CHAPTER VII

COLLECTION OF DATA

After the construction of Reading Speed Test and three tests of Reading Comprehension, adaptation of Tarang's Word-Meaning Test, and selection of Raven's Progressive Matrices Test and Dabas' Cultural Status Scale to secure measures of reading ability, general mental ability and socio-cultural status, the next step was to administer these tools upon seventh grade students of Delhi schools. For this purpose a decision regarding the selection of suitable schools had to be taken.

Selection of Schools:

Delhi has been described as an inflated official's colony. During the last thirty years it has expanded so much as to bring all the so-called nine sites of Delhi into its fold. Beyond the walled city of Delhi as well as New Delhi lie numerous colonies which have come up during the last three decades. Old rural and semi-urban centres have
been absorbed by these new colonies. There is such a heterogeneity of socio-cultural milieu that one colony differs from another in a variety of ways. Perhaps this is more so in case of South Delhi from where the present investigator wanted to select a sample of schools.

Apart from intrinsic differences in the clientele of these schools, the schools themselves varied in terms of school facilities and teachers etc. Broadly three kinds of schools could be identified. The first type of schools, which also happen to be in majority, are run by Delhi Administration. Majority of these schools are either Government Boys' Higher Secondary Schools or Government Girls' Higher Secondary Schools running in shifts. They have more or less same kind of school facilities and teachers and are run according to a common code. Apart from Government schools are aided schools which are also run on the similar lines but being managed by private managements differ in terms of school facilities and teachers. Both these types of schools prepare the students for Delhi Examinations conducted by Central Board of Secondary Education (CBSE). Apart from these two types, the third type of schools are privately managed 'public schools'. By and large they have much better school facilities and staff. Apart from teaching students through the medium of English, these schools have the same course of studies in Hindi as the other two types of schools. Even
though they prepare students to appear in All India Examinations conducted by C.B.S.E.

As the main aim of the present investigator's study was to unravel the relationship of reading ability with general mental ability, socio-cultural status and school achievement, and as there were intrinsic differences in the three types of schools as well as the clientele that they serve, the present investigator decided to conduct a type study. That is a study for which typical schools had to be selected for the collection of data and subsequently analysis of data, so that regularities and variations in the relationship of reading ability with other variables could be identified.

Since the data on school achievement was to be taken from the school itself, it was decided to select schools where a sizable number of seventh class students, say around a hundred or more could be available. Apart from this, availability of cooperation of the school principal and the teachers, necessary physical facilities, and students of different socio-cultural strata were other considerations for the selection of schools.

Thus the investigator had to identify such schools which had different administrative set up, had a large number of students on roll and catered to the students coming from different strata of society. Accordingly the
The present investigator made a survey of different types of schools situated in South Delhi. The assistance of the Deputy Director of Education (South Zone) was sought in this respect. The final choice of the investigator, in consultation with the school administrators, therefore, fell on the following four schools of South Delhi which were typical and fulfilled other conditions as well.

No. 1,

These schools seemed to satisfy the conditions required for the present investigation. The first two government schools had children coming from middle strata of society, while the D.A.V. School was situated in the vicinity of semi-urban population of lower middle class, and the fourth school being an English medium public school catered to the children coming from higher socio-economic strata. Each of these schools also had more than 120 students in seventh class. The principal and the teachers of these schools assured their cooperation and volunteered to assist the investigator in conducting the investigation.
It was decided to conduct the test administration programme before the final examinations of the seventh class in the schools. The reason for this decision was that the students had more or less completed the course of studies prescribed for them and in view of coming examinations could be presumed to have revised the course by themselves. It was also thought to be proper to do so because the marks obtained by the students in their final examinations had to be utilised in the present investigation as criterion score for school achievement. No doubt the teachers were less agreeable to spare their students for any other task except studies and preparation for the final examinations, the present investigator convinced them, by explaining the importance of the present study, to have the test administration before the final examinations. Thus the dates of test administration in each school were decided in consultation with the principals and teachers of the respective schools. The final examinations in the schools of Delhi are normally held in the month of April except some Public Schools where the final examinations are held by the third week of March. It was, therefore, decided to administer the tests in Delhi Public School first and then in the other three schools according to the following schedule.
1. Delhi Public School,
   R.K. Puram.
   March 6, 1981.

2. Govt. Boys' Higher Secondary
   School No. 1, Lajpat Nagar.
   March 10, 1981.

3. Govt. Girls' Higher Secondary
   School No. 2, East of Kailash.
   March 12, 1981.

4. Guetta D.A.V. Higher Secondary
   School, Nizamuddin.
   March 14, 1981.

The complete programme of test administration was chalked out as in the case of try-out administration. More or less the same instructions with slight modifications to include information about Progressive Matrices Test and Cultural Status Scale, and need to maintain proper conditions for taking the tests were discussed with the principals and teachers concerned. Since all the tests were to be administered in the four sections of the seventh class at the same time in each school, at least eight to ten persons having basic understanding of test administration were selected to co-administer the tests. Each and every step of test administration was explained to them beforehand.

Students and class teachers were approached one day earlier to explain to them the procedure of the test administration with a request for their cooperation. The students were specially instructed to secure from their homes the data regarding the income, education and occupation of their parents or guardians, as the case might be, with whom they
were living at that time. They were also asked to bring a card board or writing pad and a pen or pencil for marking the tests. This intial visit was successful in establishing rapport with the students.

Normally a section of any class in Delhi schools has about forty students on its role. But for the present study only 25 to 27 students were seated in each room, and five rooms situated in a corner of the school building were taken for the purpose of test administration. This limitation of number was essential because of two reasons. Firstly students had to be seated at such a distance that they may not see the answers of each other's test papers. Secondly the manual of Progressive Matrices suggested to test about twenty-five students at a time in one batch. The class - teachers were requested to help the test administrator in maintaining discipline and in maintaining a conducive atmosphere for taking the tests.

The tests were administered in two sessions of ninety minutes each. The Progressive Matrices Test and cultural scale were administered in the morning hours from 8:00 to 9:30 a.m. and subsequently after an interval of half an hour Reading Ability Tests were administered from 10:00 to 11:30 a.m. except in case of Government Boys' School, Lajpat Nagar, where the tests were administered from
2:00 to 3:30 p.m., and from 4:00 to 5:30 p.m., respectively. About five minutes interval was given in between the tests to facilitate collection of a test and distribution of another. The directions in case of Progressive Matrices and Cultural Status scale were given according to the instructions suggested in the test manuals. The instructions in case of Reading Ability Tests were more or less the same as in the case of try-out of ad-hoc tests. Test administrators were specially instructed to be strictly vigilant in providing exactly seven minutes for completing the Speed of Reading Test.

Scoring of Tests:

Test administration in the four schools was completed in the month of March as scheduled. The total number of students tested during this period was five hundred thirty-seven. After completing the test administration, the test booklets of Reading Ability Tests, the answer-sheets of Progressive Matrices Test, and the information given in Cultural Status Scale were checked. Out of 537 students either some did not appear in all the tests or some of them did not complete all the tests. These test booklets were rejected. Accordingly forty-five students who did not complete one or more tests or the scale were dropped. Out of remaining 492 students only 480 (120 students from each
school) were needed for the present study. Hence a few cases from each school, whose answer-sheets were found having any short coming or irregularity in providing the identification data were dropped again to make the final selection of one hundred twenty students from each school, the details of which are given below:

<table>
<thead>
<tr>
<th>School</th>
<th>No. of students given the tests</th>
<th>No. of students completing all the tests</th>
<th>No. of students finally selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Govt. Boys' School, Lajpat Nagar.</td>
<td>137</td>
<td>122</td>
<td>120</td>
</tr>
<tr>
<td>2. Govt. Girls' School, East of Kailash.</td>
<td>134</td>
<td>124</td>
<td>120</td>
</tr>
<tr>
<td>3. D.A.V. School, Nizamuddin.</td>
<td>135</td>
<td>121</td>
<td>120</td>
</tr>
<tr>
<td>4. Delhi Public School, R.K. Puram</td>
<td>131</td>
<td>125</td>
<td>120</td>
</tr>
<tr>
<td>Total number of students:</td>
<td>537</td>
<td>492</td>
<td>480</td>
</tr>
</tbody>
</table>

Thus the answer-sheets of four hundred eighty students finally selected were scored. Since all the tests were of multiple choice response, scoring was done with the help of scoring keys prepared earlier. The marks obtained by these students in Hindi, Mathematics, Social Studies and Science were noted down from the school register after their school examinations in the month of May, 1981.
Tabulation of Data:

After having scored the answer-sheets of all the tests and the scale, and correcting the scores for chance success in the case of multiple choice tests, scores of all the tests, the scale and the percentage of marks in each of the four subjects were entered into a table specially prepared for tabulation of data. The scores on Cultural Status Scale, Progressive Matrices Test (Intelligence), Word Meaning Test, Speed of Reading Test, Comprehension-I (Reading for inference), Comprehension-II (Reading for general significance), Comprehension-III (Reading to find main idea and to note details), as well as the composite score on all the five tests of Reading Ability, and percentage of annual examination marks in Hindi, Mathematics, Social Studies and Science and total marks of all these four subjects in case of all the four hundred eighty students (one hundred twenty from each of the four schools) were entered in a sequence. A colleague of the present investigator separately entered these scores. The discrepancies found in the two tables were rechecked and the final score sheets so prepared have been given schoolwise in Appendix 5.

The tabulated scores were next sent for punching and subsequent analysis, the details of which follow in the next chapter.