10.0.0.0. INTRODUCTION

In the introductory part of the thesis, the significance of reading in life and personality development are discussed in detail. At the same time, the importance of reading comprehension has been discussed with a view to emphasise the need of standardised tool to measure reading comprehension abilities.

In order to construct a valid test of reading comprehension, it was first necessary to define very closely the term reading comprehension that was proposed to be measured. This has been done by reviewing a few tests constructed by some experts in the field of reading. Moreover the theory and findings of some researchers also helped the investigator to define the term reading comprehension. Out of several components, the test on reading comprehension of Standard IX is an attempt to measure the following components on the basis of taxonomical listing at two levels of reading comprehension, inferential and literal.

i) Main idea
ii) Supporting detail
iii) Sequence
iv) Character trait
v) Comparison
vi) Cause and effect relations
vii) Figurative language
viii) Predicting outcomes

These eight components are measured by ten different sub-tests in the battery. The selection of test items, which is considered to be the crux of the process of standardisation was made carefully applying the statistical methods. This was done with a view to obtain the internal consistency of the test. To add to its utility value, the test has been standardised by strictly following the principles of the test construction and standardisation.
The process of standardisation has been fully described in this thesis. The reliability of the test has been established by various methods with an objective of overcoming the limitations of any one particular method. The validity has also been established by following the general principle of test validation, particularly reading ability tests. The congruent, concurrent and factorial validity have been reported in this thesis. In short the test has been standardised on a sufficiently large representative sample. The sample is also adequate. The percentile norms have been established to help the user to interpret the test score.

The usability of the tests to the teachers and research workers has also been attempted by studying a few related factors to reading comprehension. This shows that the test can be used with ease by other researcher in the field of reading comprehension. It also provides a guideline for necessary changes to be made in the teacher training programmes for secondary school teachers, training colleges, so that they might contribute to the cause of improvement of reading comprehension in secondary schools.

The researcher has kept in mind the need to construct and standardise such tool which can measure reading comprehension with precision. Therefore, all the principles and procedures that had to be adopted to make the test - an efficient tool.

10.1.0.0. OBSERVATIONS

The study involves numerous activities at various stages of the work. All these cannot be handled solitarily by researcher, so help was taken from different persons.

First, our little friends at school, most enthusiastically attempted the test. They were very curious to know, what the test was about, its purposes, etc. The students were informed prior to test, that they have to answer the questions honestly as the marks of this test are not going to be considered in their routine examinations. They have enjoyed the test because of the new pattern and new approach.
The school authorities were kind enough in extending their fullest co-operation in providing facilities for smooth administration of the test. Some of the teachers were eager to know the results of the test, they have also shown their interest for the use of the test.

As regards the scoring of the test, it is a very labourious and time consuming affair, which was made easy by using scoring with window stencil.

For the purpose of analysis, the raw data was utilised. With the help of calculator, it becomes easy and less time consuming.

Research requires an abundant patience, devotion and pains, however, it becomes a matter of joy and satisfaction when one passes through the process.

10.2.0.0. CONCLUSIONS

The conclusions that are drawn from the study are categorised into two broad headings,

i) test of reading comprehension.

ii) the findings of the related studies.

10.2.1.0. Test of Reading Comprehension

10.2.1.1. THE PSYCHOMETRIC VALUES OF THE TEST

Various methods used to find out the reliability shows that the reliability co-efficient ranges from 0.76 to 0.91. The reliability co-efficients are quite satisfactory. The comparison of the present test with other known tests also indicates that the present test has satisfactory reliability values. Hence, the test is reliable tool for students of Standard IX.

Establishing the validity of the test is the crux of the process of standardisation. Therefore, the test is validated with care and caution. Various methods were used to find out the validity of the test. Co-efficient validity of the present test ranges from 0.71 to 0.85.
For finding the factorial validity, the centroid method of factorial analysis technique was used. The test was highly loaded with one factor only. The sub-test No. 3 which measures reading comprehension in general have the highest loading. Thus the test have significant factorial validity making the test a valid tool. The psychometric values of the test are quite satisfactory.

10.2.1.2. NORMS

Significant mean difference was observed among boys and girls. Therefore their percentile norms were established.

10.2.2.0. Conclusions of the Related Studies

10. 2.2.1 SEX AND READING COMPREHENSION

Sex has been selected as one of the variables to study reading comprehension. The analysis with entire sample reveals that girls are better than boys in reading comprehension. The finding stands at par with the findings of Parekh (1973), Vora (1982), Das (1984) and Others.

The result does not support the findings of Shah (1979), Gaur (1982) and Patel and Vora (1985).

In the other seven studies of three variables, keeping sex and SES constant with the change in third variable i.e. different personality trait, it was found that sex is insignificant.

The major reasons for these findings may be the difference in SES of the sample involved. Because the reading comprehension is very sensitive to SES factor.

10.2.2.2. SES AND READING COMPREHENSION

SES has been selected as one of the variables to study reading comprehension.

The analysis with the entire sample taken for the study of SES to reading comprehension reveals that SES is highly significant and is in favour of high SES.
The other seven studies of three variables where SES and sex were kept constant and changing the third variable i.e. different personality trait, it was found that the main effect of SES is significant and is in favour of high SES students in all the studies.

The findings are in agreement with the findings of Patel (1971), Shah (1979), Vora (1982), Shivpuri (1982), Das (1984) and Patel and Vora (1985).

It differs with the findings of Parekh (1971) and Gaur (1982) where SES was said to be insignificant.

10.2.2.3. HAPPY GO LUCKY vs. SERIOUSNESS AND READING COMPREHENSION

Main effect of Happy Go Lucky vs. Seriousness on reading comprehension.

Happy Go Lucky vs. Seriousness does not exert any significant main effect on reading comprehension.

Interaction effect with Co-independent Variables, Sex and SES

The interaction between,

i) Sex and Happy Go Lucky vs. Seriousness
ii) SES and Happy Go Lucky vs. Seriousness
iii) Sex, SES and Happy Go Lucky vs. Seriousness
does not exert any kind of significant influence on reading comprehension.

Hence it is concluded that reading comprehension is not influenced by Happy Go Lucky vs. Seriousness in any way.

10.2.2.4. SELF-SUFFICIENCY vs. DEPENDENCE AND READING COMPREHENSION

Main Effects

Self-sufficiency vs. Dependency exert significant main effect on reading comprehension and is in favour of higher level students. This trait is studied for the first time with reference to reading comprehension.
Interaction effects with Co-independent Variables, Sex and SES

The interaction between,

i) Sex and Self-sufficiency vs. Dependency reveals that boys with high Self-sufficiency vs. Dependency and girls with low Self-sufficiency vs. Dependency are better than their counterpart in reading comprehension.

ii) The interaction between SES and Self-sufficiency vs. Dependency does not exert any significant influence on reading comprehension.

iii) The interaction between Sex, SES and Self-sufficiency vs. Dependency also has no significant influence on reading comprehension.

10.2.2.5. DOMINANCE vs. SUBMISSIVENESS AND READING COMPREHENSION

Main effect

Dominance vs. Submissiveness has significant main effect on reading comprehension and is in favour of students with higher level Dominance vs. Submissiveness. This trait is studied for the first time with reference to reading comprehension.

Interaction effect with Co-independent Variables, Sex and SES

The interaction between,

i) Sex and Dominance vs. Submissiveness

ii) SES and Dominance vs. Submissiveness

iii) Sex, SES and Dominance vs. Submissiveness does not exert any significant influence on reading comprehension of the students.

10.2.2.6. LEADERSHIP AND READING COMPREHENSION

Main effect

Leadership has significant main effect on reading comprehension and is in favour of students with higher level leadership trait.

P.Das (1984) established (+ve) relationship between leadership and reading comprehension.
Interaction effect with Co-independent Variables, Sex and SES

The interaction between,

i) Sex and Leadership

ii) SES and Leadership

iii) Sex, SES and Leadership
does not exert any significant influence on reading comprehension of the students.

10.2.2.7. INTROVERSION vs. EXTROVERSION AND READING COMPREHENSION

Main effect

Introversion vs. Extroversion trait does exert significant main effect on reading comprehension and it is in favour of students with high level of Introversion vs. Extroversion trait.

This trait of personality has been studied for the first time with reference to reading comprehension.

Interaction effect with Co-independent Variables, Sex and SES

i) The interaction between sex and Introversion vs. Extroversion reveals that students with low level Introversion vs. Extroversion and girls with high level introversion vs. extroversion are better than their counterparts in reading comprehension.

ii) The interaction between other pairs like
a) SES and Introversion vs. Extroversion
b) Sex, SES and Introversion vs. Extroversion
does not impose any significant influence on reading comprehension of the students.

10.2.2.8. EMOTIONAL STABILITY AND READING COMPREHENSION

Main effect

Emotional Stability does exert significant main effect on reading comprehension and it is in favour of the students with high level Emotional Stability trait.
P.Das (1984) studied the influence of Emotional Stability on reading comprehension and found that the effect is insignificant.

Interaction effect with Co-independent Variables, Sex and SES

1) Sex and Emotional Stability
2) SES and Emotional Stability
3) Sex, SES and Emotional Stability
does not exert any significant influence on reading comprehension of the students.

10.2.2.9. HONESTY vs. DISHONESTY AND READING COMPREHENSION

Main effect

1) Honesty vs. Dishonesty trait does not have significant main effect on reading comprehension of the students.

Interaction effect with Co-independent Variables Sex and SES

1) The interaction between,
   i) Sex and Honesty vs. Dishonesty
   ii) SES and Honesty vs. Dishonesty
   iii) Sex, SES and Honesty vs. Dishonesty
does not exert any significant influence on reading comprehension of the students.

It is therefore concluded that Honesty vs. Dishonesty trait has no effect on reading comprehension of the students.

10.3.0.0. SUGGESTIONS

Reading is an important aspect of personality development and it is the reading comprehension, 'heart of the reading', that plays its role for the development of personality. The tapping of this rare faculty depends to a considerable extent upon the early environmental stimulations received by children in their formative years of personality development. Hence parents at home and teachers at school have a vital role to play in fostering reading comprehension.
So the researcher has some suggestions for parents, teachers, students and others concerned with the developmental process of the children.

10.3.1.0. Suggestions for Parents

Since the early childhood, parents must take interest in children to develop reading habits which provide an excellent means for developing reading comprehension. In this context parents can help children by,

- telling stories to increase the vocabulary,
- visit different places to have a practical idea about what they have been told by the story,
- as they grow up they should be provided with reading material as per their level,
- parents must pay proper attention towards the suggestions given by the teacher for the improvement of reading,
- child should be encouraged to increase his interest in reading,
- child should be encouraged to read supplementary material other than their school subjects,
- parents must ask questions from the material they read to check up whether they have understood the content of the material or not. This will help increase their reading comprehension.

10.3.2.0. Suggestions for Teachers

"Full many a flower is born to blush unseen."

-Thomas Grey

In the same way, many students also leave the school without their talents being either identified or developed. So, a healthy teacher-student relationship is needed in the schools. Reading comprehension is the basic skill to be developed in children for the development of their personality and to learn the school subjects, which is one of the basic function of the school. School can achieve this only through the teachers.
This increases the responsibility of the teachers. Hence the researcher has some suggestions for the teachers, who have to play key role in the development of reading comprehension.

The students should be encouraged to increase their interest in reading and also to read material other than their subject material.

It is seen during this study that students hailing from low SES are weak in their reading comprehension. Their reading comprehension should be measured and necessary reading comprehension improvement programme should be conducted.

Teachers should be aware of the modern trend of teaching of reading.

Teachers should attend the seminars on teaching of reading.

10.3.3.0. Suggestions for the Students

Students must cultivate interest in reading.
Students must also read books other than their school subject text books.
They must cultivate the habit of reading books written by different authors on different subjects.

10.3.4.0. Suggestions for School Authorities

The school authorities may take following steps,
equip school library with books by different authors on different subjects,
purchase the books considering the level and interest of the students,
allow the teachers for refresher courses on teaching of reading,
encourage the research work by giving adequate facilities to the research worker,
encourage the teachers to develop reading comprehension of the students by providing them the necessary facilities
provide books to the students hailing from low SES, for reading.
10.3.5.0. **Suggestions for Curriculum Framers**

Due importance should be given to the teaching of reading in the curriculum.

It should be ensured that they frame such books that the reading comprehension is improved.

Conduct of short term courses on teaching of reading for the in-service teachers.

10.3.6.0. **Suggestions for further Researcher**

In the developed countries, the research in the field of reading comprehension is being carried out extensively. In our country, it has gained some importance since few years but the rate is not at par with the advanced countries. The work done in developed countries shows that there is a vast scope for research work in our country in this field. While conducting the present study, a few ideas flashed in the researcher's mind, which can be taken up as problems for further research in the field of reading comprehension.

More standardised tools on reading comprehension must be developed so that the users may not have to use the same tool constantly.

New standardised tools to measure particular component only must be developed rather than measuring all the components at a time.

Reading improvement programme must be conducted to facilitate improvement in reading comprehension.

The studies must be carried out to find out the reasons for poor reading abilities in the context of home environment, the school environment, the interest in reading, the study habits, etc. and the remedial treatment be rendered accordingly. The improvement rate in reading must be taken up with the increase in reading comprehension.

In this way, many more studies can be taken up. The field of reading is vast and promising enough for further research.