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school & family factors related to retarded writing and reading abilities of the 6th primary class students in Riyadh City

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Thesis Abstract

The study comprises five chapters. The first chapter evolves a preface preambled with documents and studies. The researcher carried out a pre-test for reading and dictation subjects to confirm that a problem arises that deserves study. This problem is represented by the fact that a considerable number of primary phase students in Riyadh city are retarded in acquiring necessary skills to learn reading and writing until they have reached 6th class of primary education. Accordingly the researcher raised the following two questions:

- What are the school factors relevant to retarded learning of reading and writing for some primary 6th class students in Riyadh city?
- What are the family factors relevant to retarded learning of reading and writing for some primary 6th class students in Riyadh city?

This chapter also evolves aims of study exploring the group of school and family factors related to retarded reading and writing for sample students. Then the researcher will contribute with results and recommendations that may assist in solving this problem.

Regarding importance of study, it has been derived from the fact that it concerns primary phase students of whom attention is considered the first step for future development of education. On the other hand, reading and writing have been selected being two essential elements in Arabic language. This chapter also includes limits and terms of study explaining the location limit in Riyadh city and time limit as 2nd term class for the school year 1421/1422. The objective limit is emphasised in school and family factors relevant to retarded reading and writing for sample students.

The second chapter includes theoretical framework and previous studies, assumptions of study. Theoretical framework evolves the concepts, objectives and development of primary phase in the Kingdom of Saudi Arabia. It represents the most important period in children life and one of the most significant phase of their education. He enters this phase in a stage characterized by mental, emotional and physical growth. Since the primary phase teacher is one of the most important education variables for this study, the researcher emphasized that teachers are important inputs of education process who determine its successfulness. The researcher hasn't ignored the importance of Arabic Language in Islam. The researcher has fully discussed reading and writing on this study being the main problem for discussion. He explained the concept of reading and

writing and the aims of learning them. He explained that readiness to learn reading & writing is affected by several factors. The researcher clarified the reasons for retarded learning of reading, points of weaknesses and remedial actions. Regarding writing, explained educational and psychological principles constituting bases of learning it. He explained concept of dictation and common errors, aims of teaching it and types, writing skills at higher classes of primary phase. The researcher collected the factors causing weaknesses in dictation.

The researcher concluded the theoretical aspect showing necessary action to be taken by the family to develop reading and writing skills.

Regarding previous studies, the researcher discussed results reached and compared them with current study.

In the third chapter, he discussed the approach and procedures of study using two approaches: The descriptive (survey) approach and descriptive (connective) approach. The population of study are 26434 students which is the total number of 6th class students at primary phase in Riyadh for the academic year 1421/1422.

Sample of study are 900 students. The researcher used a questionnaire form as a tool of study. The truthfulness of content has been verified through presenting the tool to a number of arbitrators specialized in education. Consistency of questionnaire has been achieved through reapplication. The researcher used the following statistical procedures: percentages, T-test to compare average student understanding, F-test to analyse mono variation (Anova) to compare understanding of group students according to multiple levels of study variations, Chi-square test to test location of variations and to whom interest they are.

The fourth chapter evolves data analysis and test results. The following results have been reached for school factors: There are variations of statistical indication in writing and reading attributing to absence and that is for the interest of students whose absence is less than 10%. The study has shown variations with statistical variations in reading between students who joined kindergarten before being admitted to primary phase and students who haven't join kindergartens and that is for the interest of students who joined kindergartens. No variations with statistical indication in writing between students who joined kindergartens and those who did not join. The study shows variations of statistical indication in reading between students whose schools have abided by number of class students and students in schools not abiding by number of class students and that is for the interest of schools not abiding by decided ratios. No variations with statistical indication in writing between students of schools abiding by determined ratios of student

numbers in classes and students of schools not abiding by specified number inside classes. The study shows variations of statistical indication in reading between students who study in schools of public buildings and students who study in leased buildings for the interest of students who study in leased buildings. No variations of statistical indication in writing for students who study in public building schools and students who study in leased schools. The study shows variations with statistical indications in reading and writing between students attributing to qualification of teacher for the interest of teachers having BSc in education followed by those having BSc not in education. The study also shows variations of statistical indication in reading and writing between students as per teachers' years of experience for the interest of teachers whose teaching experience range between 8-12 years. The study also shows no variation of statistical indication in reading and writing between students who arrange time for reading in school library and students not specifying time for reading.

The study reached the following results for family factors:

No variations of statistical indication in reading and writing between students attributed to number of family members.

No variations of statistical indication in reading and writing between students who belong to families with different monthly income.

The study shows variations of statistical indication in reading and writing between students whose fathers are educated and students whose fathers are not educated for the interest of students whose fathers are educated.

The study shows variations of statistical indication in reading and writing between students whose mothers are educated and students whose mothers are not educated for the interest of students whose mothers are educated.

No variations of statistical indication in reading and writing between students who watch satellite channels and student who do not watch satellite channels

No variations of statistical indication in reading and writing between students who live with their parents and students whose parents or any of them get absent for some time.

The study shows variations of statistical indication in reading and writing between students who get assistance in revision for the interest of

students who study with their mothers or alone and students who are assisted with private teachers.

The study shows variations of statistical indications in reading between students whose fathers are working and students whose fathers are not working for the interest of students whose fathers are working.

No variations of statistical indications in writing between students whose fathers are working and students whose fathers are not working.

In conclusion the researcher presented some recommendations as follows:

- 1- It is necessary to take measures to cut absence which has negative effect on reading and writing.
- 2- Programs that draw attention of student and encourage schooling should be set forth.
- 3- Confirm admitting children to kindergartens as it enhances student's reading and writing level.
- 4- Teaching of Arabic language should be confined to teachers who are highly qualified and who are specialized as this will improve abilities of reading and writing.
- 5- Parents should not bring private teachers for their children to assist them with revising lessons. Mothers should be assigned for this mission or students should left alone to find their way. This will have positive effect in students' progress in reading and writing.