

ABSTRACT

The Effects of a Reading and Communication Programme on Specific Literacy Skills and the Self-Concept of a Group of 10-13 year old Guyanese.

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The specific purpose of the study was to examine the effects of an intervention programme on literacy skills development and the self-concept of a group of Guyanese children, 10-13 years old at upper primary and lower secondary levels (Levels 6 and 7).

The study was implemented in a sample of eight schools out of a population of eighteen schools in Region 4, (Lower East Coast Demerara).

An intervention programme which was based on a bibliotherapeutic approach was introduced to increase the behaviours of the experimental group of children. This intervention or treatment programme was an attempt to answer the following question: 'Will students of teachers who participated in the teacher education programme perform better than those students whose teachers were not exposed to the intervention programme?' The teachers were exposed to a programme of literacy stimulation and self-enhancement for two hours weekly for a period of ten (10) weeks. The conditions were commitment to the use of the intervention material which consisted of a Teacher's Manual and a Student's Booklet 'Orin's Neighbourhood.' The treatment also included teacher preparation through briefing or workshop sessions, informal observations and interviews. The holistic approach to the teaching of the specific literacy and self-concept skills was the strategy used.

Literacy deficit and positive/negative self-concept were verified by the administration of pen and paper tests which were used to test:

- (i) Literacy (ii) Self-Concept, and (iii) Maturity Associated Self-Concept (adapted from the Draw-a-Man Test (Harris).)

Data were analysed within the framework of a Four Group Before and After Design. The analysis for each level was computed separately. The experimental group was compared with the control groups who were exposed to (i) pretest-posttest experiences (ii) no pretest experiences and (iii) posttest experiences only.

Comparisons were made between the experimental and control group as well as among the control group at both levels. Gains were achieved by both the experimental group and control group. The experimental group had significantly greater gains in literacy achievement than did the control group. The results of these findings have significant and important implications for the theoretical explanation for the performance deficits of the control group at both levels: those who were not exposed to pretest and treatment but to posttest experiences only.