

Chapter IXCONCLUSIONS AND SUGGESTIONS
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In the previous chapter, the data collected in this research was analyzed and interpreted. That virtually brings us to the end of this research report. The investigator has a feeling of excitement and humbleness at the same time. He experiences the humility of a tiny creature surmising the vast ocean of knowledge; at the same time he feels as if he was a character in an exciting story or a member of a thrilling adventure; along with the tests, the test-items, the figures and tables, the students and the college teachers that have been integrally associated with this exciting adventure, he also felt the involvement in the cause and shared their joys and sorrows. There were moments of exaltation and achievement along with those of anxiety and tiredness. But the pageant has come to an end, the curtain is about to fall, and the investigator has a feeling of being suddenly alone in a big theatre which is vacated by its audience at the end of the show.

There is a sense of achievement also. A big project has come to an end. To what extent it has been worthwhile, only others can tell. But the investigator is reminded of that famous exhortation of the Gita :

Your claim is only in doing deeds,
never in expecting rewards.

5/1/51
2/12/51
21/2/51

With that feeling in heart he has set to write this last chapter which tries to deduce some conclusions and offer some suggestions for further work.

The end of a research is not really an end; it is a beginning of a deeper effort; the sense of achievement should not become that of perfection. The work done appears insignificant when compared against what is still left undone. If the present effort leads the investigator to further research in the area and to some meaningful follow-up work, then only its undertaking will be justified.

Yet a rapid review of what was aimed at in this research and what has actually been done and achieved would not be out of place. That will be a worthwhile evaluation of the present effort.

The investigator undertook the present research with an aim of producing a standardized language ability test for the college-entering students of Gujarat. He had various utilities of such a test in mind. It would be useful to the college authorities for screening students at the time of admissions; it would help counsellors in guiding students to various courses of study; it would help students to have a clear awareness of the level of their abilities in Gujarati language; and lastly, it would serve as a diagnostic instrument for college teachers teaching Gujarati in the pre-university class. The complex nature of language ability dictated the construction of a battery of tests, where each test would try to measure a specific component of language ability. Accordingly, the investigator read considerable amount of relevant literature and tried to locate the possible components of language ability in Gujarati. He also secured expert opinions regarding this. He read relevant literature on psychological testing and specially on ability and aptitude measurement. Then he set constructing the test. Items were constructed; they were screened by experts; the preliminary forms were processed through individual and group pre-tryout. Then the try-out version with 584 items, spread over four parts, and requiring about four sessions of administration of about 50 to 55

minutes each, was prepared and got printed. Instructions were standardized. The try-out version was administered on a representative sample of 370 pre-university students, hardly 15 to 20 days after their admission to the college. The answersheets were scored and item-tallies were laboriously marked and calculated. Item analysis was done on this sample. Items were screened with regard to their difficulty and discrimination values, and the inadmissible items were discarded. Out of 584 items, 184 items were either discarded or ignored, and the remaining 400 items were arranged according to their difficulty value. The modified version was again got printed for final administration. The final version was administered to 1000 students - almost a representative sample in respect of sex, faculty, region, residence - covering 12 colleges all over Gujarat. The answer-sheets were again scored. Distributions of scores were prepared. Measures of central tendency and variability were computed. Separate percentile norms for four tests, for boys and girls, and for the three faculties were developed. Test-retest reliability was computed by re-testing 100 students after 10 weeks. Validity of the test was established by correlating the present test with a similar test of Dr. Urvashi Desai and with the S.S.C. examination marks in the subject of Gujarati.

Inter-correlations among different tests were calculated; a correlation matrix was prepared and factor analysis of the matrix was attempted to establish the factorial validity of the test-battery.

This is in short what has been done in the present effort. The investigator has made all efforts to make the test good and effective. All requirements of standardization are scrupulously followed as far as possible. If some shortcomings or lacuna are found, they are due to the physical limits of effort to be put in by the investigator and compulsions imposed by the situation prevalent in the educational field in Gujarat.

Taking a stock of the outcomes of this research, we can say that -

- (i) The present test is a good and scientific instrument for measuring a testee's language ability in Gujarati. It can faithfully ascertain a college-entrant's language ability and can show his relative standing in comparison to others. The investigator has succeeded in developing a standardized tool for the purpose.
- (ii) The present test is a fairly comprehensive one, and measures a wide variety of criterion behaviour indicative of language ability in Gujarati. So the measurement is deep, intensive and comprehensive.

(iii) The test shows no perceptible difference among the levels of language ability possessed by the students of Arts, Science and Commerce faculties, at the time when they enter college after passing the S.S.C. examination. It could be that the difference develops after the differentiated courses of respective faculties are undergone for two or three years. And, that is quite natural, because an average student studying in the degree year of the Arts faculty will have a greater measure of language ability than what his counterpart in the Science faculty would possess. This will sheerly be due to the literary and language-oriented courses that an Arts-faculty student might have studied. But at the time of admission to college, all the entrants have undergone the same kind of learning experiences, through the common syllabus in Gujarati. Hence, the absence of difference.

Anyway, the investigation fails to show any perceptible difference among facultywise scores.

(iv) The investigation does not show any significant difference between the sexwise score means, though the percentile ranks differ slightly.

- (v) Till now, there was no standardized test of language ability (Gujarati) for the college population. This test fills the gap and can be an humble but useful contribution to the field of testing in Gujarati.

The investigator would like to end this research report with a few suggestions for further work or follow-up work in this area of investigation.

- (i) The predictive validity of this test can be ascertained by correlating its scores with the student's scores in Gujarati at the pre-university examination (Freshman examination) in college. The scores on this test could also be correlated with general, all-subject scores of the testee, as that would reflect the degree to which Gujarati as a medium of instruction enters into the success of a student in subjects such as Economics, Psychology, History, Logic, Chemistry, Physics or Banking.

- (ii) This test can be made more comprehensive, by adding to it those components of language ability which are not covered by it, namely listening comprehension and oral expression. If tests for

these abilities are standardized, composite norms could be worked out by appropriately compounding the scores of this test and those ones.

- (iii) Facultywise, testwise and sexwise norms are developed in this battery. But regionwise norms are not developed. If through further research, such norms are developed, that will be a worthwhile addition to the usefulness of this test-battery.

With these observations, the investigator ends this report. If the present work proves useful in the direction of furtherance of human knowledge and capacity to measure and predict psychological traits, he will feel his labours amply rewarded.