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Common Reading Errors Of Elementary School Slum Students

Bhalerao V.S

Assistant Professor, Department of Human Development & Family Studies
College of Home Science, Vasantnao Naik Marathwada Krishi Vidyapeeth
Parbhani (MS), India

Desetty R.V

Associate Professor, Department of Human Development & Family Studies
College of Home Science, Vasantnao Naik Marathwada Krishi Vidyapeeth
Parbhani (MS), India

Abstract:

One hundred and two slum students studying in standard fourth and fifth were chosen at random for studying different types of reading errors committed by elementary school slum students and to analyze them in light of their background variables. Significantly a higher percentage (58%) of slum students found to make different kinds of errors while reading their lessons and 41 per cent could not even read the passage of their lesson which is of serious concern. The slum students who had higher levels of IQ and who developed good study habits found to make less errors in reading and also they had better academic performance.

1.Introduction

Education plays an important role in the economic development of the nation. It has become one of the basic needs of a person in modern world. Childrens formal academic learning starts with their entrance into elementary school by the age of six years. While learning disabilities are found in approximately 2 million children between ages 6 – 17 years, which interferes with childrens academic achievements due to improper development of neuro-cognitive processes like thinking, listening, seeing, speaking, reading, writing, spelling and arithmetical calculation. The children with learning disability have specific impairment in acquiring, retaining and processing of information. Annual report of Ministry of Human Resource Development 1997-98 shows 39.58 per cent school dropout rate in elementary school for which learning disability is one of the major reasons. The percentage of learning disability among school going children was about 23 per cent in 1976 - 77 while by 1985-86, it raised upto 43 per cent (Challahan and Kaufman). Paul (1997) estimated that in India, among 1000 children at least 100 could be suffering from learning disability. It shows that percentage of learning disabled children is increasing day by day not only in the developing countries like India but also in developed countries. In light of above it was felt necessary to take up a study on common reading errors of elementary school slum students.

2.Methodology

One hundred and two slum students studying in standard fourth and fifth from six Marathi medium schools (vernacular language) were chosen at random from two slum areas of Parbhani town. The students were given a passage of one hundred and thirty five words from a lesson of Thomas Edison and Kiran Bedi to read from their respective marathi text book, which was taught and found to be interesting to them. The sample students were made into small groups and were given clear instructions about how to read the passage and a demonstration was given on a different passage which was not taught to them. Each student was requested to read the finalized passage independently as per the given instructions. When individual student was reading out the passage, the investigator followed another copy of the same passage for perusing it for recording the students reading quality, errors if made and time taken to complete the task. The background information of sample students was collected by personally interviewing them as well as their class teachers based on the structured interview schedule. Reven's Colour Progressive Matrices (RCPM) was administered on the students to assess their IQ. The data thus collected were pooled, analyzed and discussed.

3.Result And Discussion

It is apparent from the table 1 that 71 per cent of the selected slum students were in the age group of 9 – 10 years while 27 per cent were from 10 – 11 years range. More than 55 per cent students were hailed from V standard and 44 per cent from IV standard. Majority of the students were males (77.45%). Except first born (14%), second, third and fourth born student were distributed nearly equally (24-30%). Sixty two per cent of the students were studying at home for 30 minutes to 2 hours/day. Majority of the students secured 35 – 50 per cent marks in previous exams while twenty five per cent of the student were classified as moderately mentally challenged followed by mild (21%), dull (18%), superior (13%), average (10%) and above average (9%) category based on their IQ range. Forty two per cent childrens families were nuclear while 57 per cent of them were from middle sized families. Majority of their parents were school educated (33 – 46%), having low income groups (14 – 32%), unskilled daily wagers (65 – 70%). Similar kind of results were apparent in a study conducted by Stott (1981) on 'behaviour disturbance and failure to learn:

A study on cause and effect' indicated that unsatisfactory living conditions and poor home background were the causes for childrens reading disabilities. A research study on mothers education and children's learning conducted by Parekh, Pradhan and Bhola in 1985 proved the importance of home environment in academic learning of the child.

Table 2 and Figure 1 reveals reading quality and errors made by the elementary school students. It is clear from the table that only 58 per cent of the students could read the passage without errors while 41 percent of them committed one or the other errors like addition of words (96%), deletion and substitution of words (100% each) and distortion of words (60%). Majority of them had very poor overall quality of reading as well as pronunciation (55%). Average time taken for reading the same passage was 3 – 6 minutes (27 – 36%) when compared to reference time (3 minutes). Table 3 explicit the computed coefficient correlation between reading errors committed by slum students and their selected background variables. The slum students who found to have good study habits and better IQ levels assessed to have less reading errors and better reading quality. It was also noted that the students who committed lesser errors in reading had better academic performance. However non significant correlation was recorded with chronological age, ordinal position and family monthly income of the slum students. Eshel et al. (1991) also reported that children who faced the problem in learning, academic skills, had low IQ scores. Significantly a higher percentage (58%) of slum students found to make different kinds of errors while reading their lessons and 41 per cent could not even read the passage of their lesson which is of serious concern. The slum students who had higher levels of IQ and who developed good study habits found to make less errors in reading and also had better academic performance.

Background aspects of students	Percentages of students (102)
Age group (Yrs)	
9-10	71.56 (73)
10 – 11	27.43 (29)
Standard	
IV	44.11 (45)
V	55.88 (57)
Gender	
Male	77.45 (49)
Female	22.54(23)
Ordinal position	
First born	14.70 (15)
Second born	30.39 (31)
Third born	30.39 (31)
Fourth born	24.50 (25)
Study habits	
Never study at home	37.25 (38)
Study at home (30 min –2 hr/day)	62.74 (64)
Secured marks in previous exams (%)	
35 – 50	85.29 (87)
50 – 62	14.70 (15)
IQ range	
50 – 70 (Moderately MC)	25.49 (26)
71 – 80 (Mildly MC)	21.56 (22)
81 – 90 (Dull)	18.62 (19)
91 – 100 (Average)	10.78 (11)
101 – 110 (Above average)	9.80 (10)
111 – 120 (superior)	13.72 (14)
Type of family	
Nuclear	42.15 (43)
Joint	40.19 (41)
Extended	17.6 (18)
Size of family	
Small (<5)	15.68 (16)
Middle (6-8)	57.84 (59)
Large (>8)	26.47 (27)
Family Monthly income (Rs.)	
1000 - 1500	26.47 (27)
1500 - 2000	31.37 (32)
2000 - 2500	28.43 (29)
2500 - 3000	13.72 (14)
Educational level of parents	
	Mother Father
Non literate	55.92 (55) 17.64 (18)

Primary School	33.33 (34)	25.49 (26)
Secondary School	12.74 (13)	46.00 (46)
Intermediate educate	--	20.58 (21)
Occupation of parents		
Non working	29.41 (3)	14.70 (15)
Working		
Unskilled daily wagers	65.68 (67)	70.58 (18)
Permanent wagers	4.90 (5)	14.70 (15)

Table 1: Background Information Of The Elementary School Slum Students

Quality of reading and types of errors committed in reading	Percentage of students (102)
Inability of read the given passage	41.17 (42)
Ability to read the passage	58.82 (60)
Types of errors	n – 60
Addition of words	96.66 (58)
Deletion of words	100 (60)
Substitution words/ alphabet	100 (60)
Distortion of words	60 (36)
Overall quality of reading	
Good	11.66 (07)
Fair	25.00(15)
Poor	20.00 (12)
Very poor	43.33 (26)
Pronunciation	
Good	20.00 (12)
Fair	25.00 (15)
Poor	55.00 (33)
Time taken for reading the passage (reference time 3 min)	n – 102
3 – 4	26.47 (27)
4 – 5	35.29 (36)
5 – 6	24.50 (25)
6 – 7	13.76 (14)

Table 2: Reading Quality And Errors Made By The Elementary School Slum Students

Background variables of students	Coefficient correlation and committed types of errors in reading ('r' value)			
Chronological age	-0.04	-0.02	-0.04	0.004
Ordinal position	0.06	0.10	0.09	0.09
Monthly family income	0.12	0.14	0.13	0.14
Study habits	0.19*	0.17	0.16**	0.12*
Marks in previous exam(%)	0.37**	0.36**	0.34**	0.42**
Assessed IQ	0.61**	0.62**	0.61**	0.68**

Table 3: Correlation Between Reading Errors Committed By Slum Students And Their Selected Background Variables

* Significant At 5% Level ** Significant At 1% Level

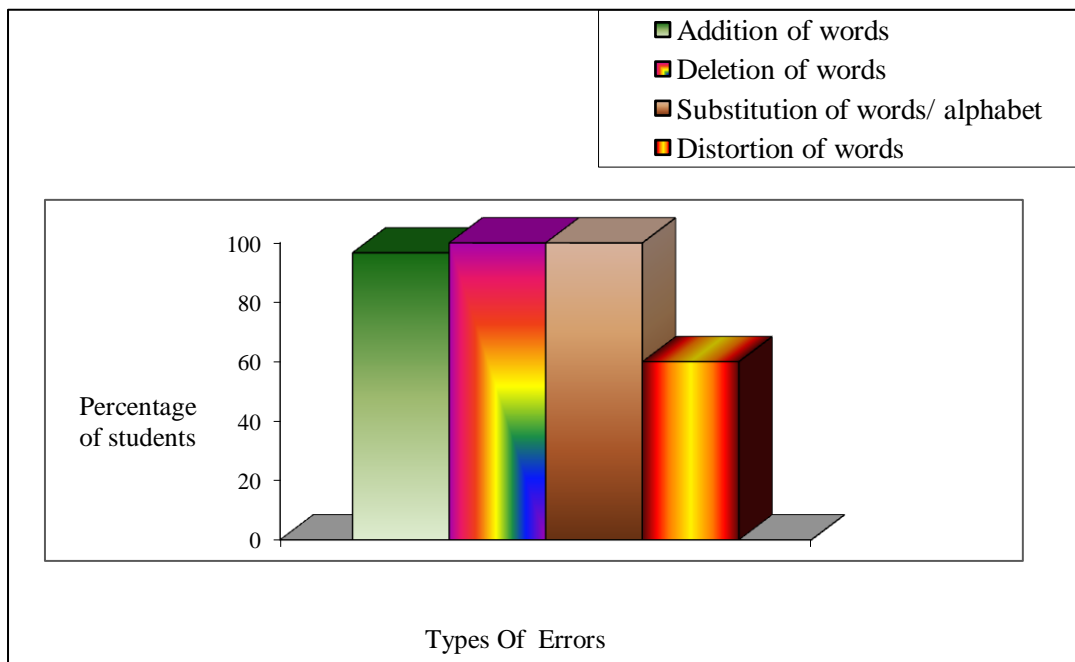


Figure 1:Types Of Errors Committed By The Elementary School Slum Students While Reading

4.References

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