CHAPTER X

OBSERVATIONS, CONCLUSIONS AND SUGGESTIONS

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CHAPTER X

OBSERVATIONS, CONCLUSIONS AND SUGGESTIONS

This chapter contains a summary of the various steps that had shaped this research. In addition to this, certain observations which were made during the process of experimentation are also discussed along with the relevant conclusions drawn after subjecting the data to statistical treatment.

10.1 Resume of the Experiment

In the beginning of this report the importance of reading has been discussed in detail.

Out of the four language skills, reading is the neglected one in our school teaching programme. Looking to the importance of this skill it is essential to think and devise some programme which would help in improving the reading comprehension of pupils of Class VI.

It could be said without any hesitation that the success in any subject depends upon the good reading comprehension of pupils at any stage and at any age. Therefore training in reading comprehension be given to pupils. For this it becomes necessary to have a valid and reliable tool for measuring the reading comprehension of pupils. It is with this objective in mind that reading comprehension test
has been constructed by following the principles of test construction.

Therefore the first main objective was to construct and standardize a tool for measuring reading comprehension in Gujarati for pupils of Class VI.

In order to make the test reliable and valid the investigator first tried to define the term 'Reading Comprehension'. This has been done by reviewing reading comprehension tests. The components involved in it were spelled out with great care and caution. Further, these components were studied in detail with a view to deciding the proper components of reading comprehension for pupils of class VI. For this the opinion of the teachers of Gujarati were collected for deciding the components of reading comprehension that they suppose to develop in Class VI. The weightage to be given to each component was also decided in consultation with teachers. Thereafter, the reading material was selected keeping in view the components and opinions of the teachers.

Thus the present test attempts to measure the following behavioural components of reading:

i. Ability to give the meaning of the words.
ii. Ability to give the meaning of the phrase.
iii. Ability to follow the instructions.
iv. Ability to give the sequence of events or ideas.
v. Ability to give significant details.

Thus, the reading comprehension test in Gujarati for Class VI was constructed and standardized.

These five components are tested through six different sub-tests in the battery. The selection of the test items which is considered to be the crux of the process of standardization was made carefully by applying the statistical method. The test has been standardized by following the principles of the test construction and standardization. The process of standardization has been described in detail in this report. The reliability and validity have been established by various methods described in separate chapter.

The next huge task before the investigator was to prepare the reading improvement programme, in Gujarati for pupils of Class VI to develop their reading comprehension and reading speed.

For this task, the investigator kept in view the components of reading comprehension in Gujarati which are supposed to be developed in pupils of Class VI. After this the reading material, for each component was selected and arranged according to the necessary sequence to develop the reading comprehension and reading speed.
To develop each component exercises were prepared and they were put together in the form of special parts of RIP, such as Part I - for increasing perception, Part II - for vocabulary and Part III - comprehension including word comprehension in context of sentence, sentence comprehension, paragraph and story comprehension as well as column reading for increasing reading speed. In all 32 exercises are included in the RIP. After preparing, it was tried out on a small sample of students, representative of the whole sample. Necessary changes were made and then it was printed in the form of booklet.

Thus necessary tools for experiment were prepared.

To carry out the experiment the matched group design was prepared.

The teachers of the experimental schools were oriented with the material. The programme was implemented in six schools, thus six divisions of six schools were treated as an experimental group. With certain practical limitations the RIP was implemented. To study the effectiveness of RIP in relation to I.Q. and the SES level, the following tests were given to the pupils:

i. The general ability test standardized by Dr. J.Z. Patel

ii. The SES scale prepared by Dr. A.S. Patel
The effectiveness of RIP has been studied by adopting a technique of Analysis of Co-variance and Analysis of Variance, which are described in chapter IX. It is, therefore, during this long process of research that certain observations have been made and collected from the experimenting teachers.

10.2 Observations

While administering the test it was found that the majority of the pupils were eager to read the next story or the paragraph. This led to say that, the reading material was interesting. This was also found by observations of the behaviours and co-operation of pupils with smiling faces. These observations got support from the informal talk with the pupils after the administration of the test. The pupils, the teachers and the principals were eager to know the result.

Teachers as well as headmasters expressed that this is a new type of test and is interesting and useful too. In certain schools even the head masters remained present throughout the administration of the test and at the end they also gave their opinion about the content as well as the form of question like, give correct sequence of events or ideas.

Besides this, certain other observations were made during the experimental stage of the research.
About the perception section of the RIP, except the 1st exercise, other exercises were interesting and pupils liked them much. The first exercise, to recognise the same letter from the given group was felt easy by the teachers, but some pupils were too poor to deal with this exercise, speedily. Therefore, this indicated the need of this exercise in the RIP.

The head masters and teachers voiced informally that the programme prepared and given to the pupils of Class VI by investigator would help the pupils in improving reading comprehension in Gujarati.

The students were eager to take the RIP. The exercises were interesting so they found themselves lost in solving them.

An article based on these experiences, " has been published in "Gatishil Shikshan" by investigator is given in Appendix E.

Other conclusions based on the analysis of results are described below:

10.3 **Conclusions**

The following few but important conclusions are drawn which perhaps would be helpful to the teachers, dealing with teaching of Gujarati in any class. Even it will be useful to
headmasters and parents also, who are eager to improve the reading comprehension of the future generation. The conclusions are as under:

10.3 (i) **Reliability of the Test**

The reliability of the present test has been established by split-half method and by K.R. Formula-21. The reliability co-efficient as determined by these two methods for pupils of class VI are .89 and .91 respectively. Thus it could be said that the test is highly reliable for pupils of Class VI.

10.3 (ii) **Validity of the Test**

Two types of validity have been established. The concurrent validity has been established by correlating the score on the present test with the teachers' opinion. The correlation thus obtained is found to be +.75.

Thus there is high correlation between the scores and the teachers' opinion about pupils reading comprehension. This led to state that the test has a good concurrent validity.

The concept validity of the test has been studied by analyzing the test items of each test against the behavioural components of reading comprehension. The analysis showed
that the test has a good concept validity and it measures what it purports to measure.

10.3 (iii) Effectiveness of the Reading Improvement Programme Reading Comprehension

It has been described that the programme was implemented on pupils of Class VI. The total mean score of post-test on reading comprehension test of experimental group is 33.02 (adjusted) and that of the control group is 26.91 (adjusted). This observed difference of 5.11 is highly significant at .01 level of significance.

From this it could be concluded that the programme is effective and could be used to improve the reading comprehension in Gujarati of pupils of Class VI.

10.3 (iv) Effectiveness of Reading Improvement Programme on Reading Comprehension of different pairs of schools

The mean score on the post-test of all the six experimental school is higher than those of the control schools. The mean differences are significant. This also led to state that the programme is found to be effective in all the six experimental schools. This proves that the HIP is effective.
From this, it could be concluded that the programme is effective and could be used to improve the reading comprehension in Gujarati of pupils of Class VI.

10.3 (v) Effectiveness of Reading Improvement Programme on Reading Speed

It has been described that the programme was implemented on pupils of Class VI to study its effect on reading speed. The total mean score of post-test on reading speed of experimental group is 118.37 (adjusted) and that of the control group is 96.19 (adjusted). This observed difference of 22.28 is highly significant at .01 level of significance.

From this it could be concluded that the programme is effective and could be used to improve the reading speed in Gujarati of pupils of Class VI.

10.3 (vi) Impact of Reading Improvement Programme on Reading Speed of different pairs of schools

The mean score on the post-test of all the six experimental schools is higher than those of the control schools. The mean differences are significant.

This also led to state that the programme is found to be effective in all the six experimental schools. This proves that RIP is effective for improving reading speed too.
From this also, it could be concluded that the programme is effective and could be used to improve the reading speed and comprehension in Gujarati of pupils of Class VI.

10.3 (vii) **Impact of Reading Improvement Programme on Reading Comprehension in relation to I.Q.**

Another aspect of the experiment pertains to the impact of reading improvement programme on reading comprehension of pupils of Class VI having high and low I.Q.

For studying the reading comprehension in relation to intelligence four groups were formed as under:

Group I : The group of pupils from the experimental group with high I.Q.

Group II : The group of pupils from the experimental group with low I.Q.

Group III : The group of pupils from the control group with high I.Q.

Group IV : The group of pupils from the control group with low I.Q.

The primary data like, \( n, \bar{X}, \sum X^2 \) and \( \bar{X} \) on reading comprehension were subjected to analysis of variance. It is observed by obtaining F ratio of the main effect of
treatment that is of RIP practice is 37.91 which is highly significant at .01 level of significance.

Consequently the main effect of experimental group is significantly superior to that of the treatment given to the control group.

The mean difference between two levels of I.Q. is in the favour of high I.Q. level.

Thus the main effect of I.Q. on reading comprehension is significant and that too in favour of the high I.Q.

From this it could be concluded that the programme is effective and could be used to improve the reading comprehension in Gujarati or pupils with high I.Q. as well as low I.Q.

10.3 (viii) **Impact of Reading Improvement Programme on Reading Comprehension in relation to SES**

It has been described that the four groups were formed as below:

**Group I** : The group of pupils from the experimental group with high SES.

**Group II** : The group of pupils from the experimental group with low SES.

**Group III** : The group of pupils from the control group with high SES.
Group IV: The group of pupils from the control group with low SES.

The obtained F ratios is 74.13 for the main effect of treatment, and 37.46 for the main effect of SES, are significant at .01 level of significance.

The mean differences between the treatment and between the two levels of SES are significant and it is in favour of experimental group and high SES, respectively.

From this it could be concluded that the programme is effective and could be used to improve the reading comprehension in Gujarati of pupils coming from higher strata of society as well as from the lower strata of the society.

10.3 (ix) Impact of Reading Improvement Programme on Reading Comprehension in relation to Reading Ability

It has been described that the four group were formed according to the good reading ability and poor reading ability from experimental as well as from control group.

The scores on Reading Comprehension Test were compared. The obtained F ratio for the main effect of treatment is 279.5, which is highly significant at .01 level of significance.
The mean difference between the treatment is in favour of the experimental group.

The obtained F ratio of main effect of reading ability is 54.96 which is also highly significant at .01 level of significance. Hence the mean difference between two levels of reading ability is in the favour of good reading ability.

From this it could be concluded that the programme is effective on the pupils of experimental group positively. The students with good and poor reading ability are benefitted by taking RIP.

10.3 (x) Impact of Reading Improvement Programme on Reading Comprehension in Relation to Age

It has been described that four groups were formed as below:

Group I : The group of pupils from the experimental group with less age.
Group II : The group of pupils from the experimental group with more age.
Group III : The group of pupils from the control group with less age.
Group IV : The group of pupils from the control group with more age.
The scores on reading comprehension test were compared.

The obtained F ratio for the main effect of treatment is 132.98 which is highly significant at .01 level of significance.

The mean difference between the treatment is in favour of the experimental group.

The obtained F ratio of main effect of age is 98.55 which is highly significant at .01 level of significance. Hence the mean difference between two levels of age is in the favour of less age.

From this it could be concluded that the programme is effective on the pupils of experimental group positively and could be used to improve the reading comprehension in Gujarati of pupils having less age as well as having more age.

10.4 Suggestions for Further Research

In the chapter of review of related literature, it has been mentioned that very few researches in our country have been done in this area. Therefore there is enough scope for research in this area. Even looking to the importance of this basic skills there is an urgent need of exploring different aspects of reading comprehension.
The present test is constructed and standardized for pupils of Anand Taluka. Therefore it could be used for establishing the norms of different parts of Kheda District and Gujarat State at large.

The investigator, during the process of research, and while reviewing certain studies, is able to suggest a few areas which could be taken up for further research:

1. A comparative study of the effectiveness of RIP between urban pupils and rural pupils.

2. Similar RIP could be prepared and a comparative study of the effectiveness of the two programmes could also be undertaken.

3. Investigation into the physical and psychological factors promoting reading comprehension.

4. Impact of reading improvement programme in Gujarati on achievement of school subjects.

5. The comparative study of the effect of RIP practice conducted twice on the same group.

6. A study of the effect of exercises for developing different components on reading comprehension.

7. Investigation into the relationship of need achievement and RIP.
The reading improvement [which is prepared and implemented on pupils of Class VI could also be tried out in other parts of District and Gujarat.

The list that is given here is suggestive only and not exhaustive.

Last but not the least there is an acute need of research in preparing RIP for different grade levels of students and also teaching of reading as a subject at each class.

The lack of teaching of reading as a subject in our schools may bring more percentage of failures at the examination. Stella Center has observed that what may be defined as literacy today may to-morrow be labelled as semi-literacy. This catastrophe of semi-literacy can be combated effectively by preparing different RIP.

Many things remain to be done to improve the reading ability of the pupils. Every teacher teaches his subject but nobody teaches reading. So reading programme must form a central part in the curriculum of the school.

A regular research should be undertaken to design adequate reading programme for pupils at each grade level.

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