

CHAPTER – V

RESULTS AND FINDINGS

5.1 Introduction

Academics performance depicts the learning outcomes of students. Reading and writing are two important basic skills for all school-based learning. Reading and writing ability has its social importance not only in literacy but also in socio – economic growth. (CE.Snow, MS.Burns, P. Griffin, 1998). It is accepted that reading skill as an important skill that child should grasp at elementary level. ((Lyon G. , 1996); (K.E. Stankovic , G.R. Nathan , M.Vala-Rossi, 1986))

Students with below basic reading proficiency are two times at risk of being dropped out from school than who have basic reading ability (Education, July 2003). Therefore, the area of reading skills is very important for academic performance. There should be effective reading instruction for struggling readers. Researchers during past few decades have been trying to discover most effective reading instruction. They have succeeded in identifying several components of reading for effective reading instructions.

In India, many children facing such difficulties at schools do not have their problems identified until they start to perform very poor or fail in examination or even after dropout from the education process. Some children are labeled as lazy learners whereas some are called as slow learner or late developer since their academic performances are very poor. But no such initiatives are not taken to find the cause or the reality behind such problem. Children with difficulties in reading should be diagnosed as early as possible and should be assessed their reading ability.

Secondary level students are at a transition to secondary level from primary level. In the present study, researcher has tried to consider reading problem of secondary level students of rural co-ed schools in Howrah district. The purposes of the study were to design a reading intervention for students with reading difficulties in order to improve their reading skills. The other purpose was to find if there is any effect of intervention on their academic performance. The result of the study will be helpful for planning future intervention to address reading problem and it also help those students with reading difficulties as an assistance to improve reading skills.

5.2 Result and Findings

Research questions	Result	Remark
<i>Research question – 1 (Effect of intervention)</i>	The effect of reading intervention was highly significant on experimental group. The effect was not significant for the comparison group. Also, on comparison of the mean difference of two groups, it shows that there is significantly high effect of reading intervention program on experimental group than comparison group.	Reading intervention program positively effective in order to gain reading fluency to the students with reading difficulties who participated in the program.
<i>Research question – 2 (Sustained effect)</i>	The sustained effect of reading intervention was highly significant on experimental group. That effect was not so significant for the comparison group. Though the changes are mean score were found for comparison group. The changes that occurred may be due to impact of other variable on comparison group.	The reading intervention program succeeded to create sustained effect on experimental group, i.e. on those students with reading difficulties who were gone through the program.

<i>Research question – 3</i> (Effect on academic performance)	Intervention program effect positively on academic performance of students with reading difficulties. Changes in mean score of experimental group in before intervention, during intervention, after intervention exams were found whereas that of comparison group was not much.	Intervention program helps those students with reading difficulties go experimental group to improve their academic performance. Though little improvement was also found for the students with reading difficulties in comparison group but that was not because of the intervention program.
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5.3 Discussions

Research question – 1: Does the reading intervention program improve reading skills of students with reading difficulties of secondary level?

Inferential statistical analysis showed that there is highly significant (with $p < < < 0.05$) effect of reading intervention program in improving reading skills of the participants in experimental group. The mean scores of the participants of comparison group had increased very little and constituted no significant ($p > 0.05$) changes in reading skills. For between groups testing, the result showed that value of p very less than 0.05 (i.e. $p < < < 0.05$). Therefore, the test confirms that there is significant effect of reading intervention on reading performance of students with reading difficulties of experimental group with respect to students with reading difficulties in comparison group.

In this study, researcher had tried to minimize internal threat in choosing group. Also, to minimize the Hawthorne effect, the intervention instruction was subdivided into two parts for two subgroups. In each phase, one part of treatment was given to a subgroup and the other part was given to other group in the process of intervention. After commencement of second phase, the treatment exchanged.

Research question – 2: Does the reading intervention program have sustainable effect on students with reading difficulties of secondary level?

Data analysis revealed that the value of p is very lesser than 0.05 (i.e. $p \ll 0.05$). Thus, the test confirms that there is highly significant effect of intervention on reading performance is sustained to students with reading difficulties of experimental group. For the comparison group, the test show that there are significant changes in sustained scores in comparison with their post-test scores. It is obviously not because of intervention since the participants in comparison group were not given instruction. This may be caused by regular class instructions in process of curriculum transaction.

Research question – 3: Does the reading intervention program impact on academic achievement of the students with reading difficulties of secondary level?

Academic score data reveals that there is significant improvement of academic scores was found for the participant in experimental group who were given reading intervention. F scores are significant at 95% level of significance. Thus, the mean scores of experimental group and control groups are not same in all different exams and the mean academic scores of all different exams are not same in all different groups. Combining these two facts, researcher made conclusion that there is significant effect of reading intervention on academic performance of students with reading difficulties. Intervention program helps those students with reading difficulties go experimental group to improve their academic performance. Though little improvement was also found for the students with reading difficulties in comparison group but that was not because of the intervention program.

5.4 Suggestions for Prevention of reading difficulties

In the study, researcher wish to put some recommendations can be made in addressing the reading difficulty problem. These are:

- ⊖ Since the identification of student with reading difficulties is very important, teacher should take vital role. The need of teacher awareness about reading difficulty should be considered. For awareness of teachers, short course, workshop should be organised, and teacher should take part in these programs.
- ⊖ English should be taught phonetically. It should be in a standard practice in schools for all learners with or without reading difficulties. But this practice should start at elementary level since children build their phonemic awareness and phonics in elementary level. Hence, it will be more effective if teaching instruction could be given considering these components of reading.
- ⊖ Teachers professional course for language future teacher should consists the awareness of reading difficulties of learners and the identification so that teacher can identify problem of reading difficulties as early as possible.
- ⊖ Identified learners with reading difficulties should not be discriminated. School authority should be more careful about that. For that school authority could get advice from specialist in learning difficulties.

5.5 Educational Implication of the study

Educational implications of the study can be listed as: -

- ⊖ The present study was conducted in the field of reading difficulty following then method of reading intervention program for improving oral reading fluency which is very successful in educational research conducted by national and international experts in the field. Thus, the study is expected to help the students with reading difficulties in their academic level.
- ⊖ The intervention program design consists of letter sounds skills and fluency skills. These are important skill to be nurtured of in order to improve reading skills. Hence the outcome of the study is expected to draw attention of educationist, policy maker or school level management in this regard.
- ⊖ The study can create awareness of teachers in schools in West Bengal as well as other part of the country where still many children is facing such reading problems by giving a direction about preventive measures of such problems.
- ⊖ The study is expected to be a handbook of effectiveness of reading intervention program of Bengali medium rural co-ed school who are ESL learners mostly. It might make a hope to parents of those child who are facing such reading difficulty.

5.6 Suggestions for future research

The researcher has the following suggestions for further research: -

- ⊖ A longitudinal study may be conducted in order to determine if more time be given for reading instruction, might have different result.
- ⊖ A study could be conducted by designing intervention for students with reading difficulties where they are asked to read at their own level of reading.

- ⊖ A study can also be made in different demographical areas as well as other level of learning or it could be also made in schools of different culture diversity.
- ⊖ A study may be conducted to determine the effect of reading difficulties in English in achievement in other subjects.
- ⊖ The same study can be thought in case of reading difficulties of Bengali language (native language).
- ⊖ A study can be planned to determine the relation between problem of reading difficulties and of being first generation learner.
- ⊖ Study may be taken on - Who faces reading difficulties at secondary level? a male student or female students – critical analysis approach.

5.6 National importance of the study

The purpose of the study was to design and implement a reading intervention program for students of class – 6 those are struggling in English reading. The effect of the intervention was measured in sense of improving English reading fluency. Researcher also attempted to determine whether the intervention have sustainable effect. Again, researcher also tried to find out the impact of the reading intervention program for students with reading difficulties on their academic performance in English. The study was conducted on Howrah district of West Bengal, India.

Various studies confirmed that it is very difficult for the students at elementary grade to achieve the grade level reading expectation if they have poor start at learning to read. The performance gap of these children and children who read well widens as they advance to next grade levels. In the quasi-experimental study, researcher instructed about those reading skills, during the intervention for those who are identified to have reading

difficulties at class – 6 of selected school – 1(experimental group) whereas no instruction was given to students with identified reading difficulties of second selected school – 2 (control group).

Two groups were compared to check effectiveness of the intervention program in improving their reading fluency using pre and post test data. To determine the impact of intervention program to their academic performance, academic scores of both groups were compared in context of intervention program using ANOVA. Finding of the study reveals that there was significant improvement in their reading skills due to the intervention program. Again, it succeeded to make sustained effect to the students who were participating the program. Finally, the study also reveals that there was significant effect of intervention t their academic performance.

With the finding of the study, parents and educator may be better prepared themselves to help the students with reading difficulties through a new way of understanding about their problem that these learners need extra support. Therefore, student with early age reading problems if identified can be remediated. The result of the study will be helpful for planning future intervention to address reading problem and it also help those students with reading difficulties as an assistance to improve reading skills. The study can provide a basic remediating way to the educational planner both in regional level and national level.

References

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