CHAPTER VII
OBSERVATIONS, CONCLUSIONS AND SUGGESTIONS

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7.1 A BRIEF SUMMARY

In the introductory chapters of the present report the significance of the study has been stressed. To have a clear idea of attitude the investigator has made an attempt to describe and discuss the developing concept of attitudes, different methods of measuring attitudes, practicability of measuring attitudes and selection of the right method. After discussing the theoretical aspects of the attitudes, the related researches were reviewed which gave an insight to the investigator in the field of reading attitude. The review of the previous studies also helped the investigator in preparing valid and reliable reading attitude scale.

The investigator coined 142 statements and then were rated by 100 judges on eleven point scale. Twenty two statements were selected. The following points were kept in view in selecting the statement to be included in the scale.
Two forms A and B were prepared and in each form there are 22 statements. The reliability of the reading attitude scale has been determined by parallel form method, Test re-test method and split-half method. The concurrent validity of the test is also found out and it is reported in details in Chapter V. After establishing norms for class, area and sex a few related studies were also taken up to find out the relationship with reading attitude.

Besides these, the investigator has also made certain observations during the administration of the scale.

7.2 OBSERVATIONS

At the time of administering the scale the investigator found that pupils were eager to know the results of the reading attitude. They were reading the statements of the reading attitude scale with keen interest as they were taking such scale for the first
time. It was observed that the students were very sincere in giving the responses. Especially the girls look too much interest. The teachers' also gave the opinion about the scale and they were also interested. After explaining the students, head masters and teachers co-operated whole heartedly.

7.3 CONCLUSIONS

Besides the observations the investigator after carefully analysing and interpreting the results arrived at certain definite conclusions. The various conclusions that are drawn as a result of this research are categorised under two different headings, (i) results of the scale and (ii) findings of the related studies. The results of the reading attitude scale are reported in the paragraphs to follow.

7.3 (i) RELIABILITY OF THE READING ATTITUDE SCALE

The reliability of the present reading attitude scale has been established by parallel form, test-retest and split-half method.

The reliability coefficients as determined by these methods for class VIII is ranging between 0.60 ± .09 to 0.87 ± .05. For class IX, it is ranging between
0.69 ± 13 to 0.84 ± 0.058 and for class X it is ranging between 0.60 ± 0.09 to 0.89 ± 0.04. The obtained reliability coefficients are very satisfactory and hence it is concluded that the present scale is quite reliable for measuring reading attitude of pupils of classes VIII, IX and X.

7.3 (ii) VALIDITY OF THE READING ATTITUDE SCALE

The concurrent validity has been established by correlating the scores on the scale with the teachers' opinion about reading attitude of the pupils. The correlation thus obtained for both the forms A and B for Class VIII is 0.50 ± 0.14 and 0.70 ± 0.19, for class IX is 0.60 ± 0.125 and 0.81 ± 0.067 and for class X is 0.52 ± 0.143 and 0.89 ± 0.067.

The obtained validity coefficients of correlation are quite high and significant. Hence it could be said that the both the forms have a good validity. Both measures reading attitude and nothing else. Moreover the way in which the statements are selected also indicates the validity of the scale.

7.3 (iii) READING ATTITUDE AND GRADE

The study of the means of classes VIII, IX and X show an interesting trend. There is difference between
the mean scores of any two standards. This led the investigator to test the significance between any two means. The data were analysed by following $3 \times 2 \times 2$ factorial design. The variance ratio of class level/error is equal to 11.21 which far exceeds the table $F$ at 0.01 level. It is highly significant, and therefore the investigator concluded that reading attitude is a function of class level. This means that the reading attitude is increasing as the pupils go to next higher class.

7.3 (iv) **READING ATTITUDE AND CULTURAL SETTING**

The study of the mean scores of the rural and urban boys and girls led to say that they are differences in the mean values. These differences are either in favour of rural or urban boys and girls. In order to study whether observed differences are statistically significant or not. The data were subjected to $3 \times 2 \times 2$ factorial design. The variance ratio particularly Area/error is 3.28 which is not significant and hence it can be concluded that reading attitude has no relation with cultural setting that is rural and urban.

7.3 (v) **READING ATTITUDE AND SEX DIFFERENCES**

The mean score of girls is greater than those of boys. The observed difference in mean scores was then
subjected to further statistical treatment by using 3 x 2 x 2 factorial design. The variance ratio sex/error is 1.27 which is not significant and hence it can be said that reading attitude has no relation with sex. There are no sex differences with regard to reading attitude.

7.3 (vi) READING ATTITUDE AND AGE

The mean reading attitude scores of the age groups of the pupils, 12-13, 13-14, and 16-17 are insignificant because the obtained CRs of 1.57, 0.67 and 0.01 for said groups do not reach the accepted levels of significance that is 0.05 or 0.01. The reading attitude of the age groups 14-15, 15-16 and 17-18 are significant because, the obtained CRs of 3.88, 2.49 and 2.43 reach the accepted level of significance at 0.01 and 0.05 level. The results reveal that there is a fluctuation in mean scores of different age groups. Therefore it could be said that so far as the age of the pupil is concerned there is no relationship between reading attitude and age.

The CRs of age groups 14-15, 17-18 is significant at 0.01 level. The obtained CRs are 3.43 and 5.71. The CRs of age group 12-13, and 15-16 (CRs 2.071 and 2.1) are significant at 0.05 level. But the CRs of the
remaining groups 13-14, 16-17 are 0.12 and .156 which are not significant. Therefore it is quite reasonable to conclude that there is no definite relationship between reading attitude and age. But the boys having age group 15 and 17 have more favourable reading attitude than those boys falling under different age groups namely 13, 14 and 16.

The CRs of girls of age 12-13, 13-14, 14-15, 15-16, 16-17 are insignificant because the obtained CRs of 0.96, 0.10, 1.2, 0.19, 1.23 for said groups do not reach the accepted levels of significance at 0.05 or 0.01 levels. It may therefore be concluded that reading attitude has no relation with the age of the girls.

7.3 (vii) READING ATTITUDE AND ACHIEVEMENT IN GUJARATI

It was one of the objective to study the relationship between reading attitude and achievement in Gujarati. The obtained coefficient of correlations between the scores of reading attitude and achievement in Gujarati of pupils of class VIII is 0.45 ± .059, for class IX 0.31 ± .065 and that for class X is 0.25 ± .068, respectively. The coefficients of correlation though small are significant and hence it can be said that reading attitude has positive relation with the achievement in Gujarati. The students having more
favourable attitude towards reading generally show good performance at the examination in Gujarati. Therefore it could be said without any hesitation that reading-attitude is a function of achievement.

7.3 (viii) READING ATTITUDE AND BIRTH ORDER

The CRs of Birth order 1-2, 2-3, 3-4, 4-5, and 5-1 are .08, 1.11, 0.72, 0.30 and 0.55 respectively. All these CRs are insignificant. Therefore it is concluded that birth order has no relation with the reading attitude.

7.3 (ix) READING ATTITUDE AND SSES

One of the objective of this study was to study the relationship between reading attitude and SSES. The obtained coefficients of correlation between the reading attitude scores and SSES scores of pupil of class VIII is 0.57 ± .048 for IX is 0.34 ± .063 and for X is 0.69 ± .038. Though the coefficients are small are significant hence it is worthwhile to say that the higher the socio-economic status the better are the reading attitudes. This is true, irrespective of the grade level that is VIII, IX and X.
7.3 (x) **READING ATTITUDE AND READING HABITS**

The coefficients of correlation between reading attitude and reading habits of pupils of class VIII is 0.42 + .058 for IX 0.19 + .069 and for X 0.47 + .056 respectively though small are significant. Therefore it is quite reasonable to conclude that reading habit has relation with reading attitude.

7.3 (xi) **READING ATTITUDE AND SIZE OF THE FAMILY**

The mean reading attitude scores of the pupils coming from large family normal and big families are 6.196, 6.198 and 6.70 respectively. It means that reading attitude score decreases as the size of the family increases. Further the obtained CRs of 3.18, and 3.3 are significant. It is, therefore, concluded that reading attitude of the pupils belong to small size family. Small size family have more favourable attitudes than those of pupils belong to normal and big size family.

7.4 **SUGGESTIONS FOR FURTHER RESEARCH**

A research is hardly ever complete in itself. There is always a scope for doing some further studies on it. A number of points, doubts and difficulties that were faced by the present investigator during the
The long process of the investigation has enabled, to suggest a few problems for further research in this areas.

Very few researches are carried out in this area in our country.

The present scale is constructed and standardized for the pupils of Kaira (Kheda) District. It could be used to establish the norms for different parts of the Gujarat namely, North Gujarat, Central Gujarat, Saurashtra, Kutch-Bhuj and South Gujarat. A comparative study of the norms of different areas could also be taken up. Over and above these studies, the following investigation if carried out will be of immense importance to teachers, educationists and parents at a large.

1. Investigation into the reading attitude of primary school pupils of different districts (scale may be non-verbal scale).

2. A study of reading attitude in the context of intelligence and reading achievement.


5. Impact of reading improvement programme on reading attitudes of the pupils.

6. Preparation and tryout programmes for improving reading attitude of the pupils.

7. Trying and evolving different approaches to inculcate healthy reading attitudes.

8. Effect of the supplementary materials on the development of reading attitudes of the pupils.

9. Investigation into the reading attitude of the students of Science faculty.

10. Investigation into the reading attitude of higher secondary students of this district.

11. An investigation into the reading attitudes of college students.

This list is not an exhaustive one. It is merely indicative. But it gives the idea that there is enough scope of research in this area.

From the investigation it is found that students develop poor reading attitude in the school and this is
complicated further by extra demands for time brought about by heavily developed extra curriculum activities. As the teacher becomes concerned about this, he asks himself, "How can I help these people when they don't want to learn?" They dislike reading and don't hesitate to say so. How can I teach them? Indeed how can the teacher cope with this questions?

To be successful basic programme in reading must be concerned with both attitudes and interests. From the outset it should be emphasized that the responsibility is not that of the school alone. Unless the home sets value on education on respect for work and on an environment that accentuates the positive values to be derived from reading, anything the school attempts will almost assuredly be hampered. There are factors that tend to result in building favourable attitudes toward reading when put into the form of questions that teachers might raise, they are useful as a means of self evaluation it would be well to ask.

1. Do I adjust materials and assignments so that students are not asked to do the impossible?

2. Do I know the interest, needs and abilities of my students so that I can select and assign material accordingly?
3. Do I study my students' reading habits and abilities so that I can give them specific help?

4. Do I help my students develop real and vital purposes for their reading?

5. Am I enthusiastic about my work? Do I have faith in and reflect my belief in my students?

6. Are working and learning in my classroom enjoyable experience?

7. Are my students developing a sense of accomplishment and a respect for learning?

While attitude and interest are quite intangible, they often are a basic cause of frustration to the sincere teacher. This fundamental challenge may be met in the following ways:

1. By behaving a positive attitude toward students and instruction. The positive enthusiastic, creative teacher inspires students to better achievement.

2. By being an aggressive salesman. The successful salesman knows thoroughly what he wants to sell. In this case know the process of reading and techniques for helping those who need help.
3. By knowing and securing the best materials possible from research on reading interest of young people.

4. By knowing the learners as far as possible. The individual attention play an important role.

Suggestions on the part of students and on the part of the home on above points can be thought out. The suggestions will definitely bring positive reading attitude amongst the students.