

OBSERVATIONS AND SUGGESTIONSCONTENTS

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OBSERVATIONS AND SUGGESTIONS10.0.0 Introduction

In the introduction part of the thesis, the position of English before and after Independence has been discussed with a view to showing the present status of English. However, English will for a long time to come, continue to be needed as library language in the field of higher education. Therefore, the stress is now shifted to the functional aspect of English. As a result of this change, English has to be taught as language of comprehension. Looking to this reality, there is a need of good, valid instrument for measuring reading comprehension of Standard X pupils who will complete the course prescribed for English medium secondary schools of Gujarat.

10.0.1 In order to build 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 in foreign countries. Moreover, the theory and findings of some researches also helped the investigator to come to a definite conclusion about reading comprehension. Out of those

behaviour components, the present instrument attempts to measure the following behaviour components.

#### 10.0.2 Behaviour Components

- i. ability to note the significant detail,
- ii. ability to find out the main idea of the paragraph,
- iii. ability to give the meaning of the words in context an the word nearest to the key word,
- iv. ability to give sequence of events,
- v. ability to find out the relationship between ideas,
- vi. ability to draw inference,
- vii. ability to read and interpret tables and maps,
- viii. ability to give caption to the things read,
- ix. ability to draw generalization.

These nine behaviour components are tested by seven different sub-tests in the battery. The selection of test items which is considered to be the crux of the process of standardization, was made by carefully applying the statistical methods. This was done with a view to obtaining the internal consistency of the test. To add to its utility value, the test has been standardized by strictly following the principles of the test construction and

standardization. The process of standardization 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 principles of test validation, particularly reading ability tests. The concurrent, predictive and factorial validity have been reported in this thesis.

10.0.3 In short, the test has been standardized on a sufficiently large representative sample. The sample is also adequate. The sex, percentile norms, Z-scores and T-scores have been established to help the user to interpret the test score.

10.0.4 To point out to the teachers and research workers, the investigator has also attempted to study a few related problems on reading comprehension. This clearly indicates that the test could be used with ease for further researches in the field of reading comprehension which may prove to be an eye opener for teachers working in English medium secondary schools. From this brief discussion, the intention is to bring out the fact, that the test is well standardized and could be used with precision.

During the scientific process of standardization, the following observations are made :

### 10.1.0 Sex Differences

There is significant difference between the mean performance of boys and girls, the mean score of girls is higher than that of boys. The total mean score of boys is less than the total mean score of girls. This difference on testing did prove to be significant. Hence it could be concluded that there are sex differences with regard to reading comprehension in English.

### 10.2.0 Difficulty and Suitability of the Test

The difficulty of the test is 50.17 which is very near to 50 per cent as it should be. Therefore, the test is neither difficult nor easy. The difficulty of the individual test items ranges between 20 and 80 per cent. The justification of sampling and the study of the Kurtosis also revealed that the test was quite suitable to the group chosen. The trait of reading comprehension is normally distributed in the population tested.

### 10.3.0 Reliability

The reliability of the test has been studied by Test-retest Method, Split-half Method, Rulon Formula, Flanagan Formula, Kuder-Richardson Method and Analysis of Variance Approach. The reliability coefficients as found out by

these methods are ranging between .76 and .90. All these reliability coefficients are very high and they all are in accordance with the statement made by Robert Lado, an expert in foreign language testing. The comparison of the reliability of the present test with some well known tests of reading also showed that the test had a high reliability as other well known tests on reading generally have. The reliability co-efficients of different sub-tests are ranging between .76 to .96. On the whole the test has a high reliability and could be used with precision.

#### 10.4.0 Validity

Establishing the validity of the test is the crux of the process of standardization. Therefore, the test was validated with care and caution, using external criteria. The concept validity, concurrent validity and predictive validity of the test has been established. The concurrent validity has been established by validating the test scores with teachers 'Opinion about pupils' comprehension. The obtained validity coefficient is .49 which is fairly high.

The predictive validity has been studied by correlating the scores on test with the marks in English at X Std. preliminary examination. The validity coefficient is .68. The coefficient leads the investigator to believe that the

test has good predictive validity. The concept validity has been studied by analysing the items, testing each behaviour components of reading comprehension. This also proved that the test has good construct validity. The study of factorial validity revealed that there are three factors namely (i) ability to grasp the significant details, (ii) word meaning, and (iii) perceptual speed factor. These factors are quite in close agreement with the factors obtained by analysing tests on reading comprehension. The internal consistency has also been studied at the time of item analysis. This showed that the test has internal consistency too. From all these, it could be said that the test is highly valid.

#### 10.5.0 Reading Comprehension and Sex

There were five studies conducted to study the main effect of Sex on reading comprehension. One of them was based on the entire sample of the test construction that is of 873. It was found in that Sex is an effective variable on Reading Comprehension. The mean difference between boys and girls was significant and it was in the favour of girls. Hence it was concluded that the girls are better in Reading Comprehensional abilities.

10.5.1 In the remaining four studies, sex was included as one of the independent variables. The results of these

studies are as follows :

10.5.2 In the study about Sex, SES and Leadership, Sex has been taken up as one of the independent variables. The study was a factorial one based on a sub-sample of 432. The main effect of Sex was highly significant at .01 level. The mean difference was in favour of girls. The sex variable functions without being affected by other two independent variables on Reading Comprehension.

10.5.3 In the study about Sex, SES and Emotional stability, Sex has been taken up as one of the independent variables. The study was a factorial one based on a sub-sample of 352. The main effect of Sex was significant at .05 level. The mean difference was in the favour of girls. It is interacting with emotional stability only.

10.5.4 In the study about Sex, SES and Radicalism Vs Conservatism. Sex has been taken up as one of the independent variables. The study was a factorial one based on a sub-sample of 376. The main effect of Sex is highly significant at .05 level. The mean difference is in favour of girls. In the present study Sex is not interacted by the other two variables.

10.5.5 In the about Sex, SES and Anxiety, Sex has been taken up as one of the independent variables. The study was a factorial one based on a sub-sample of 352. The main

effect of Sex is highly significant at .01 level. The mean difference is in favour of girls. In the present study Sex is not interacted by the other two variables.

10.5.6 From above mentioned five studies conducted on the entire and sub-samples, it is concluded that the sex is highly effective variable on reading comprehension. In almost all studies it was found that mean differences were in favour of girls. Hence it is concluded that girls are better in Reading Comprehensional abilities than boys.

#### 10.6.0 Reading Comprehension and SES

There were four studies conducted to study the main effect of SES on Reading Comprehension. All the four studies were based on sub-samples ranging between 352 and 432. Besides main effect of SES, its interaction effects with others also studied. The results are as follows :

10.6.1 In the study about SES, Sex and Leadership, SES was taken up as one of the independent variables. The study is a factorial one and based on a sub-sample of 432. The main effect of SES is highly significant at .01 level of significance. The mean difference on Reading Comprehension scores is in favour of students with high level SES. SES variable interacts with Leadership while functioning on Reading Comprehension.

10.6.2 In the study about SES, Sex and Emotional stability, SES has been taken up as one of the independent variables. The study is a factorial one and based on a sub-sample of 352. The main effect of SES is highly significant at .01 level of significance. The mean difference on Reading Comprehension scores is in favour of students belonging to high Socio-economic status. It is not interacting with the other two independent variables.

10.6.3 In the study about SES, Sex and Personality trait: Radicalism Vs Conservatism, SES was taken up as one of the independent variables. The study is a factorial one based on a sub-sample of 376. The main effect of SES is highly significant at .01 level of significance. The mean difference on Reading Comprehension scores is in favour of students belonging to high Socio-economic status. In the present study, SES variable functions independently without being interacted.

10.6.4 In the study about SES, Sex and Anxiety, SES was taken up as one of the independent variables. The study is a factorial one based on a sub-sample of 352. The main effect of SES is highly significant at .01 level of significance. The mean difference on Reading Comprehension scores is in favour of students belonging to high socio-economic status. In the present study SES variable functions independently without being interacted.

10.6.5 From the above mentioned four studies conducted on sub-samples. In almost all studies it was found univocally that SES variable is one of the effective variable on reading comprehensional abilities. The students belonging to high socio-economic status group are super to their counterparts on Reading Comprehension. The present variable functions independently on Reading Comprehension.

#### 10.7.0 Reading Comprehension and Leadership

In the present study Leadership has been taken up as one of the three independent variables namely Sex, SES and Leadership. The study is a factorial one based on a sub-sample of 432. The main effect of Leadership trait of personality is highly significant at .01 level of significance. The mean difference on Reading Comprehension abilities scores is in favour of students having high Leadership trait. Leadership and SES variables interact with each other on Reading Comprehension. Hence it could be concluded that Leadership trait of personality plays an important role in the achievement on Reading Comprehension abilities.

#### 10.8.0 Reading Comprehension and Emotional Stability

In the present study Emotional stability has been taken up as one of the three independent variables namely Sex, SES and the personality trait emotional stability.

The study is a factorial one based on a sub-sample of 352. The main effect of this trait of personality is significant. Hence it is concluded that this variable is not effective on Reading Comprehensional abilities.

#### 10.9.0 Reading Comprehension and Radicalism Vs Conservatism

In the present study, Radicalism Vs Conservatism has been taken up as one of the three independent variables namely Sex, SES and Personality trait as Radicalism Vs Conservatism. The study is a factorial one based on a sub-sample of 376. The main effect of this trait is highly significant at .01 level of significance. The mean difference on Reading Comprehension abilities scores is in favour of students having Radicalism trait. It is functioning on Reading Comprehension without being interacted with other two variables. The students having this trait of personality are found superior to their counterparts on Reading Comprehension abilities.

#### 10.10.0 Reading Comprehension and Anxiety

In the present study Anxiety has been taken up as one of the three independent variables namely Sex, SES and Anxiety. The study is a factorial one based on a sub-sample of 352. The main effect of this trait highly significant

at .01 level of significance. The mean difference on Reading Comprehension abilities scores is in favour of students having low level of anxiety. Consequently it could be concluded that if anxiety level in students is reduced the achievement in Reading Comprehension could be increased. This variable functions on Reading Comprehension without interacting with other two independent variables.

#### 10.11.0 Suggestions for Further Research

The review of the past work done in the field of reading showed that considerable work has been done in foreign countries; while compared to that work, very little has been done for reading in our country, except a few attempts made here and there to study vocabulary, reading readiness, linguistic ability and constructing and standardizing reading ability tests on small scales. The number of such studies are less than the number of studies carried out in other countries abroad.

From 1921 to 1940, the number of researches published continued to increase at phenomenal rate. During the World War II it decreased considerably but soon increased again, and since then about one hundred or more studies are now published yearly related to reading in the United States

and England, as stated by Chester W. Harris's Encyclopedia of Educational Research of 1960.

10.11.1 A comparative study of the work done in this field, in our country with that done in the countries abroad shows that there is enough scope for research in this field in our country. If reading is an acute problem in foreign countries it must be so with our country too. Reading is necessary for success in school, in college and in all walks of life.

10.11.2 As stated that there is more scope for research work in this field, it would not be possible to describe all that is to be done in this field, however it would not be out of place to suggest a few problems here.

10.11.3 Comparative study of the reading comprehension in English of students reading in the XI standard, Arts stream could be undertaken with the help of this test. Correlational study of the rate of reading and comprehension could also be undertaken and the results could be utilized for improving the rate of reading and comprehension.

10.11.4 Reading comprehension is composed of different behaviour components such as grasping the details, follow the sequence of events, reading table and maps etc., so a

close look at the relationship between study-habits and reading comprehension would definitely reveal some facts which might be useful to school teachers and pupils at large. Experimental study of the following types can also be undertaken with the help of the present test at appropriate grade level.

## 10.11.5

- i. Study of the effect of supplementary reading material in English on reading comprehension of pupils of Standard X.
- ii. Evolving and trying out certain techniques of improving the rate of reading and comprehension.
- iii. Comparative study of the reading programmes for retarded readers.
- iv. Reading comprehension and its relation with the readability of the text books.

Apart from these studies and experimentation, the following investigations if carried out, would be of immense importance to teachers, educationists and parents too.

- i. Investigation into factors promoting reading comprehension.

- ii. Attitudes towards reading and its relation to reading comprehension.
- iii. Inquiry into reading comprehension and child rearing practices.
- iv. Effect of verbal feed back behaviour of teachers on reading comprehension.
- v. Investigation into the reading interest and reading comprehension of pupils.

10.11.6 Last but not the least, there is an acute need of diagnostic test in almost all school subjects. Reading cannot be excluded from this group diagnostic reading ability tests would be more useful to teachers for planning the remedial programme. In the words of Burl J. Erim it could finally be said, "In an extensive review of literature, Stanlee and Hooprich concluded that significant gains in speed of reading frequently are achieved and tend to be retained, the influence of reading training or reading comprehension is some what uncertain since comprehension becomes confounded with speed, no single approach or method of reading improvement has yet been proved to be best for all classes and generally speaking, reading improvement courses are useful. Standlee and Hooprich also presented strong justification for further research by pointing out

out the limited number of well designed and controlled studies in the area of reading improvement".

Many aspects still remain untouched from our knowledge of the reading process and how it should be taught. But the present study will be of some use in the academic field of teaching reading particularly for planning programmes of reading comprehension, the other related studies also broadens the scope for research, taking each of them at a larger canvas.