CHAPTER VI

SUMMARY AND CONCLUSIONS
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6.1 SUMMARY AND CONCLUSION

The present study was carried out to examine the relationship between reading habits, reading skills and certain demographical as well as psychological variables.

The study further aimed at finding out the differences between rural and urban, male and female, advanced and disadvantaged groups on reading habits and reading skills. It was also aimed to see whether there is any interrelation between demographical and psychological variables.

i) The dependent variables explored in the present investigation were reading habits and reading skills.

ii) The independent variables were sex, area of residence, family pattern (Nuclear and Joint), socio-economic status, and degree of advantages.

The sample of present study was selected from High School, Junior college and Senior College students from Ahmednagar district. The random sampling method was used to select the sample from urban and rural area; the sample size was 500 (boys and girls).

The subjects were administrated following five scales or questionnaires.

1) Reading habit – Questionnaire
2) Reading skills – Questionnaire
3) Self Concept test
4) Locus of Control test
5) Anxiety test
These tests were administrated in a group of 50 students at a time. The time required to complete all these tests was about 2 hours. The scoring was done as per the instructions given in the manuals and score profile sheet of each group was prepared on the basis of these scores, to see whether there is variation between rural and urban, male and female, nuclear and joint family students. The basic assumptions of these tests were tested.

The reports of this investigation run into six chapters. The first chapter presents the conceptual frame work of the problem. The reading habits and reading skills of the youths are explained along with certain demographical variables such as sex, area of residence, family pattern (nuclear and joint), socio-economic status, degree of advantages and psychological variables such as self concept, anxiety and locus of control.

The second chapter includes an account of the previous work done on the problem of reading habits, reading skills with respect to their relation with certain demographical variables, and psychological variables i.e. self concept, anxiety, locus of control. The third chapter of the study related to methodology and design of the study.

The dependent variables are reading habits and reading skills and independent variables are certain demographical and psychological factor. Demographical and psychological factors have been manipulated as under:

Demographical Variables

i) Family pattern - Nuclear and Joint
ii) Sex/Gender - Male and Female
iii) Area - Urban and Rural
iv) Social Status - Advantaged / Disadvantaged
v) Educational Level - Low / Middle /High
Psychological Variables

i) Self concept - High / Low
ii) Anxiety - High / Low
iii) LOC - Internal / External

Youths are the elements of this study. They have been selected through random sampling procedure and the final sample consist of 500 – boys and girls. Statistical analysis and interpretation of data are presented in the IV chapter Means SDs, ANOVA (One way and Two way) correlations and regression analysis were done.

The V chapter of the study is about ‘results and discussion’. Results are consolidated according to the hypotheses. A comprehensive analysis has been made of the obtained results, towards actualization of the set objectives. Hypotheses were tested and following conclusions were drawn.

1) Subjects coming from urban area were not significantly different from rural subjects in reading habits. However they were significantly superior to rural subjects in reading skills. Hence hypothesis No. 1 is partially accepted.

2) There is no significant gender difference in reading habits and reading skills. Hence hypothesis No. 2 is rejected.

3) There is no significant difference between advantaged and disadvantaged students in reading habits and reading skill. Hence hypothesis No. 3 is rejected.

4) There is no significant difference in reading habits and reading skills among the subjects from nuclear and joint families. Hence hypothesis No. 4 is rejected.
5) There is no significant difference in reading habits and reading skills among the subjects having internal and external locus of control. Hence hypothesis No. 5 is rejected.

6) There is no significant difference in reading habit and reading skills among the subjects from low, middle, and high economic status. Hence hypothesis No. 6 is rejected.

7) Significantly better self concept is found in the subjects having superior reading skills but not in the subjects having superior reading habits. Hence the hypothesis No. 7 is partially accepted.

8) There is no significant difference in reading habits and reading skills among the subjects having low and high anxiety. Hence the hypothesis No. 8 is rejected.

9) Better reading habits and reading skills were found in the subjects having higher educational level. Hence the hypothesis No. 9 is accepted.

Besides testing the above hypotheses, attempts were made to search the association between reading habits, reading skills and three psychological variables i.e. LOC, Self Concept and Anxiety.

10) Reading habits and reading skill were positively associated with educational level. Thus educational status is the only demographical variables that emerged as a significant predictor of reading habit and reading skills of students.

11) The correlation of reading habit with LOC was positive and significant which indicates that internal students show better study habits.

12) The correlation of reading habits with self concept was positive and significant which indicates that better study habits are associated with better self concept.
13) Reading skills of the students were negatively associated with self concept and anxiety.

14) Reading habits and reading skills do not have any association with anxiety.
6.2 SUGGESTIONS FOR FURTHER RESEARCH

Following few suggestions may be laid down for the consideration of future research:

- The investigator hopes that future scholars would study the problem in depth by taking large samples of youths and adults.
- By extending area as well as sample similar study may be laid down.
- Comparative studies may be conducted among students from various faculties such as Arts, Science, Medical and Engineering etc.
- Experimental studies may be undertaken with selected languages in relation with reading skills and reading habits.
- Comparative study of reading habits and reading skills of various disadvantaged groups (i.e. Scheduled Caste, Schedule Tribes, economically deprived communities, etc.) could be carried out.
- Longitudinal studies may be undertaken to investigate the effects of training on reading habits and reading skills among students in different schools.

6.3 LIMITATIONS

- For conducting this study the sample was taken only from Ahmednagar district in Maharashtra and sample size was small (N=500).
- The sample was selected only from Marathi medium schools and colleges.