Case study: Sinhala Language Competency Achievement of Students at Key stage -1 in the Negombo Educational Zone, Sri Lanka (Draft report)

IN COLLABORATION WITH

National Institute of Education
Sri Lanka

Ministry of Education
Sri Lanka

Provincial Department of Education
Western Province
Sri Lanka

Zonal Educational Office
Negombo
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Case study: Competency Achievement of Sinhala Language Literacy of Key stage 1 Children in Negombo Educational Zone, Sri Lanka

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Executive Summary

Education is a basic right for all citizens and it contributes to the development of the nation. The contribution of education to development is twofold: improving productivity through human resource development and developing the attributes necessary to live harmoniously in society as responsible citizens through social development" (MoE, 2013). Strong foundation for education and its continuation depends on the quality of primary education which paves the way of future life of children and the nation. The center focus of the present research is an important aspect of Primary education: Competencies related to students' Sinhala language development.

Research studies conducted in the area of primary education with special reference to literacy and Numeracy in 1990s' repeatedly emphasized the weaknesses in the primary education and waste of human potential for education (Ekanayake, and Sedere, 1990; Nanayakkara, 1994; Gunewardena et.al. 1997; Sathgunarajah, 1997). Furthermore, National Education Commission (1992) recommended educational reforms and a competency based curriculum has been introduced to the Sri Lankan education system. Under the new curriculum, it is expected that, during the primary school years, a child will acquire certain basic competencies, which enables child for better life and continuation of education.

These competencies are two types: Essential Learning Competencies (ELC) and Desirable Learning Competencies (DLC) (NIE, 2001, p2). ELC has been defined as "competencies that all students should acquire during each key stage (NIE, 2001 p2). This is important because competencies develop continuously and for that development to take place, a minimum level of competencies is required. Those minimum levels of competencies are the ELCs. The present study is based on ELCs related to primary students' mother tongue (Sinhala language)

According to the recent statistics, Sri Lanka has 91.1% literacy rate (economic and social statistics of Sri Lanka, 2013). However, there exists a discrepancy between claimed literacy and actual literacy. According to Gunewardena, et.al (1997) in a study conducted in disadvantaged communities has shown that this discrepancy is 23.2 percent (claimed literacy 82.9% and actual literacy 59.7%). Therefore still, there are avenues to increase literacy rate further and thereby reducing dropouts. To reduce dropouts it is vital to ensure that essential learning competencies are achieved at primary grades.

This research was conducted with the aim of determining the extent to which the students are able to acquire Essential Learning Competencies related to Sinhala Language and factors affecting non-

acquisition. In addition to that, the learning difficulties that cause failures in ELCs were also aimed to identify.

The research was conducted in Negombo Educational zone in twenty seven schools covering 1,785 grade three students, so that all ethnic groups; Sinhala, Tamil and Muslim are represented. The main research instrument used in this study is the questionnaire and it was developed to collect qualitative and quantitative data related to the competencies and learning difficulties that leads to failures in acquiring expected competencies. The data required for this were collected a team of well experienced 42 Research Assistant who were provided a training on collecting data.

Descriptive statistics were calculated and Chi-square test was performed to analyze collected and cleaned data with respect to all eleven competencies separately using SPSS statistical software.

More than 80% of the studied population has acquired essential competency levels except for the competency level seven which is "copies a given simple sentence with correct letters". Approximately 9% of the students cannot write their own name and achievement percentage for other competencies related to writing is equal or less than 85%. According to the statistics there is an issue related to writing while reading is the next prominent area which has considerable number of failures. Compared to writing and reading, listening and speaking show a better performance but still needs attention since these competencies are essential to be acquired by the students.

Gender of the student is a factor that affects the achievement of competencies. Except for competency four - "Students respond to a simple instruction with two points given by the teacher in the classroom and act accordingly", for all other competencies a higher frequency of failures are recorded from male students. School type is the other factor which affects on all competencies. Home language does not affect on students speaking competencies while their listening, reading and writing is significantly affected by that.

Learning difficulties related to each competency level have been identified and student's gender affects on almost all the identified learning difficulties.

"Writing" is identified as the weakest area of language competency. Learning difficulties identified as causes of non-achievement of competency should overcome. Based on the findings the following recommendations are made to overcome the issue.

Recommendations

1 If the continuous assessment practice has been successfully implemented in the school system, the Low achievers could have been identified earlier, and suitable remedial measures could have been adopted to bring them to the expected level of ELCs and DLCs. Therefore, it is vital that continuous assessments process should be revitalized in the primary education cycle.

2 It is also urgent that all primary teachers in all four types of schools are arranged an intensive training programme. The priority should be given to teachers working Type 2 and Type 3 schools followed by teachers in 1C schools and 1AB schools. Suggested themes to be addressed are as follows.

   a) Continuous assessment and its value in education and primary education, in particular

   b) Scientific techniques for early identification of potential low achievers

   c) Identification of Learning difficulties related to four skills especially writing

   d) Planning and Implementation of suitable remedial measures.

   e) Assessing the effects of their interventions

   f) Action Research and development of teachers' professionalism through Action Research.

3 Supervising and monitoring mechanism should be revitalized at the Provincial and zonal level.

4 Human and Physical resource allocation for the implementation of remedial measures

5 Further research in the area of primary education

FOREWORD

Primary education is an utmost important area in the development process of the nation. Primary education assists the majority in the community to enhance their quality of life in many ways. Ignorance will leads people to marginal level of life style depriving them of many benefits emerged as a result of the technological advancement, today. Therefore, it is very important that the specific problems and needs of Primary Education in Sri Lanka are addressed immediately in order to achieve the objectives of quality primary education in the country.

In 2014, the Department of Research and Development, National Institute of Education (NIE), in collaboration with the Ministry of Education, Provincial Department of Education and the Zonal education office Negombo has conducted research study on competency achievement of students who have completed education in Key stage-1. Though the population under consideration was the Negombo Educational zone, no doubt the findings gleaned from this study can be equally applicable to other areas of the country where similar population characteristics exist.

The findings of the research are expected to help all stakeholders of Primary education in the country to identify the specific problems related to the competency development of mother tongue, and implement innovative solutions to overcome them.

On the occasion of the launch of the research report, I wish to thank all the Academics in the Ministry of Education, National Institute of Education, Provincial Department of Education, Western Province and the Zonal Educational Office, Negombo for their valuable support extended in numerous ways for the success of this Endeavour. All 42 Research Assistants were working very hard in the process of data collection and subsequent data cleaning process and they are gratefully acknowledged.

This research report was prepared by the Department of Research and development of the NIE with the collaboration of Department of Early childhood and Primary education and the Department of Examination, NIE. has supported the data entry process. I wish to thank all the NIE officers for their contribution, and dedicated work to make this event a success.

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Director General
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2014.11.08

EDITOR'S INTRODUCTION

Sri Lankan Education system has molded in to the present form due to several important educational reforms, which took place in independent Sri Lanka after the British colonial rule. During the British colonial era, only the rich could afford for quality English medium education, which assures its recipients lucrative job opportunities and other benefits that were not entitled for the majority who received poor quality education in vernacular government schools. After C.W.W. Kannangara reforms, free education in Sri Lanka commenced and it has continued until now in consequence, at the onset of the new millennium Sri Lankan adult literacy rate rose to 92% and today it is 91.2 for adults and 98.2 %for the young generation. However, those percentages represent only Claimed literacy and there is a discrepancy between actual literacy and the claimed literacy. What is important today is the functional actual literacy, which is very important factor in citizens' life in individual level as well as the development of the nation at the macro level. Functional actual literacy can be increased only through quality primary education. This research examines one of the most important dimensions of primary education and it specifically addresses the primary students' competency development in mother tongue (Sinhala Language).This report is based on that research conducted in the Negombo division, Negombo educational zone, in the western province of Sri Lanka.

The data were collected for the study using a questionnaire coupled with a set of 11 instruments/tests specially designed and further developed for the assessment of 11 competencies related to mother tongue development of primary class children (key stage 1).

The report is arranged in to five main chapters. Each chapter follows the same style of writing from general to specific. The first chapter is the introduction to the research where the background to the research, rationale, objectives, brief introduction to the research methodology and limitations were discussed

The second chapter is about the research methodology adopted for this study. It begins with the five major objectives of the research and progresses through describing the sample, data gathering instruments and the development of instrument, data collection process and the chapter ends in describing the data analysis process

The third chapter is the longest chapter in the report, which involves data analysis. The chapter presents data related to all 11 competencies in the order of they were presented in the Teachers' guide. First, the overall picture of the achievement of each competency is described. Next, the each competency achievement is analyzed against the three independent variables considered in the study: Type of school, Students' gender and the students' dominant home language, which follows the Learning Difficulties, exhibited by students. In analyzing LDs first, an overall view is given to make the reader aware of the most frequent LDs which follows finer grain analysis with regard to the above mentioned three independent variables. For all eleven competencies this common format of writing style was adhered.

The fourth chapter presents the major findings of the study. The shortest and the most important chapter is the fifth chapter which deals with the conclusion and the recommendations. The research team hopes that this study will shed some light in to the area of primary education and it will provide significant positive impact on the mother tongue competency development of our children.

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CHAPTER ONE

INTRODUCTION

1.2 Background

Importance of education has been discussed extensively in the literature and many international treaties have reaffirmed the rights of education: Convention of the rights of the child (CRC, 1989); Jomtien Declaration, (1990); Promoting Education for All (EFA) and the Millenium Development Goals (MDGs, 2000). Further according to a recent report by the Ministry of Education(MoE), "the contribution of education to development is twofold: improving productivity through human resource development and developing the attributes necessary to live harmoniously in society as responsible citizens through social development" (MoE, 2013). Primary education is the foundation of education, which paves the way of future life of children and the future of the nation. The center focus of the present research is an important aspect of Primary education: Competencies related to students' mother tongue development

1.2 Primary Education

The principle that the first five years of a child's life are crucial to the learning process and total personality development applies with equal force to the first five years of formal education – primary education (Little, 2000). Research studies conducted in the area of primary education repeatedly emphasized the weaknesses in our primary education (Ekanayake, and Sedere, 1990; Nanayakkara, 1994; Gunewardena et.al. 1997; Sathgunarajah, 1997). Furthermore, National Education Commission (1992) recommended curricular reforms and were implemented in1997. These reforms introduced a competency based education to the Sri Lankan education system which requires innovative changes in the entire teaching learning process. Under these reforms, it is expected that, in the primary school years, a child will acquire certain basic competencies. These are:

- Competencies in communication
- Competencies relating to the natural, social and artificial environment
- Competencies in ethics and religion
- Competencies relating to the use of leisure, enjoyment and recreation
- Competencies in learning: learning how to learn (NIE,2000)

The first competency "Competencies in communication" is related to the all other competencies. Primary education cycle is divided in to three key stages in order to implement the competency-based curriculum successfully. These key stages as follows.

Key Stage 1 - Grades I and II

Key Stage 2 - Grades III and IV

Key Stage 3 - Grade V

Students are expected to achieve certain competencies at each key stage. These competencies are two types: Essential Learning Competencies (ELC) and Desirable Learning Competencies (DLC)(NIE,2001, p2)

1.2.1 Essential Learning Competencies (ELC) and Desirable Learning Competencies (DLC)

A competency is defined as a complex construct that is considered a proper blend of knowledge, skills, attitudes and values. In any given competency, these components may be present in various ratios. Therefore, some competencies may be knowledge dominant, others may be skills dominant, and still others may be value dominant.

According to the Teachers' guide prepared by NIE, ELC has been defined as "competencies that all students should acquire during each key stage (NIE, 2001 p2). This is important because competencies develop continuously and for that development to take place, minimum levels of competencies are required. Those minimum levels of competencies are the ELCs. The report further says ELCs has two important characters.

1) These ELCs are important for the continuation of education. In other words, if a student fails in acquiring a certain ELC at any Key stage he may not be able to acquire the other related competencies that are taught at higher-grade level. Therefore, ELCs are very important that all the children are to achieve these competencies.
2) These ELCs are compulsory in order to live as a responsible citizen and achieve a success in their life (NIE, 2001, p2).

In addition, there are a set of higher-level competencies in the curriculum. It is not essential that all students achieve these DLCs. The primary teacher's main role is to bring all students to the ELC and majority to the DLC. There are 11 ELCs related to the literacy development in key stage-1. The main focus of the present research is to study the achievement of ELCs related to mother tongue (Sinhala language) in the population of students.

In order to facilitate ELC achievement, primary school years have been planned in such a way that in Key stage-1a greater part of the time will be spent on guided play learning through activities and components of activity and lesser amount of deskwork. At Key Stage 2 the three approaches will be given equal prominence, while at Key Stage 3, deskwork will dominate.

1.3 Rationale

In the forward to research report " understanding Sri Lankan Child" – a longitudinal study conducted by the Department of Research and Development, Gunawardane, (2004) stated that "educational policies should be planned on findings of research undertaken on the Sri Lankan children's participation in education and their competency development(Gunawardene, 2004 p15). The present research is undertaken at a time when the next curriculum reforms to be implemented in the Sri Lankan education system in 2015. Therefore, it is most appropriate that these reforms are based on findings of scientific studies conducted in the country. This study mainly focuses on the mother tongue competency development of a segment of Sri Lankan primary children. Therefore, the findings will be very useful for the curricular developers because findings will show the areas to pay attention in revisiting the curriculum that was introduced in 2007. It will also guide the educational managers to monitor processes of primary education to provide high quality experience for children while addressing the frequent Learning Difficulties (LDs) displayed by students. Finally, the findings gleaned from this study will help educational managers of the study population implement innovative solutions that will enable the child to acquire required ELCs at Key stage-1

1.4 Problem statement

The quality of education that children receive at school level is low, and has become a matter of serious concern (Little, 2000). Research studies conducted in 1990s'revealed that average levels of performance at the primary level are poor in the subjects - language, mathematics, and life skills: Dharmadasa ,(1990); Ekanayake&Sedere,(1990);Wijesuriya,(1994);Nanayakkara,(1994);.Kularatne,et.al.(1996);Sathgunarajah, (1997). However, after the introduction of competency based curriculum revisions in 2007 there are a few research works addressing the issues in the primary education. National Education, Research, and Evaluation Centre (NEREC) conducted a study on language achievement. The study indicated that national level average for Sinhala Language of 64.56 and Tamil language of 58.28. The same study also stated that 15.3% Sinhala language learners and 30.0% Tamil language learners had scored less than 40 marks. Further, there is a concern that school aged children in the Negombo zone exhibits higher rate of failures in the Sinhala language literacy. Therefore, it is important to conduct a study to determine if that is a reality. If it is true, it is also important to know the Learning difficulties displayed by those children with regard to the mastery of mother tongue competencies. It is also important to know the regional differences of competency achievement. The present research focused on the mastery of ELC competencies related to mother tongue (Sinhala language).

1.5 Objectives

1. To determine the extent to which the students in Grade three classes in the population have acquired the ELC in relation to Sinhala language

2. To determine whether there are any significant differences of ELC achievement with regard to:
    a) Type of school
    b) Students' Gender
    c) Students' dominant home language

3. To identify the Learning difficulties related to ELC (Key stage 1) displayed by students

4. To determine whether there are any significant differences of Learning Difficulties experienced by students with regard to:

    a) Type of school
    b) Students' Gender
    c) Students' dominant home language

5. To identify the areas to enhance the achievement in Sinhala Language

1.6 Methodology

Survey research design was employed in achieving the above objectives. Instruments were developed by the experts in the field of primary education comprising, academics in the Department of Early Childhood and Primary Education, National Institute of Education, Primary Education branch, MoE, and experienced ISAs working in the Western province Sri Lanka. Research Assistants were trained on the ways of collecting data from the school sample in the Negombo Educational Zone. 40 RA s received this training and they were allocated for different schools in the zone depending on the number of students in the schools. Cluster sampling method was employed to collect data for the study.

1.7 Data analysis

Data collected were analyzed using data analyzing soft ware. Mainly quantitative data analyzing methods of descriptive statistics with appropriate confidence intervals were employed. In finding out the differences between different types of schools, gender, and students' home language Chi square tests were employed. Details of the methodology will be presented in the next chapter.

CHAPTER TWO

METHODOLGY

Previous chapter described the introduction to the study concentrating on the research problem, objectives, brief introduction data collection and analyzing methods. In this chapter, research methodology adopted in this study will be described in detail with appropriate headings. The chapter begins with the objectives of the study and progresses through discussing population and sample selected for the study, development of instruments, data collection methods and data analysis The chapter ends in highlighting the limitations of the study.

2.1 Objectives

Specially, in this report the following objectives have been addressed.

1. To determine the extent to which the students in Grade three classes in the population have acquired the ELC in relation to Sinhala language

2. To determine whether there are any significant differences of ELC achievement with regard to:
    a) Type of school
    b) Students' Gender
    c) Students' dominant home language

3. To identify the Learning difficulties related to ELC (Key stage 1) displayed by students

4. To determine whether there are any significant differences of Learning Difficulties experienced by students with regard to:

    d) Type of school
    e) Students' Gender
    f) Students' dominant home language
5. To identify the areas to enhance the achievement in Sinhala Language

To achieve the above set objectives, valid and reliable set of data is needed. Two questions need to be answered when thinking of collecting reliable and valid data to achieve the research objectives. First, from whom the data should be collected and how to collect data from those selected students. The following sections 3.1 and 3.2 will concentrate on the first question and its justification for this study. Sections 3.3 onwards will describe the data collection methods.

2.2 Population and the Method of Sampling

The population focused in this study is the entire students' population in the Gampaha district. There are around ……..students learning in Gampaha district adhering to the statistical assumptions 10 percent of the students were selected from the Negombo Education Zone, Negombo province adhering to the principles of Cluster sampling method. Cluster sampling method is most appropriate for this kind of study due to two main reasons. First, cluster sampling technique works best when within cluster variability is higher than that of between cluster variability. Higher level of within cluster variability is expected from the selected sample- Negombo Educational division/ Negombo zone due to the ethnic composition (Sinhala, Tamil, Muslim, and other) of the study population. In addition, socio-economic situation of the zone displays a higher level of within group variability. Secondly, the time duration and the cost involved were also a concern. If the researchers were to collect data from a wider geographical area, it would require more resources and time. Therefore, considering the above two reasons, a sample of students from 27 schools in the Negombo education zone (Negombo division) were selected. The following table shows the details of the sample.

2.3 Sample

The following table shows the details of the sample chosen for this study. It shows that three different types of schools, gender and rural/semi urban/urban localities are represented in the sample. Therefore, the results from this study can be generalized to the any other area of the country with similar characteristics.

Table No 1: Sample selected for the study

	Type of school				Whether the school is mixed or not			Whether the school is urban/semi urban/Rural			Number of the student - Grade 3 classes (expected)
	1AB	1C	Type2	Type3	Girls	Boys	Mixed	urban	semi urban	Rural	Sinhala Medium
No in the division	4	6	14	3	1	1	25	21	6	-	2242
No of schools in the sample	4	6	14	2	1	1	24	20	6	-	1785

The following table shows the gender wise representation of students in each school type

Table No 1: Gender composition of the sample

	No of Boys	No of Girls	Total
1AB	349	332	681
1C	292	293	585
Type 2	236	226	462
Type 3	31	26	57
Total	908	877	1785

However, data from 1 school was not reached at the time of data entering. Therefore, it was not included in the data analysis. In addition, during data cleaning stage, incomplete questionnaires were removed from the data set. Finally, 1785 questionnaires from the sample were available for the analysis.

2.4 Data gathering instruments

The main research instrument used in this study is the questionnaire. This section describes how the questionnaire was developed for the collection of relevant data to address the research objectives. The questionnaire survey method was most appropriate for the collection of data from a vast geographical area, within a limited time. It allows the researcher to use quantitative data analysis techniques, which is very clear and informs the decision with accuracy. The importance is that the error terms involved can be quantified which is not possible in a research conducted in the qualitative nature. Therefore, this research was designed with quantitative approach and the questionnaire was the main data-collecting instrument.

2.4.1 Preparation of the questionnaire

Items to the questionnaire were selected from the relevant sections of the Teachers' Guide Key stage-1 (NIE, 2000, p3). First, the competencies were carefully read and items were drafted to assess the students' achievement of competency. It was made as a binomial variable where "competency achieved" taken as -1 and the "competency not achieved" as 0. The way of deciding whether a student has achieved a particular competency or not was decided based on a test designed to assess whether a students successfully mastered that competency. Using that test, a research assistant could easily identify whether a student has achieved a particular competency or not. If a student has achieved a particular competency, **No Learning Difficulties (LD)** regarding that competency can be observed. On the other hand, when a

student has not successfully achieved a certain competency the student should display one or more LDs. Space was allocated to note down LDs in the questionnaire. Based on ISAs long time experience in working with primary children, a predetermined set of LDs were drafted. If any new LD is present, to afford for that, a separate category named as ("Any other category") was included in the questionnaire that makes the responses exhaustive for each LD.

2.4.1.1 Development of the questionnaire

The curricular developers in the National Institute of education and the experts in the MoE, primary education branch, further reviewed the drafted questionnaire. The experts through brainstorming sessions reached agreements for each item and the final questionnaire was prepared. Some items written by the ISAs were changed and some were altogether removed. The final set of items, which were agreed by the experts, were included in the questionnaire.

2.4.2 Development of tests

Along with the questionnaire, a test of assessment for each item was also prepared. The following section describes an example of the test developed to assess the competency 1.

Competency-1: Students engaged in a group singing while demonstrating rhythmic movements.

In assessing this competency each student was engaged in an organized singing activity. The 2 assigned RAs observe the performance of the child while singing paying attention to the LDs. Then two RAs decide whether the student has mastered the competency without any Learning Difficulties (LDs). If a student displays any LD it was noted down in the appropriate cage of the questionnaire. The overall "competency achieved" was coded -1 and "competency not achieved" was coded -0. During data analysis. Based on that, overall proportion of students who have mastered the competency was calculated.

LD 1.1 Student does not know the poem or he cannot recall on his own and sing it

L.D1.2 Student does not demonstrate an appropriate rhythm

L.D1.3 Student does not display the competency of singing the poem/song as a group and trying to sing individually

LD 1.4 Any other

Appendix- 12 and 13 presents the questionnaire and the list of tests used to assess the 11competencies

2.4.3 Training Research Assistants

Forty ISAs with more than 20 years of experience of primary education were selected with the help of Education Department of the Western province. They were given training on how to collect and record data in the questionnaire. The training programme was organized by the MoE and the Provincial department of education. Professionals from the Department of Research and Development, and the Department of Early childhood and Primary Department of NIE and the Primary education branch of the MoE took part in this training programme. During this programme, sufficient time was allocated for imparting such knowledge and skills to collect reliable set of data from the sample of students. In addition, RAs were given time to clarify their doubts if any during the sessions

2.3.4 Process of data collection

Dates were fixed for the collection of data and the zonal Director of the Negombo Educational Zone and other officials were informed about the research and request their support to successfully implement the data collection process. Two RAs were allocated for each school because that will results in collecting a more reliable data set in an efficient manner. The Provincial Department and the zonal educational office Negombo arranged transport facilities to the RAs. When the number of students in a certain school is very high, additional RAs were allocated for that school. All the data from the Zone were collected on the same dates and, four days were spent for the collection of data from 27 schools in the zone.

2.3.5 Supervision and Monitoring of the Data collection process

Two Officers from the Department of Research and Development, NIE, a team of officers from the Primary education branch of MoE, and PDE visited some schools in the sample and observed the process of data collection.

2.3.6 Collection of questionnaires

All the questionnaires were collected at the zonal office and finally they were brought to MOE. The questionnaires were handed over to the Department of Research and Development, NIE. Data were cleaned before the analysis began and for that matter, another four days workshop with RAs were arranged. During this workshop each questionnaire was carefully scrutinized paying attention to the inconsistencies present. If and when an inconsistency in a data set was observed it was corrected after discussion with the relevant RA who initially involved in the data collection at that school. After the cleaning process data were entered in to the computer and the data analysis began.

2.4 Data analysis

Basically descriptive statistics were calculated for each competency to observe the behavior of that variable in the sample. Population parameters were estimated making using of 95% confidence interval for each competency achievement. This way it was possible to make estimates of the overall achievement of each competency with a given margin of error. Next, the analysis directed to analyze the achievement of each competency with respect to three main independent variables: type of school, gender and home language. For this purpose Chi square tests were made use of. Chi square tests can detect if there is any association or difference in the variables considered but it will not tell how strong the relationship(s) are. For that purpose, Symmetric measures such as Phi, Cramers'V Contingency coefficient values were calculated. The next chapter describes the data analysis in detail.

2.5 Limitations of the study

This study will be focused on competency achievement of those students who have completed education in the Key stage -1 and presently study in Grade three classes. Further, Tamil medium schools in the zone were not included in the sample. This study is limited to the Negombo Educational division, Negombo zone, Western province.

CHAPTER THREE

DATA ANALYSIS

This chapter is arranged in such a way that it addresses the objectives set in the study. Therefore, it begins with, presenting data on overall achievement of each competency (Key stage-1) related to mother tongue (Sinhala Language). Subsequent sections will focus on the associations/differences of the achievement of each competency with respect to the three independent variables considered in the study: Type of school, students' gender and students' home language. Next, the Learning Difficulties(LDs) displayed by students will be dealt and finally the LDs will analyzed against the three independent variable. This style of writing will be observed throughout the chapter. The chapter ends in summarizing the major findings of the study that will be the focus of the next chapter.

Data analysis related to Key stage-1 competencies

There are 11 competencies related to mother tongue (Sinhala language) and they are considered in this section in the order of they appear in the teachers' guide.

3.1 COMPETENCY NUMBER ONE - KEY STAGE 1

Competency-1: Students engaged in a group singing while demonstrating rhythmic movements.

Summary statistics are presented in the following table no: 2

Table No 2: Overall achievement of Competency 1

Achievement of competency- 1	Frequency	Percent	Confidence interval (95%) Standard Error(0.62)		
			Lower limit	Upper limit	Margin of error
Not achieved	134	7.5	6.28	8.72	1.22
Achieved	1651	92.5	91.28	93.72	1.22

N = 1785; ME = 1.22%

The table shows that overall achievement of this competency is 92.5%. According 95% confidence interval this figure varies in the population from 91.28 to 93.72 with the standard error of 0.62. However, 7.5 % of students have not been able to master this competency.

It is important to study how the mastery of the competency varies in the population level at large. For this purpose, a series of Chi square tests were carried out with respect to type of school, gender and home language. The results are presented in following tables.

3.1.1 School type and the achievement of competency-1

The following table shows the statistics calculated for this variable with respect to the independent variables considered in the study.

Table No 3A: School types and Mastery of Competency-1

	Competency not acquired		Competency acquired		Confidence interval (95%)	
School Type	Count	%	Count	%	Lower	Upper
1 AB	21.00	3.1	660.00	96.9	96.1	97.7
1C	71.00	12.1	514.00	87.9	86.3	87.4
Type2	40.00	8.7	422.00	91.3	89.9	92.6
Type3	2.00	3.5	55.00	96.5	95.6	97.3
Total	134	7.5	1651.00	92.5	91.3	93.7

The table shows that there is a variability of this achievement across the four types of schools in the sample. The highest percentage (96.9%) is found in the 1AB schools and the lowest (87.9%) is in the 1C schools. However, the difference between 1AB schools and Type 3 schools were not significant. The Pearson Chi-square test was performed to determine whether this difference is statistically significant. It is concluded that difference is significant at the (α) level of 0.05.Therefore, it can be concluded with 95% confidence that the percentage of students who have acquired the competency 1 differ across the four types of schools. This finding is strengthened by the significant values obtained for Cramer's V and Contingency Coefficient of 0.149.This suggest that the type of school can explain 14.9 % of the variability in the competency 1. The details of the analysis are appended in the Appendix 1.

3.1.2 Students' gender and the achievement of competency-1

The following table shows the statistics calculated for this variable with respect to the independent variables considered in the study.

Table No 4: Students' gender and the Mastery of Competency-1

	Competency not acquired		Competency acquired		Confidence interval (95%)	
Gender	Count	%	Count	%	Lower	Upper
Male	89.00	9.8	819.00	90.2	88.82	91.58
Female	45.00	5.1	832.00	94.9	93.88	95.92
Total	134	7.5	1651.00	92.5	91.28	93.72

It can be seen from the table No 4 above, that there is a variability of this achievement between male and female students. 94.9% of female students have mastered the competency and the percentage for male students is (90.2%). The Pearson Chi-square test was performed to determine whether this difference is statistically significant. It is concluded that difference is significant at the (α) level of 0.05 ($\chi^2 = 14.01$, $df = 1$, $p < 0.05$).Therefore, it can be concluded with 95% confidence that the percentage of students who have acquired the competency 1 differ between male and female students. This finding is strengthened by the significant values obtained for Cramer's V and Contingency Coefficient of 0.089. The details of the analysis are appended in the Appendix 1

3.1.3 Students' home language and the achievement of competency-1

The following table shows the statistics calculated for this variable with respect to the independent variables considered in the study.

Table No 5: Students' home language and the Mastery of Competency-1

	Competency not acquired		Competency acquired		Confidence interval (95%)	
Home language	Count	%	Count	%	Lower	Upper
Sinhala	120.00	7.2	1538.00	92.8	91.59	94.01
Tamil	9.00	10.1	80.00	89.9	88.49	91.31
	129.00					

Total	7.4	1618.00	92.6	91.37	93.83

Thirty nine (38) questionnaires with missing data were excluded from this analysis. A chi square test was performed to see whether there is any statistically significant association. However, Chi-square test is not significant. It was found that the difference is not significant at the (α) level of 0.05 (χ^2= 1.02, *df* = 1, *p* < 0.05).Therefore, it can be concluded that there is **No** sufficient evidence to conclude that there exists a significant association of students' dominant home language and the achievement of Competency 1.

3.1.4 Students' Learning difficulties related to the competency-1

The concerns about those students who have not achieved the competency were also investigated. If a student has not acquired the competency, it means that the student shows some learning difficulties with regard to the competency mastery. The Research Assistants were instructed to investigate the type of Learning Difficulty (LD) the students display and mark it in the questionnaire. There were four learning difficulties displayed by the students. The following are the descriptions of the learning difficulties.

LD 1.1 Student does not know the poem or he cannot recall the poem on his own and sing it

L.D1.2 Student does not demonstrate an appropriate rhythm

L.D1.3 Student does not sing the poem/song as a group and trying to sing individually

The table no 6 below shows the frequency of the observed learning difficulties of the sample of students.

Table No 6: Distribution of estimated % of LDs in the population

Learning Difficulty	Frequency	Percent	Confidence Interval (95.%)	
			Lower limit	Upper Limit
LD1.1	90	5.0	3.96	6.04
LD1.2	87	4.9	3.87	5.93
LD1.3	47	2.6	1.85	3.35

According to the table above, the most frequent learning difficulty was LD1.1 "Student does not know the poem or he cannot recall the poem on his own and sing it". About 90 students out of 1695 (5.0%) show this LD. The least frequent LD was LD1.3, which measured that "the student does not sing the poem/song as a group and trying to sing individually". It is estimated that the LD 1.1 displayed by students falls in the range of 3.96%- 6.02 % in the student population with 95 % confidence level.

3.1.4.1 School Type and Learning Difficulties (Competency 1)

Next, the data analysis was directed to determine which school type has the highest frequency of students with LD regarding the Competency 1.

Table No 7: Variation of LDs related to competency- 1 among the four s types schools

Learning Difficulty	Number of students (%) in each school type Showing LDs in Competency- 1					Chi-Square Value	Significance
	1 AB	1C	Type 2	Type 3	Total		
LD1.1	12 (13.3)	53(58.9)	24(26.7)	1(1.1)	90	36.33	0.00
LD1.2	8 (9.2)	53 (60.9)	25 (28.7)	1(1.8)	87	43.69	0.00
LD1.3	5(10.6)	26 (55.3)	16 (34.0)	0(0.0)	47 (100)	19.84	0.00

The table No 3 above, shows that the higher percentages of students with regard to LDs are concentrated in 1C schools and Type 2 schools. The Pearson Chi-Square statistics are ($\chi^2 \leq 19.84$, $df = 3$, $p < 0.05$) and it is concluded that there is a significance association between mastery of the Competency -1 and type of school. However, the Chi-square does not give us any information on the relationship and the strength of the relationship. Therefore, symmetric measures such as such as Phi, Cramer's V and Contingency Coefficient were calculated. Significant at 0.05 level Phi, contingency coefficient of 0.149 coupled with highly significant Chi square values means that there is moderate level of relationship between the variables. Details of the analysis are given in the appendix 1 of this report.

3.1.4.2 Students' gender and Learning Difficulties (competency 1)

The data were analyzed to see whether there is significant gender disparity with regard to LDs related to competency 1. The following table shows the results.

Table No 08: Students' gender and the Observed LDs

Learning Difficulty	No(%) of students with LD			Chi-Square Value	Significance
	Male	Female	Total		
LD1.1	59 (65.6)	31 (34.4)	90 (100)	8.18	0.004
LD1.2	54 (62.1)	33 (37.9)	87 (100)	4.59	0.032
LD1.3	29 (61.7)	18 (38.3)	47(100)	2.26	0.132

According to the table, it can be concluded that there is a gender wise disparity in the percentages of students showing LD with regard to competency 1. However, LD1.3 is not significantly different at the alpha level of 0.05.When Gender and school type were cross tabulated interesting pattern is obvious where in 1AB and type 2 schools, there are a higher number of male students than females with the LDs. However, in 1C schools this difference is not drastic. Therefore, in 1C schools both gender should be paid attention and in 1AB schools and type 2 schools the attention should be paid to male students. Further analysis is restricted due to some cells having less than 5 % level. Therefore, further research should be conducted in this regard to come to solid conclusions.

3.1.4.3 Students' home language and Learning Difficulties (competency 1)

Chi square tests were performed in order to determine whether there are any significant associations between the students' dominant home language and the LDs. The following table No 05summarizes the data in this regard.

Table No 09: Students' dominant home language and the Observed LDs

Learning Difficulty	No(%) of students with LDs			Chi-Square Value	Significance
	Sinhala	Tamil	Total		
LD1.1	80 (90.9)	8 (9.1)	88 (100)	3.06	0.08
LD1.2	78 (91.8)	7(8.2)	85 (100)	1.82	0.17

LD1.3	44 (97.8)	1 (2.2)	45 (100)	2.26	0.13

The distribution pattern of these students is as follows.

Table No 10: The distribution pattern with LD-1 among school types Vs Home language

School Type	Home Language	Frequency (%) students with Learning Difficulty		Frequency (%) students without Learning Difficulty		Total Number (%)
		Frequency	Percentage	Frequency	Percentage	
1AB	Sinhala	12	1.2	648	98.2	660 (100%)
	Tamil	0	0.0	9	100.0	09 (100%)
1C	Sinhala	51	9.3	500	90.7	551 (100%)
	Tamil	2	6.5	29	93.5	31 (100%)
Type 2	Sinhala	16	4.0	381	96.0	397 (100%)
	Tamil	6	13.3	39	86.7	45 (100%)
Type 3	Sinhala	1	2.0	49	98.0	50 (100%)
	Tamil	0	0.0	4	100.0	4 (100%)
	Total	88	5.03	1659	94.97	1747(100%)

According to the table No 6 above, there are 88 students (8 Tamil and 80 Sinhala) with LD- 1which is approximately 5 percent of the total number of students in the sample. It is also obvious that the distribution of these students across four types of schools is not even. Higher number of students with this LD is concentrated in the 1C and Type 2 schools. than any other school type and the highest percentage (57.95) are Sinhala students. To test the statistical significance Chi square test could have been performed provided if there are less than 20% cells with required minimum of 5 percent. All other LD are following the same trend where most of the students with LD are concentrated on 1C schools.

3.2 COMPETENCY NUMBER TWO - KEY STAGE 1

Competency-2: Student draws a picture, which s/he likes and describes it

This competency is related with the drawing ability of students. Students can express their ideas not only through verbal communication the child can communicate drawings and other methods too. The importance of this competency is that the child explains what s/he has drawn. Therefore, this competency plays an important role in the total development of students. Research Assistants (RAs) were instructed to assess the competency by giving them an opportunity to draw any picture they like most. Learning Difficulties were assessed and noted down in the questionnaire.

Students overall achievement

Questionnaires were coded as 1- Competency acquired and 0- Competency not acquired. Frequencies related to this binomial variable were counted and frequency tables were prepared adhering to the 95 percent confidence interval. The following table No 07 shows the overall achievement of this competency.

Table No: 11-Drawing competency of students in the sample

Competency acquired / Not acquired	Frequency	Percent	Confidence Interval (95 %) (Standard error ± 0.37 percent)	
			Lower limit	Upper limit
Not acquired	43	2.5	1.77	3.23
Acquired	1703	97.5	96.77	98.23
Total	1746	100.0	-	-

According to the above table, it can be seen that 97.5 percent of the students in the sample have mastered the competency 2 while only 2.5 percent have not. The confidence interval of 95% was calculated with the standard error of ± 0.37 percent. It can be concluded with 95% level of confidence that the student percentage of acquiring the competency-2 in the population ranges between 96.77 % to 98.23. The confidence interval for those who have not acquired the competency falls in the range of 1.77% to 3.23%. Further analyses were conducted to determine whether there exists any disparity of this achievement across the type of school, students' gender and the home language.

3.2.1 Competency 2 Vs Type of school

The following table shows the results of cross tabulation. The highest percentage of students with respect to competency -2 is found in the 1AB schools and the lowest is in the type 2 schools. However, the difference between 1AB schools and 1C schools are not significant. The Pearson Chi-square test was performed to determine whether this difference is statistically significant. According to the results, obtained Chi Square value was(χ^2= 28.67, *df* = 3, $p < 0.05$).Therefore, it is concluded that there is a significant association in the percentage of students with regard to the achievement of Competency 2 across the 4 types of schools. This finding is strengthened by the significant values obtained for symmetric measures such as Cramer's V and Contingency Coefficient of 0.127. The details of the analysis appear in the Appendix 2.

School_type * fscompetency2 Crosstabulation

			fscompetency2		
			.00	1.00	Total
School_type	1.00	Count	7	662	669
		% within School_type	1.0%	99.0%	100.0%
		Std. Residual	-2.3	.4	
	2.00	Count	8	574	582
		% within School_type	1.4%	98.6%	100.0%
		Std. Residual	-1.7	.3	
	3.00	Count	25	416	441
		% within School_type	5.7%	94.3%	100.0%
		Std. Residual	4.3	-.7	
	4.00	Count	3	51	54
		% within School_type	5.6%	94.4%	100.0%
		Std. Residual	1.4	-.2	
Total		Count	43	1703	1746
		% within School_type	2.5%	97.5%	100.0%

3.2.2 Competency 2 Vs Gender

The following table No: 12 shows the results of cross tabulation of data with regard to gender and competency-2 Key stage 1.

Table No 12: Students Gender Vs achievement of Competency 2

ST_Gender * fscompetency2 Crosstabulation

			fscompetency2		
			.00	1.00	Total
ST_Gender	1.00	Count	36	872	908
		% within ST_Gender	4.0%	96.0%	100.0%
		Std. Residual	2.7	-.4	
	2.00	Count	9	867	876
		% within ST_Gender	1.0%	99.0%	100.0%
		Std. Residual	-2.8	.4	
Total		Count	45	1739	1784
		% within ST_Gender	2.5%	97.5%	100.0%

Key
Student Gender (1-male; 2 – female) and (Competency achieved=1 competency not achieved= 0)

According to the obtained Chi square value with ($\chi^2 = 15.64$, $df = 1$, $p < 0.05$) it can be concluded that there is a gender wise disparity where more females (99.0%) have acquired the competency than male students (96.0%). The details of the analysis are appended in the Appendix 2.

3.2.3 Home language and Competency No 2

Students' home language was analyzed with regard to the mastery of competency No-3. Thirty nine (39) questionnaires with missing data were excluded from this analysis. According to the available data from 1746 students 1657 (94.90%) use Sinhala in their home environment for communication purposes while only 89 students use Tamil language. Cross tabulation of the data is shown in the following table. A chi square test was performed to see whether there is any statistically significant association. However, Chi-square test is not significant. Therefore, it can be concluded that there is **No** sufficient evidence to conclude that there exists a significant association of students' dominant home language and the achievement of Competency 2.

Table No 13: Students' dominant home language Vs achievement of Competency 2

Homelanguage * fscompetency2 Crosstabulation

			fscompetency2		
			.00	1.00	Total
Homelanguage	1.00	Count	41	1616	1657
		% within Homelanguage	2.5%	97.5%	100.0%
	2.00	Count	2	87	89
		% within Homelanguage	2.2%	97.8%	100.0%
Total		Count	43	1703	1746
		% within Homelanguage	2.5%	97.5%	100.0%

Key
Student's dominant Home lang (1-Sinhala; 2 – Tamil) and (Competency achieved=1 competency not achieved= 0)

3.2.4 Students' Learning difficulties related to the competency-2

The following are the LDs related to this competency.

L.D 2.1 Student does not draw the picture

L.D2.2 Student does not explain what s/he has drawn

L.D2.3 There is no relationship with the picture and the student's explanation on the picture

The table no 6 below shows the frequency of the observed learning difficulties of the sample of students.

Table No 14: Distribution of estimated % of LDs in the population

Learning Difficulty	Frequency	Percent	Confidence Interval (95.%)	
			Lower limit	Upper Limit
LD1.1	18	1.0	0.53	1.47
LD1.2	27	1.5	0.93	2.07
LD1.3	22	1.3	0.77	1.83

According to the table above, the most of the students have mastered the competency. Therefore, LDs are displayed by only a small percentage of students. As the cell number falls below the 5 % for more than 25 % of the cells (minimum required level for valid Chi square test) further analysis was not carried out. According to the obtained percentages, it can be seen that the most frequent LD is "Student does not explain what s/he has drawn "or s/he fails to explain what has been drawn.

3.3 COMPETENCY NUMBER THREE - KEY STAGE- 1

Competency-3: Student engaged in a normal day-to-day conversation with the teacher.

Competency three-key stage 1 is related with the development of skills related normal day-to-day conversations. Research Assistants were trained on how to assess this competency. They were also instructed on how to determine the Learning Difficulties (LDs) displayed by students..

Students overall achievement

Questionnaires were coded as 1- "Competency acquired" and 0- "Competency not acquired". Frequencies related to these binomial variables were calculated and frequency tables were prepared adhering to the 95 percent confidence interval. The following table No 15 shows the overall achievement of this competency.

Table No 15: Overall achievement of Competency 3 in the sample

Competency acquired / Not acquired	Frequency	Percent	Confidence Interval (95 %) (Standard error ± 0.37 percent)	
			Lower limit	Upper limit
Not acquired	58	3.3 (± 0.084)	1.77	3.23
Acquired	1689	96.7(± 0.084)	95.86	97.54
Total	1747	100.0	-	-

According to the above table No- 15, it can be seen that 96.7 percent of the students in the sample have acquired the competency-3 while only 3.3 percent failed. It can be concluded with 95% level of confidence that the student percentage of acquiring the competency-3 in the population ranges between 95.86 % to 97.54 and confidence interval for those who have not acquired falls in the range of 1.77% to 3.23%. Further analysis was conducted to determine whether there exists any disparity of this achievement across the type of school, student's gender and the home language.

3.3.1Competency 3 Vs Type of school

The following table No: 16 shows the results of cross tabulation.

Table No 16: Overall achievement of Competency 3 Vs Type of school in the sample

School_type * Q3 Crosstabulation

			Q3		
			.00	1.00	Total
School_type	1.00	Count	10	671	681
		% within School_type	1.5%	98.5%	100.0%
	2.00	Count	25	560	585
		% within School_type	4.3%	95.7%	100.0%
	3.00	Count	24	438	462
		% within School_type	5.2%	94.8%	100.0%
	4.00	Count	1	56	57
		% within School_type	1.8%	98.2%	100.0%
Total		Count	60	1725	1785
		% within School_type	3.4%	96.6%	100.0%

Key
School type(1-1 AB; 2 – 1C;3- Type 2 & 4-Type 3) and (Competency achieved=1 competency not achieved= 0)

It can be seen that there is a variability of this achievement across the types of schools. The highest percentage of students with respect to competency -3 is found in the 1AB schools (98.5%) and the lowest percentage (94.8%) is in the Type 2 schools. However, the difference between 1AB schools and Type 3 schools are not significant. The Pearson Chi-square value was (χ^2= 14.24, df = 3,p < .001).According to this results, it is safe to conclude that there is a significant association in the percentage of students with regard to the achievement in Key stage 1 Competency 3 in the student population. This finding is strengthened by the significant values obtained for symmetric measures such as Cramer's V and Contingency Coefficient of 0.089. The details of the analysis are appended in the Appendix 3.

3.3.2 Competency 3 Vs Gender

The following table No: 17 shows the results of cross tabulation of data with regard to gender and competency-3 Key stage 1.

Table No 17: Students Gender Vs achievement of Competency 3

ST_Gender * Q3 Crosstabulation

			Q3		
			.00	1.00	Total
ST_Gender	1.00	Count	37	871	908
		% within ST_Gender	4.1%	95.9%	100.0%
	2.00	Count	23	854	877
		% within ST_Gender	2.6%	97.4%	100.0%
Total		Count	60	1725	1785
		% within ST_Gender	3.4%	96.6%	100.0%

Key
Student Gender (1-male; 2 – female) and (Competency achieved=1 competency not achieved= 0)

According to the table, it can be concluded that there is NO gender wise disparity in the percentages of students related to the achievement of Competency 3 with higher achievement of female students (97.4%) against that of male students with (95.9%). According to the obtained results of the Chi square test (χ^2= 2.89, df = 1, p < .05) there are NO sufficient evidence to reject the null hypothesis. It can be concluded that there exist no significant association of gender of students and the achievement of competency 3. This finding is further strengthened by the not significant **smaller values obtained for symmetric measures** such as Cramer's V and Contingency Coefficient of **0.04**. The details of the analysis are appended in the Appendix 2.

3.3.3 Competency 3 Vs students home language

The following table shows the results of the analysis

Homelanguage * Q3 Crosstabulation

			Q3		
			.00	1.00	Total
Homelanguage	1.00	Count	55	1603	1658
		% within Homelanguage	3.3%	96.7%	100.0%
	2.00	Count	3	86	89
		% within Homelanguage	3.4%	96.6%	100.0%
Total		Count	58	1689	1747
		% within Homelanguage	3.3%	96.7%	100.0%

Key
Student's dominant Home lang (1-Sinhala; 2 – Tamil) and (Competency achieved=1 competency not achieved= 0)

According to the table, it can be concluded that there is NO disparity in the percentages of students related to the achievement of Competency 3 with regard to students' dominant home language. According to the obtained results of the Chi square test (χ^2= 0.001, df = 1, p < .05) . It can be concluded that there exist no significant association of students' dominant home language and the achievement of competency 3. The details of the analysis are appended in the Appendix 2.

3.3.4 Learning Difficulties related to Competency-3

There are four observed LDs with regard to competency 3. They can be listed as follows.

The observed LDs are presented in the following table No: 14

Table 18: Distribution of the LDs- Competency 3 in the student population

Learning Difficulty	Frequency	Percent	Margin of Error	Confidence Interval (95.0%)	
				Lower limit	Upper limit
LD-3.1	43	2.4	0.71	1.69	3.11
LD-3.2	13	0.7	1.18	5.82	8.18
LD-3.3	16	0.9	0.46	0.46	1.34
LD-3.4	22	1.2	0.51	0.69	1.71

LD-3.1 Student does not present suitable posture and preparedness for a conversation
LD-3.2 Student Show signs of dislike for socialization
LD-3.3 Student Show signs of social isolation
LD-3.4 Do not listen attentively and respond sensitively during the conversation

According to the table above the most frequent LD exhibited by students is the LD-3.1 that is the "Students are not showing the signs of preparedness for a social conversation". Other LDs are not significant in the sample. Therefore, further analysis regarding this competency was not carried out.

3.4 COMPETENCY NUMBER FOUR - KEY STAGE 1

Competency-4: Students respond to a simple instruction with two points given by the teacher and act accordingly

This competency is related to students' cognitive skills in understanding simple instructions given by the teacher during classroom teaching learning events and responding in an appropriate manner. The instructions are simple, in the sense, that it includes only two points. For example, an instruction such as "Please go out and bring 5 pebbles" contains only two points such as "going out" and "bringing 5 pebbles". Tests were designed to assess this competency, RAs were trained, and they were instructed to fill the question number four of the questionnaire and to mark the LDs displayed by students.

Students overall achievement

Questionnaires were coded as 1- student has acquired the competency and 0- student has not acquired Competency. Frequencies related to these binomial variables were counted and frequency tables were prepared adhering to the 95 percent confidence interval. The following table No 19 shows the overall achievement of this competency.

Table No: 19-Overall achievement of the Competency-4 in the sample

Competency acquired	Frequency	Percent	Confidence Interval (95 %) (Standard error ± 0.0036 percent)

/ Not acquired			Lower limit	Upper limit
Not acquired	40	2.3 (± 0.7)	1.60	3.00
Acquired	1707	97.7(± 0.7)	97.00	98.40
Total	1747	100.0	-	-

According to the above table No- 19, it can be seen that 97.7 (± 0.7) percent of the students in the sample have acquired the competency- 4 while only 2.3(± 0.7) percent have not. The confidence interval of 95% was calculated with the standard error of 0.36 percent assuming normal approximation to this Binomial distribution. Therefore, it can be concluded with 95% level of confidence that the student percentage of acquiring the competency-4 in the population ranges between 97.0 % to 98.4 and confidence interval for those who have not acquired falls in the range of 1.6% to 3.0%. Further analysis was conducted to determine whether there exists any disparity of this achievement across the four types of school, students' gender and the home language.

3.4.1Competency 4 Vs Type of school

The following table No: 20 shows the results of cross tabulation.

Table No.20: School type and Competency 4 achievement

School_type * Q4 Crosstabulation

			Q4		
			.00	1.00	Total
School_type	1.00	Count	4	665	669
		% within School_type	.6%	99.4%	100.0%
	2.00	Count	20	562	582
		% within School_type	3.4%	96.6%	100.0%
	3.00	Count	16	426	442
		% within School_type	3.6%	96.4%	100.0%
	4.00	Count	0	54	54
		% within School_type	.0%	100.0%	100.0%
Total		Count	40	1707	1747
		% within School_type	2.3%	97.7%	100.0%

Key
School type (1-1 AB; 2 – 1C;3- Type 2 & 4-Type 3) and (Competency achieved=1 competency not achieved= 0)

It can be seen that there is a variability of this achievement across the types of schools. The highest percentage of students with respect to competency -4 is found in the Type 3 schools (100 %) and the

lowest percentage (96.4%) is in the type 2 schools. However, the differences between (1AB & Type 3) and (1C & Type 2) schools are not significant. The Pearson obtained Chi Square value was (χ^2= 16.6, *df* = 3, $p < .05$) and was concluded that there is a significant association in the percentage of students with regard to the achievement Competency 4 in the student population. This finding is strengthened by the significant values obtained for symmetric measures such as Cramer's V and Contingency Coefficient of 0.096. The details of the analysis are appended in the Appendix 4.

3.4.2 Competency 4 Vs Gender

The following table No: 21 shows the results of cross tabulation of data with regard to gender and competency-2 Key stage 1.

Table No 21: Students Gender Vs achievement of Competency 4

ST_Gender * Q4 Crosstabulation

			Q4		
			.00	1.00	Total
ST_Gender	1.00	Count	23	885	908
		% within ST_Gender	2.5%	97.5%	100.0%
		Std. Residual	.2	.0	
	2.00	Count	20	857	877
		% within ST_Gender	2.3%	97.7%	100.0%
		Std. Residual	-.2	.0	
Total		Count	43	1742	1785
		% within ST_Gender	2.4%	97.6%	100.0%

According to the table, it can be seen that there is only slight difference (percentages) between males and Females related to Competency 4 higher achievement of female students (97.7%) against that of male students with (97.5%). According to the obtained results of the Chi square test (χ^2= 0.121, *df* = 1, $p < .05$) there is no any statistically significant association of gender of students and the achievement of competency 4. This finding is further strengthened by the non-significant values obtained for symmetric measures such as Cramer's V (0.008) and Contingency Coefficient of 0.008. The details of the analysis are appended in the Appendix 4.

3.4.3 Home language and Competency No 4

Thirty nine (39) questionnaires with missing data were excluded from this analysis. According to the available data, 1657 from a total of 1747 students (94.90%) use Sinhala in their home environment for communication purposes while only 89(5.1%) students use Tamil language. Cross tabulation of the data is shown in the following table No-11. A chi square test was performed to see whether there is any statistically significant association. However, Chi-square test is not significant. ($\chi^2 \leq 2.19$, $df = 1$, $p < .05$). Therefore, it can be concluded that there no any significant association of home language and the achievement of Competency 4.

Table No 22: Students home language Vs achievement of Competency 4

Homelanguage * Q4 Crosstabulation

			Q4		
			.00	1.00	Total
Homelanguage	1.00	Count	40	1618	1658
		% within Homelanguage	2.4%	97.6%	100.0%
	2.00	Count	0	89	89
		% within Homelanguage	.0%	100.0%	100.0%
Total		Count	40	1707	1747
		% within Homelanguage	2.3%	97.7%	100.0%

Key
Student's dominant Home lang (1-Sinhala; 2 – Tamil) and (Competency achieved=1 competency not achieved= 0)

Learning Difficulties Related Competency 4

There was one learning difficulty related to this competency. The following table presents the summary of the analysis.

LD 4.1: Student does not listen attentively to understand instructions.

Table No 23: Learning Difficulties related to Competency-4

School_type * Q41 Crosstabulation

			Q41		
			.00	1.00	Total
School_type	1.00	Count	666	3	669
		% within School_type	99.6%	.4%	100.0%
	2.00	Count	578	4	582
		% within School_type	99.3%	.7%	100.0%
	3.00	Count	436	6	442
		% within School_type	98.6%	1.4%	100.0%
	4.00	Count	54	0	54
		% within School_type	100.0%	.0%	100.0%
Total		Count	1734	13	1747
		% within School_type	99.3%	.7%	100.0%

Key

School type (1-1 AB; 2 – 1C;3- Type 2 & 4-Type 3) and (Competency achieved=1 competency not achieved= 0)

According to the table 23 students out of total 1747 (0.7%) have shown this learning difficulty. Further analysis shows that all students whose home language is Tamil do not display this LD. Further, it was noted that all 13 students are distributed in three types of schools as ;3 from 1AB schools; 4 from 1C schools & 6 from Type 2 schools.

However, there is a gender-wise disparity related to this LD where 11 students are males and only 2 females. A further analysis was carried out to see whether this difference is statistically significant. Chi-Square test results indicate that this difference is significant ($\chi^2 = 5.82$, $df = 1$, $p < .05$). Therefore, it can be concluded that more male students in the student population are likely to show this LD than female students. However, further research is needed in this area to come to solid conclusions because in this test number of students fall in one cell is less than 5%. The details of the chi square test are given in the appendix 4.

3.5 COMPETENCY NUMBER FIVE - KEY STAGE 1

Competency-5: Student describes an event / incident, which s/he has experienced or observed clearly.

One most important area of cognitive development of students is related to this competency where the students are prompted to recall and describe an event, which he himself has experienced or observed. A test was designed to assess this competency and RAs were trained. They were, instructed to fill the question number five of the questionnaire and to mark the LDs displayed by students.

Students overall achievement

Questionnaires were coded 1- when a student has been assessed "acquired the competency" and 0- student "has not been acquired the competency". Frequencies related to these binomial variables were counted and frequency tables were prepared adhering to the 95 percent confidence interval. The following table No 24 shows the overall achievement of this competency.

Table No: 24-Achievement of the Competency-5 in the sample

Competency acquired / Not acquired	Frequency	Percent	Confidence Interval (95 %) (Standard error ± 0. 77 percent)	
			Lower limit	Upper limit

Not acquired	204	11.7 (± 1.5)	10.19	13.21
Acquired	1543	88.3 (± 1.5)	86.79	89.81
Total	1747	100.0	-	-

The confidence interval of 95% was calculated with the standard error of 0.77 percent assuming normal approximation to the binomial distribution. It can be estimated with 95 % confidence that 88.3 (± 1.5) percent of the students in the population have acquired the competency-5 while 11.7(± 1.5) percent have not. Further analysis was conducted to determine whether there exists any disparity of this achievement across the type of school, students' gender and the home language.

3.5.1 Competency 5 Vs Type of school

The following table No: 25 shows the results of cross tabulation.

Table No: 25-Type of schools vs the achievement of the Competency-5 in the sample

School_type * Q5 Crosstabulation

			Q5		
			.00	1.00	Total
School_type	1.00	Count	71	598	669
		% within School_type	10.6%	89.4%	100.0%
		Std. Residual	-.8	.3	
	2.00	Count	68	514	582
		% within School_type	11.7%	88.3%	100.0%
		Std. Residual	.0	.0	
	3.00	Count	64	378	442
		% within School_type	14.5%	85.5%	100.0%
		Std. Residual	1.7	-.6	
	4.00	Count	1	53	54
		% within School_type	1.9%	98.1%	100.0%
		Std. Residual	-2.1	.8	
Total		Count	204	1543	1747
		% within School_type	11.7%	88.3%	100.0%

Key
School type (1-1 AB; 2 – 1C;3- Type 2 & 4-Type 3) and (Competency achieved=1 competency not achieved= 0)

It can be seen that there is a variability of this achievement across the types of schools. The highest percentage of students with respect to competency -5 is found in the Type 3 schools (98.1 %) and the lowest percentage (85.5%) is in the type 2 schools. According the results of the Chi test the obtained value was ($\chi^2 = 8.52$, $df = 3$, $p < .05$). Therefore, it is safe to conclude that there is a significant association in the percentage of students with regard to the achievement of Competency 5 in the student population. This finding is strengthened by the significant values obtained for symmetric measures such as Cramer's

V and Contingency Coefficient of 0.072 (n=1747, Phi =0.069, $p < .05$).. The details of the analysis are appended in the Appendix 5.

3.5.2 Competency 5 Vs Gender

The following table No: 26 shows the results of cross tabulation of data with regard to gender and competency-5 Key stage 1.

Table No 26: Students Gender Vs achievement of Competency 5

ST_Gender * Q5 Crosstabulation

			Q5		
			.00	1.00	Total
ST_Gender	1.00	Count	129	779	908
		% within ST_Gender	14.2%	85.8%	100.0%
	2.00	Count	83	794	877
		% within ST_Gender	9.5%	90.5%	100.0%
Total		Count	212	1573	1785
		% within ST_Gender	11.9%	88.1%	100.0%

Key
Student Gender (1-male; 2 – female) and (Competency achieved=1 competency not achieved= 0)

It can be seen that there is a difference (percentages) between males and females related to mastery of competency -5 with higher achievement of female students (90.5%) against that of male students with (85.8%). According to the obtained results of the Chi square test ($\chi^2 = 9.58$, $df = 1$, $p < .05$) there are sufficient evidence to conclude that there is a statistically significant association of gender of students and the achievement of competency 5. This finding is further strengthened by the significant values obtained for symmetric measures such as Cramer's V and Contingency Coefficient (n=1785, Phi =0.073, $p < .05$) The details of the analysis are appended in the Appendix 5.

3.5.3 Competency No 5 Vs home language

Students' home language was a major concern in this research due to significant number of students home language is different from the language of learning. Thirty eight (38) questionnaires with missing data were excluded from this analysis. According to the available data from 1747 students 1464 (88.3%) using Sinhala and 79(88.8%) students using Tamil as dominant home language have achieved the competency. However, 194 (11.7%) Sinhala students and 10(11.2%) Tamil students have not achieved this competency. It seems that the achievement difference only slight however, a chi square test was performed to see whether there is any statistically significant association. Chi-square test is not

significant: ($\chi^2 = 0.018$, $df = 1$, $p < .05$). Therefore, it can be concluded that there is no sufficient evidence to reject the null hypothesis that there exists a significant association of dominant home language and the achievement of Competency 5.

Table No 27: Students Gender Vs achievement of Competency 5

Homelanguage * Q5 Crosstabulation

			Q5		
			.00	1.00	Total
Homelanguage	1.00	Count	194	1464	1658
		% within Homelanguage	11.7%	88.3%	100.0%
	2.00	Count	10	79	89
		% within Homelanguage	11.2%	88.8%	100.0%
Total		Count	204	1543	1747
		% within Homelanguage	11.7%	88.3%	100.0%

Key
Student's dominant Home lang (1-Sinhala; 2 – Tamil) and (Competency achieved=1 competency not achieved= 0)

Learning Difficulties Related Competency 5

There were four observed Learning Difficulties (LD) related to this competency. The following are the descriptions of (LDs) and the representing codes given in the table. The table No: 28 presents the summary of the analysis.

Table No: 28-Achievement of the Competency-5 in the sample

Learning Difficulty	Frequency	Percent	Confidence Interval (95 %) (Standard error ± SE)	
			Lower limit	Upper limit
LD 5.1	109	6.2 (± 1.13)	5.07	7.33
LD 5.2	79	4.5 (± 0.97)	3,53	5.47
LD 5.3	131	7.5 (± 1.24)	6.26	8.74

LD 5.4	47	2.7 (± 0.70)	1.94	3.46

LD 5.1 Student does not narrate the incident

LD 5.2 Student does not narrate the incident step wise or in the order of the incident

LD 5.3 Student does not use his own vocabulary to narrate the incident

LD 5.4 Student does not volunteer to describe the event

According to the above table, LD 5.3 shows the most frequent LD among the students population with 7.5(± 1.24) percent while LD 5.4 is the least frequent LD with the Margin error of (± 0.70) at the 95% confidence level.

Learning Difficulties related to Competency 5 and the Type of school

To study how these LDs behave across the different types of schools, gender of students and their home language separate Chi square tests were performed. The following sections describe the findings.

Table No 29: Distribution pattern of Learning Difficulties in the four Types of School

Crosstab

			Q51		
			.00	1.00	Total
School_type	1.00	Count	638	43	681
		% within School_type	93.7%	6.3%	100.0%
	2.00	Count	552	33	585
		% within School_type	94.4%	5.6%	100.0%
	3.00	Count	427	35	462
		% within School_type	92.4%	7.6%	100.0%
	4.00	Count	56	1	57
		% within School_type	98.2%	1.8%	100.0%
Total		Count	1673	112	1785
		% within School_type	93.7%	6.3%	100.0%

Key
School type (1-1 AB; 2 – 1C;3- Type 2 & 4-Type 3) and (LD observed=1; LD not observed = 0)

The distribution pattern of LD varies across different types of schools. Number of students showing LD varies from one (1) (1.8%) to 35(7.6%) among four different types of schools. However, Type- 3 schools has the least percentage of students with this LD, the Type 2 School has the highest percentage, and 1AB and 1C schools are in between. Regarding LD 5, overall 112 (6.3%) students show the LD. The highest number of students 35(7.6%) are concentrated in Type 2 schools and the lowest number1(1.8%) are in Type 3 schools. 1 AB schools and 1C schools have figures in between these two extremes. In all the Learning difficulties this trend is observed where Type 3 schools out perform, the other three types of schools and the highest number of students with LD are concentrated in Type 2 schools. Further series of

Chi square tests were carried out to see whether these differences are statistically significant. The following table no: 30 summarizes the results of the series of Chi square tests.

Table No 30: Summary of the Chi square tests

Learning Difficulty	Chi square value	df	significance	Symmetric measures		significance
				phi	Cramers'.V	
LD 5.1	3.71	3	0.94	0.046	0.046	0.294
LD 5.2	17.17	3	0.001	0.098	0.098	0.001
LD 5.3	12.01	3	0.007	0.082	0.082	0.007
LD5.4	16.73	3	0.001	0.097	0.097	0.001

According to the table above it can be concluded that only the LDs LD5.2, LD5.3,and LD5.4 are significantly different among the four types of schools and the LD 5.1 is statistically different at the 5 %probability level,

Learning Difficulties related to Competency 5 and students' gender

The data set was further analyzed to determine whether there are any statistically significant differences between male and female students with regard to occurrence of LD related to Competency-5. The analysis suggests that there are statisdtically significant differences of LD occurrences between male and female students. Female students have outperformed male students. In other words, higher percentage of male students shows LD than female students do. The following table summarizes the findings of this analysis.

Table No: 31-Competency -5 LD and Gender

Learning Difficulty	Gender	Learning Difficulty frequency(%)		Chi square value	Signifi cance	Symmetric Measures	
		Absent	Present			Phi	Cramer's
LD 5.1	Male	835(92.0)	73(8.0)	9.79 (df=1)	0.002	0.074	0.074
	Female	838 (95.6)	39(4.4)			(0.002)	(0.002)
LD 5.2	Male	853(93.9)	55(6.1)	8.25(df=1)	0.004	-0.068	0.068
	Female	849 (96.8)	28(3.2)			(0.004)	(0.004)
LD 5.3	Male	816(89.9)	92(10.1)	15,74(df=1)	0.000	-0.094	0.094
	Female	832(94.9)	45(5.1)			(0.00)	(0.00)
LD 5.4	Male	876(96.5)	32(3.5)	4.93(df=1)	0.026	-0.053	0.053

	Female	838 (98.2)	16(1.8)			(0.026)	(0.026)

Chi-Square test results indicate that there are statistically significant differences across all the LD ($\chi^2 \geq$ 4.93, $df = 1$, $p < .05$). Therefore, it can be concluded that more male students in the student population are likely to show these LDs than female students. Symmetric measures such as phi and Cramer's V have resulted in significant values and this strengthens the finding.

Learning Difficulties related to Competency 5 and Home Language of students

Students' home language was a major concern in this research due to significant number of students' home language is different from the language of learning at school level. 38 questionnaires with missing data were excluded from this analysis. According to the available data from 1747 students, 1464 (88.3%) using Sinhala and 79(88.8%) students using Tamil in their home environments for communication purposes have achieved the competency. However, 194 (11.7%) Sinhala students and 10(11.2%) Tamil students have not achieved this competency. It seems that the achievement difference only slight and a chi square test was performed to see whether there is any statistically significant association. Chi-square test is not significant: ($\chi^2 = 0.018$, $df = 1$, $p < .05$). Therefore, it can be concluded that there is no sufficient evidence to reject the null hypothesis that there exists a significant association of home language and the achievement of Competency 5.

3.6 COMPETENCY NUMBER SIX - KEY STAGE 1

Competency-6: Student writes his/her own name.

This competency is related to students' writing skills development. During the assessment of this competency, students were asked to write their name in the test paper. RAs were instructed to assess this competency and to fill the question number six of the questionnaire and to mark the LDs displayed by students if any. Two Learning Difficulties (LD) related this competency could be observed and they are listed below.

Learning Difficulties related to Competency 6

LD 6.1 Student does not separate the parts of the name and write continuously

LD 6.2 Students does not keep an appropriate space between the letters of the word.

Students overall achievement

Responses given to question No.6 are related to this competency. Responses were coded as 1-when a student has acquired the competency and 0-when student has not acquired competency. Frequencies related to these binomial variables were counted and frequency tables were prepared adhering to the 95 percent confidence interval. The following table No 32 shows the overall achievement of this competency.

Table No: 32-Achievement of the Competency-6 in the sample

Competency acquired / Not acquired	Frequency	Percent	Confidence Interval (95 %) (Standard error ± 0.71)	
			Lower limit	Upper limit
Not acquired	176	9.9 (± 1.39)	8.51	11.29
Acquired	1609	90,1 (±1.39)	88.71	91.49
Total	1757	100.0	-	-

It can be estimated that 90.1 (±1.39) percent of the students in the population in the Negombo zone have acquired the competency-6 while 9.9(±1.39) percent have not been able to master this competency. The confidence interval of 95% was calculated with the margin error of **±1.39** percent assuming normal approximation to the binomial distribution. According to the results, it can be concluded with 95% level of confidence that the student percentage of acquiring the competency-6 in the student population falls in the range of 88.71 % to 91.49 and the confidence interval for those who have not acquired this competency falls in the range of 8.51% to 11.29%. Further analysis was conducted to determine whether there exists any disparity of this achievement with regard to the type of school, students' gender and the home language.

3.6.1 Competency 6 Vs Type of school

The following table No: 33 shows the results of cross tabulation.

Table No: 33-Achievement of the Competency-6 vs type of schools in the sample

Type of School * Q6 Crosstabulation

			Q6		
			.00	1.00	Total
Type of School	1AB schools	Count	45	624	669
		% within Type of School	6.7%	93.3%	100.0%
	1Cschools	Count	67	515	582
		% within Type of School	11.5%	88.5%	100.0%
	Type 2 Schools	Count	53	389	442
		% within Type of School	12.0%	88.0%	100.0%
	Type 3 Schools	Count	3	51	54
		% within Type of School	5.6%	94.4%	100.0%
Total		Count	168	1579	1747
		% within Type of School	9.6%	90.4%	100.0%

Key
School type (1-1 AB; 2 – 1C;3- Type 2 & 4-Type 3) and (Competency achieved=1 competency not achieved= 0)

It can be seen that there is a variability of the achievement of competency-6 across the four types of schools in the sample. The highest percentage of students with respect to the achievement of competency -6 is found in Type 3 schools (94.4 %) and the lowest percentage (88.0%) is in type 2 schools. The Pearson Chi-square value was ($\chi^2 = 12.726$, $df = 3$, $p < .05$). According to this result, it is concluded that there is a significant difference in the percentage of students with regard to the achievement competency 6 in the student population. This finding is strengthened by the significant values obtained for symmetric measures such as Cramer's V and Contingency Coefficient of 0.072 (n=1747, Phi =0.085, $p < .05$).. The details of the analysis are appended in the Appendix 6.

3.6.2 Competency 6 Vs Gender

The following table No: 34 shows the results of cross tabulation of data with regard to gender and **competency-5 Key stage 1.**

Table No 34: Students Gender Vs achievement of Competency 6

ST_Gender * Q6 Crosstabulation

			Q6		
			.00	1.00	Total
ST_Gender	1.00	Count	124	784	908
		% within ST_Gender	13.7%	86.3%	100.0%
	2.00	Count	52	825	877
		% within ST_Gender	5.9%	94.1%	100.0%
Total		Count	176	1609	1785
		% within ST_Gender	9.9%	90.1%	100.0%

Key
Student Gender (1-male; 2 – female) and (Competency achieved=1 competency not achieved= 0)

According to the table, it can be seen that there is a difference (percentages) between males and females related to Competency -6 with higher achievement of female students (94.1%) against that of male students with (86.3%). A Chi square test was performed to test whether there is any significant disparity between male and female students. According to the obtained results of the Chi square test ($\chi^2 = 29.97$, $df = 1$, $p < .05$) it is concluded that there is a statistically significant difference of competency 6 achievements between male and female students. This finding is further strengthened by the significant values obtained for symmetric measures such as Cramer's V and Contingency Coefficient (n=1785, Phi =0.13, $p < .05$). The details of the analysis are appended in the Appendix 6. When the Gender and the school type were cross tabulated interesting pattern was emerged where in 1AB and type 2 schools there are a higher number of male students than females with the LDs. However, in 1C schools this difference is not drastic. Therefore, in 1C schools both gender should be paid attention and in 1AB schools and type 2 schools more attention should be paid to male students. Further analysis was not continued due to some cells having less than 5 % level. Therefore, further research should be conducted in this area.

3.6.3 Competency No 6 and Home language

Thirty eight (38) questionnaires with missing data were excluded from this analysis. According to the available data from 1747 students, 1464 (88.3%) using Sinhala 79(88.8%) students using Tamil in their home as dominant language have achieved this competency. However, 194 (11.7%) Sinhala students and 10(11.2%) Tamil students have not achieved this competency. It seems that the achievement difference only slight and a chi square test was performed to see whether there is any statistically significant association. Chi-square test is not significant: ($\chi^2 = 0.892$, $df = 1$, $p < .05$). Therefore, it can be concluded that there is no significant difference between two groups in the achievement of Competency 6. Details of the analysis are appended in the Annexure No 6

Homelanguage * Q5 Crosstabulation

			Q5		
			.00	1.00	Total
Homelanguage	1.00	Count	194	1464	1658
		% within Homelanguage	11.7%	88.3%	100.0%
	2.00	Count	10	79	89
		% within Homelanguage	11.2%	88.8%	100.0%
Total		Count	204	1543	1747
		% within Homelanguage	11.7%	88.3%	100.0%

Key
Student's dominant Home lang (1-Sinhala; 2 – Tamil) and (Competency achieved=1 competency not achieved= 0)

3.6.4 Learning Difficulties Related Competency 6

There were two Learning Difficulties (LDs) related to the competency-6. Learning Difficulties related to Competency 6 are described below.

LD 6.1 Student does not separate the parts of the name and write continuously. This is required as in any writing words should be separated

LD 6.2 Students does not keep an appropriate space between the letters of the word. In a word, letters must be together with an appropriate space.

The following table presents the summary of the analysis.

Overall Learning Difficulties related to Competency-6

Table 35: Distribution of the LDs in Competency 6 in the student population

Learning Difficulty	Frequency	Percent	Confidence interval (95%)	
			Lower limit	Upper limit
LD 6.1	104	6.0	4.81	6.97
LD 6.2	88	5.0	4.08	6.12

Table No. 35 above shows that the occurrences of LDs related to competency-6 varies in the student population from the lower 5.0 to 6.0 percent (LD 6.1 =6.0; LD 6.2=5.0). To determine whether there are any significant differences across independent variables such as type of schools, Gender and home

language of students, a series of Chi square tests were carried out. The following sections describe the results of Chi square tests related to each independent variable.

3.6.4.1 Learning Difficulties and the Type of School

The distribution pattern of LD varies across different types of schools. The following table shows the distribution pattern of the LDs across four types of schools. A series of Chi square tests were carried out to see whether these differences are statistically significant.

LD in Competency 6 Vs Type of school

The following table No:36 shows the summary of the distribution pattern of LDs across the four types of schools.

Table No 36: Distribution of LD across different type schools

Learning Difficulty	School Type				
	1AB	1C	T-2	T-3	Total
LD 6.1	27	45	31	1	104
LD 6.2	23	33	30	2	88

The following table 37 summarizes the results of the series of Chi square tests.

Table No 37: Chi square test values of Learning Difficulties related to Competency -6

Learning Difficulty	Chi square value	df	significance
LD 6.1	10.19	3	0.012
LD 6.2	7.09	3	0.032
LD 6.0	12.72	3	0.000

According to the results, it can be concluded that students with all three LDs related with the competency-6 are statistically significant across the 4 types of schools. In other words, concentration of students with the LDs cannot be attributed to a random event and the independent variable “school type “ and acquiring the competency- 6 are associated.

3.6.4.2 Learning Difficulties and the Gender of students

The data set was further analyzed to determine whether there are any statistically significant differences between male and female students with regard to occurrence of the LDs. The analysis suggests that there are statistically significant differences of LD occurrences between male and female students. Female

students have outperformed male students. In other words, higher male students show LD than female students do. The following table summarizes the findings of this analysis.

Table No: 38-Competency -6 LD and Gender

Learning Difficulty	Learning Difficulty		df	Chi square value	Significan c	Symmetric measure
	Male	female				
LD 6.1	70(8.0)	34(4.0)	1	11.7	0.001	-0.081
LD 6.2	55(7.5)	28(2.6)	1	21.84	0.000	0.000

Chi-Square test results indicate that there are statistically significant differences of LD 6 between male and female students ($\chi^2 \geq 11.7$, $df = 1$, $p < .001$). Therefore, it can be concluded that more male students in the student population are likely to show these LDs than female students. Symmetric measures such as phi and Cramer's V have resulted in significant values and this strengthens the finding.

3.6.4.3 Learning Difficulties and Home Language of students

The following table shows the summary of the Chi square tests.

Table No: 39-Competency -6 LD and dominant home language

Learning Difficulty	Dominant home language		df	Chi square value	Significan c	Symmetric measure
	Sinhala	Tamil				
LD 6.1	99(6.0)	5(5.6)	1	0.019	0.891	-0.003
LD 6.2	85(5.1)	3(3.4)	1	0.544	0.461	-0.018
Competency 6	162(9.8)	6(6.7)	1	0.892	0.343	0.023

According to the above table, it seems that the achievement difference only slight. Any of the Chi-square test is not significant: ($\chi 2 \geq 0.018$, $df = 1$, $p < .05$). Therefore, it can be concluded that there is no

sufficient evidence to reject the null hypothesis that there exists a significant difference in achievement between the subgroups whose dominant home language is either Sinhala or Tamil.

3.7 COMPETENCY NUMBER SEVEN - KEY STAGE 1

Competency 7: Student copies a given simple sentence with identifiable letters.

Competency 7 is related with students writing skills. Students in this age group can and should be able to transcribe a given sentence with legible handwriting. Tests were designed to assess this competency and the RAs were also trained on how to assess students and fill the questionnaire for each student in the sample. A total of 1747 students' data were available and was analyzed using data analysis soft ware. The following table No-40 shows the results.

Table 40: Overall Achievement of competency 7

Achieved Not achieved	Number	Percent	Confidence interval (SE 0.97)	
			Lower limit	Upper limit
Not achieved	358	20.5	18.61	22.39
Achieved	1389	79.5	77.61	81.39
Total	1747	100		

Margin of Error (± 1.89) at 95% confidence level

According to the table above, it is clear overall, (79.5 ± 1.89) percent students in the population have achieved this competency while 20.5± 1.89 have not achieved. Further series of Chi square tests were carried out to determine whether there are any significant associations of achievement of competency 7 with regard to the type of school, gender and home language.

3.7.1 Competency 7 Vs Type of school

The following table No: 41 shows the results of cross tabulation.

Table No: 41-Competency -6 LD and dominant home language

School_type * Q7 Crosstabulation

			Q7		
			.00	1.00	Total
School_type	1.00	Count	104	577	681
		% within School_type	15.3%	84.7%	100.0%
	2.00	Count	129	456	585
		% within School_type	22.1%	77.9%	100.0%
	3.00	Count	115	347	462
		% within School_type	24.9%	75.1%	100.0%
	4.00	Count	22	35	57
		% within School_type	38.6%	61.4%	100.0%
Total		Count	370	1415	1785
		% within School_type	20.7%	79.3%	100.0%

Key
School type (1-1 AB; 2 – 1C;3- Type 2 & 4-Type 3) and (Competency achieved=1 competency not achieved= 0)

It can be seen that the highest percentage of students with respect to the achievement of competency -7 is found in 1AB schools (84.7 %) and the lowest percentage (61.4 %) is in the type 3 schools. The Pearson Chi-square test was performed to determine whether these differences are statistically significant. According to the results, Chi Square value was ($\chi^2 = 28.91$, $df = 3$, $p < .05$). According to this result, it is safe to conclude that there is a significant difference in the percentage of students with regard to the achievement of Competency 7 in the student population. This finding is strengthened by the significant values obtained for symmetric measures such as Cramer's V and Contingency Coefficient of 0.072 (n=1747, Phi =0.085, $p < .05$). The details of the analysis are appended in the Appendix 7.

3.7.2 Competency 7 Vs Gender

The following table No: 21 shows the results of cross tabulation of data with regard to gender and competency-5 Key stage 1.

Table No 42: Students Gender Vs achievement of Competency 7

ST_Gender * Q7 Crosstabulation

			Q7		
			.00	1.00	Total
ST_Gender	1.00	Count	255	653	908
		% within ST_Gender	28.1%	71.9%	100.0%
	2.00	Count	115	762	877
		% within ST_Gender	13.1%	86.9%	100.0%
Total		Count	370	1415	1785
		% within ST_Gender	20.7%	79.3%	100.0%

Key
Student Gender (1-male; 2 – female) and (Competency achieved=1 competency not achieved= 0)

According to the table, it can be seen that there is a difference (percentages) between males and females related to Competency -7 with higher achievement of female students (86.9%) against that of male students with (71.9%). A Chi square test was performed to test whether there is any significant disparity between male and female students. According to the obtained results of the Chi square test (χ^2= 60.85, *df* = 1, $p < .05$) it can be concluded that there is a statistically significant difference of competency 7 achievements between male and female students in the student population. This finding is further strengthened by the significant values obtained for symmetric measures such as Cramer's V and Contingency Coefficient 0.19 (n=1785, Phi =0.185, $p < .05$) The details of the analysis are appended in the Appendix 7.

3.7.3 Home language and LD and Competency seven

According to the available data from 1747 students 1320 (79.6 %) using Sinhala 69(77.5%) students using Tamil in their home environment for communication purposes have achieved the competency. However, 338 (20.4%) Sinhala students and 20(22.5 %) Tamil students have not achieved this competency. It seems that the achievement difference only slight and a chi square test was performed to see whether there is any statistically significant association. Chi-square test is not significant: (χ^2 = 0.226,

df = 1, $p < .05$). Therefore, it can be concluded that there is no sufficient evidence to reject the null hypothesis that there exists a significant difference between two groups in the achievement of Competency 7.

3.7.4 Learning Difficulties Related Competency 7

According to the above findings it is clear that a significant percentage of students fails in achieving the competency 7 which is utmost important in developing Sinhala language in higher grades. Therefore, it is important to understand what learning difficulties are displayed by these students and how they are related with different types of schools, students gender and students' home language. For this effect a series of Chi square tests were carried out. The following section will describe the situation starting with overall picture. There were five Learning Difficulties (LDs) related to the competency-6. The LDs related to this competency are as follows.

LD 7.1 Student does not keep an acceptable distance between the letters of a word

LD 7.2 Student does not keep an acceptable distance between the words

LD 7.3 Some important parts characterizing the letter is missing

LD 7.4 Student does not place letters correctly between the line

LD 7.5 Student does not keep the direction of a letter

The following table presents the summary of the analysis.

3.7.4.1 Overall Learning Difficulties related to Competency-7

Table 41: Distribution of the LDs in Competency 6 in the student population

Learning Difficulty	Frequency	Percent	Confidence interval (SE 0.44)	
			Lower limit	Upper limit
LD 7.1	136	7.8	6.54	9.06
LD 7.2	170	9.7	8.31	11.09
LD 7.3	210	12.0	10.48	13.52
LD 7.4	163	9.3	7.94	10.66
LD7.5	97	5.6	4.52	6.68

To determine whether there are any significant differences across independent variables such as type of schools, Gender and home language of students, a series of Chi square tests were carried out. The following sections describe the results of Chi square tests related to each independent variable.

3.7.4.2 Learning Difficulties and the Type of School The following table shows the distribution pattern across the four types of schools. A series of Chi square tests were carried out to see whether these differences are statistically significant. The following table summarizes the results of the series of Chi square tests.

Table 42: Chi square test values of Learning Difficulties related to Competency -7

Learning Difficulty	**School Type**						
	1AB	1C	T-2	T-3	Chi square	df	Sig
LD 7.1	37	43	47	9	15.79	3	0.001
LD 7.2	43	40	50	11	20.43	3	0.000
LD 7.3	46	71	20	13	39.62	3	0.000
LD 7.4	44	49	65	5	21.66	3	0.000
LD 7.5	25	31	31	10	23.37	3	0.000

According to the results, it can be concluded that students with all three LDs related with the competency-7 are statistically significant across the 4 types of schools. In other words, concentration of students with the LDs cannot be attributed to a random event and the independent variable "school type " and acquiring the competency- 6 are associated.

3.7.4.3 Learning Difficulties and Gender of students

The data set was further analyzed to determine whether there are any statistically significant differences between male and female students with regard to occurrence of the LDs. The analysis suggests that there are statistically significant differences of LD occurrences between male and female students. Female students have outperformed male students. In other words, higher male students show LD than female students do. The following table summarizes the findings of this analysis.

Table No 43: Chi square test values of Learning Difficulties related to Competency -7

Learning Difficulty	**Gender**		**Chi square significance**		
	Male	Female	Chi square	df	Sig
LD 7.1	90(10.1)	46(5.4)	13.28	1	0.000
LD 7.2	106(11.9	38(4.5)	31.70	1	0.000

LD 7.3	155(17.3)	55(6.4)	48.84	1	0.000
LD 7.4	120(13.4)	43(5.0)	21.66	1	0.000
LD 7.5	69(7.7)	28(3.3)	16.37	1	0.000

Chi-Square test results indicate that there are statistically significant differences in all the LDs between male and female students ($\chi^2 \leq 16.37$, $df = 1$, $p < .001$). Therefore, it can be concluded that there are statistically significant differences of the occurrence of all observed LDs between male and female students. Considering the high frequency exhibited by Male students have displayed the higher frequency in all the LDs. Symmetric measures such as phi and Cramer's have resulted in significant values and this strengthen the earlier finding.

3.7.4.3 Learning Difficulties and Home Language of students

Students' home language was a major concern in this research due to significant number of students home language is different from the language of learning. 38 questionnaires with missing data were excluded from this analysis. Chi-square tests are not significant: ($\chi^2 = 0.018$, $df = 1$, $p < .05$). Therefore, it can be concluded that there is no sufficient evidence to reject the null hypothesis that there exists a significant association of home language and the achievement of Competency 5.

3.8 COMPETENCY NUMBER EIGHT - KEY STAGE 1

Competency 8: Student listens to a set of words and writes them correctly

Competency 8 is related with students speaking skills. Students in this age group can and should be able to listen write a given set of words correctly. Tests were designed to assess this competency and the RAs were also trained on how to assess students and fill the questionnaire for each student in the sample. A total of 1747 students' data were available and the following table No-25 shows the results.

Table 44: Overall Achievement of competency 8

Achievement of competency 8	Frequency	Percent	Confidence interval (95%) Standard Error(0.82)

			Lower limit	Upper limit
Achieved	238	13.8	12.18	15.42
Not achieved	1509	86.4	84.79	88.01

According to the table above, it is clear overall, (86.4 ± 1.61) percent students in the population have achieved the competency 8 while 13.8± 1.61 have not achieved. Further series of Chi square tests were carried out to determine whether there are any significant associations of achievement of competency 8 with regard to the type of school, gender and home language.

3.8.1 Competency 8 Vs Type of school

The relevant research question in this section is as follows.The following table No: 45 shows the results of cross tabulation.

Table 45: Type of school vs Achievement of competency 8

School_type * Q8 Crosstabulation

			Q8		
			.00	1.00	Total
School_type	1.00	Count	58	611	669
		% within School_type	8.7%	91.3%	100.0%
	2.00	Count	72	510	582
		% within School_type	12.4%	87.6%	100.0%
	3.00	Count	95	347	442
		% within School_type	21.5%	78.5%	100.0%
	4.00	Count	13	41	54
		% within School_type	24.1%	75.9%	100.0%
Total		Count	238	1509	1747
		% within School_type	13.6%	86.4%	100.0%

Key
School type (1-1 AB; 2 – 1C;3- Type 2 & 4-Type 3) and (Competency achieved=1 competency not achieved= 0)

The highest percentage of students with respect to the achievement of competency -8 is found in 1AB schools (91.3 %) and the lowest percentage (75.9 %) is in type 3 schools. According to the results, of Chi Square value was ($\chi^2 = 43.00$, $df = 3$, $p < .05$). It is concluded that there is a significant difference in the percentage of students' achievement of competency 8 with regard to the type of school. This finding is strengthened by the significant values obtained for symmetric measures such as Cramer's V and Contingency Coefficient of 0.157 (n=1747, Phi =0.085, $p < .05$).. The details of the analysis are appended in the Appendix 8.

3.8.2 Competency 8 Vs Gender

The following table No: 21 shows the results of cross tabulation of data with regard to gender and competency-5 Key stage 1

Table No 45: Students Gender Vs achievement of Competency 8

ST_Gender * Q8 Crosstabulation

			Q8		
			.00	1.00	Total
ST_Gender	1.00	Count	163	731	894
		% within ST_Gender	18.2%	81.8%	100.0%
	2.00	Count	75	778	853
		% within ST_Gender	8.8%	91.2%	100.0%
Total		Count	238	1509	1747
		% within ST_Gender	13.6%	86.4%	100.0%

Key
Student Gender (1-male; 2 – female) and (Competency achieved=1 competency not achieved= 0)

It can be seen that there is a difference (percentages) between males and females related to Competency -8 with higher achievement of female students (91.2%) against that of male students with (81.8%). According to the obtained results of the Chi square test ($\chi^2 = 33.05$, $df = 1$, $p < .05$) it can be concluded that there is a statistically significant difference of competency 7 achievements between male and female students in the student population. This finding is further strengthened by the significant values obtained for symmetric measures such as Cramer's V and Contingency Coefficient (n=1785, Phi =0.138, $p < .05$) The details of the analysis are appended in the Appendix 8

3.8.3 Home language and Competency 8

The following table No:38 shows the results of cross tabulation of data with regard to gender and competency-5 Key stage 1.

Table No 46: Students home language Vs achievement of Competency 8

Homelanguage * Q8 Crosstabulation

			Q8		
			.00	1.00	Total
Homelanguage	1.00	Count	218	1440	1658
		% within Homelanguage	13.1%	86.9%	100.0%
	2.00	Count	20	69	89
		% within Homelanguage	22.5%	77.5%	100.0%
Total		Count	238	1509	1747
		% within Homelanguage	13.6%	86.4%	100.0%

Key
Student's dominant Home lang (1-Sinhala; 2 – Tamil) and (Competency achieved=1 competency not achieved= 0)

Thirty-eight 38 questionnaires with missing data were excluded from this analysis. According to the available data from 1747 students 1440 (79.6 %) using Sinhala and 69(77.5%) students using Tamil in their home environment for communication purposes have achieved the competency. However, 218 (13.1%) Sinhala students and 20(22.5 %) Tamil students have not achieved this competency. It seems that the achievement difference only slight and a chi square test was performed to see whether there is any statistically significant association. Chi-square test is significant: ($\chi^2 = 6.24$, $df = 1$, $p < .05$). Therefore, it can be concluded that there exists a significant difference between two groups in the achievement of Competency 8.

3.8.4 Learning Difficulties Related Competency 8

According to the above findings it is clear that a significant percentage of students fails in achieving the competency 8 which is utmost important in developing Sinhala language in higher grades. Therefore, it is important to understand what learning difficulties these students display and how they are related with different types of schools, gender and students' home language. For this purpose, a series of Chi square tests were carried out. The following section will describe the situation starting with overall picture. There were four Learning Difficulties (LDs) related to the competency-8. They are listed below.

LD 8.1 Students does not use the symbol for appropriate vowel sound (Pillam) in the given word/s

LD 8.2 Student does not write the correct word/s

LD 8.3 Student does not keep an acceptable distance between letters of the word/s

LD 8.4 word/s cannot be read

The following table presents the summary of the analysis.

Table 47: Distribution of the LDs- Competency 8 in the student population

Learning Difficulty	Frequency	Percent	Confidence Interval(95.0%)	
			Lower limit	Upper limit
LD 8.1	127	7.3	6.08	8.52
LD 8.2	100	5.7	4.61	6.79
LD 8.3	108	6.2	5.07	7.33
LD 8.4	95	5.4	4.34	6.46

To determine whether there are any significant differences across independent variables such as type of schools, Gender and home language of students, a series of Chi square tests were carried out. The following sections describe the results of Chi square tests related to each independent variable.

3.8.4.1 Learning Difficulties and the Type of School

The distribution pattern of LD varies across different types of schools. The following table shows the distribution pattern of the LDs across four types of schools. A series of Chi square tests were carried out to see whether these differences are statistically significant. The following table summarizes the results of the series of Chi square tests.

Table 48: Chi square test values of Learning Difficulties related to Competency -8

Learning Difficulty	**School Type**						
	1AB	1C	T-2	T-3	Chi square	df	Sig
8.1	36	36	47	9	15.79	3	0.001

8.2	21	25	50	11	20.43	3	0.000
8.3	29	38	20	13	39.62	3	0.000
8.4	13	29	65	5	21.66	3	0.000

According to the results, it can be concluded that students with all four LDs related with the competency-8 are statistically significant across the 4 types of schools. In other words, concentration of students with the LDs cannot be attributed to a random event and the independent variable "school type " and acquiring the competency- 8 are associated.

3.8.4.2 Learning Difficulties and Gender of students

The data set was further analyzed to determine whether there are any statistically significant differences between male and female students with regard to occurrence of the LDs. The analysis suggests that there are statistically significant differences of LD occurrences between male and female students. Female students have outperformed male students. In other words, higher male students show LD than female students do. The following table summarizes the findings of this analysis.

Table No: 49-Competency -5 LD and Gender

Learning Difficulty	**Gender**		**Chi square significance**		
	Male	Female	Chi square	df	Sig
8.1	92(10.3)	35(4.1)	24.79	1	0.000
8.2	73(8.2)	27(3.2)	20.22	1	0.000
8.3	77(8.6)	31(3.6)	18.65	1	0.000
8.4	68(7.6)	27(3.2)	16.74	1	0.000

Chi-Square test results indicate that there are statistically significant differences LDs across students' gender. ($\chi^2 \leq 16.74$, $df = 1$, $p < .001$). Therefore, it can be concluded that there is a statistically significant difference of the occurrence of LDs between male and female students. Considering the high frequency exhibited by Male students have displayed the higher frequency in all LDs.. Symmetric measures such as phi and Cramer's have resulted in significant values and this strengthens the earlier finding.

3.8.4.3 Learning Difficulties and student's dominant Home Language of students

Students' home language was a major concern in this research due to significant number of students home language is different from the language of learning. 38 questionnaires with missing data were excluded from this analysis. Chi-square tests are not significant: ($\chi^2 = 0.018$, $df = 1$, $p < .05$). Therefore, it can be concluded that there is no sufficient evidence to reject the null hypothesis that there exists a significant association of home language and the achievement of Competency 8

3.9 COMPETENCY NUMBER NINE - KEY STAGE 1

Competency 9: Student writes a simple sentence based on a given picture

Competency 9 is related with students' writing skills where students were provided a picture and they were instructed to write a sentence based on the picture. Students in this age group can and should be able to understand social situation depicted in a picture and write a sentence based on that incident correctly. Tests were designed to assess this competency and the RAs were trained on how to assess students and fill the questionnaire for each student in the sample. A total of 1747 students' data were available and was analyzed using data analysis soft ware. The following table No-50 shows the results.

Table 50: Overall Achievement of competency 9

Achievement of competency 8	Frequency	Percent	Confidence interval (95%) Standard Error(0.82)	
			Lower limit	Upper limit
Not Achieved	260	14.9	13.23	16.57
Achieved	1487	85.1	83.43	86.77

According to the table above, it is clear overall, (85.1 ± 1.67) percent students in the population have achieved the competency 8 while 14.9± 1.67 have not achieved. Further series of Chi square tsets were carried out to determine whether there are any significant associations of achievement of competency 8 with regard to the type of school, gender and home language.

3.9.1 Competency 9 Vs Type of school

The following table No: 51 shows the results of cross tabulation.

It can be seen that there is a variability of the achievement of competency-8 across the four types of schools in the sample. The highest percentage of students with respect to the achievement of competency -9 is found in 1AB schools (89.1 %) and the lowest percentage (71.9 %) is in type 3 schools. According to the results, Chi Square value was ($\chi^2 = 47.00$, $df = 3$, $p < .05$). According to this result, it is concluded that there is a significant difference in the percentage of students with regard to the achievement of Competency 8 in the student population. This finding is strengthened by the significant values obtained for symmetric measures such as Cramer's V and Contingency Coefficient of 0.162 (n=1747, Phi =0.085, $p < .05$). The details of the analysis are appended in the Appendix 9.

Table No 51: School Type Vs LD 9 Cross tabulation

School_type * Q9 Crosstabulation

			Q9		
			.00	1.00	Total
School_type	1.00	Count	74	607	681
		% within School_type	10.9%	89.1%	100.0%
	2.00	Count	69	516	585
		% within School_type	11.8%	88.2%	100.0%
	3.00	Count	108	354	462
		% within School_type	23.4%	76.6%	100.0%
	4.00	Count	16	41	57
		% within School_type	28.1%	71.9%	100.0%
Total		Count	267	1518	1785
		% within School_type	15.0%	85.0%	100.0%

Key
School type (1-1 AB; 2 – 1C;3- Type 2 & 4-Type 3) and (Competency achieved=1 competency not achieved= 0)

3.9.2 Competency 9 Vs Gender

The following table No: 52 shows the results of cross tabulation of data with regard to gender and competency-5 Key stage 1.

Table No 52: Students Gender Vs achievement of Competency 9

ST_Gender * Q9 Crosstabulation

			Q9		
			.00	1.00	Total
ST_Gender	1.00	Count	185	723	908
		% within ST_Gender	20.4%	79.6%	100.0%
	2.00	Count	82	795	877
		% within ST_Gender	9.4%	90.6%	100.0%
Total		Count	267	1518	1785
		% within ST_Gender	15.0%	85.0%	100.0%

Key
Student Gender (1-male; 2 – female) and (Competency achieved=1 competency not achieved= 0)

According to the table, it can be seen that there is a percentage-wise difference between males and females related to Competency -9 with higher achievement of female students (90.6%) against that of male students with (79.6%). According to the obtained results of the Chi square test ($\chi^2 = 42.62$, $df = 1$, $p < .05$) it can be concluded that there is a statistically significant difference of competency 9 achievements between male and female students in the student population. This finding is further strengthened by the significant values obtained for symmetric measures such as Cramer's V and Contingency Coefficient(n=1785, Phi =0.155, $p < .05$) The details of the analysis are appended in the Appendix 9

3.9.3 Competency 9 and Home language

According to the available data from 1747 students 1440 (86.9 %) using Sinhala and 69(77.5%) students using Tamil as dominant language have achieved this competency. However, 218 (13.1%) Sinhala students and 20 (22.5 %) Tamil students have not achieved this competency. Chi-square test is significant: ($\chi^2 = 11.17$, $df = 1$, $p < .05$). Therefore, it can be concluded that there is sufficient evidence to reject the null hypothesis that there exists a significant difference between two groups in the achievement of Competency 9.

Table No 53: Students dominant home language Vs achievement of Competency 9

Homelanguage * Q9 Crosstabulation

			Q9		
			.00	1.00	Total
Homelanguage	.00	Count	5	21	26
		% within Homelanguage	19.2%	80.8%	100.0%
	1.00	Count	236	1422	1658
		% within Homelanguage	14.2%	85.8%	100.0%
	2.00	Count	24	65	89
		% within Homelanguage	27.0%	73.0%	100.0%
	3.00	Count	2	10	12
		% within Homelanguage	16.7%	83.3%	100.0%
Total		Count	267	1518	1785
		% within Homelanguage	15.0%	85.0%	100.0%

Key
School type (1-1 AB; 2 – 1C;3- Type 2 & 4-Type 3) and (Competency achieved=1 competency not achieved= 0)

3.9.4 Learning Difficulties Related Competency 9

According to the above findings it is clear that a significant percentage of students fails in achieving the competency 8 which is utmost important in developing Sinhala language in higher grades. Therefore, it is important to understand what learning difficulties are displayed by these students and how they are related with different types of schools, students' gender and students' home language. For this purpose, a series of Chi square tests were carried out. The following section will describe the situation starting with overall picture. There were three Learning Difficulties(LDs) related to the competency-9.

LD 9.1 Idea of the sentence is not clear enough

LD 9.2 Student fails to match the words correctly in the sentence

LD 9.3 There is no relationship between the picture and the sentence

The following table presents the summary of the analysis.

Overall Learning Difficulties related to Competency-

Table No 52: Students dominant home language Vs achievement of Competency 9

Learning Difficulty	Frequency	Percent	Confidence Interval (95.0%)	
			Lower limit	Upper limit
9.1	127	7.3	6.08	8.52
9.2	100	5.7	4.61	6.79
9.3	108	6.2	5.07	7.33

*P < 0.05.

To determine whether there are any significant differences across independent variables such as type of schools, Gender and home language of students, a series of Chi square tests were carried out. The following sections describe the results of Chi square tests related to each independent variable.

3.9.4.1 Learning Difficulties and the Type of School

The distribution pattern of LD varies across different types of schools. The following table No 45 shows the distribution pattern of the LDs across four types of schools. A series of Chi square tests were carried out to see whether these differences are statistically significant. The following table summarizes the results of the series of Chi square tests.

Table 53: Chi square test values of Learning Difficulties related to Competency -9

Learning Difficulty	**School Type**

	AB	1C	T-2	T-3	Chi square	df	Sig
9.1	36	36	47	9	15.79	3	0.001
9.2	21	25	50	11	20.43	3	0.000
9.3	29	38	20	13	39.62	3	0.000

According to the results, it can be concluded that students with all three LDs related with the competency-8 are statistically significant across the 4 types of schools. In other words, concentration of students with the LDs cannot be attributed to a random event and the independent variable "school type " and acquiring the competency- 8 are associated.

3.9.4.2 Learning Difficulties and Gender of students

The data set was further analyzed to determine whether there are any statistically significant differences between male and female students with regard to occurrence of the LDs. The analysis suggests that there are statistically significant differences of LD occurrences between male and female students. Female students have outperformed male students. In other words, higher male students show LD than female students do. The following table No 46 summarizes the findings of this analysis.

Table No: 54-Competency -5 LD and Gender

Learning Difficulty	**Gender**		**Chi square significance**		
	Male	Female	Chi square	df	Sig
LD 9.1	92(10.3)	35(4.1)	24.79	1	0.000
LD 9.2	73(8.2)	27(3.2)	20.22	1	0.000
LD 9.3	77(8.6)	31(3.6)	18.65	1	0.000

Chi-Square test results indicate that there are statistically significant differences of LDs between male and female students ($\chi^2 \leq 16.74$, $df = 1$, $p < .001$). Therefore, it can be concluded that there is a statistically significant

difference of the occurrence of LDs between male and female students. Male students have displayed the higher frequency in all LDs. Symmetric measures such as phi and Cramer's V have resulted in significant values and this strengthens the finding.

3.9.4.3 Learning Difficulties and Home Language of students

Thirty eight (38) questionnaires with missing data were excluded from this analysis. Chi-square tests values were all less than 0.018 and therefore they are not significant: ($\chi^2 \geq 0.018$, $df = 1$, $p < .05$). It can be concluded that there are no sufficient evidence to reject the null hypothesis that there exists a significant association of home language and the occurrence of LD related to competency 9..

3.10 COMPETENCY NUMBER TEN - KEY STAGE 1

Competency 10: Students read given sentence correctly vocalizing the sound

Competency 10 is related with students reading skills where students were provided a sentence and they were instructed to utter the sentence with appropriate pronunciation. Students in this age group can and should be able to do so. Tests were designed to assess this competency and the RAs were trained on the way of assessing students and fill out the questionnaire for each student in the sample. A total of 1747 students' data were available and was analyzed using data analysis soft ware. The following table No-55 shows the overall achievement

Overall achievement of the competency 10 in the population

The following table shows the overall achievement of competency No. 10 in the population. Relevant percentages values were calculated assuming 95% level of confidence.

Table 55: Overall Achievement of competency 10

Achievement of competency 10	Frequency	Percent	Confidence interval (95%)	
			Lower limit	Upper limit
Achieved	168	9.3	7.95	10.65
Not achieved	1487	90.7	89.35	92.05

According to the table above, it is clear that overall, (90.7 ± 1.35) percent students in the population have achieved the competency 10 while 9.3± 1.35 have not achieved. Further series of Chi square tsets were

carried out to determine whether there are any significant associations of achievement of competency 10 with regard to the type of school, gender and home language.

3.10.1Competency 10 Vs Type of school

The relevant research question in this section is as follows.

The following table No: 48 shows the results of cross tabulation.

Table No 56: Cross Tabulation of competency No 10 and school type

School_type * Q10 Crosstabulation

			Q10		
			.00	1.00	Total
School_type	1.00	Count	30	651	681
		% within School_type	4.4%	95.6%	100.0%
	2.00	Count	49	536	585
		% within School_type	8.4%	91.6%	100.0%
	3.00	Count	79	383	462
		% within School_type	17.1%	82.9%	100.0%
	4.00	Count	8	49	57
		% within School_type	14.0%	86.0%	100.0%
Total		Count	166	1619	1785
		% within School_type	9.3%	90.7%	100.0%

Key
School type (1-1 AB; 2 – 1C;3- Type 2 & 4-Type 3) and (Competency achieved=1 competency not achieved= 0)

It can be seen that there is a variability of the achievement of competency-10 across the four types of schools in the sample. The highest percentage of students with respect to the achievement of competency -8 is found in 1AB schools (95.6 %) and the lowest percentage (82.9 %) is in type 2 schools. According to

the results, Chi Square value was ($\chi^2 = 54.77$, $df = 3$, $p < .05$). According to this result, it is safe to conclude that there is a significant difference in the percentage of students with regard to the achievement of Competency 8 in the student population. This finding is strengthened by the significant values obtained for symmetric measures such as Cramer's V and Contingency Coefficient of 0.072 (n=1747, Phi =0.175, $p < .05$).. The details of the analysis are appended in the Appendix 10-.

3.10.2 Competency 11 Vs Gender

The following table No: 21 shows the results of cross tabulation of data with regard to gender and competency-5 Key stage 1.

Table No 57: Students Gender Vs achievement of Competency 10

ST_Gender * Q10 Crosstabulation

			Q10		
			.00	1.00	Total
ST_Gender	1.00	Count	108	800	908
		% within ST_Gender	11.9%	88.1%	100.0%
	2.00	Count	58	819	877
		% within ST_Gender	6.6%	93.4%	100.0%
Total		Count	166	1619	1785
		% within ST_Gender	9.3%	90.7%	100.0%

According to the table it can be seen that there is a difference (percentages) between males and females related to Competency -11 with higher achievement of female students (93.4%) against that of male students with (88.1%). According to the obtained results of the Chi square test ($\chi^2 = 14.75$, $df = 1$, $p < .05$) there are sufficient evidence to reject the null hypothesis. It can be concluded that there is a statistically significant difference of competency 10 achievements between male and female students in the student population of Negambo educational zone. This finding is further strengthened by the significant values obtained for symmetric measures such as Cramer's V and Contingency Coefficient(n=1785, Phi =0.091, $p < .05$) The details of the analysis are appended in the Appendix 10

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3.10.3 Competency 10 and Home language

Thirty- eight (38) questionnaires with missing data were excluded from this analysis. According to the available data from 1747 students 1510 (91.1 %) using Sinhala and 74(83.1%) students using Tamil in their home environment as dominant language have achieved the competency No;10. However, 148

(8.9%) Sinhala students and 15(16.9 %) Tamil students have not achieved this competency. Chi-square test is significant: (χ^2 = 6.27, *df* = 1, $p < .05$). Therefore, it can be concluded that there is sufficient evidence to reject the null hypothesis that there exists no significant difference between two groups in the achievement of Competency 10.

Table No 57: Cross Tabulation of competency No 10 and home language

Homelanguage * Q10 Crosstabulation

			Q10		
			.00	1.00	Total
Homelanguage	1.00	Count	148	1510	1658
		% within Homelanguage	8.9%	91.1%	100.0%
	2.00	Count	15	74	89
		% within Homelanguage	16.9%	83.1%	100.0%
Total		Count	163	1584	1747
		% within Homelanguage	9.3%	90.7%	100.0%

Key
Student's dominant Home lang (1-Sinhala; 2 – Tamil) and (Competency achieved=1 competency not achieved= 0)

3.10.4 Learning Difficulties Related Competency 10

According to the above findings it is clear that a significant percentage of students fails in achieving the competency 10 which is utmost important in developing Sinhala language in higher grades. Therefore, it is important to understand what learning difficulties are displayed by these students and how they are related with different types of schools, students gender and students' dominant home language. For this purpose, a series of Chi square tests were carried out. The following section will describe the situation starting with overall picture. The following table presents the summary of the analysis.

Overall Learning Difficulties related to Competency-
Table 58: Distribution of the LDs- Competency 8 in the student population

Learning Difficulty	Frequency	Percent	Confidence Interval (95.0%)	
			Lower limit	Upper limit

LD10.1	92	5.3	4,26	6.34
LD 10.2	66	3.8	2.91	4.69
LD 10.3	91	5.2	4.17	6.23
LD 10.4	53	3.0	2.21	3.79

To determine whether there are any significant differences across independent variables such as type of schools, Gender and home language of students, a series of Chi square tests were carried out. The following sections describe the results of Chi square tests related to each independent variable.

3.10.4.1 Learning Difficulties and the Type of School

The distribution pattern of LD varies across different types of schools. The following table shows the distribution pattern of the LDs across four types of schools. A series of Chi square tests were carried out to see whether these differences are statistically significant. The following table summarizes the results of the series of Chi square tests.

Table 59: Chi square test values of Learning Difficulties related to Competency -10

Learning Difficulty	**School Type**				**Chi Square significance**		
	1AB	1C	T-2	T-3	Chi square	df	Sig
LD10.1	17(2.5)	31(5.3)	4(9.0)	4(7.4)	23.14	3	0.001
LD10.2	13(1.9)	28(4.8)	23(4.8)	2(3.7)	10.37	3	0.016
LD10.3	13(1.9)	30(5.2)	42(9.5)	6(11.1)	34.76	3	0.000
LD10.4	9(1.3)	15(2.6)	24(5.4)	5(9.3)	22.63	3	0.000

According to the results, it can be concluded that students with all four LDs related with the competency-10 are statistically significant across the 4 types of schools. In other words, concentration of students with the LDs related this competency cannot be attributed to a random event and the independent variable "school type " and acquiring the competency- 10 are associated.

3.10.4.2 Learning Difficulties and Gender of students

The data set was further analyzed to determine whether there are any statistically significant differences between male and female students with regard to occurrence of the LDs. The analysis suggests that there

are statistically significant differences of LD occurrences between male and female students. Female students have outperformed male students. In other words, higher male students show LD than female students do. The following table summarizes the findings of this analysis.

Table No 60: Chi square test values of Learning Difficulties related to Competency -10

Learning Difficulty	Gender		Chi square significance		
	Male	Female	Chi square	df	Sig
LD10.1	66(7.4)	26(3.0)	16.44	1	0.000
LD 10.2	67(7.5)	24(2.8)	19.37	1	0.000
LD 10.3	46(5.1)	7(0.8)	27.75	1	0.000

Chi-Square test results indicate that there are statistically significant differences LDs across students'gender. ($\chi^2 \leq 14.61$, $df = 1$, $p < .001$). Therefore, it can be concluded that there are statistically significant differences of the occurrence of all four LDs between male and female students. Male students have displayed the higher frequency in all LDs and they are at a disadvantage position. Symmetric measures such as phi and Cramer's have resulted in significant values and this strengthen the finding.

3.10.4.3 Learning Difficulties and Home Language of students

Students' home language was a major concern in this research due to significant number of students home language is different from the language of learning. 38 questionnaires with missing data were excluded from this analysis. The following table shows the results of the Chi-square tests. are not significant: ($\chi^2 = 0.018$, $df = 1$, $p < .05$). Therefore, it can be concluded that there is no sufficient evidence to reject the null hypothesis that there exists a significant association of home language and the achievement of Competency 10.

Table No 61: Chi square test values of (Learning Difficulties Vs Home language)- Competency -10

Learning Difficulty	Dominant Home Language		Chi square significance		
	Sinhala	Tamil	Chi square	df	Sig
LD 10.1	83(5.0)	9(10.1)	4.42	1	0.036

LD 10.2	57(3.4)	9(10.1)	10.35	1	0.000
LD 10.3	81(4.9)	10(11.2)	6.89	1	0.009
LD 10.4	49(3.0)	4(4.5)	0.68	1	0.041

All the Chi square tests exceed the significance α level of 0.05 and therefore they are significant: (χ^2 = 0.041, *df* = 1, $p < .05$). Therefore, it can be concluded that there is sufficient evidence to reject the null hypothesis that there exists a significant association of home language and the occurrence LD related to Competency 10.

3.11 COMPETENCY NUMBER ELEVEN - KEY STAGE 1

The Competency is related with students reading comprehension skills where students were provided a sentence and they were asked two simple questions based the sentence. Students in this age group can and should be able to comprehend a simple sentence at this age. Tests were designed to assess this competency and the RAs were trained on the way of assessing students and fill out the questionnaire for each student in the sample. A total of 1747 students' data were available and was analyzed using data analysis soft ware. The following table No-62 shows the overall achievement and subsequent sections which follows on how this binomial dependent behave in the presence independent variables such as school type, gender of the student, and students' home language.

Overall achievement of the competency 11 in the population

The following table shows the overall achievement of competency No. 10 in the population. Relevant percentages values were calculated assuming 95% level of confidence.

Table 62: Overall Achievement of competency 11

Achievement of competency 11	Frequency	Percent	Confidence interval (95%) Standard Error(0.66)	
			Lower limit	Upper limit
Not achieved	143	8.2	6.91	9.49

Achieved	1604	91.8	90.51	93.09

According to the table above, it is clear that overall, (91.8 ± 1.29) percent students in the population have achieved the competency 10 while (8.2± 1.29) have not achieved. Further series of Chi square tsets were carried out to determine whether there are any significant associations of achievement of competency 10 with regard to the type of school, gender and home language.

3.11.1 Competency 11 Vs Type of school

The following table No: 63 shows the results of cross tabulation.

Table 63: Cross tabulation school type * competency 11

School_type * Q111 Crosstabulation

			Q111		
			.00	1.00	Total
School_type	1.00	Count	24	645	669
		% within School_type	3.6%	96.4%	100.0%
	2.00	Count	46	536	582
		% within School_type	7.9%	92.1%	100.0%
	3.00	Count	67	375	442
		% within School_type	15.2%	84.8%	100.0%
	4.00	Count	6	48	54
		% within School_type	11.1%	88.9%	100.0%
Total		Count	143	1604	1747
		% within School_type	8.2%	91.8%	100.0%

It can be seen that the highest percentage of students with respect to the achievement of competency -11 is found in 1AB schools (96.4 %) and the lowest percentage (84.8 %) is in type 2 schools.

According to the results, Chi Square value was ($\chi^2 = 48.09$, $df = 3$, $p < .05$), it is concluded that there is a significant difference in the percentage of students with regard to the achievement of Competency 11 in the student population. This finding is strengthened by the significant values obtained for symmetric measures such as Cramer's V and Contingency Coefficient of 0.072 (n=1747, Phi =0.166, $p < .05$).. The details of the analysis are appended in the Appendix 11-.

3.11.2 Competency 11 Vs Gender

The following table No: 64 shows the results of cross tabulation of data with regard to gender and competency-5 Key stage 1.

Table No 64: Students Gender Vs achievement of Competency 11

ST_Gender * Q111 Crosstabulation

			Q111		
			.00	1.00	Total
ST_Gender	1.00	Count	95	799	894
		% within ST_Gender	10.6%	89.4%	100.0%
	2.00	Count	48	805	853
		% within ST_Gender	5.6%	94.4%	100.0%
Total		Count	143	1604	1747
		% within ST_Gender	8.2%	91.8%	100.0%

According to the table it can be seen that there is a difference (percentages) between males and females related to Competency -11 with higher achievement of female students (94.4%) against that of male students with (89.4%). A Chi square test was performed to test whether there is any significant disparity between male and female students. According to the obtained results of the Chi square test (χ^2= 14.52, *df* = 1, $p < .05$) there are sufficient evidence to reject the null hypothesis. It can be concluded that there is a statistically significant difference of competency 10 achievement of male and female students in the student population. This finding is further strengthened by the significant values obtained for symmetric measures such as Cramer's V and Contingency Coefficient(n=1785, Phi =0.091, $p < .05$) The details of the analysis are appended in the Appendix 11

3.11.3. Competency 11 and home language

Students' home language was a major concern in this research due to significant number of students home language is different from the language of learning. Thirty eight (38) questionnaires with missing data were excluded from this analysis. According to the available data from 1747 students 1528 (92.2%) using Sinhala and 76(85,4%) students using Tamil in their home environment as dominant language have achieved the competency. However, 130 (7.8%) Sinhala students and 13(14.6%) Tamil students have not achieved this competency. Chi square test was performed to see whether there is any statistically significant association. Chi-square test is significant: (χ^2 = 5.14, *df* = 1, $p < .05$). Therefore, it can be concluded that there is sufficient evidence to reject the null hypothesis that there exists a significant difference between two groups in the achievement of Competency 11

Table No 65: Home language Vs achievement of Competency 11

Homelanguage * Q111 Crosstabulation

			Q111		
			.00	1.00	Total
Homelanguage	1.00	Count	130	1528	1658
		% within Homelanguage	7.8%	92.2%	100.0%
	2.00	Count	13	76	89
		% within Homelanguage	14.6%	85.4%	100.0%
Total		Count	143	1604	1747
		% within Homelanguage	8.2%	91.8%	100.0%

3.11.4 Learning Difficulties Related Competency 11

According to the above findings it is clear that a significant percentage of students fails in achieving the competency 11 which is utmost important in developing Sinhala language in higher grades. Therefore, it is important to understand what learning difficulties are displayed by these students and how they are related with different types of schools, students gender and students' home language. For this purpose, a series of Chi square tests were carried out. The following section will describe the situation starting with overall picture.

There were three Learning Difficulties(LDs) related to the competency-11. The following table presents the summary of the analysis.

Overall Learning Difficulties related to Competency-

The following table shows the distribution pattern of LD related to competency 11 in the student population**.**

Table 66: Distribution of the LDs- Competency 11 in the student population

Learning	Frequency	Percent	Confidence Interval (95.0%)

Difficulty			Lower limit	Upper limit
11.1	104	6.0	4,26	6.34
11.2	66	3.8	2.91	4.69

To determine whether there are any significant differences across independent variables such as type of schools, Gender and home language of students, a series of Chi square tests were carried out. The following sections describe the results of Chi square tests related to each independent variable.

3.11.4.1 Learning Difficulties and the Type of School

The distribution pattern of LD varies across different types of schools. The following table shows the distribution pattern of the LDs across four types of schools. A series of Chi square tests were carried out to see whether these differences are statistically significant. The following table summarizes the results of the series of Chi square tests.

LD 11.1Student cannot read the

Table No: 67- Chi square test values of Learning Difficulties related to Competency -6

Learning Difficulty	**School Type**				**Chi Square significance**		
	1AB	1C	T-2	T-3	Chi square	df	Sig
11.1	15(2.2)	40(6.9)	44(10.0)	5(9.3)	31.03	3	0.001
11.2	12(1.8)	30(5.2)	21(4.8)	3(5.8)	11.90	3	0.008

According to the results, it can be concluded that students with all two LDs related with the competency-11 are statistically significant across the 4 types of schools. In other words, concentration of students with the LDs cannot be attributed to a random event and the independent variable “school type “ and acquiring the competency- 11 are associated.

3.11.4.2 Learning Difficulties and Gender of students

The data set was further analyzed to determine whether there are any statistically significant differences between male and female students with regard to occurrence of the LDs. The analysis suggests that there are statistically significant differences of LD occurrences between male and female students. Female

students have outperformed male students. In other words, higher male students show LD than female students do. The following table summarizes the findings of this analysis.

Table No: 68: Chi square test values of Learning Difficulties related to Competency -11

Learning Difficulty	Gender		Chi square significance		
	Male	Female	Chi square	df	Sig
11.1	73(8.2)	31(3.6)	16.00	1	0.000
11.2	49(5.5)	17(2.0)	14.61	1	0.000

Chi-Square test results indicate that there are statistically significant differences LDs across students'gender. ($\chi^2 \leq 14.61$, $df = 1$, $p < .001$). Therefore, it can be concluded that there are statistically significant differences of the occurrence of two LDs between male and female students Male students have displayed the higher frequency in all LDs. Symmetric measures such as phi and Cramer's have resulted in significant values and this strengthen the earlier finding.

3.11.4.3 Learning Difficulties and Home Language of students

Students' home language was a major concern in this research due to significant number of students home language is different from the language of learning. Thirty eight (38) questionnaires with missing data were excluded from this analysis. Chi-square test are significant: ($\chi^2 = 9.49$, $df = 1$, $p < .05$) for the LD1 and it is not significant for LD -2. Therefore, it can be concluded that there is no sufficient evidence to rejece xanine the null hypothesis that there exists a significant association of home language and the achievement of Competency 10 with regard to LD2.

Learning Difficulty	Home Language		Chi square significance		
	(Sinhala)	Tamil	Chi square	df	Sig

11.1	92(5.5)	12(13.5)	9.49	1	0.002
11.2	61(3.7)	5(5.6)	0.873	1	0.350

3.12 Summary of the Chapter

The chapter analyzed the data collected for the study of competency achievement related to mother tongue in the Key stage-1 students in the Negombo Educational zone, Negombo division. All the schools in the division except one school were included in the sample. There were 11 competencies related to the literacy(mother tongue- Sinhala). Data were collected from 1785 students. First the percentage of the students overall achievement of the 11 competencies were calculated with 95% confidence interval. Secondly, the analysis focused on the disparity of achievement, if any among the three predetermined independent variables: Type of school, students' gender and the students' dominant home language. Next, data analysis focused on learning difficulties of each competency. Finally, the LDs were analyzed against the three independent variables to see whether any differences are present. For this purpose, Chisquare tests and Symmetric measures were used as statistical tsets. The next chapter presents findings of the study.

CHAPTER FOUR

FINDINGS

This chapter presents the major findings according to the order of the competencies addressed in the research.

Competency 1: Students engaged in a group singing while demonstrating rhythmic movements.

It can be concluded with 95% level of confidence that the

1. Competency 1 has been achieved by 92.5% of the student while 7.5 % failed.
2. Competency achievement differs across four types of schools with 1AB schools having the highest percentage of achievers and 1C schools having the lowest. The difference between 1AB and 1C schools are not significant
3. Competency achievement differs between males and female students. Percentage Females who have achieved the competency 1 is higher and statistically significant from that of male students
4. Competency achievement differs between two dominant home language groups (Sinhala and Tamil groups). Percentage of Sinhala is slightly higher than that of Tamil but the difference is not statistically significant.
5. There are three observed Learning Difficulties

   LD 1.1 Student does not know the poem or he cannot recall on his own and sing it

   L.D1.2 Student does not demonstrate an appropriate rhythm

   L.D1.3 Student does not display the competency of singing the poem/song as a group and trying to sing
6. The most frequent LD among students is the LD 1.Higher percentage of males than females in the population show LD 1and LD 2 and they are statistically significant. However, LD 3 is not statistically different between males and females.

Competency 2: **Student draws a picture, which s/he likes and describes it**

It can be concluded with 95% level of confidence that the

1. Competency achievement differs across four types of schools with 1AB schools having the highest percentage of achievers (99.0%) and Type-2 schools having the lowest (94.3). The difference between 1AB and 1C schools and Type 2 and Type 3 schools are not significant.
2. Competency achievement differs between males and female students in the population
3. Competency achievement is not significantly different between two dominant home language groups

4. There are three observed Learning Difficulties

   L.D 2.1 Student does not draw the picture

   L.D2.2 Student does not explain what s/he has drawn

   L.D2.3 There is no relationship with the picture and the student's explanation on the

5. The most frequent LD among students is the LD-2 that assess whether the student can explain what he has drawn. Altogether 27 students (1.5%) display this LD.

Competency 3: Student engaged in a normal day-to-day conversation with the teacher.

It can be concluded with 95% level of confidence that the

1. Percentage of students who have achieved the competency No-3 is at a satisfactory level(96.7%) that it falls in the range of 95.86 to 97.54 in the student population

2. Percentage of students who have failed to achieve the competency No-2 is only a small percentage(3.3) and it falls in the range of 2.23 to 3.83 in the student population

3. Competency achievement differs across four types of schools with 1AB schools having the highest percentage of achievers (98.5%) and Type-2 schools having the lowest (94.8

4. The percentage of females who have achieved the competency 3 is higher (97.4 %) than that of male students (95.9%). This difference in the percentages is not statistically significant.

5. Competency achievement is not significantly different between two dominant home language groups: Sinhala and Tamil groups. Percentage of Sinhala is slightly lower (96.7%) than that of Tamil (96.6 %),

6. There are four Learning Difficulties

   LD-3.1 Student does not present suitable posture and preparedness for a conversation
   LD-3.2 Student Show signs of dislike for socialization
   LD-3.3 Student Show signs of social isolation
   LD-3.4 Do not listen attentively and respond sensitively during the conversation

7. The most frequent LD among students is the LD 3.1 that assess whether the student can exhibits a suitable posture, sincererity, and preparedness for conversation. Altogether 43 students (2.4%) showed this LD. The second highest is the LD 3.4 which assess whether the student listen attentively and respond sensitively during the conversation. Altogether22 students (1.2%) had exhibited that LD.

Competency-4: Students respond to a simple instruction with two points given by the teacher in the classroom and act accordingly

It can be concluded with 95% level of confidence that the

1. Percentage of students who have achieved the competency No-4 is at a very satisfactory level(97.7%) that it falls in the range of 97.00 to 98.40 in the student population

2. Percentage of students who have failed to achieve the competency No-2 is only a small percentage(2.3) and it falls in the range of 1.6 to 3.0 in the student population

3. Competency achievement differs across four types of schools with type schools having the highest percentage of achievers (100.0%) and Type-2 schools having the lowest (96.4). The difference between 1AB and Type-3 schools and 1C and Type 2 schools are not significant. Students from 1C schools and Type 2 schools are at more disadvantageous position when they are compared with students from 1AB and Type -2 schools.

4. Competency achievement differs only slightly between males(97.5%) and female (97.7%) students in the population. The difference is not statistically significant.

5. Competency achievement is not significantly different between two dominant home language groups: Sinhala and Tamil groups. Percentage of Sinhala is slightly lower (97.6%) than that of Tamil (100.0 %).

6. There is just one observed Learning difficulty

   LD 4.1: Student does not listen attentively to understand instructions.

7. One (1) LD related to competency 4 was surfaced during the data collection process. The LD is stated "student does not listen attentively to understand the instructions". Out of total 1747, (0.7%) have shown this learning difficulty. Students whose home language is Tamil do not display this LD. All 13 students are distributed in three types of schools as ; 3 from 1AB schools; 4 from 1C schools & 6 from Type 2 schools. However, there is a gender-wise disparity related to this LD where 11 students are males and only 2 females and this difference is statistically significant.

Competency-5: Students respond to a simple instruction with two points given by the teacher in the classroom and act accordingly

It can be concluded with 95% level of confidence that the

1. Percentage of students who have achieved the competency No-4 is at a very satisfactory level(97.7%) that it falls in the range of 97.00 to 98.40 in the student population

2. Percentage of students who have failed to achieve the competency No-2 is only a small percentage(2.3) and it falls in the range of 1.6 to 3.0 in the student population

3. Competency achievement differs across four types of schools with type schools having the highest percentage of achievers (100.0%) and Type-2 schools having the lowest (96.4). The difference between 1AB and Type-3 schools and 1C and Type 2 schools are not significant. However, according to the statistical tests performed it can be concluded that there exists difference in the achievement of this competency among school types. Students from 1C schools

and Type 2 schools are at more disadvantageous position when they are compared with students from 1AB and Type -2 schools.

4. The percentage of females who have achieved the competency is slightly higher (97.7 %) than that of male students (97.5%). This difference in the percentages is not statistically significant.

5. Competency achievement is not significantly different between two dominant home language groups: Sinhala and Tamil groups. Percentage of Sinhala is slightly lower (97.6%) than that of Tamil (100.0 %), but that difference is not statistically significant.

6. There are four observed Learning difficulties

   LD 5.1 Student does not narrate the incident

   LD 5.2 Student does not narrate the incident step wise or in the order of the incident

   LD 5.3 Student does not use his own vocabulary to narrate the incident

   LD 5.4 Student does not volunteer to describe the event

7. There were four LDs related to competency 5 and the most frequent LD was LD 5.3. The least frequent LD was LD 5.4 .Out of total 1747 (2.7%) have shown this learning difficulty. All 13 students are distributed in three types of schools as ; 3 from 1AB schools; 4 from 1C schools & 6 from Type 2 schools. However, there is a gender-wise disparity related to this LDs 5.2, 5.3 and 5.4. LD 5.1 is not significantly different with regard to the Gender. Students' dominant home language was also not statistically different.

Competency-6: Student writes his/her own name correctly

It can be concluded with 95% level of confidence that the

1. Percentage of students who have achieved the competency No- is around 90.0 percent and more than 10 percent students in the population has failed in achieving this competency. More specifically, 90.1% (86.71 to 91.49%) have been able to achieve the competency level required.

2. However, 9.9 percent (176 students out of 1757) with the confidence interval of (8.51 to 11.29) in the students population have failed in achieving this competency.

3. Competency achievement differs highly across four types of schools with Type 3 schools having the highest percentage of achievers (94.4 %) and Type-2 schools having the lowest (88.0%). The other two schools values are;1AB (93.3%) and 1C (88.5%).. However, according to the statistical tests performed it can be concluded that there exists difference in the achievement of this competency among school types. In other words, students from 1C schools and Type 2 schools are at more disadvantageous position when they are compared with students from 1AB and Type -2 schools.

4. Competency achievement differs between males and female students in the population. The percentage of females who have achieved the competency is higher (94.1 %) than that of male students (86.3%). This difference in the percentages is statistically significant.

5. Competency achievement is not significantly different between two dominant home language groups: Sinhala and Tamil groups. Percentage of Sinhala is slightly lower (88.3%) than that of Tamil (88.8 %), but this difference is not statistically significant.

6. There are two LDs related with this competency. Out of total 1757 students104 (6.0%) shows LD6.1 and 88 students (5.0%) show the LD6.2. The following are the descriptions of LDs.

   LD 6.1 Student does not separate the parts of the name and write continuously. This is required as in any writing words should be separated

   LD 6.2 Students does not keep an appropriate space between the letters of the word. In a word, letters must be together with an appropriate space.

7. The least frequency of all LDs is found in Type 3 schools and all other schools have significant number of students who cannot write their own name correctly. For the two LDs gender shows significant difference where male students exhibit a higher percentage of LDs than females and therefore, male students are the most vulnerable group. Considering the home language, students home language Sinhala have shown a higher percentage of LDs than students whose dominant home language is Tamil.

Competency-7: Student copies a given simple sentence with correct letters

The following are the major findings related to competency 5.

It can be concluded with 95% level of confidence that the

1. Percentage of students who have achieved the competency No-7 is around 80.0 percent and roughly more than 20 percent students in the population has failed in achieving this competency. More specifically, 79.5% (77.61 to 81.39%) have been able to achieve the competency level required.

2. However, 20.5 percent (358 students out of 1747) with the confidence interval of (18.61 to 22.39) in the students population have failed in achieving this competency.

3. Competency achievement differs highly across four types of schools with 1AB schools having the highest percentage of achievers (84.7 %) and Type-3 schools having the lowest (61.4 %). The other two schools values are; 1C (77.9%) and Type 2 (75.1%).. However, according to the statistical tests performed it can be concluded that there exists difference in the achievement of this competency among school types. In other words, students from Type 3 schools are at a position that is more disadvantageous when they are compared with students from 1AB and Type -2 schools.

4. The percentage of females who have achieved the competency is higher (86.9 %) than that of male students (71.9%). This difference in the percentages is statistically significant.

5. Competency achievement is not significantly different between two dominant home language groups: Sinhala and Tamil groups. Percentage of Sinhala is slightly higher (79.6%) than that of Tamil (77.5 %),

6. There are five LDs related with this competency. The following are the descriptions of LDs.

LD 7.1 Student does not keep an acceptable distance between the letters of a word

LD 7.2 Student does not keep an acceptable distance between the words

LD 7.3 Some important parts characterizing the letter is missing

LD 7.4 Student does not place letters correctly between on the line

LD 7.5 Student does not keep the direction of a letter

The most frequent LD 7.3 where "students write letters missing important parts of the letter. 12.0 % of students show this LD. The least frequent LD is 7.5 with 5.6 %. where students cannot keep the correct direction of the letter. With regard to type of school e except, type 3 schools all the other three types of schools having significant number of students with this LD especially, Type 2 and 1C schools.

Gender shows significant differences for all the LDs with significant Chi square values where male students exhibit a higher percentage of LDs than females and therefore, male students studying in 1C schools and the type 2 schools are the most vulnerable group. Considering the home language, students home language Sinhala have shown a higher percentage of LDs than students whose dominant home language is Tamil.

Competency 8: Student listens to a set of words and writes them correctly

The following are the major findings related to competency 5.

It can be concluded with 95% level of confidence that the

1. Percentage of students who have achieved the competency No-8 is around 86.0 percent and roughly more than 13 percent students in the population has failed in achieving this competency. More specifically, 86.4% (84.79 to 88.01%) have been able to achieve the competency level required.

2. However, 13.8 percent (238 students out of 1747) with the confidence interval of (12.18 to 15.42) in the students population have failed in achieving this competency.

3. Competency achievement differs highly across four types of schools with 1AB schools having the highest percentage of achievers (91.3 %) and Type-3 schools having the lowest (75.9 %). The other two schools values are; 1C (87.6%) and Type 2 (78.5%). However, according to the statistical tests performed it can be concluded that there exists difference in the achievement of this competency among school types. In other words, students from Type 3 schools are at a

position that is more disadvantageous when it is compared with students from 1AB and Type -2 schools.

4. The percentage of females who have achieved the competency is higher (91.2 %) than that of male students (81.8%). This difference in the percentages is statistically significant.

5. Competency achievement is significantly different between two dominant home language groups: Sinhala and Tamil groups. Percentage of Sinhala is higher (86.9%) than that of Tamil (77.5 %).

6. There are four LDs related with this competency. The following are the descriptions of LDs.

   LD 8.1 Students does not use the symbol for appropriate vowel sound(Pillam) in the given word/s

   LD 8.2 Student does not write the correct word/s

   LD 8.3 Student does not keep an acceptable distance between letters of the word/s

   LD 8.4 word/s cannot be read

   The most frequent LD 8.1 where "Students does not use the symbol for appropriate vowel sound (Pillam) in the given word/s" .7.3 % of the students in the sample show this LD. The least frequent LD is 8.4 where "word/s cannot be read".5.4 %.of the students in the sample show this LD.Other two LDs are also significant that 5.0% of the students show the LDs related to this competency. With regard to type of school except, type 3 schools all the other three types of schools having significant number of students with this LD especially, Type 2 and 1C schools. Gender shows significant differences for all the LDs with significant Chi square values where male students exhibit a higher percentage of LDs than females and therefore, male students studying in 1C schools and the type 2 schools are the most vulnerable group. Considering the home language, students home language Sinhala have shown a higher percentage of LDs than students whose dominant home language is Tamil. The difference is significant and students whose dominant home language is Tamil are at a more dis advantageous position.

Competency 9: Student writes a simple sentence based on a given picture.

It can be concluded with 95% level of confidence that the

1. Percentage of students who have achieved the competency No- is 85.1 % (83.43 to 88.77%) have been able to achieve the competency level required.

2. However, 14.9 percent (260 students out of 1747) with the confidence interval of (13.23 to 16.57) in the students population have failed in achieving this competency.

3. Competency achievement differs highly across four types of schools with 1AB schools having the highest percentage of achievers (89.1 %) and Type-3 schools having the lowest (71.9 %). The other two schools values are; 1C (88.2%) and Type 2 (76.6%). However, it can be concluded that there exists difference in the achievement of this competency among school types.

4. Competency achievement differs between males and female students in the population. The percentage of females who have achieved the competency is higher (90.6 %) than that of male students (79.6%). This difference in the percentages is statistically significant.

5. Competency achievement is significantly different between two dominant home language groups: Sinhala and Tamil groups. Percentage of Sinhala is higher (86.9%) than that of Tamil (77.5 %).This difference is statistically significant.

6. There are three LDs related with this competency. The following are the descriptions of LDs.

   LD 9.1 Idea of the sentence is not clear enough

   LD 9.2 Student fails to match the words correctly in the sentence

   LD 9.3 There is no relationship between the picture and the sentence

7. The most frequent LD was 9.1 where "Idea of the sentence is not clear enough" .7.3 % of the students in the sample show this LD. The least frequent LD is 9.2 where "Student fails to match the words correctly in the sentence".6.2 %.of the students in the sample show this LD. Other LD is also significant that 5.7% of the students show the LDs related to this competency.With regard to type of school except, type 3 schools all the other three types of schools having significant number of students with this LD especially, Type 2 and 1C schools.

Gender shows significant differences for all the LDs with significant Chi square values where male students exhibit a higher percentage of LDs than females and therefore, male students studying in 1C schools and the type 2 schools are the most vulnerable group. Considering the home language, students home language Sinhala have shown a higher percentage of LDs than students whose dominant home language is Tamil. The difference is significant and students whose dominant home language is Tamil are at a more dis advantageous position.

Competency 10: Student reads aloud a given simple sentence with correct pronunciation.

It can be concluded with 95% level of confidence that the

1. Percentage of students who have achieved the competency No-9 is 90.7% (89.35 to 92.05%) have been able to achieve the competency level required.

2. However, 9.3 percent (7.95 to 10.65%) (168 students out of 1655) in the population have failed in achieving this competency.

3. Competency achievement differs highly across four types of schools with 1AB schools having the highest percentage of achievers (95.6 %) and Type-2 schools having the lowest (82.9 %). The percentages of other two schools are; 1C (91.0%) and Type 3 (86.0%).. However, according to the statistical tests performed it can be concluded that there exists difference in the achievement of this competency among school types. In other words, students from Type 2 schools are at a more disadvantageous position.

4. Competency achievement differs between males and female students in the population. The percentage of females who have achieved the competency is higher (93.4 %) than that of male students (88.1%). This difference in the percentages is statistically significant.

5. Competency achievement is significantly different between two dominant home language groups: Sinhala and Tamil groups. Percentage of Sinhala is higher (91.1%) than that of Tamil (83.1 %).This difference is statistically significant.

6. There are four LDs related with this competency. The following are the descriptions of LDs.

   LD 10.1: Student cannot read aloud the given sentence

   LD 10.2: Student shows pronunciation difficulties

   LD 10.3: student misses vowel sounds(Pillam) when reading

   LD 10.4: Student substitute wrong vowel sound (pillam)

   The most frequent LD 10.1 where "Student cannot read aloud the given sentence" .5.3 % of the students in the sample shows this LD. The least frequent LD is LD 10.4. Except 1AD schools all three types schools show higher percentage values for all LDs.

   Gender shows significant differences for all the LDs with significant Chi square values where male students whose dominant home language Tamil have shown a higher percentage of all four LDs than students whose dominant home language is Sinhala. The difference is significant and students whose dominant home language is Tamil are at a more disadvantageous position.

Competency 11: Student reads a given sentence and answers the question raised on the sentence.

The following are the major findings related to competency 11.

It can be concluded with 95% level of confidence that the

1. Percentage of students who have achieved the competency No-11 is 91.8% (89.35 to 92.05%) have been able to achieve the competency level required.

2. However, 8.2 percent (6.91 to 9.49%) (143 students out of 1747) in the population have failed in achieving this competency.

3. Competency achievement differs highly across four types of schools with 1AB schools having the highest percentage of achievers (96.4 %) and Type-2 schools having the lowest (84.8 %). The percentages of other two schools are; 1C (92.1.0%) and Type 3 (88.9%).. However, according to the statistical tests performed it can be concluded that there exists difference in the achievement of this competency among school types. In other words, students from Type 2 schools are at a more disadvantageous position.

4. The competency 11 achievement differs between males and female students in the population. The percentage of females who have achieved the competency is higher (94.4 %) than that of male students (89.4%). This difference in the percentages is statistically significant.

5. Competency achievement is significantly different between two dominant home language groups: Sinhala and Tamil groups. Percentage of Sinhala is higher (92.2%) than that of Tamil (85.4 %).This difference is statistically significant.

6. There are four LDs related with this competency. The following are the descriptions of LDs.

LD 11.1: Student cannot read the given sentence

LD 11.2: Student cannot give the correct answer.

The most frequent LD 11.1 where "Student cannot read the given sentence" .6,0 % of the students in the sample shows this LD. The other shows lower percentage value.

Gender shows significant differences for all the LDs with significant Chi square values where male students whose dominant home language Sinhala have shown a sentence percentage of all of LDs than students whose dominant home language is Sinhala. The difference is significant and students whose dominant home language is Tamil are at a more disadvantageous position.

CHAPTER FOUR

CONCLUSION AND RECOMMENDATIONS

More than 80% of the studied population has acquired essential competency levels except for the competency level seven which is "copies a given simple sentence with correct letters". Approximately 9% of the students cannot write their own name and achievement percentage for other competencies related to writing is equal or less than 85%. According to the statistics there is an issue related to writing while reading is the next prominent area which has considerable number of failures. Compared to writing and reading, listening and speaking show a better performance but still needs attention since these competencies are essential to be acquired by the students.

Gender of the student is a factor that affects the achievement of competencies. Expect for competency four - "Students respond to a simple instruction with two points given by the teacher in the classroom and act accordingly". For all other competencies higher frequency of failures are recorded from female students. School type is the other factor which affects on all competencies. Home language does not affect on students speaking competencies while their listening, reading and writing is significantly affected by that.

Learning difficulties related to each competency level have been identified and student's gender affects on almost all the identified learning difficulties.

"Writing" is identified as the weakest area of language competency. Learning difficulties identified as causes of non-achievement of competency should overcome.

RECOMMENDATIONS

1 If the continuous assessment practice has been successfully implemented in the school system, the Low achievers could have been identified, and suitable remedial teaching methods could be adopted to bring them to the expected level of ELCs and DLCs. Therefore, it is highly recommended that continuous assessments process should be revitalized in the primary education cycle.

2 It is also urgent that all primary teachers in all four types of schools are arranged an intensive training programme. The priority should be given to teachers working Type 2 and Type 3 teachers. Next, teachers in 1C schools and 1AB schools. Suggested themes to be addressed are as follows.

g) Continuous assessments and its value

h) Scientific techniques for early identification of potential low achievers

i) Identification of Learning difficulties related to four skills especially writing

j) Planning and Implementation of suitable remedial measures.

k) Assessing the effects of their interventions

l) Action Research and development professionalism through Action Research.

3 Supervising and monitoring mechanism should also be revitalized at the Provincial and zonal level.

4 Resource allocation

5 Further research in the area of primary education

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APPENDIXES

Appendix1

Data Analysis related to Competency 1 –Key stage 1

School_type * fscompetency1 Crosstabulation

			fscompetency1		
			.00	1.00	Total
School_type	1.00	Count	21	660	681
		% within School_type	3.1%	96.9%	100.0%
	2.00	Count	71	514	585
		% within School_type	12.1%	87.9%	100.0%
	3.00	Count	40	422	462
		% within School_type	8.7%	91.3%	100.0%
	4.00	Count	2	55	57
		% within School_type	3.5%	96.5%	100.0%
Total		Count	134	1651	1785
		% within School_type	7.5%	92.5%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	39.442[a]	3	.000
Likelihood Ratio	42.180	3	.000
Linear-by-Linear Association	10.058	1	.002
N of Valid Cases	1785		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 4.28.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.149	.000
	Cramer's V	.149	.000
	Contingency Coefficient	.147	.000
N of Valid Cases		1785	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Appendix 2- Data Analysis related to Competency 2 –Key stage 1

School_type * fscompetency2 Crosstabulation

			fscompetency2		
			.00	1.00	Total
School_type	1.00	Count	8	673	681
		% within School_type	1.2%	98.8%	100.0%
		Std. Residual	-2.2	.4	
	2.00	Count	8	577	585
		% within School_type	1.4%	98.6%	100.0%
		Std. Residual	-1.8	.3	
	3.00	Count	25	436	461
		% within School_type	5.4%	94.6%	100.0%
		Std. Residual	3.9	-.6	
	4.00	Count	4	53	57
		% within School_type	7.0%	93.0%	100.0%
		Std. Residual	2.1	-.3	
Total		Count	45	1739	1784
		% within School_type	2.5%	97.5%	100.0%

Chi square test (Competency 2 Vs Type of school)

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	28.662[a]	3	.000
Likelihood Ratio	25.163	3	.000
Linear-by-Linear Association	22.827	1	.000
N of Valid Cases	1784		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 1.44.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.127	.000
	Cramer's V	.127	.000
	Contingency Coefficient	.126	.000
N of Valid Cases		1784	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

ST_Gender * fscompetency2 * School_type Crosstabulation

School_type				fscompetency2 .00	fscompetency2 1.00	Total
1.00	ST_Gender	1.00	Count	8	341	349
			% within ST_Gender	2.3%	97.7%	100.0%
		2.00	Count	0	332	332
			% within ST_Gender	.0%	100.0%	100.0%
	Total		Count	8	673	681
			% within ST_Gender	1.2%	98.8%	100.0%
2.00	ST_Gender	1.00	Count	6	286	292
			% within ST_Gender	2.1%	97.9%	100.0%
		2.00	Count	2	291	293
			% within ST_Gender	.7%	99.3%	100.0%
	Total		Count	8	577	585
			% within ST_Gender	1.4%	98.6%	100.0%
3.00	ST_Gender	1.00	Count	20	216	236
			% within ST_Gender	8.5%	91.5%	100.0%
		2.00	Count	5	220	225
			% within ST_Gender	2.2%	97.8%	100.0%
	Total		Count	25	436	461
			% within ST_Gender	5.4%	94.6%	100.0%
4.00	ST_Gender	1.00	Count	2	29	31
			% within ST_Gender	6.5%	93.5%	100.0%
		2.00	Count	2	24	26
			% within ST_Gender	7.7%	92.3%	100.0%
	Total		Count	4	53	57
			% within ST_Gender	7.0%	93.0%	100.0%

Chi-Square Tests

		Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square		2.897[b]	1	.089		
Continuity Correction	[a]	2.467	1	.116		
Likelihood Ratio		2.926	1	.087		
Fisher's Exact Test					.114	.058
Linear-by-Linear Association		2.895	1	.089		
N of Valid Cases		1785				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 29.48.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.040	.089
	Cramer's V	.040	.089
	Contingency Coefficient	.040	.089
N of Valid Cases		1785	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Appendix No 3: Data Analysis related to Competency 3 –Key stage 1

Chi square test (Competency 3 Vs Type of school)

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.244[a]	3	.003
Likelihood Ratio	15.515	3	.001
Linear-by-Linear Association	8.598	1	.003
N of Valid Cases	1785		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 1.92.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.089	.003
	Cramer's V	.089	.003
	Contingency Coefficient	.089	.003
N of Valid Cases		1785	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Chi square test (Competency 3 Vs Type of school)

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.897[b]	1	.089		
Continuity Correction [a]	2.467	1	.116		
Likelihood Ratio	2.926	1	.087		
Fisher's Exact Test				.114	.058
Linear-by-Linear Association	2.895	1	.089		
N of Valid Cases	1785				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 29. 48.

Appendix No 4: Data Analysis related to Competency 4 –Key stage 1

School_type * Q4 Crosstabulation

			Q4		
			.00	1.00	Total
School_type	1.00	Count	4	677	681
		% within School_type	.6%	99.4%	100.0%
		Std. Residual	-3.1	.5	
	2.00	Count	20	565	585
		% within School_type	3.4%	96.6%	100.0%
		Std. Residual	1.6	-.2	
	3.00	Count	18	444	462
		% within School_type	3.9%	96.1%	100.0%
		Std. Residual	2.1	-.3	
	4.00	Count	1	56	57
		% within School_type	1.8%	98.2%	100.0%
		Std. Residual	-.3	.1	
Total		Count	43	1742	1785
		% within School_type	2.4%	97.6%	100.0%

		Value	Approx. Sig.
Nominal by Nominal	Phi	.096	.001
	Cramer's V	.096	.001
	Contingency Coefficient	.096	.001
N of Valid Cases		1785	

Learning Difficulty and the type of school

School_type * Q41 Crosstabulation

			Q41		
			.00	1.00	Total
School_type	1.00	Count	678	3	681
		% within School_type	99.6%	.4%	100.0%
		Std. Residual	.1	-1.0	
	2.00	Count	581	4	585
		% within School_type	99.3%	.7%	100.0%
		Std. Residual	.0	-.3	
	3.00	Count	455	7	462
		% within School_type	98.5%	1.5%	100.0%
		Std. Residual	-.2	1.8	
	4.00	Count	57	0	57
		% within School_type	100.0%	.0%	100.0%
		Std. Residual	.1	-.7	
Total		Count	1771	14	1785
		% within School_type	99.2%	.8%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.732[a]	3	.193
Likelihood Ratio	4.697	3	.195
Linear-by-Linear Association	2.189	1	.139
N of Valid Cases	1785		

a. 3 cells (37.5%) have expected count less than 5. The minimum expected count is .45.

ST_Gender * Q41 Crosstabulation

			Q41		
			.00	1.00	Total
ST_Gender	1.00	Count	896	12	908
		% within ST_Gender	98.7%	1.3%	100.0%
		Std. Residual	-.2	1.8	
	2.00	Count	875	2	877
		% within ST_Gender	99.8%	.2%	100.0%
		Std. Residual	.2	-1.9	
Total		Count	1771	14	1785
		% within ST_Gender	99.2%	.8%	100.0%

Chi-Square Tests

		Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square		6.856[b]	1	.009		
Continuity Correction	[a]	5.522	1	.019		
Likelihood Ratio		7.635	1	.006		
Fisher's Exact Test					.013	.008
Linear-by-Linear Association		6.852	1	.009		
N of Valid Cases		1785				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.88.

Appendix No 5: Data Analysis related to Competency 5 –Key stage 1

School_type * Q5 Crosstabulation

			Q5		
			.00	1.00	Total
School_type	1.00	Count	71	610	681
		% within School_type	10.4%	89.6%	100.0%
		Std. Residual	-1.1	.4	
	2.00	Count	68	517	585
		% within School_type	11.6%	88.4%	100.0%
		Std. Residual	-.2	.1	
	3.00	Count	70	392	462
		% within School_type	15.2%	84.8%	100.0%
		Std. Residual	2.0	-.7	
	4.00	Count	3	54	57
		% within School_type	5.3%	94.7%	100.0%
		Std. Residual	-1.4	.5	
Total		Count	212	1573	1785
		% within School_type	11.9%	88.1%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.521[a]	3	.036
Likelihood Ratio	8.793	3	.032
Linear-by-Linear Association	2.136	1	.144
N of Valid Cases	1785		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.77.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.069	.036
	Cramer's V	.069	.036
	Contingency Coefficient	.069	.036
N of Valid Cases		1785	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Appendix No 6: Data Analysis related to Competency 6 –Key stage 1

Type of School * Q6 Crosstabulation

			Q6		
			.00	1.00	Total
Type of School	1AB schools	Count	45	624	669
		% within Type of School	6.7%	93.3%	100.0%
	1Cschools	Count	67	515	582
		% within Type of School	11.5%	88.5%	100.0%
	Type 2 Schools	Count	53	389	442
		% within Type of School	12.0%	88.0%	100.0%
	Type 3 Schools	Count	3	51	54
		% within Type of School	5.6%	94.4%	100.0%
Total		Count	168	1579	1747
		% within Type of School	9.6%	90.4%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.726[a]	3	.005
Likelihood Ratio	13.259	3	.004
Linear-by-Linear Association	5.644	1	.018
N of Valid Cases	1747		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.19.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.085	.005
	Cramer's V	.085	.005
	Contingency Coefficient	.085	.005
N of Valid Cases		1747	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Gender and competency 6

Chi-Square Tests

		Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square		29.970[b]	1	.000		
Continuity Correction	a	29.107	1	.000		
Likelihood Ratio		30.843	1	.000		
Fisher's Exact Test					.000	.000
Linear-by-Linear Association		29.953	1	.000		
N of Valid Cases		1785				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 86.47.

Symmetric measur

Symmetric measures competency 6 * Gender

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.130	.000
	Cramer's V	.130	.000
	Contingency Coefficient	.129	.000
N of Valid Cases		1785	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Home language and competency 6

Homelanguage * Q6 Crosstabulation

			Q6		
			.00	1.00	Total
Homelanguage	1.00	Count	162	1496	1658
		% within Homelanguage	9.8%	90.2%	100.0%
	2.00	Count	6	83	89
		% within Homelanguage	6.7%	93.3%	100.0%
Total		Count	168	1579	1747
		% within Homelanguage	9.6%	90.4%	100.0%

Home language and competency 6

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.892[b]	1	.345		
Continuity Correction [a]	.577	1	.447		
Likelihood Ratio	.981	1	.322		
Fisher's Exact Test				.460	.230
Linear-by-Linear Association	.891	1	.345		
N of Valid Cases	1747				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8. 56.

Appendix No 7: Data Analysis related to Competency 7 –Key stage 1

School_type * Q7 Crosstabulation

			Q7		
			.00	1.00	Total
School_type	1.00	Count	104	577	681
		% within School_type	15.3%	84.7%	100.0%
	2.00	Count	129	456	585
		% within School_type	22.1%	77.9%	100.0%
	3.00	Count	115	347	462
		% within School_type	24.9%	75.1%	100.0%
	4.00	Count	22	35	57
		% within School_type	38.6%	61.4%	100.0%
Total		Count	370	1415	1785
		% within School_type	20.7%	79.3%	100.0%

Chisquare test- type of school

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	28.912(a)	3	.000
Likelihood Ratio	28.021	3	.000
Linear-by-Linear Association	26.262	1	.000
N of Valid Cases	1785		

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.127	.000
	Cramer's V	.127	.000
	Contingency Coefficient	.126	.000
N of Valid Cases		1785	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Chi square test- students' gender

Chi-Square Tests

		Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square		60.849[b]	1	.000		
Continuity Correction	[a]	59.942	1	.000		
Likelihood Ratio		62.182	1	.000		
Fisher's Exact Test					.000	.000
Linear-by-Linear Association		60.815	1	.000		
N of Valid Cases		1785				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 181.79.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.190	.000
	Cramer's V	.190	.000
	Contingency Coefficient	.186	.000
N of Valid Cases		1747	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Symmetric measures-school type

Homelanguage * Q7 Crosstabulation

			Q7		
			.00	1.00	Total
Homelanguage	1.00	Count	338	1320	1658
		% within Homelanguage	20.4%	79.6%	100.0%
	2.00	Count	20	69	89
		% within Homelanguage	22.5%	77.5%	100.0%
Total		Count	358	1389	1747
		% within Homelanguage	20.5%	79.5%	100.0%

Chi square test- students' home language

Chi-Square Tests

		Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square		.226[b]	1	.635		
Continuity Correction	[a]	.116	1	.734		
Likelihood Ratio		.221	1	.638		
Fisher's Exact Test					.593	.359
Linear-by-Linear Association		.225	1	.635		
N of Valid Cases		1747				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 18.24.

Appendix No 8: Data Analysis related to Competency 8 –Key stage 1

School_type * Q8 Crosstabulation

			Q8		
			.00	1.00	Total
School_type	1.00	Count	58	611	669
		% within School_type	8.7%	91.3%	100.0%
	2.00	Count	72	510	582
		% within School_type	12.4%	87.6%	100.0%
	3.00	Count	95	347	442
		% within School_type	21.5%	78.5%	100.0%
	4.00	Count	13	41	54
		% within School_type	24.1%	75.9%	100.0%
Total		Count	238	1509	1747
		% within School_type	13.6%	86.4%	100.0%

School type

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	43.002[a]	3	.000
Likelihood Ratio	41.075	3	.000
Linear-by-Linear Association	40.406	1	.000
N of Valid Cases	1747		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.36.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.157	.000
	Cramer's V	.157	.000
	Contingency Coefficient	.155	.000
N of Valid Cases		1747	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Gender

Chi-Square Tests

		Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square		33.058[b]	1	.000		
Continuity Correction	[a]	32.260	1	.000		
Likelihood Ratio		33.825	1	.000		
Fisher's Exact Test					.000	.000
Linear-by-Linear Association		33.039	1	.000		
N of Valid Cases		1747				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 116.21.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.138	.000
	Cramer's V	.138	.000
	Contingency Coefficient	.136	.000
N of Valid Cases		1747	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Home language

Chi-Square Tests

		Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square		6.240[b]	1	.012		
Continuity Correction	[a]	5.473	1	.019		
Likelihood Ratio		5.426	1	.020		
Fisher's Exact Test					.017	.013
Linear-by-Linear Association		6.236	1	.013		
N of Valid Cases		1747				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 12.12.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	-.060	.012
	Cramer's V	.060	.012
	Contingency Coefficient	.060	.012
N of Valid Cases		1747	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Appendix No 9: Data Analysis related to Competency 9 –Key stage 1

Type of school

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	47.008[a]	3	.000
Likelihood Ratio	43.702	3	.000
Linear-by-Linear Association	38.431	1	.000
N of Valid Cases	1785		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.53.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.162	.000
	Cramer's V	.162	.000
	Contingency Coefficient	.160	.000
N of Valid Cases		1785	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Gender

Chi-Square Tests

		Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square		42.624[b]	1	.000		
Continuity Correction	[a]	41.761	1	.000		
Likelihood Ratio		43.661	1	.000		
Fisher's Exact Test					.000	.000
Linear-by-Linear Association		42.600	1	.000		
N of Valid Cases		1785				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 131.18.

Home

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.155	.000
	Cramer's V	.155	.000
	Contingency Coefficient	.153	.000
N of Valid Cases		1785	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Home Language

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.173[a]	3	.011
Likelihood Ratio	9.566	3	.023
Linear-by-Linear Association	4.936	1	.026
N of Valid Cases	1785		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 1.79.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.079	.011
	Cramer's V	.079	.011
	Contingency Coefficient	.079	.011
N of Valid Cases		1785	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Appendix No 10: Data Analysis related to Competency 10 –Key stage 1

Cross tabulation (Competency No 10 vs school type)

Crosstab

			Q10		
			.00	1.00	Total
School_type	1.00	Count	30	651	681
		% within School_type	4.4%	95.6%	100.0%
	2.00	Count	49	536	585
		% within School_type	8.4%	91.6%	100.0%
	3.00	Count	79	383	462
		% within School_type	17.1%	82.9%	100.0%
	4.00	Count	8	49	57
		% within School_type	14.0%	86.0%	100.0%
Total		Count	166	1619	1785
		% within School_type	9.3%	90.7%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	54.770[a]	3	.000
Likelihood Ratio	52.893	3	.000
Linear-by-Linear Association	48.528	1	.000
N of Valid Cases	1785		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.30.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.175	.000
	Cramer's V	.175	.000
	Contingency Coefficient	.173	.000
N of Valid Cases		1785	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Cross tab gender

Crosstab

			Q10		
			.00	1.00	Total
ST_Gender	1.00	Count	108	800	908
		% within ST_Gender	11.9%	88.1%	100.0%
	2.00	Count	58	819	877
		% within ST_Gender	6.6%	93.4%	100.0%
Total		Count	166	1619	1785
		% within ST_Gender	9.3%	90.7%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	14.749[b]	1	.000		
Continuity Correction [a]	14.130	1	.000		
Likelihood Ratio	14.981	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	14.741	1	.000		
N of Valid Cases	1785				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 81.56.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.091	.000
	Cramer's V	.091	.000
	Contingency Coefficient	.091	.000
N of Valid Cases		1785	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Homelanguage * Q10 Crosstabulation

			Q10		
			.00	1.00	Total
Homelanguage	1.00	Count	148	1510	1658
		% within Homelanguage	8.9%	91.1%	100.0%
	2.00	Count	15	74	89
		% within Homelanguage	16.9%	83.1%	100.0%
Total		Count	163	1584	1747
		% within Homelanguage	9.3%	90.7%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	6.275[b]	1	.012		
Continuity Correction[a]	5.373	1	.020		
Likelihood Ratio	5.243	1	.022		
Fisher's Exact Test				.022	.015
Linear-by-Linear Association	6.271	1	.012		
N of Valid Cases	1747				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8. 30.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	-.060	.012
	Cramer's V	.060	.012
	Contingency Coefficient	.060	.012
N of Valid Cases		1747	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Appendix No 11: Data Analysis related to Competency 11 –Key stage 1

Cross tab (school type * competency 11)

School_type * Q111 Crosstabulation

			Q111		
			.00	1.00	Total
School_type	1.00	Count	24	645	669
		% within School_type	3.6%	96.4%	100.0%
	2.00	Count	46	536	582
		% within School_type	7.9%	92.1%	100.0%
	3.00	Count	67	375	442
		% within School_type	15.2%	84.8%	100.0%
	4.00	Count	6	48	54
		% within School_type	11.1%	88.9%	100.0%
Total		Count	143	1604	1747
		% within School_type	8.2%	91.8%	100.0%

Chi square test

Symmetric

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	48.092[a]	3	.000
Likelihood Ratio	47.393	3	.000
Linear-by-Linear Association	42.261	1	.000
N of Valid Cases	1747		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 4.42.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.166	.000
	Cramer's V	.166	.000
	Contingency Coefficient	.164	.000
N of Valid Cases		1747	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Cross tab (Students gender* competency 11)

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	14.516[b]	1	.000		
Continuity Correction [a]	13.858	1	.000		
Likelihood Ratio	14.799	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	14.507	1	.000		
N of Valid Cases	1747				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 69.82.

Symmetric Measures

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.091	.000
	Cramer's V	.091	.000
	Contingency Coefficient	.091	.000
N of Valid Cases		1747	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Appendix 12 Lists of Tests used in the Research

<u>පළමු වන ප්‍රධාන අවධිය</u>

අත්‍යවශ්‍ය ඉගෙනුම් නිපුණතා

මව්බසට අදාළ නිපුණතා පිළිබඳ සොයා බැලීම

3 වන ශ්‍රේණිය

මීගමුව අධ්‍යාපනය කොට්ඨාසය

2014.07.10, 11 සහ 14

ක්‍රියාත්මක කිරීම පිළිබඳ ව ගුරු උපදේශකවරුන් සඳහා උපදෙස් පත්‍රිකාව.

<u>විශේෂ අවධානය යොමු කරන්න.</u>

අත්‍යවශ්‍ය ඉගෙනුම් නිපුණතා නිරීක්ෂණය කරන අවස්ථාවේදී ඔබට සපයා ඇති මීගමුව අධ්‍යාපන කලාපයේ දෙවන ප්‍රධාන අවධියේ සිසුන්ගේ භාෂා නිපුණතා සහ ඉගෙනුම් දුෂ්කරතා පිළිබඳ අධ්‍යයනය - දත්ත රැස්කිරීමේ පත්‍රිකාව සෑම ශිෂ්‍යකුටම එක බැගින් සම්පූර්ණ කරන්න. මෙම පත්‍රිකා ශිෂ්‍ය සංඛ්‍යාවට සමානව ඔබට සපයා ඇත. එම පත්‍රිකාවේ ඇතුළත් කරුණු කියවා ඊට අනුව නිපුණතා මට්ටම හා දුෂ්කරතාවන් ලකුණු කරන්න.

නිපුණතා අංක 01

තාල තැබීමෙන් හෝ රංගනයෙන් යුතු ව සාමූහික ගායනයට එක් වෙයි.

1.*පන්ති කාමරයේ සිටින සියලු ම සිසුන් දන්නා ගායනයක යෙදීමට අවස්ථාව දෙන්න.

2* සිසුන් 5ක් හෝ 6ක් හෝ එක් වරකට යොදා ගනිමින් සාමූහික ගායනය නිරීක්ෂණය කරන්න.

3* අත්පොඩි ගැසීමෙන් හෝ පාද තැබීමෙන් හෝ තාලම් පොටකින් හෝ කුමන ආකාරයකින් තාල තැබීම.

හෝ

රංගනයේ යෙදෙමින් ගායනය කිරීම.

තෙවන කරුණ සැලකිල්ලට ගෙන නිරීක්ෂණය කරන්න.

නිපුණතා අංක 02

චිත්‍රයක් නිදහසේ ඇඳ එය පැහැදිළි කරයි.

සිසුන්ට දෙන ලද අනාවරණ පරීක්ෂණයේ අංක 1 යටතේ අඳින ලද චිත්‍රයත් සමග සිසුවා ළඟට කැඳවා ඒ පිළිබඳ ව ප්‍රශ්න අසන්න. අඳින ලද චිත්‍රයට අනුව පැහැදිළිව අදහස් ප්‍රකාශ කරන්නේදැයි නිරීක්ෂණය කරන්න.

මෙම අවස්ථාවේදීම සිසුවා ට (6 නිපුණතාවය) තම නම ලිවීමට උපදෙස් දී එය ලියන ආකාරය 6 වන නිපුණතාවයේ උපදෙස්වලට අනුව නිරීක්ෂණය කර තක්සේරු වාර්ථාවේ නියමිත නිපුණතාව ලකුණු කරන්න.

නිපුණතා අංක 03

එදිනෙදා අවශ්යතා සඳහා සුහද කතා බහේ යෙදෙයි.

*සුහද කතා බහේ දී තමාගේ අවශ්යතා පිළිබඳ ව අදහස් දක්වන්නේ ද?

*කතා කරන විට සුහදශීලී ව කතා කරන්නේ ද?

යන කරුණු නිරීක්ෂණය කරන්න.

නිපුණතා අංක 04

පන්ති කාමරය තුළ ගුරුවරයා විසින් දෙනු ලබන සරල වාචික උපදෙසක් (කරුණු දෙකක්) අනුව ක්රියා කරයි.

ශිෂ්යයා ළඟට කැඳවා සරල උපදෙසක් දී ඒ අනුව ක්රියා කරන්නේ දැයි නිරීක්ෂණය කිරීම.

දෙන ලද උපදෙස

*කැමති පාටකින් පාට කූරක් හා චිත්ර පොත ගන්න.කැමති චිත්රයක් අඳින්න.

හෝ

*පන්තිය ළඟ ම ඇති මිදුලට ගිහින් ගල් කැට දෙකක් ගෙනෙන්න.

*මෙම උපදෙස්වලට සවන්දෙන ආකාරය හා ඒවාට ප්රතිචාර දක්වන ආකාරය නිරීක්ෂණය කරන්න.

නිපුණතා අංක 05

දුටු සිද්ධියක් පැහැදිළි ව විස්තර කරයි.

ශිෂ්යයා අසා ඇති හෝ දැක ඇති හෝ දුටු සිදුවීමක් අසන්නාට වැටහෙන පරිද්දෙන් විස්තර කරන්නේ දැයි නිරීක්ෂණය කිරීම.

සිදුවීම අසන්නාට වැටහෙන සේ පැවසීම හා තම වචන වලින් සිදුවීම විස්තර කිරීම යන කරුණු නිරීක්ෂණ අවස්ථාවේදී හොඳින් ප්රදර්ශනය විය යුතුයි.

නිපුණතා අංක 06

තමාගේ නම ලියයි.

ශිෂ්යයාට තම නම ලිවීමට සලස්වා නිරීක්ෂණය කිරීම.

ශිෂ්යන්ට සපයා ඇති අනාවරණ පරීක්ෂණයේ අංක 2 යටතේ ඇති හිස් තැන මත ලිවීමට උපදෙස් දෙන්න.

*අකුරුවල පැහැදිළි බව

*අකුරු චකට නොගෑවෙන පරිදි ලිවීම.

*නමේ කොටස් වෙන් වෙන් ව ලිවීම.

යන කරුණු ලියන අවස්ථාවේ දී හොඳින් ප්‍රදර්ශනය කරන්නේ දැයි නිරීක්ෂණය කරන්න.

නිපුණතා අංක 07

සරල වැකියක් නිවැරදි ව හදුනා ගත හැකි පරිදි අකුරු පැහැදිළි ව පිටපත් කිරීම.

දී ඇති ශිෂ්ය කාර්ය පත්‍රිකාවේ අංක 03 යටතේ ඇති වැකිය රූල් මත නිවැරදි ව පිටපත් කිරිමට අවස්ථාව දෙන්න.

*වචනයේ අකුරු ළං කර ලිවීම.

*වචන අතර සුදුසු පරතරයක් තිබීම.

*නියමිත අංග සහිත ව අකුරු ලිවීම.

*රූල්වලට අදාළ ව අකුරු ලිවීම.

*අකුරු පටන් ගන්නා තැනින් නිවැරදි ව ආරම්භ කර නිවැරදි දිශාවට ලිවීම.

*අදාළ අකුරේ ප්‍රමාණය පිළිබඳ ව සැලකිලිමත් ව අවකාශය තුළ අකුර හැසිරවීම.

යන කරුණුවලට අනුව ලියා තිබේ දැ යි නිරීක්ෂණය කරන්න. .

නිපුණතා අංක 08

සරල වචන අසා ලියයි.

දී ඇති අනාවරණ පරීක්ෂණයේ අංක 4 ,අසා ලිවීම යටතේ ඇති රූල් මත ලිවීමට උපදෙස් දෙන්න.

පහත දී ඇති අනුපිළිවෙළට ලිවීම සඳහා නිවැරදි ව ශබ්ද නගා එක වචනයක් දෙවරක් බැගින් වචන 10 එකින් එක ලිවීමට අවශ්ය කාලයක් සහිත ව කියවන්න.වචන 10 ලිවීමෙන් පසු නැවත වරක් වචන 10 බලා ගැනීමට උපදෙස් දී කියවන්න.

1.සතය 2.මාලය 3.කැත්ත 4.තෑග්ග 5.බිම්මල

6.පිහිය 7.මීදුම 8.පුටුව 9.කුල්ල 10.පෙරහැර

යන වචන 10 කියවීමට හැකිවන පරිදි 8ක් හෝ ඊට වැඩි සංඛ්යාවක් නිවැරදි ව ලියා තිබේ දැ යි නිරීක්ෂණය කරන්න.

මෙය දී ඇති ශිෂ්ය කාර්ය පත්‍රිකාවේ අංක 04 හා සම්බන්ධ අසා ලිවීම යටතේ ඇති රූල් මත ලිවීමට උපදෙස් දෙන්න.

නිපුණතා අංක 09

පින්තූරය බලා ඒ පිළිබඳව ව සරල වැකියක් ලියයි.

අනාවරණ පරීක්ෂණයේ අංක 06 යටතේ දී ඇති පින්තූරය දෙස බලා තම අදහස අනුව සරල වැකියක් ලිවීමට උපදෙස් දෙන්න.

*පින්තූරයේ ඇති අවස්ථාවක් පිළිබඳ ව සරල වැකියක් ලිවීම.

*වැකියෙන් පැහැදිළි අදහසක් ප්‍රකාශ වීම.

යන කරුණු වැකිය තුළින් ප්‍රකාශ වන්නේ දැ යි නිරීක්ෂණය කරන්න.

නිපුණතා අංක 10

ඉදිරිපත් කරනු ලබන සරල වැකියක් නිවැරදි උච්චාරණය සහිත ව ශබ්ද නගා කියවයි.

එක් එක් ශිෂ්‍යයා ළඟට කැඳවා වගන්ති පහ ලියූ පත්‍රිකාව අතට දී කියවීමට යොමු කරන්න.

වැකි පහ 1.හාවා කැරට් කෑවා.

2.ගිරවා කොළ පාටයි.

3.ගුරුතුමී තෑග්ගක් දුන්නා.

4.පූසා කූඩය යටට ගියා.

5.බෝට්ටුව වතුරේ පාවෙනවා.

වචනය සමස්තයක් ලෙස නිවැරදි ව උච්චාරණය කරමින් ශබ්ද නගා වැකි පහෙන් හතරක් හෝ ඊට වැඩි සංඛ්‍යාවක් කියවන්නේ දැ යි නිරීක්ෂණය කරන්න.

නිපුණතා අංක 11

සරල වැකියක් කියවා අසනු ලබන ප්‍රශ්නවලට වාචික ව පිළිතුරු දෙයි.

එක් එක් ශිෂ්‍යයා තමා ළඟට කැඳවා පහත සඳහන් එක වැකියක් කියවීමට සලස්වන්න. ඉන් පසු ව එම වැකිය ඇසුරින් සරල ප්‍රශ්න <u>දෙකක්</u> අසන්න. සෑම ශිෂ්‍යයකු සඳහා ම එක ම වැකිය හෝ එක ම ප්‍රශ්න ඉදිරිපත් නොකරන්න.

වැකිය - සමන්පිච්ච මල් සුදු පාටයි.

ප්‍රශ්නය-1.මේ කියන මල්වල නම කුමක් ද?

2.ඒ මල් මොන පාට ද?

වැකිය - ගිරවා කජු කන්න ආසයි.

ප්‍රශ්නය- 1.මේ කියන්නේ කවුරු ගැන ද?

2.එයා කන්න අසය මොනවා ද?

වැකිය - අහසේ වලාකුළු පාවෙයි.

ප්‍රශ්නය-1.මේ කියන වලාකුළු තිබෙන්නේ කොහේ ද?

2.ඒවාට සිදුවන්නේ කුමක් ද?

වැකිය - මල්ලී පිට්ටනියේ දුවයි.

ප්‍රශ්නය-1.පිට්ටනියේ සිටින්නේ කවු ද?

2.එයා පිට්ටනියේ කරන්නේ කුමක් ද?

මින් එක වැකියක් කියවීමට දී ඊට අදාළ ප්‍රශ්න දෙක හොඳින් තේරුම් ගත හැකි සේ ඉදිරිපත් කරන්න.එහිදී ලැබෙන ප්‍රතිචාරය නිරීක්ෂණය කරන්න.

නිපුණතා අංක 10

කියවන්න.

01. හාවා කැරට් කෑවා.

02. ගිරවා කොළ පාටයි.

03. ගුරුතුමී තෑග්ගක් දුන්නා

04. පූසා කූඩය යටට ගියා.

05. බෝට්ටුව වතුරේ පාවෙනවා.

සමන්පිච්ච මල් සුදු පාටයි.

ගිරවා කජු කන්න ආසයි.

අහසේ වලාකුළු පාවෙයි.

මල්ලී පිට්ටනියේ දුවයි.