



## **Reading Comprehension In English Of High School Students In Relation To Certain Variables**

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***Abstract:***

*Education of a child is imperfect, unless he/she is equipped with the ability to read, to decipher, to interpret and to understand properly the contents of the material being read.*

*The present study intends to find out the reading comprehension of the High School students, with respect to certain variables. “The Reading Comprehension Test in English”, constructed and validated by Pramila Ahuja (1999) has been administered to a random sample of 300 students studying in different schools of Cuddalore educational district of Tamilnadu state. These were categorized on the basis of their gender, type of management and, location of the school. The study reveals that only small percentage of the students involved in the study possessed better reading comprehension.*

### **1.Introduction**

Reading is one of the most important avenues of effective learning. Reading is a process of thinking, evaluating, judging, imagining, reasoning and understanding the written matter. The ultimate goal of reading is not the process of reading itself but unraveling of the meaning represented by the words, phrases and sentences. Sometimes reading between the lines is also demanded. Reading is a highly synthetic process which requires simultaneous functioning of the eye and the articulatory muscles, recognition of separate words and phrases and immediate recollection of what has just been read.

It also involves the student's interest in the reading material and a sufficient degree of intelligence to understand what is read. Comprehension takes place only when all these elements work together and a failure to comprehend may be due to any malfunctioning of one or any one of these factors. In the educational institutions reading is the most important study tool. Next to the teacher the text book is usually the principal educative agency contributing to the academic success.

Efficient reading depends upon rapidity and accuracy in seeing and recognizing symbols and upon exact comprehension of their meaning. Hence, it is very important that students acquire a good command on the reading skill during their period of study. That is why the topic has been selected.

### **2.Need And Importance Of The Study**

“Reading maketh a full man”, says Francis Bacon. Reading is first of the three R'S and it has been accepted that the ability to read well has social significance as well as individual value. As Richard Steele points out “Reading is to the mind what exercise is to the body”.

According to Ghanchi and Trivedi “Education of a child is imperfect, unless he/she is equipped with the ability to read, to decipher, to interpret and to understand properly the contents of the material being read. The intellectual advancement of a child is strictly limited, if he/she is unable to read”. Hence an attempt to deal with the range of differences in reading achievement must necessarily begin with an awareness of the reading achievement levels of the students. In this study an attempt has been made to find out the reading comprehension and achievement of the High School students in English.

### **3.Objectives Of The Study**

The study has been undertaken to find out the following

- To find out the level of reading comprehension in English of XI standard students.
- To find out the whether there is any significant difference in the reading comprehension in English of students based on gender.
- To find out the whether there is any significant difference in the reading comprehension in English of students based on type of management.
- To find out the whether there is any significant difference in the reading comprehension in English of students based on the location of the school.

### **4.Hypotheses**

Suitable hypothesis have been formulated based on the above objectives.

### **5.Definition of Terms**

#### *5.1.Reading Comprehension*

The main purpose of reading is comprehension in understanding the meaning of words and relationship between ideas. D. H. Russell defines comprehension as “an understanding of the meaning intended by the author. No reading is complete unless comprehension aspect is taken into account.

#### *5.2.Method of Study*

Normative Survey method has been used in the present study. It involves describing, recording, analyzing and interpreting the data which are all directed towards a better understanding of the educational problem and finding solutions for them.

#### *5.3.Sample*

The sample of 300 students belonging to the Cuddalore educational district of Tamilnadu, were selected by random sampling technique. They were categorized on the basis of gender, type of management, and the location of the school.

#### 5.4. Tools

The Reading Comprehension Test constructed and validated by Pramila Ahuja (1999) was used in the study in order to find out the level of Reading Comprehension in English of the High School students. The reliability was found to be 0.85. The scale consists of 50 statements, followed by five options. The questionnaire is divided into nine paragraphs and each correct response will fetch one mark each. 50 is the maximum possible score that a respondent can obtain in the inventory.

#### 6. Statistical Techniques Used

The data collected for the study was subjected to the following statistical analysis.

- Descriptive Analysis and
- Differential Analysis

#### 6.1. Level of Significance

All hypotheses formulated in this study were tested at 0.05 level of significance.

#### 6.1.1. Statistical Analysis of Data

To analyze the data the mean, standard deviation and “t” value for different sub- samples have been calculated. The mean and standard deviation of the total population is found to be 13.84 and 5.66 respectively. Since the mean value is less than 50% of the maximum score (50), it can be concluded that the reading comprehension of the high school students is low, though there is a wide disparity in the dispersion of scores.

S.No.	Categories	Mean	S.D	N	t value	S/NS	Level
Gender	Male	13.42	5.41	150	0.578	NS	0.05
	Female	14.26	5.92	150			
Type of Management	Government	8.92	3.75	158	7.692	S	0.05
	Private	19.32	8.43	142			
Location of the School	Rural	6.50	2.24	159	11.78	S	0.05
	Urban	20.35	8.91	141			

Table 1: Comparison of the Mean Reading Comprehension Scores of Different Sub-Samples

### 6.2. Findings of The Study

- The reading comprehension of high school students is low.
- The students do not differ significantly in their reading comprehension score on the basis of gender.
- The students differ significantly in their reading comprehension score on the basis of type of management..
- The students differ significantly in their reading comprehension score on the basis of location of the school.

Significant difference has been found between the mean of the various pairs of sub samples involved in this study in respect of their reading comprehension. . There is no significant difference in the reading comprehension of male and female students (0.578). Students studying in urban schools have better reading comprehension than the students studying in rural schools (3.59). Students studying in private schools have better reading comprehension than the students studying in urban schools (3.59).

### 7. Conclusion

Better reading comprehension is seen only in a small percentage of the students involved in the study. In the same way poor reading comprehension is seen in the maximum number of pupils involved in this investigation. This is really discouraging from the academic point of view, because poor reading comprehension in a language may hamper the academic performance of the students during tests and examinations.

Popular belief that students of urban schools are more likely to have better reading comprehension than the students of rural students, that government and private school students may differ in their level of reading comprehension get support from the present study, because significant difference is found between the various pairs of sub samples in respect of their level of reading comprehension.

**8.Reference**

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