Chapter VII

FINDINGS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

7.0.0 Introduction:

In the previous chapter results, interpretation and discussion of the study have been presented. In this chapter the conclusions drawn, education implications and suggestions for further research are given.

7.1.0 Findings:

The following conclusions emerged out of the present study:-

I. After comparing the computed values of chi-square with required values for significance at 0.05 and 0.01 levels, the investigator could not reject the hypothesis of normality of distribution for all the achievement tests. Hence, the population from which the samples came, in these cases, can be taken to be normally distributed on the scale of measurement used.

II. Reliability co-efficient calculated by split half method of all the tests was found to be greater than 0.88. One can say that the reliability coefficients of the present test are satisfactory.

III. The factor loadings of more than half the test, i.e. 1,2,4 and 6 fell short of twice their standard errors, hence factor VI was rejected. Therefore, factorization was carried up to five factors only in one reiteration.
IV. As the latent root 3.65 is larger than 3.0 which is the ‘s’ in this case orthogonal simple structure is not possible. Oblique rotation had to be undertaken and for that Thurstone’s method of extended vectors was preferred, because it was likely to lead to the simple structure.

V. A rotated oblique factor matrix in the first column has two entries which are above 0.40. These two tests are logical in nature. These tests are mostly related to grasp the paragraph by applying own brain to give proper answers to questions logically. This is only possible when one assimilates the paragraph properly to write well knit pieces. These tests allow expressing one self, arranging and organizing one’s order of presentation of matter freely. So one has to use one’s own brain for both these tests. We may call ‘factor A’ a “deductive reasoning factor”. Factor A has high correlations with factor E(communicative factor), factor B (visual perception) and factor C (general lingual concept).

VI. The second column of rotated factor matrix has three entries which are significant and have values greater than 0.21. Teaching learning material helps the learner to grasp the subject matter at accelerated rate. Similarly composition can be taught with the help of chart, diagram and model etc. This factor may be designated as “Visual perception factor” (B). This factor has appreciable correlation with factor A. It indicates that organization of subject matter is required after actual observation or through picture. Similarly factor B has substantial correlation with factor E which again requires free expression of idea. These
ideas need perceptions. Similarly factor B has substantial correlation with factor C.

VII. The third column of rotated oblique factors has two entries which are significant and have values greater than 0.39. These tests ask about poems, autobiographies one-act plays, interviews, speeches, travelogues, humorous pieces, stories, measure vocabulary enrichment of the students and differentiate between homophones and solving crossword puzzles. This factor has loading of 0.152 on Grammar and Usage aspect. We may call factor C as a “General Lingual Concept”.

VIII. Fourth column of rotated oblique factors has three entries which are significant and have values greater than 0.25. The loading on these tests indicate that proper and enriched vocabulary help in proper understanding of text and functional grammar. Keeping in mind the above facts, we may call factor D as a “Spelling & Vocabulary Factor” – as it has relation with other factor in term of vocabulary and no relation with other factor in term of spelling as it is evident from the table of correlation between oblique factors.

IX. Fifth factor has 0.303 loading on test no. 5 (Vocabulary & Spelling aspect) and 0.114 loading on test no. 2 (Textual aspect). Loading of test no. 5 indicates that vocabulary and spelling is essential to understand the language. Loading on textual test indicates that text is also essential to enrich our vocabulary. One should read newspaper, book, and novel etc. continuously of the concerned literature so that one can enrich one’s own vocabulary in specific language. We may call this factor as a “Communicative Factor” as
communication skill is very essential to converse with another person. It does not require grammar, text and comprehension. This factor has correlation with factor A (Deductive Reasoning), Factor B (Visual Perception) and factor C (General Lingual Concept).

7.2.0 EDUCATIONAL IMPLICATIONS:

It has been found on the basis of various researches that student’s achievements in different school/college subjects are directly related with different abilities possessed by them. Further every subject needs specific ability or group of abilities. In the present investigation researcher is aimed at identifying certain abilities which are needed for English learning.

1. It is the prime responsibility of an educational institute to promote the intellectual development of individual’s in terms of both increased skills and increased stored information. In the context of learning, the intellectual abilities may be regarded as general skills to be cultivated in education.

As a result of the investigation, they will be able to develop the curriculum of English courses for IX & X class on the basis of identified abilities needed for English achievement. It can provide specific goals for a teacher for the presentation of English subject. With the factor concepts in mind, it is possible to find new opportunities for mental exercise in regular course of a subject say English that could contribute to development.
2. The present investigation will give a differentiated measure of abilities involved in learning of the subject - English. With this knowledge, it would be possible to pinpoint the weaknesses of students in terms of various abilities involved in learning different aspects of English, e.g. if a student is weak in any particular area, the remediation could be provided in some areas by knowing the required abilities.

3. The problem of academic failure sometimes gives rise to maladjustment problems. This study might be helpful in providing remediation to academic failure and hence indirectly would be helpful in making adjustment of individuals.

4. The study might be helpful in selecting students for higher class/professional course possessing the required abilities for success in English courses.

5. English is the preferred language of business, commerce, culture, internet communication, information and technology, industries, higher education, employment, scientific research and most importantly globalization.

7.3.0 Suggestion for further research:

1. In the present investigation certain abilities have been explored for English achievement. The ability may be explored for other subjects e.g. Zoology, Botany, Medicine, Agriculture, Nursing, Veterinary Science, Horticulture, Commerce and Art etc. (Not much work has been done for these subjects.

2. In the present investigation sex variable has not been taken into account in finding the abilities for English achievement.
Ignatz (1982) identified sex difference in physics achievement. Similarly sex difference can be identified for English achievement.

3. The study can be replicated for students of lower class. McCartin (1966) explored six semantic factors for first grade students.

4. The present study is confined only to four districts (Hisar, Bhiwani, Rohtak and Jhajjar) of Haryana state. This can be expanded to larger sample including various states.

5. Although investigation concerned with figural, symbolic and semantic components of the contents dimensions. It has been found that relatively few studies have been carried out that deal primarily with behavioural component.