CHAPTER III

3.0.0.0. INTRODUCTION

A researcher before taking up any research, primarily needs to study the past literature available in the concerned field. Awareness of the past literature, enlightens the researcher with the sources that are available in the field, their worthiness and usability.

Good, Barr and Scates analyse the purpose of research review as,

"To select suitable research method to the problem; to locate the data useful in the interpretation of results and to provide ideas, theories, explanations or hypothesis valuable in formulating the problem."

In this Chapter, some of the past studies and major findings in different areas of reading comprehension are presented. This compilation helps the researcher to have a proper insight into the problem. In fact, it is of immense value in deciding the strategy to deal with the problems of the present study.

In the field of reading comprehension, number of researches have been carried out. They are related to the definition of reading comprehension, standardisation of test to measure reading comprehension, components of reading comprehension, social and psychological factors influencing reading comprehension, level of reading comprehension, etc.

As the present problem relates to the standardisation of a test for the measurement of reading comprehension and to study the reading comprehension in the context of some psycho-socio correlates, the researcher focusses her attention to the studies related to the standardisation of a test and the influence of psycho-social correlates on reading comprehension. Some studies which were studied in detail are discussed hereunder.

3.1.0.0. TESTS ON READING ABROAD

I 'IOWA EVERY PUPIL TESTS OF BASIC SKILL' 2

Test A for elementary, grade 3-5, advanced grade 5-9. It is a silent reading comprehension test battery, measuring skills developed in elementary schools.

Paragraph comprehension, noting details, organisation of ideas and grasping the total meaning are the four silent reading skills, which are measured through this test. It also measures vocabulary. There are five questions having four multiple choices under each story or a small paragraph. The advance battery is parallel to the elementary battery in abilities measured. The questions are also similar in nature. The reading material used is longer but interesting and consists of description and exposition of historical narration.

There are 40 items in the elementary battery and 50 in advanced battery, the total time required to administer the test is 70 minutes. The grade and age equivalents together with grade percentile norms are given. Answers are to be marked on a separate sheet. Nothing has been mentioned about the reliability of the test in the mental measurement year book.

II 'THE NELSON READING TEST' 3

This test is meant for grade 3-9. The test also includes vocabulary and paragraph comprehension test.

The test consists of vocabulary test of 100 words and 25 paragraphs, measuring three different skills of comprehension. They are, the skill to note the general significance, skill to note the details and to draw inferences. The percentile and grade norms, for vocabulary, for paragraph comprehension and total scores, have been reported. The reliability co-efficient is about 0.90 and the validity co-efficient is about 0.80, which were found out by comparing the score on available reading comprehension test. The time allowance for Part I of the test, i.e. vocabulary, is of 10 minutes and for Part II, i.e. paragraph comprehension, it is of 20 minutes.

III 'GATES 4 READING SURVEY', TEST FOR GRADE 3 TO 10

The test measures speed and accuracy, reading vocabulary and level of comprehension. There are three sub-tests in the test. The first is speed and accuracy test having 36 test items, second is reading vocabulary test having 60 test items and the third is comprehension test having 43 items.

The test gives three different scores. The grade and percentile norms for each score are given. The reliability co-efficients for five different grades range from 0.82 to as high as 0.89.

The time allowance for the first test is 6 minutes for grade 3-4-5 and 4 minutes for grade 6 to 10. For the second and third sub-tests, the time to be given for each sub-test is of 20 minutes.

3.2.0.0. TESTS ON READING IN INDIA

In India, only few persons have tried to construct and standardise the test in this area. Some of them are reviewed here.

I SILENT READING TEST IN GUJARATI FOR STUDENTS OF STANDARDS VIII TO XI

The simple objective of the study is to provide the scales of measuring speed, word meaning and comprehension of individual students of Standards VIII to XI of secondary schools in Gujarat. The test aims at measuring speed of reading, word meaning and comprehension. The sex-wise percentile norms for each grade and age are given.

The reliability co-efficients determined by test-retest method, split-half method and parallel form are found to be ranging between 0.50 to 0.98. The validity co-efficients have been determined by correlating the scores of the test with teacher's opinion and with standard scores of the marks obtained by pupils in subjects other than English. It is ranging between 0.70 and 0.80.

5. J.A.Bhagatwala, Formation, Administration and Standardisation of Silent Reading Test in Gujarati for students studying in Standards VIII to IX, (Ph.D.Thesis Education, Baroda : M.S.University,1960).
II READING ABILITY TEST IN GUJARATI CONSTRUCTED BY R.S. TRIVEDI AND B.V. PATEL 6 FOR STANDARDS VIII TO X

The authors have given Standard-wise scores, percentile norms and rate of reading. They have also given percentile norms with letter grade norms. The test measures the following components of reading comprehension.

i) Ability to note the significant details
ii) Ability to give the meaning of the words, proverbs and idioms
iii) Ability to grasp the central idea
iv) Ability to find out the relationship of ideas
v) Ability to read tables
vi) Ability to draw generalisation.

It also measures the reading speed of the students.

III B.U. PAREKH 7 CONSTRUCTED AND STANDARDISED A SILENT READING TEST IN GUJARATI FOR PUPILS STUDYING IN STANDARD IX IN GUJARAT FOR HIS DOCTORATE DEGREE IN 1973

The test has nine sub-tests in respect of reading rate, prose comprehension, directed reading, poetry comprehension, paragraph comprehension, word meaning, sentence meaning, proverbs, idioms and table reading.

The reliability co-efficients of the test have been estimated by four different methods. It is ranging between 0.68 and 0.97. The validity of the test has also been found out by correlating the test score with some renowned tests available in market. The inter correlations of the sub-tests with the whole test are of a fair order. The grade norms, percentile norms, standard score norms and stanine scores are found out for boys and girls and for the whole group. The time required to answer the test is of 76 minutes.

IV S.J. MANIAR constructed and standardised a silent reading test to measure rate of reading, reading comprehension, vocabulary, local information etc. and to follow up studies on the test in the light of its predictive, diagnostic and screening uses.

It contains nine sub-tests. The reliability coefficient was ranging between 0.69 and 0.98. The validity of the test was in conformity with some renowned tests.

i) The girls proved to be better than boys.

ii) Age and reading ability of the pupils denoted a marked relationship.

iii) Parent's education did affect the reading ability of the pupils.

iv) Parental income and reading ability of pupils were highly related.

v) The test could be used for diagnosing the defects in reading ability and for grouping the children for classroom instructional purposes.

V GOHIL H.B. constructed and standardised a silent reading test in Gujarati for pupils studying in standard VII in the schools of Saurashtra.

The study was conducted to fulfil the following objectives,

i) to construct a silent reading test in Gujarati

ii) to assign three different sub-scores viz. those on rate of reading and reading comprehension

iii) to prepare Z-scores, T-scores and stanines

iv) to design a pupils' self interpreting reading profile.

Norms for grade VII for boys and girls and for both were established. Measures of skewness on the basis of medium and percentile were 0.099 and 0.039 respectively and the measure of Kurtosis was 0.274; the normality of distribution was also tested.


by method of moments. The reliability co-efficient was found out by using six different methods and techniques, and it ranged between 0.89 and 0.96. The validity co-efficient of the tests fell between 0.56 and 0.77. The general findings of the factor analysis corroborated the aspects, on which the test had been constructed. Factors concerning age, caste, parents' income, parents' literacy and the area, where the schools were situated, were found to affect the silent reading ability of the pupils.

VI  I.A. VORA 10 STUDIED READING ACHIEVEMENT (R.A.) IN THE CONTEXT OF ATTITUDE, ANXIETY AND N.ACH.

The researcher has attempted to study the reading achievement in the context of attitude, anxiety and n.ach. He emphasised the need of the R.A. in viewing reader's speed and comprehension. The objectives of the study were as follows:

i) to study combined effect of attitude, anxiety and n.ach. on R.A.

ii) to study the partial relationship of attitude, anxiety and n.ach. on R.A.

iii) to find out the most effective correlates of the three on R.A.

The researcher used standardised tools, viz. reading ability test, reading attitude scale, test anxiety scale and thematic appreceptive test to collect data from a sample of 400 students of both the sexes of Standard VIII. The statistical techniques used were analysis of variance and partial correlation. The conclusions of the study were as follows:

i) Students having favourable attitude and less anxiety are found better in R.A.

ii) Students with high n.ach. seem to be slightly more efficient in R.A. than their counterpart.

iii) N.ach. with the help of favourable attitude, function as a factor, to develop R.A. in the students.

iv) Attitude is the most effective correlates of all the three independent variables of the study on the R.A.

v) Anxiety is negatively related with R.A. and

vi) N. ach. is the least effective variable of all.

VII JAIN S.S. 11 CONSTRUCTED AND STANDARDISED A SILENT READING COMPREHENSION TEST FOR THE PUPILS OF STANDARD VII FOR USING IT AS A TOOL FOR OTHER STUDIES

The reliability was established by split-half method and test-retest method 0.94 and 0.91 respectively. Two factorial designs were used for the study of the effect of sex, area, levels of reading and S.E.S. of parents.

The findings were,

i) The achievement of all the school subjects taught through mother tongue was positively related with reading comprehension.

ii) Socio-economic level of parents has significant effect on reading comprehension.

iii) The sex has no significant effect on reading comprehension.

VIII PATEL B. V. AND VORA I. A. 12 CONSTRUCTION AND STANDARDISATION OF SILENT READING COMPREHENSION TESTS IN GUJRATI, FOR PUPILS OF STANDARDS V, VI AND VII TO STUDY THE EFFECT OF READING IMPROVEMENT PROGRAMME

The major findings were,

i) There were no sex differences with regard to reading comprehension of students of Standards V, VI and VII.

ii) There were no sex differences with regard to reading speed of students of Standards V, VI and VII.

iii) The experimental group students of Standards V, VI and VII did better on reading comprehension tests after taking Reading Improvement Programme (R.I.P.) than the control group students.


12. B.V.Patel and Vora I.A. Construction and Standardisation of Silent Reading Comprehension Tests in Gujarati for Pupils of Standards V, VI and VII to study the effect of Reading Improvement Programme, (Sardar Patel University, 1985), (N.C.E.R.T.financed)
iv) The experimental group students of Standards V, VI and VII did better in speed of reading after taking R.I.P. than those students of the control group.

v) SES was found to be effective variable influencing the reading comprehension of pupils of Standard V.

vi) The students coming from high SES level benefitted more by R.I.P. than those coming from low SES level families.

vii) The R.I.P. treatment given to pupils of Standards V, VI and VII proved more effective in increasing the rate of reading with students coming from high SES level as compared to students coming from low SES level.

The percentile norms for reading comprehension for Standards V, VI and VII were given. Standard score norms were also established.

The reliability for all the tests of Standards V, VI and VII were established by split-half method K-R formula and analysis of variance approach.

The validity was also established for the three tests for Standards V, VI and VII viz. construct validity, concurrent validity and factorial validity.

For rate of reading, letter grade norms were given for Standards V, VI and VII.

If the teachers are rightly made aware of such programmes and available material, they can help their students in acquiring basic skills of reading comprehension, which are very useful in self-study or auto-learning.

3.3.0.0. OTHER STUDIES RELATED TO READING COMPREHENSION AND READING ACHIEVEMENT

I PARIKH V.P. 13 STUDIED SOME FACTORS AFFECTING READING SPEED AND COMPREHENSION

The objectives of the study were,

i) to study comprehension

ii) to study the effect of size of letters on reading speed and comprehension

iii) to study the effect of contents of reading material on reading speed and comprehension; and

iv) to study the interaction between types of format, size of letters and contents of reading material upon reading speed and comprehension.

The findings of the study were as follows:

i) Reading speed is influenced by printing the material in two narrow columns, having printing size as 10-point, and having history type of content, within the limitations of criteria selected and studied, reading speed is influenced by having two narrow columns with 14-point of letters of a single broad column of 10-point type of letters. It was found that reading speed is high, when different contents are printed in two narrow columns with 14-point type of letters.

ii) Reading comprehension is positively influenced by size of letter (12-point type) and story type but not by the type of format. With regard to the history, biography and story content type, 10-point type was found to have better influence. History type of content in single broad column of 10-point type or two narrow columns of 14-point type and story and biography type of content in two narrow columns of 10-point type or 12-point type of letters did better reading comprehension.

II. KOPPAR B. STUDIED READING COMPREHENSION WITH FOLLOWING OBJECTIVES

i) to study the level of reading comprehension

ii) to study the relationship of reading comprehension with attitude towards reading, anxiety, academic motivation, socio-economic status and dependence and

iii) to undertake a study in depth of reading comprehension in English of a few students.

The major findings of the study were,

i) Reading comprehension was related positively to reading attitude

ii) Anxiety was negatively related to reading comprehension

iii) Some other factors related to reading comprehension were found to be a) reading readiness, b) academic motivation, c) attitude towards the study of English, d) quality of classroom teaching, e) presence or absence of proper direction, f) educational status of parents and g) socio-economic compulsions.

III Gaur P.K. 15 STUDIED READING ABILITY IN RELATION TO SOME PSYCHO-SOCIO CORRELATES

The findings were,

i) The speed of reading comprehension and vocabulary affected the students' marks in Hindi language as well as the aggregate achievements.

ii) Economic status was not significantly related to comprehension and vocabulary but significantly related to speed of reading.

iii) Parent's education was not significantly related to the speed of reading comprehension and vocabulary. Standard of school did not affect significantly the comprehension and vocabulary of students but affected significantly the speed of reading.

iv) Age was not significantly related with speed of reading comprehension and vocabulary of students. Comprehension and vocabulary were not affected by the sex of student but speed of reading was influenced by sex of students. The birth order of the child did not affect the speed of reading comprehension and vocabulary of the students. Intelligence was significantly related to speed of reading comprehension and vocabulary of student.

IV Vora N.A. 16 STUDIED SOME PSYCHOLOGICAL CORRELATES OF READING COMPREHENSION

The main objectives of the investigation were,

i) to study reading comprehension in Gujarati of pupils of Standard VIII of Central Gujarat


ii) to study the rate of reading in Gujarati of pupils of Standard VIII

iii) to study the reading achievement in Gujarati of pupils of Standard VIII

iv) to study the inter-relationship between and among the three dimensions of reading

v) to study the inter-relationships of the independent psychological variables

vi) to study the effect of demographic variables on the three dimensions of reading and

vii) to study the relationship of the three dimensions with the psychological correlates, viz. anxiety, N.ach., attitude towards reading, interest and motivation towards school, separately.

The study was carried out on a sample of 1,140 pupils selected by the stratified random sampling method from different districts of Central Gujarat. Standardised tools used for collecting the data were silent reading ability test of Trivedi and Patel, Reading Attitude Scale of Patel, General Anxiety Scale of Nijhawan, Achievement motivation test of Mehta, Interest inventory of Parikh and Junior index of motivation of Frymier. A factorial design was adopted for data analysis.

The important findings of the investigation were,

i) Reading comprehension was a normally distributed phenomenon in the sample under study.

ii) Reading speed and reading achievement were also normally distributed among the sample.

iii) Pupils, who were highly motivated, were less anxious.

iv) Pupils with positive attitude towards reading were less anxious.

v) The more the literary interest, the less was the anxiety.

vi) The students, who were highly motivated towards school, were less anxious.

vii) There was positive relationship between n-Ach and attitude towards reading, n-Ach and literary interest, n-Ach and attitude towards school.

viii) There was positive relationship between motivation towards, school (MTS) and attitude towards reading, MTS and literary interest.
ix) The better the speed of reading, the better was the reading comprehension.

x) There was a positive relationship between reading comprehension and reading achievement.

xi) The urban pupils were slightly better in reading speed than the rural pupils. Sex did not have any effect on reading speed. Pupils who were less anxious had better reading speed than more anxious pupils.

xii) The pupils of urban area did better on reading achievement than those of rural area. There was a positive relationship between n-Ach and reading achievement (R.A.), reading attitude and reading achievement, literary interest and R.A. MTS and R.A.

V. DASS P.A. 17 STUDIED READING COMPREHENSION OF STUDENTS STUDYING IN ENGLISH MEDIUM SECONDARY SCHOOLS IN THE CONTEXT OF SOME SOCIO-PSYCHO CORRELATES

Some of the characteristics and findings of the test were,

i) The mean score of girls was higher than that of boys. There were sex differences with regard to reading comprehension in English.

ii) The reliability of the test as determined by test-retest method, split-half method, Rulon formula, K.R. formula and analysis variance approach ranged between 0.76 and 0.90.

iii) The concept validity, concurrent validity and factorial validity of the test were established. The concurrent validity of the test was established by correlating the scores of students on the test with teachers' opinion about reading comprehension and it was found to be 0.49.

iv) The mean difference of reading comprehension scores was in favour of students with high SES.

v) The mean difference in reading comprehension scores was in favour of students having high leadership traits.

vi) The emotional stability was not found to influence reading comprehension.

vii) The students having high degree of radicalism were found superior in reading comprehension to those with a low degree of radicalism. The students having low anxiety level had better reading comprehension than those with high anxiety level.

VI. SHELAT M. H. 18 STUDIED THE IMPACT OF READING COMPREHENSION OF PUPILS OF STANDARD VI IN RELATION TO INTELLIGENCE AND SES

The major findings were,

i) The experimental group showed a better performance on the reading comprehension test after taking R.I.P. than the control group.

ii) The programme was found to be effective for improving reading comprehension of pupils of Standard VI.

iii) The pupils of the experimental group also showed better improvement in the speed of reading than pupils of control group.

iv) The main effect of I.Q. on reading comprehension was significant and that too in favour of high I.Q. group. Thus it was concluded that R.I.P. was effective and could be used to improve reading comprehension of pupils with high as well as low I.Q.

v) The programme was effective and could be used to improve the reading comprehension in Gujarati of pupils coming from high as well as low SES.

VI PATEL L.P. 19 STUDIED THE IMPACT OF R.I.P. ON READING COMPREHENSION OF PUPILS OF STANDARD VII IN THE CONTEXT OF SOME PSYCHO-SOCIO CORRELATES

The major findings were,

i) The mean difference of the reading comprehension scores of students of experimental and control groups was highly significant and it was in favour of the experimental group.

18. Shelat M.H. Impact of Reading Improvement Programme in Gujarati on Reading Comprehension of Pupils of Standard VI of varying Intelligence and coming from different SES, (Ph.D.Edu. S.P.U., 1984).

There was an increase of 32.19% in reading comprehension scores of pupils of the experimental group as a result of R.I.P. Similarly, the mean difference of reading speed of students of both the groups was significant and it was in favour of the experimental group. The gain in reading speed was 23.90% in students of the experimental group.

ii) The reading improvement programme was found to be effective in case of students with high I.Q. as well as low I.Q.

iii) The R.I.P. was also found to be effective in case of students coming from high SES as well as low SES.

iv) The improvement in the reading comprehension depended upon the reading ability and reading improvement programme because the interaction between two levels of reading ability and reading improvement programme was significant.

v) The R.I.P. was also effective for increasing the speed of reading of students with high I.Q. as well as low I.Q.. Similarly, it also proved effective for increasing the speed of reading of students coming from high SES as well as low SES.

vi) The R.I.P. was also effective for increasing the reading speed of students with high as well as low reading speed.

3.4.0.0. CONCLUSION

A hot shot glance of the studies reveal that increasing efforts are being made to study reading comprehension, reading speed, reading achievement and reading improvement programme. These studies are more related in context of I.Q., SES, interest, n-Ach. and some personality traits. There are not many studies in relation to different personality traits. Hence the researcher took up this study of reading comprehension in the context of some personality traits along with sex and socio-economic status.