

ANALYSIS ON READING LEVELS OF OVERALL READING COMPREHENSION IN DIFFERENT COMPONENTS

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Abstract: Reading is not only a language skill but it forms the basic tool for achieving proficiency in all other social subjects as without reading it is difficult to continue informal education because reading is the 'inevitable instrument' for learning. The present investigation was aimed at the "Development of women in language skills" the main Objective is to find out whether boys and girls, urban and rural students differ significantly in their reading levels of Overall Reading Comprehension' and different components of reading in Telugu language and the hypothesis is Boys and Girls, Urban and Rural would not differ significantly in their reading levels in overall reading comprehension and in different components of reading. To test Overall Reading of Ss', the Reading Test battery developed and standardized by, Research Scholar, The study was carried out in Urban and Rural areas both on Boys and Girls of X Class students (N=504) Under Different Management Schools of Nizamabad District of Telangana State. The *Multi-Stage Stratified Random Sampling technique* is employed. A sample of 252 Boys and 252 Girls students selected at random from the Different Management Schools. The data was obtained by employing appropriate statistical technique of 't' test. The usual level of significance at 0.05, 0.01 were used to test the significant of the obtained statistics. On the whole it is found that significant sex differences are noticed only in **RL** and **RBYL** for 'Overall Reading Comprehension' and there are no significant sex differences in any of the reading levels in any of the components of reading and also urban and rural students did not differ significantly in their comprehension in any of the reading levels in all the aspects of reading except in **RBL** of 'Overall Reading' and suggest that Teachers can instruct the students to use 'Newspaper' as an alternate for using text book to improve their reading skills..

Key words: reading levels, reading the line, reading between the line reading beyond the line, overall reading comprehension .

Introduction: Reading is not only a language skill but it forms the basic tool for achieving proficiency in all other social subjects as without reading it is difficult to continue informal education because reading is the 'inevitable instrument' for learning according to **Srivastava, R.P, (1988)** Reading has a great social significance. Man's social and cultural heritage is transmitted from generation to generation and is communicated reading from one individual to another by means of permanent printed records. It is a tool of the acquisitive mind and is the vehicle for obtaining ideas that cannot be transmitted verbally. The individual who reads well has at his/her command a means for widening his/her mental horizons and for multiplying his/her opportunities for experience. It is a crucial factor affecting intellectual and emotional growth. **Maria, K (1990)** reading comprehension is a holistic process of constructing meaning from written text through the interactions of 1. The knowledge the reader brings to the text i.e word recognition ability, word knowledge and knowledge of linguistic conventions; 2.The reader's interpretation of the language that the writer used in constructing the text and 3.The situation in which the text is read. **According to March (2006)** reading comprehension is the product of word recognition skills and listening comprehension skills.

Statement Of The Problem: The present investigation was aimed at the "Development Of Women In Language Skills".

Objectives:

1. To find out whether boys and girls differ significantly in their reading levels of Overall Reading Comprehension' and different components of reading I in Telugu language.
2. To examine whether Urban and Rural, differ significantly in their reading levels of overall reading comprehension in different components of reading in Telugu language .

Hypothesis:

1. Boys and Girls, would not differ significantly in their reading levels in overall reading comprehension and in different components of reading.
2. Urban and Rural would not differ significantly in their reading levels in overall reading comprehension and in different components of reading.

Tools Used: To test Overall Reading of Ss , the Reading Test battery developed and standardized by, Research Scholar,

Design and Sample: The study was carried out in Urban and Rural areas both on Boys and Girls of X Class students (N=504) Under Different Management Schools of Nizamabad District, Telangana State. Shown in

Table: Shows Management wise Distribution of the Ss' from Urban and Rural area

URBAN												Total
Government				Private				Private Un Aided				
X				X				X				
TM		EM		TM		EM		TM		EM		
B	G	B	G	B	G	B	G	B	G	B	G	
2	2	2	2	2	2	2	2	2	2	2	2	252
1	1	1	1	1	1	1	1	1	1	1	1	

RURAL												Total
Government				Private				Private Un Aided				
X				X				X				
TM		EM		TM		EM		TM		EM		
B	G	B	G	B	G	B	G	B	G	B	G	
2	2	2	2	2	2	2	2	2	2	2	2	252
1	1	1	1	1	1	1	1	1	1	1	1	

Sample Characteristics: The students selected for the study belong to X Class

1. The Schools are Co- educational.
2. The medium of instructions is in Telugu Language

Administration: The students were administered the tests of Reading Comprehension under the normal class room condition in a group of 42 at a time.

Scoring: The response of the students were scored based upon the procedure suggested by Research Scholar, For Right Answer '1' and Wrong Answer '0'
Statistical Technique & Sample: The *Multi-Stage Stratified Random Sampling technique* is employed. A sample of 252 Boys and 252 Girls students selected at random from the Different Management Schools.

Analysis of the data: The data obtained was employing appropriate statistical technique of 't' test. The usual level of significance at 0.05, 0.01 were used to test the significant of the obtained statistics.

Results and Discursions:

Hypothesis 1:

Boys and Girls, would not differ significantly in their reading levels in overall reading comprehension and in different components of reading

Table.2: Mean, SDs and Percentages in Different Levels of Reading of Boys and Girls in Overall Reading and Different Component of Reading and the Results of 't' Tests.

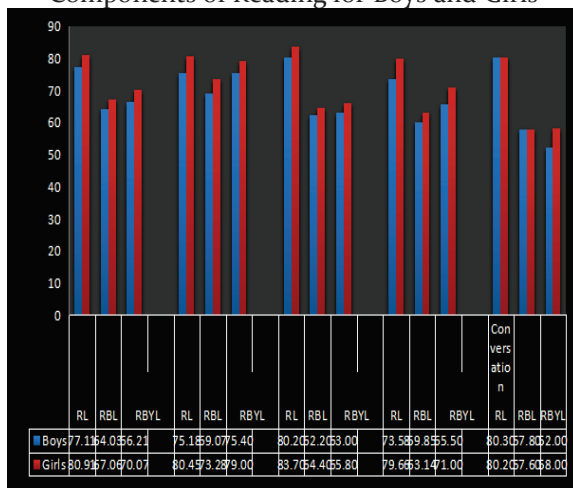
Components of Reading	Levels	Boys (N=252)		Girls (N=252)		't' Test
		M	SD	M	SD	
Overall Reading	Reading the lines (43)	33.16 (77.11)	7.81	34.79 (80.91)	6.46	2.55*
	Reading between the lines (31)	19.85 (64.03)	6.90	20.79 (67.06)	5.96	1.65@
	Reading beyond the lines (14)	9.27 (66.21)	3.04	9.81 (70.07)	2.68	2.12*
Story Reading	Reading the lines (11)	8.27 (75.18)	2.81	8.85 (80.45)	2.33	0.37@
	Reading between the lines (14)	9.67 (69.07)	3.62	10.26 (73.28)	2.23	0.32@
	Reading beyond the lines (5)	3.77 (75.40)	1.41	3.95 (79.00)	1.37	0.14@
Passage Reading	Reading the lines (10)	8.02 (80.20)	1.75	8.37 (83.70)	1.63	0.46@
	Reading between the lines (5)	3.11 (62.20)	1.29	3.22 (64.40)	1.24	0.13@
	Reading beyond the lines (5)	3.15 (63.00)	1.28	3.29 (65.80)	1.20	0.18@
News Paper Reading	Reading the lines (12)	8.83 (73.58)	2.82	9.56 (79.66)	2.24	0.50@

	Reading between the lines (7)	4.19 (59.85)	1.97	4.42 (63.14)	1.67	0.17 [@]
	Reading beyond the lines (2)	1.31 (65.50)	0.71	1.42 (71.00)	0.68	0.01 [@]
Conversation	Reading the lines (10)	8.03 (80.30)	1.9	8.02 (80.20)	1.72	0.09 [@]
	Reading between the lines (5)	2.89 (57.80)	1.39	2.88 (57.60)	1.19	0.01 [@]
	Reading beyond the lines (2)	1.04 (52.00)	0.61	1.16 (58.00)	0.64	0.22 [@]

Note:

1. *'t' value significant at 0.05 level
2. **'t' value significant at 0.01 level
3. ***'t' value significant at 0.001 level
4. @'t' value not significant at 0.05 levels

Figure 1: Mean Percentages for Different Levels of Reading in Overall Reading and in Different Components of Reading for Boys and Girls



Finding:

1. The Mean and SD values of Boys and Girls of x class Students differ Slightly in reading levels o overall reading comprehension and their f different components as shown in table 2
2. The Reading levels of Boys and Girls in overall reading comprehension differ significantly at 0.05 level in reading the lines and reading beyond the lines and whereas reading between the lines is not Significant at 0.05 level
3. The Reading levels of Boys and Girls in Story Reading, Passage Reading, News Paper Reading and Conversation are not Significant at 0.05 level. The t values are shown in table 2 Hence the Hypothesis is accepted in this case

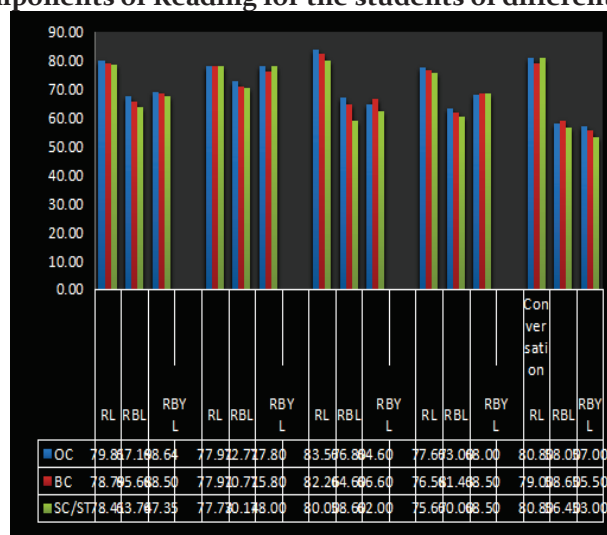
Table 3: Means, SDs and Percentages of Students belonging to Urban and Rural Areas in Overall Reading and in Different Component of Reading and the Results of 't' Tests.

Components of Reading	Levels	Urban (N=252)		Rural (N=252)		't' Test
		M	SD	M	SD	
Overall Reading	Reading the lines (43)	34.59 (80.44)	6.64	33.35 (77.59)	7.71	1.94 [@]
	Reading between the lines (31)	21.00 (67.74)	6.54	19.64 (63.35)	6.31	2.39 [*]
	Reading beyond the lines (14)	9.70 (69.29)	2.83	9.40 (67.14)	2.92	1.17 [@]
Story Reading	Reading the lines (11)	8.72 (79.27)	2.47	8.40 (76.36)	2.71	0.37 [@]
	Reading between the lines (14)	10.37 (74.07)	3.49	9.57 (68.35)	3.35	0.32 [@]
	Reading beyond the lines (5)	3.91 (78.20)	1.32	3.81 (76.20)	1.45	0.14 [@]

Passage Reading	Reading the lines (10)	8.35 (83.50)	1.51	8.04 (80.40)	1.85	0.46 [@]
	Reading between the lines (5)	3.25 (65.00)	1.30	3.05 (61.00)	1.24	0.01 [@]
	Reading beyond the lines (5)	3.32 (66.40)	1.24	3.12 (62.40)	1.24	0.18 [@]
News Paper Reading	Reading the lines (12)	9.37 (78.08)	2.31	9.02 (75.16)	2.80	0.50 [@]
	Reading between the lines (7)	4.37 (62.42)	1.81	4.24 (60.57)	1.85	0.17 [@]
	Reading beyond the lines (2)	1.36 (68.00)	0.72	1.37 (68.50)	0.67	0.01 [@]
Conversation	Reading the lines (10)	8.12 (81.20)	1.67	7.92 (79.20)	1.93	0.09 [@]
	Reading between the lines (5)	2.99 (59.80)	1.34	2.78 (55.60)	1.24	0.01 [@]
	Reading beyond the lines (2)	1.16 (58.00)	0.62	1.08 (54.00)	0.64	0.22 [@]

S Note: See note under Table 2

Figure 2: Mean Percentages for Different Levels of Reading in Overall Reading and in Different Components of Reading for the students of different Social Classes.



Finding :

AS shown in Table 3. The Mean and SD values of Urban and Rural Students Slightly differ in reading levels of Overall Reading Comprehension and their different components.

The Reading levels of Urban and Rural Students in overall reading comprehension differ significantly at 0.05 level in reading between and whereas reading the lines and reading beyond the lines is not Significant at 0.05 level

The Reading levels of Urban and Rural Students in Story Reading, Passage Reading, News Paper Reading and Conversation are not Significant at 0.05 level. The t values are shown in table 3. Hence the Hypothesis is accepted in this case.

Conclusions: On the whole it could be concluded that significant sex differences are noticed only in RL and RBYL for 'Overall Reading Comprehension' and

there are no significant sex differences in any of the reading levels in any of the components of reading On the whole it could be inferred that urban and rural students did not differ significantly in their com-

prehension in any of the reading levels in all the aspects of reading except in **RBL** of 'Overall Reading'

Suggestions:

- Use of variety of books and giving regular practice in reading helps children to understand the structure of language and in turn will improve their reading. Therefore, schools should allot time for the use of library in time-tables.
- The best way to help children to enjoy reading is to have them 'read their own books'. Hence, teachers and parents should make it a point to make students read their text books regularly.
- Teachers can also use 'Newspaper' as an alternate for using text book to motivate children to improve reading skills. Reading of newspaper has to become a regular habit, for which teachers and parents should insist upon

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