Chapter - 6
CHAPTER - VI
SUMMARY AND CONCLUSIONS

6.1 Summary

6.2 Research Design

6.3 Tools Employed

6.4 Sample

6.5 Conclusions
   6.5.1 Phase I Conclusions for Std. V
   6.5.2 Phase II Conclusions for Std. VI
   6.5.3 Phase III Conclusions for Std. VII

6.6 Implication of the Study

6.7 Suggestions for Further Studies
Summary

The purpose of the research was to investigate reading comprehension of the Sindhi pupils studying in primary schools of Ahmedabad. It was specifically dictated in the problem for Ph.D. that the investigation of reading comprehension should be known by administering the cloze Procedure. This means that the investigator had to construct and standardize the Sindhi Reading Test for the pupils of Stds. V, VI and VII employing cloze-procedure. The investigator had selected three independent variables which directly influenced reading comprehension. The incorporation of three independent variables of personality Traits of the pupils, their family size and their parents SES would also cause maximization of variance so that the within group variance would be less. Because of this a true picture of the reading comprehension would emerge.

The investigator wanted to know the reading comprehension in relation to the pupils personality Traits, their Family size and their parent's SES. She also wanted to know the interactions between/among the independent variables.

Therefore, she arranged to have two extreme groups of each variable. This means, each variable operated at two levels as under.
(i) Personality Traits: Extroverts and Introverts
(ii) Family Size: Large and Small
(iii) Socio-Economic Status: High and Low

The dependent variable was reading comprehension scores of the pupils studying in stds. V, VI, and VII. Which were obtained by administering three cloze-tests in Sindhi, each for the standards of V, VI, and VII.

Because if the three dependent reading comprehension scores obtained by administering three cloze-reading scores each for each standard. Therefore a single research design would not be feasible. Hence the investigator divided the whole research activity into three phases as under with separate research design.

(i) Reading Comprehension of Std. V having 2x2x2 dimensions with three independent variables each operating at two levels mentioned earlier.

(ii) Reading Comprehension of Std. VI having 2x2x2 dimensions with three independent variables each operating at two levels.

(iii) Reading Comprehension of the pupils of Std. VI having 2x2x2 factorial design incorporating three independent variables each operating at two levels.
6.2 Research Design

In order save efforts, money and time, and to have accurate and uncontaminated data for reliable and valid interpretations, the investigator decided to have Factorial design having $2 \times 2 \times 2$ dimensions as described in 6.1 above. The investigator was keen to study interactions between/among the independent variables, that is why, she conceived of factorial designs for each phase.

6.3 Tools Employed

The following tools had been used to collect data:

(i) For measuring the personality Traits, she had used Junior Eysenck Personality Inventory developed by K.G. Desai. It has high reliability and there is no confusion regarding the responses of the pupils.

(ii) For assessing family size, the demo-graphical Bio-data information sheet was developed. From this, the necessary information regarding number of the members of family could be known. The categorization into small and large size was easier from the data.

(iii) For measuring reading comprehension of the pupils of stds V, VI and VII, the cloze-Sindhi tests were developed by the investigator. A special technique to construct and standardize cloze-test was developed by
the investigator and it seems to be her specific contribution to the field of Methodology of Tool Making.

For the construction of the Cloze-reading tests in Sindhi, she had developed certain steps which are indispensable.

She had found out reliability and validity coefficients of the cloze-tests and they were highly adequate for the present research.

She had established norms and calculated percentiles, Z-scores and T-Scores for raw reading comprehension scores for the Sindhi pupils study in Stds. V, VI and VII in primary schools of Ahmedabad City.

The Norming sample was limited to the schools of Ahmedabad city. None the less, it is recommended that similar steps be followed for constructing the tests for pupils of various grades studying at different places.

The results of this research is not generally applicable to other similar subjects because of the "fixed-effect" model of the ANOVA. This is the glaring limitation of the study.

6.4 Sample

Sample was drawn from the ten primary Sindhi Schools of Ahmedabad city only by simple random method. Initially 1289
pupils of both the sexes from the pupils of stds. V, VI and VII.

After the assessment and categorization of the pupils of the sample into two extreme groups, the investigator had to decide for making her research design immune for uncertainties. Hence she decided to keep 25 pupils for each cell of 2x2x2 factorial design for each standard. That means, she had selected 200 pupils for each factorial design. She administered three cloze-tests of Sindhi passages to the respective pupils of stds. V, VI and VII and the scoring was done according to scheme of marking. The scores so obtained were analyzed by employing ANOVA technique and the conclusions were drawn.

6.5 Conclusions

Each phase of the research had seven null hypotheses. Thus were three phases of the research, and each phase had seven hypotheses as said earlier. The testing was carried out by employing F-test. The conclusions are reported in a nutshell, as under phase-wise.

6.5.1 Phase - I. Conclusions for std. V

(1) The personality Traits had no significant effect upon the reading comprehension of the pupils of std. V.

(2) The family size had no significant influence upon the reading comprehension of the pupils of std. V.
(3) The SES had a significant influence upon the reading comprehension of the pupils of std. V at .001 level. The pupils having high SES had achieved better reading comprehension scores than their counterparts.

(4) The interaction between personality Traits and Family Size (AXB) was nonsignificant.

(5) The interaction between personality and SES (AXC) was nonsignificant.

(6) The interaction between the family size and the SES (BXC) was nonsignificant.

(7) The interaction among the independent variables of personality Traits, family size and SES was nonsignificant.

6.5.2 **Phase – 2 Conclusions for std. VI.**

(1) The personality traits had no significant effect upon the reading comprehension of the pupils of Std. VI.

(2) The family size had no significant influence upon the reading comprehension of the pupils of std. VI.

(3) The SES had a significant influence upon the reading comprehension of the pupils of std. VI at .001 level. The pupils having high SES did better than the pupils of low SES in achieving reading comprehension scores.
(4) The interaction between personality Traits and Family Size (AXB) was nonsignificant.

(5) The interaction between personality and Traits and SES (AXC) was nonsignificant.

(6) The interaction between the family size and the SES (BXC) was significant at .01 level.

(7) The interaction among the independent variables of personality Traits, Family Size and SES (AXBXC) was nonsignificant.

6.5.3 Phase - 3. Conclusions for Std. VII.

(1) The personality Traits had no significant effect upon the reading comprehension of the pupils of std. V.

(2) The family size had no significant influence upon the reading comprehension of the pupils of std. V.

(3) The SES had a significant influence upon the reading comprehension of the pupils of std. V at .001 level. The pupils having high SES had achieved better reading comprehension scores than their counterparts.

(4) The interaction between personality Traits and Family Size (AXB) was nonsignificant.
(5) The interaction between personality and SES (AXC) was nonsignificant.

(6) The interaction between the family size and the SES (BXC) was nonsignificant.

(7) The interaction among the independent variables of personality Traits, family size and SES was nonsignificant.

6.6 Implications of the Study

Reading is a King Pin round which revolves the whole process of Education. It is reading which determines whether the child would pursue higher educational career and achieve excellence in every sphere of his/her activity.

The proper reading habits are not formed among the young pupils of primary schools and this is particularly true with the minority pupils of Sindhi Community. The cloze-tests prepared during this research activity should be utilized to diagnose the reading comprehension of all the pupils of Std. V, VI and VII.

A screening programme for reading should be organized in every school and the poor readers should be given remedial treatment for improving their reading performance.
6.7 Suggestions for Further Researches

The express purpose of this research was to construct and standardize Cloze-tests in Sindhi for the pupils of primary schools studying in Std. V, VI and VII. Therefore, the investigation did not try to encompass other aspects of research. Hence this research has many limitations. To obviate this, many researches should be carried out. Hence the following research problems are suggested for further study. The list is not exhaustive but only selective.

(i) A special study should be devoted to the script of Sindhi. An alternative script or adaptation of Hindi script may also be included as the research problem.

(ii) A substrata study of the precocious children with regard to children's reading in Stds. V, VI and VII.

(iii) Construction and standardization of Cloze-tests in Sindhi for the pupils of Std. VIII, IX and X.