIONAL IMPLICATION AND SUGGESTIONS

5.1 SUMMARY

* Introduction

The dream of every parent is to see that their children are sent to a good school for their education. Often this dream is shattered when children take unusually long time to adjust to primary schools and parents often wonder why is it so? One of the reasons behind this problem could be that children are not prepared for formal schooling. So, how do we prepare them for schooling? We can prepare them by providing stimulating pre-school education, which so far has been a neglected area, but it can help to solve the problem.

Pre-school education is informal education of the child between the age group 3-6 years carried out in formal institutions, before, the child joins the formal classes. It aims at the development of all the faculties of the child before he joins the school at the age of six. It intends preparing the child for the life ahead. It rather gives the child a good head start, which helps him to face the later years with more confidence and ease.

Pre-school age is the critical period in the life span of the child. It is during this period that foundation for all later development is laid. The child is highly receptive to all that
prevails in his environment and his learning potentials are at their peak. Whatever is assimilated in this foundation period, gradually stabilizes. Once high level of stability is reached in the cognitive, affective and behavioural dimensions, significant change is difficult.

Realising the importance of childhood period various types of childcare centres and pre-school models are coming up these days in India, aiming at the all round development of the child's physical, social emotional and intellectual development.

Pre-school education is designed to stimulate and support the child's motor, cognitive, language, social and emotional development. All these serve children before entry into primary schools. Whatever is learnt at this age gets so deeply embedded in him that it becomes difficult to change it later on. It is, therefore, the duty of the adults to provide rich experiences to the child and help him to develop good habits, proper attitude and a questioning mind.

It is a unique investment for the present and the future. Pre-school education provides the foundation for all round development and enabling the child to understand various issues. The impressions formed in early childhood have a profound influence on their development. Pre-school education in its wider sense implies not only acquisition of knowledge but also the development of abilities, skills and qualities of a character.
Need of the study

In India the situation of pre-school education offers much scope for improvement. And it is heartening to note that this is being increasingly realised. Voluntary organizations are coming forward with amanuerative programmes. At the government level, a lot of thoughts and resources are being invested. In the recent past, there has been a substantial growth of infrastructure, personnel and expenditure on the programmes evolved for the development and schooling of children before entering into primary schools, the impact has been somewhat indifferent. A gap appears between efforts and effect. As a result changed strategies have been evolved and several innovative projects and programmes of pre-schools have been initiated. Some desirable results have certainly come about, yet they hardly commensurate with investments. Of course, this kind of performance gap can be attributed to a large number of factors.

Although enrolment in primary school is around 90 percent, wastage and stagnation is so high that only 50 percent children enrolled in school complete standard V. The maximum dropout, in fact takes place within the first years of schooling itself. Most of the responsibilities of pre-school education is beard by government organisation ICDS Anganwadis and non governmental organisation CASP-PLAN Balwadis in the study area taken by the investigator. And these organisation make an
attempt to encourage retention of children in schools and promote various developments of children.

The study is undertaken to answer the following questions:

- What is the impact of pre-school education on the developmental aspects of children?

- Is there any difference in the development of pre-school children of ICDS Anganwadis and CASP-PLAN Balwadis?

* **Statement of the problem**

“A comparative study of the impact of pre-school education on motor, cognitive, language and socio-emotional development of under-privileged children enrolled in CASP-PLAN and ICDS pre-schools of Delhi.”

* **Objectives of the study**

The main objectives of the present study are:-

1. To study and compare the structure, organisation, aims and functions of CASP-PLAN and ICDS pre-schools.

2. To study and compare the socio-personal characteristics of CASP-PLAN and ICDS pre-school children.

3. To study and compare the motor development of children who are enrolled in CASP-PLAN and ICDS pre-schools.
4. To study and compare the **cognitive development** of children who are enrolled in CASP-PLAN and ICDS preschools.

5. To study and compare the **language development** of children who are enrolled in CASP-PLAN and ICDS preschools.

6. To study and compare the **socio-emotional development** of children who are enrolled in CASP-PLAN and ICDS preschools.

7. To study and compare the **overall impact** of pre-school education of CASP-PLAN and ICDS pre-schools on motor, cognitive, language and socio-emotional development of children.

8. To study and compare the development of pre-school children on the basis of sex in CASP-PLAN and ICDS preschools.

* **Hypotheses**

Keeping in view of the above mentioned objectives of the study, the following hypotheses are to be tested:
I. There is no significant difference in the **structure, organisation, aims** and **functions** of CASP-PLAN and ICDS pre-schools.

II. There is no significant difference between the **socio-personal characteristics** of children in CASP-PLAN and ICDS pre-schools.

III. There is no significant difference between the **motor development** of children who are enrolled in CASP-PLAN and ICDS pre-schools.

IV. There is no significant difference in **cognitive development** of children who are enrolled in CASP-PLAN and ICDS pre-schools.

V. There is no significant difference in **language development** of children who are enrolled in CASP-PLAN and ICDS pre-schools.

VI. There is no significant difference in **socio-emotional development** of children who are enrolled in CASP-PLAN and ICDS pre-schools.

VII. There is no significant difference in **overall development** of children who are enrolled in CASP-PLAN and ICDS pre-schools.
VIII. There is no significant difference between the development of male and female children in CASP-PLAN and ICDS pre-schools.

* Delimitation

1. The area of the study was confined to the urban slums of Sangam Vihar of Delhi.

2. The sample of the study included only 120 children who were enrolled in these pre-schools for at least six months. 60 children were taken from CASP-PLAN Balwadis and 60 from ICDS Anganwadis.

* Sample

The sample comprised total 120 children. 4 Balwadis of CASP-PLAN and 4 Anganwadis of ICDS were selected from Sangam Vihar, from each selected pre-school 15 children were drawn randomly for administration of the test. In this way 60 children from Balwadis and 60 children from Anganwadis were selected.

* Tools

1. Interview schedule for pre-school workers.
2. Interview schedule for parents.
3. Developmental scale for the children in 3-4 years age group.
4. Developmental scale for the children in 4-5 years age group.
Procedure for collection of data

The data was collected personally by the investigator. The description of the data collection has been given in the design of the study.

Analyses

Data obtained through the interview schedules, questionnaires, scales and school records were subjected to appropriate quantitative and qualitative analysis.

Statistical techniques used

The statistical techniques used in the study are Mean, Standard Deviation, ‘t’ value and Coefficient of Correlation.

5.2 FINDINGS OF THE STUDY

1. There was a significant difference between structure, organisation, aims and functions of CASP-PLAN and ICDS pre-schools.

2. There was no significant difference in the home and social environment of children enrolled in both type of pre-schools, all are from lower and working class families in urban slums.

3. There was a significant difference in motor development between the 2 groups. CASP-PLAN pre-school children
scored better on developmental scale for motor development than their ICDS counterparts.

4. There was a significant difference in cognitive development between the 2 pre-school children. CASP-PLAN children scored better than the ICDS children.

5. There was a significant difference in language development between the 2 groups. Children of CASP-PLAN pre-school scored higher on language development scale than their ICDS counterparts.

6. There was a significant difference in socio-emotional development between the 2 groups. Children from CASP-PLAN per-schools scored higher on development scale than their ICDS counterparts.

7. There was a significant difference in overall development of children. CASP-PLAN children scored higher in motor, cognitive, language and socio-emotional development scale than their ICDS counterparts.

8. There was a significant relationship between motor and language development of children in CASP-PLAN pre-schools, both variables affect each other.
9. There was a significant relationship between motor and
cognitive development of children in CASP-PLAN pre-
schools, both variables affect each other.

10. There was no significant relationship between motor and
socio-emotional development of children in CASP-PLAN
pre-schools.

11. There was no significant relationship between language and
cognitive development of children in CASP-PLAN pre-
schools.

12. There was no significant relationship between cognitive and
socio-emotional development of children of CASP-PLAN
pre-schools.

13. There was a significant relationship between motor and
cognitive development of children in ICDS, which indicates
positive relationship between the 2 variables.

14. There was a significant relationship between cognitive and
language development of children in ICDS pre-schools,
which shows a positive relationship between these two
aspects.

15. There was no significant relationship between language and
motor development of children in ICDS pre-schools.
16. There was no significant relationship between cognitive and socio-emotional development of children in ICDS pre-schools.

17. There was a significant difference in motor, cognitive, language and socio-emotional development of male children of CASP-PLAN and ICDS pre-schools. CASP-PLAN male children scored high in all aspects of development than their ICDS counterparts.

18. There was a significant difference in motor, cognitive, language and socio-emotional development in female children of CASP-PLAN and ICDS pre-schools. CASP-PLAN female children showed better performance than their ICDS counterparts.

5.3 DISCUSSION

The present chapter constitutes a retrospect of the major findings of the study the chapter will also discuss some implications of these findings for pre-school education programme in the country and made some suggestions for further research in this area.

The main purpose of the research has been to study the effectiveness of pre-school teaching and activities on the developmental aspects of children. The discussion of results and
possible conclusions on these aspects have been presented under the following headings based on aims and hypothesis of the study.

Child comes into the world with a great deal of innate ability and potential. On the basis of findings of the present study it can be said that effective pre-school programme contribute to improve cognitive ability and enhance school performance.

It is concluded that under-privileged children who are receiving pre-school education in CASP-PLAN were better able to perform in motor, cognitive and language development, developed a positive attitude towards themselves. Besides, benefits to children, overtime, were better able to contribute to the community, thus bringing to the individuals and society (Lazer et al. 1977)

The findings of the present study suggests that the impact of CASP-PLAN Balwadis is greater in comparison to ICDS Anganwadis. The children from Balwadis showed better performance in all developmental aspects than their Anganwadis counterparts. Some of the findings are summarized below:

To test the hypothesis no. III analysis was done. The table 4.1 shows the motor development of children in CASP-PLAN and ICDS pre-schools. In the present study, the mean score and SD of CASP-PLAN children is 23.50 and 2.18 whereas the mean score and SD of ICDS children is 21.71 and 2.73 respectively. The above findings shows significant difference in motor development.
of two groups. Children in CASP-PLAN group showed better performance in comparison to the ICDS children. This may be due to the reason that activities for motor development are more frequently organised in Balwadis as compared to Anganwadis.

These findings reaffirms the findings of the study of Rajamal P. Devidas and Anshu Prasad (1985) who also came to the same conclusion in the study on physical and motor development of children in Anganwadis.

In order to test the hypothesis IV, the analysis was done. Table 4.2 shows the comparison of cognitive development in both pre-schools. The mean and SD of CASP-PLAN children is 24.70 and 7.57 whereas the mean score and SD of ICDS children is 15.33 and 3.62 respectively. The difference is significant at .01 level which shows that cognitive development of CASP-PLAN children is better than the children of ICDS pre-school.

The above finding is supported by the study of Belvi, U.K. (1978) in the study of the effect of home, school and individual variables on the cognitive development of Indian children coming from disadvantaged environment. It was concluded that school facilities and cognitive development are highly interrelated. In the present study also cognitive development of CASP-PLAN children was better due to better educational practices in the Balwadi centres.
Findings also corroborated with the findings of study conducted by Sudha Sahani, Suman Agarwal Pushpa, M. (1980) and R. Murlidharan (1970).

In order to test the hypothesis no. V study was done to compare the language development in children of CASP-PLAN & ICDS pre-schools. Findings are shown in Table 4.3 which shows mean score and SD of CASP-PLAN children 16.78 & 2.82 whereas the mean score & SD of ICDS children is 12.90 & 2.56 respectively. It is apparent from above findings that language development is better in CASP-PLAN children and significant. This difference can be attributed due to greater emphasis on development of language skills and more expressive in communication.

Findings of present study are consistent with the findings of Bevli, Updesh, K. (1974), R. Murlidharan (1970), Lewis (1976) and G. Pamkajam on impact of pre-school education on language development of children.

In order to test the hypothesis VI the analysis was done, which is shown in table 4.4 the values of mean score and SD of CASP-PLAN children on socio-emotional development is 12.75 and 1.74 whereas the mean score SD of ICDS children is 11.87 and 1.75 respectively, which is significant at .01 level, interprets that development in Balwadis is better than that of Anganwadis.
which shows that children are well adjusted here and better training is given for social development.

The results of the study not only supports the findings of Saraswati, C., Hunshal (1979) and Shukla, R., (1984). But also shows that pre-school experiences help the child in socio-emotional development.

To test the hypotheses no III to VII analyses was done. The table 4.6 shows mean, SD and t-values of both pre-school children with respect to all four developmental aspects. It also shows which group of children scored higher on various developmental scales.

There is a significant difference in all aspects of development. But highest difference is seen in cognitive development, followed by language development while motor and socio-emotional development shows less significant difference between children of two type of pre-schools. Therefore the hypotheses are rejected.

This variation in development of different aspects is because, motor and socio-emotional development is less affected by home and social environment while pre-school environment are much affected by home and social environment. While pre-school environment have a major effect on cognitive and language development. As far as overall performance is concerned children in two type of pre-schools were found to differ significantly.
On the basis of the above analysis it may be concluded that the effect of CASP-PLAN on the performance of children was found better as compared to ICDS pre-schools.

Findings of Bloom (1964) and Combay, D. (1995) also corroborates to the findings of present study.

Hence, these findings reaffirm the findings of Murlidharan, R. and Bevli, U. (1970) in their study of motor, adaptive, social personal and language development of Indian children. The results indicated that urban children were faster in their development as compared to the rural children because urban children were more exposed to developmental activities.

To determine the relationship among all developmental aspects of children in CASP-PLAN pre-schools correlation coefficient was computed which is shown in table no. 4.7 and 4.8.

The table no. 4.7 shows the values of 'r' (correlation coefficient) which reveals that there was significant relationship between motor and cognitive development and more and language development. There is also a significant relationship between language and socio-emotional development.

Findings of present study reaffirm the findings of Murlidharan, R. and Kaur, B. in their study of relationship
between physical development and language and cognitive
development.

The table no. 4.8 shows the relationship among all aspects of development of children in ICDS pre-schools. Correlation-coefficient was computed, values of 'r' reveals that there is a significant relationship between motor and cognitive development and motor and socio-emotional development. Relationship is also significant between cognitive and language development and language and socio-emotional development.

Table no. 4.8 also indicates the value of 'r' which reveals no significant relationship between language and motor development and between cognitive and socio-emotional development.

Table no. 4.14 shows the comparison of overall development of male children in both type of schools. Boys of both schools were studied separately and it was found that there is a significant difference between the boys of both schools. CASP-PLAN boys preformed higher in comparison to their ICDS counterparts.

Table no. 4.20 shows the comparison of female children between two type of schools, it was found that there is a significant difference in performance of girls of both type of schools. CASP-PLAN girls are better in comparison to their ICDS counterparts.
These findings of both tables are consistent with the general findings given in table no. 4.6 which shows CASP-PLAN children significantly better performed on development scale. Findings of the present study reaffirm the findings of the study of Murlidharan, R. and Bevli, U. (1970) that sex differences do not show a consistent pattern of development.

In order to compare between male and female children in CASP-PLAN itself analysis was done which is shown in table no. 4.21. The t-value for overall development was not significant. However, the mean score of male children was slightly better than female children.

In order to compare between male and female children in ICDS pre-schools. The analysis was done to find out the difference between two groups of the same school. There was no significant difference found as shown in table no. 4.22. The t-value between means of overall development is not significant. However, mean score of boys were slightly better than girls in the same pre-school. Findings of the present study are also consistent with the study of Murlidharan, R. and Bevli, U. (1970). Unlike the findings of Pathak, P. (1972).

Findings shows that difference between the children are based on the effectiveness of pre-schools. Therefore hypotheses of the study is accepted which states that there is not significant difference between male and female children.
5.4 CONCLUSIONS

The present study is meant to study the effectiveness of pre-school education programme through its impact on the development of children.

In view of aforementioned findings, it is concluded that students attending pre-schools of CASP-PLAN Balwadi Programme are better off in all aspects of development as compared to ICDS pre-school children.

While making a comparative study of motor development of students of both type of pre-schools, it is concluded that there is a significant difference between the two groups.

On the basis of the findings, it can finally be concluded that pre-school teaching of CASP-PLAN is effective in comparison to that of ICDS.

In a net-shell, CASP-PLAN Balwadi Programme and ICDS Anganwadi Programme are comparable in their aims, structure and organisations. Though there is a significant difference between the impact of both pre-schools on their children. It is due to the difference in educational and developmental activities provided for children.

The difference between development of children of the two type of pre-schools is because pre-school teachers of ICDS
Ananwadis at times have been found to be disinterested in the work of centres because of lack of promotional avenues, insufficient pay, indifferent attitude of the community and the bureaucrats. Lack of supervision, dearth of basis infrastructure in schools and general pattern of working are other reasons for poor involvement of teachers in the educational activities provided for children.

Significantly, of all the developmental aspects studied together it was found that cognitive development of children is most affected by pre-school education. The most important reason seems to be the poor grounding of their parents, due to this, under-privileged children are more dependent for their cognitive development on schooling only. Other reasons responsible for poor development are lack of exposure to mass media and outings.

It may be said that attending pre-schools with adequate facilities and good programmes definitely plays a prominent role in the child's overall development. This asserts necessity of improving the pre-school education and making it compulsory in the educational system, to provide a strong foundation for future life.

It may be further said that effectiveness of pre-school education have a direct impact on the performance of children in motor, cognitive, language and socio-emotional aspects.
The results showed that on the whole, skills were developed first in the CASP-PLAN pre-schools children. The acceleration shown by CASP-PLAN children was found to hold good in all aspects. These children also take an interest in role playing.

The conclusion can, thus, safely be drawn that it is possible to bridge the gap between have’s and haven’t’s with the improvement in pre-school educational programmes.

5.5 EDUCATIONAL IMPLICATIONS

Though the present study was restricted only to two types of pre-schools of Sangam Vihar in Delhi City, here 120 children from pre-schools were selected as sample, its findings have important educational implications. The findings can be used by educational planners, thinkers, psychologists policy makers, administrators and project officers for preparing teachers profile and also for selection of pre-schools workers. The variables of pre-schools effectiveness and child development and the scores achieved by children give us a clear picture of the current situation and help us in identifying the factors responsible for creating effectiveness in pre-schools. At the same time the study gives an insight of child development at the pre-school level with regard to age and sex. Thus these findings broaden our horizon of perception of child development.
The findings of the present study may have an impact on the training of pre-schools workers and supervisors both pre-service and in-service. The conclusions drawn may have repercussions on some important areas of pre-school education.

* The expansion of ICDS pre-school programme should synchronize with a remarkable improvement in all supporting sections of child development in order to have a desirable impact of the programme.

* Techniques prepared for stimulating pre-school children should be carried out in the Anganwadis.

* Supervisory work should be strengthened to guide and supplement the efforts of Anganwadi workers.

* Pre-school workers should be properly trained so that they can understand the needs of children as well as the motor, cognitive, socio-emotional and language development of children.

* The strength of the class in an Anganwadi should not exceed 25 to 30 as large classes do not facilitate good teacher-pupil interaction.

* Rich nutritious diet should be provided to children in their early years of development.
The pre-school education component of ICDS should be strengthened by providing training and orientation to Anganwadi workers improving the anganwadi structure and making the necessary equipments and toys available to each anganwadi centre.

The duration of educational activities should be provided for fixed period and out door activities should be increased.

Anganwadi worker should be given assistance in carrying out the administrative tasks to reduce her work load. This would enable her to spend more time on pre-school education activities.

Efforts should be made to take the help of community workers and local resources to strengthen the pre-schools.

Women should be encouraged to send their children to pre-schools.

All programmes related to young children should have adequate educational inputs. Emphasis should not be laid only on nutrition and immunization.

5.6 SUGGESTIONS FOR FURTHER RESEARCH

As the present study has been undertaken with certain limitations, its findings cannot be generalized, inspite of this it can be said that there is a significant difference in the overall
development of children between CASP-PLAN and ICDS pre-schools. The performance of CASP-PLAN children in all aspects of development was better as compared to children of ICDS pre-schools.

The present study has generated informations, regarding the organisations, structure and functions of CASP-PLAN and ICDS projects and also compared the functioning of the two and come to the conclusion that there is a difference in teaching activities and attendance of children in the two type of pre-schools. Hence, there is a need to explore those variables which directly or indirectly cause difference in attendance of children and teaching activities of the two types of pre-school. Apart from this, findings of the study could be utilized in the formulation of a comprehensive study on subjects which could be useful for the improvement of pre-school system through the worthwhile policies, proper selection of beneficiaries, effective teaching activities, proper arrangement of teaching aids and play materials, proper recruitment of workers in service and continuous and comprehensive supervision.

In addition to this, in the light of the present study following suggestions are made for further researches in the area of pre-school education and its impact on child's development:

* The study may be replicated on large samples by including more districts or states, taking children from various types
of settings in pre-schools so as to present a clear picture of the phenomenon studies.

* A study may be planned to predict pupil’s performance in the primary school on the basis of the pre-school experiences.

* A study may be undertaken to identify the various factors affecting the quality of pre-schools.

* A study may be undertaken to identify the dimensions associated with high and low work motivation of pre-school workers.

* A study may be conducted to identify the local resources those can be utilized for the betterment of pre-schools.

* A comparative study may be undertaken of pre-school going and non pre-school going children.

* A study may be undertaken conducted to identify the variables affecting child performance other than the pre-school.

* Case studies may be conducted on NGO’s for acquiring in depth knowledge into the phenomena of high and low performance of pre-schools.
A study may be conducted to compare the pre-schools of ICDS project in different states in the light of its objectives.

A study may be conducted to find out the techniques for attracting, holding and stimulating children to pre-schools.

Further researches may be undertaken to explore the variables that affects child development and pre-school effectiveness.

National level research studies should be conducted to assess the influences of pre-school programme on overall development and behaviour of children.