CHAPTER IX

OBSERVATIONS AND SUGGESTIONS

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In the introduction part of the thesis, the position of Hindi before and after independence has been discussed. There is an opinion that Hindi should be taught as a link language. As a result of this change, Hindi also should be taught as language of comprehension. Looking to this reality, there is a need of good, valid instrument for measuring reading comprehension, reading achievement of pupils of class VIII of secondary schools of Gujarat State.

In order to build a valid test of reading achievement, it was first necessary to define very closely the term reading achievement and reading comprehension, that was proposed to be measured. This has been done by reviewing a few tests constructed by some experts in the field of reading. Moreover the theory and findings of some researches also helped the investigator to come to a definite conclusion about reading achievement and reading comprehension. Out of those behaviour components, the present instrument attempts to measure the following behaviours components:
1. ability to grasp the significant detail,
2. ability to grasp the meaning of the words,
3. ability to follow the sequence of events and to give main or the central idea of the paragraph,
4. ability to draw generalization and to give proper caption.

These four behaviour components are tested by nine 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 carefully applying the statistical methods. This was done with a view to obtaining the internal consistency of the test. To add to its utility, 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 and predictive validity have been reported in this thesis.
In short, the test has been standardized on a sufficiently large representative sample. The sample is also adequate. The grade norms, percentile norms and standard scores have been established to help the user to interpret the test score.

From this brief discussion, the intention is to bring out the fact, that the test is well standardized and could be used with precision.

9.1 Observations

The investigator during the long process of research has made certain observations which are described hereunder:

For administering the test, investigator visited some schools of urban and rural areas of Gujarat State in person. He approached head masters, teachers teaching the subject of Hindi for administration of the test. The head masters and teachers welcomed and encouraged the investigator. They asked about a test. They were also eager to know the objectives of administering the test. The investigator tried to convince them and explained the purposes of administering the test. Investigator explained the head master that two periods will be
required for administering the test. With some hesitations some of the head masters agreed to spare two periods and allowed the investigator to administer the test. Not only this but in some schools, the headmaster also asked the teacher to assist him in administering the test.

After the approval of headmaster with the help of subject teachers, investigator approached the pupils of class VIII.

The subject teacher used to introduce the investigator saying that he will give you a test which will be really interesting you. On hearing this, pupils asked number of questions to the investigator. What are you going to do with the result of the test? In what way will it be helpful in our study? Will you please inform us about our results?

The investigator answered all the questions to the entire satisfaction of the students. He also agreed to send their results to their subject teacher after a month. The students then became ready to give the test. After the test was over, the investigator asked some of the students about the reading material. Did they like the reading material? Was it within the reach of their understanding? Did they enjoy in taking the test?
The students on the whole liked the reading material. The stories and events included in the test were much liked by them. Most of the students said that the test was not difficult and the language of the instructions was also simple to understand.

Most of the students behaved well and did not try to see the answers from their neighbour during the administration of the test. It was also observed that the students acted according to the instructions given to them for taking the test.

9.2 Conclusions

As a result of the analysis of the data it was possible to draw a few pertinent conclusions. They are described below:

9.2.1 Sex Differences

There is no significance difference between the mean performance of boys and girls from urban area, though the mean score of girls is higher than that of boys. Similarly, the difference between the mean performance of boys and girls from rural area is also not significant. These differences on testing did not prove to be significant. Hence, it could be concluded without any hesitation that there are no sex differences with regard to reading achievement in Hindi.
9.2.2 Rural-Urban Differences

There is no difference between the mean scores of rural and urban boys and girls. Table 6.8, 6.9 and 6.10 of this thesis shows that there is a mean difference of 0.28, .66 and .25. Though the differences are negligible, they were subjected to 't' test technique. The obtained CRs of .28, .226 and 0.122 which are found to be insignificant. Hence it could be concluded that there is no difference between reading achievement of rural and urban students. By and large their reading achievement is the same.

9.2.3 Difficulty and Suitability of the Test

The average difficulty of the test is 51.6 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 triat of reading achievement is normally distributed in the population tested.

9.2.4 Reliability

The reliability of the test has been studied by Test-retest method, Split-half method, K.R. Formula and
The reliability coefficients as found out by these methods, are ranging between 0.92 and 0.98. 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: "Good vocabulary structure and reading tests have reliability coefficient usually in 0.90 to 0.99 range." 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. On the whole the test has a high reliability and could be used with precision.

3.2.5 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 \( +0.69 \pm 0.04 \) which is fairly high. 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 is one factor namely reading comprehension consisting of:

1. ability to grasp the significant details,
2. word meaning and ability to give the sequence of events and draw conclusions.

These factors are quite in close agreement with the factors obtained by analysing some test on reading comprehension. From all these, it could be said that the test is highly valid. There is a high correlation between the scores on the test and marks obtained at the annual examination which indicates that the test has fairly a good productive validity.

9.2.6 Suggestion for Further Research

The review of the past work done in the field of reading showed that practically nothing has been done in this field 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 is less than the number of studies carried out in other countries. Table 9.1 shows the approximate number of scientific studies of reading published during each decade since 1880 in both the United States and England.

Table 9.1

**NUMBER OF SCIENTIFIC STUDIES RELATING TO READING PUBLISHED IN THE UNITED STATES AND ENGLAND**

<table>
<thead>
<tr>
<th>Period</th>
<th>No.</th>
<th>Period</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1881-1890</td>
<td>2</td>
<td>1921-1930</td>
<td>764</td>
</tr>
<tr>
<td>1891-1900</td>
<td>12</td>
<td>1931-1940</td>
<td>1071</td>
</tr>
<tr>
<td>1901-1910</td>
<td>20</td>
<td>1941-1950</td>
<td>915</td>
</tr>
<tr>
<td>1911-1920</td>
<td>200</td>
<td>1951-1957</td>
<td>700</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>3684</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the above table it is clear that number of studies reported between 1911 and 1920 was six times more than that of the proceeding decades. From 1921 to 1940 the number of researches published continued to

increase at phenomenal rate. During World War II it decreased considerably but soon increased again. The figure also shows that about one hundred or more studies are now published yearly.

Comparison of the work done in this field in our country with foreign countries show that there is enough scope for research work in this field in our country. The field is completely unexploited one. 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 almost all walks of life.

Considerable work has been done in measurement of intelligence in our country. Now it is high time for teachers and research workers in the field of reading to take up some research problems. This discussion leads one to say that there is more scope of research work in this field. Therefore, it would not be possible to describe all that is to be done in this field. Still however, to suggest a few problems, will not be out of place here.

By using the same test, the norms for pupils passing annual examination of standard VII could be established.
Correlational study of the rate of reading and comprehension could also be undertaken and the results could be utilised for improving the rate of reading and comprehension.

It has been seen that reading comprehension is composed of different behaviour components such as grasping the details, following the sequence of events, reading tables, maps, and tables, 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.

1. Study of the effect of supplementary reading material in Hindi on reading comprehension of pupils of Class VIII.

2. Evolving and trying out certain techniques of improving the rate of reading and comprehension.

3. Comparative study of the reading programmes for retarded readers.

4. Reading comprehension and its relation with the readability of the text books.
Over and above these studies and experimentations, the following investigations if carried out, would be of immense importance to teachers, educationists and parents too:

1. Investigation into factors promoting reading comprehension.

2. Attitudes towards reading and its relation to reading comprehension and reading achievement.

3. Inquiry into reading comprehension in relation to child rearing practices.

4. Effect of verbal feedback behaviour of teachers on reading achievement and comprehension.

5. Investigation into the reading interest and reading comprehension of pupils.

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. Thus the field is vast and there is enough scope for further research.
Huge segments are still absent 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 improvement programmes of reading comprehension and reading achievement in Hindi.