CHAPTER 5
THE RESUME

5.1 Introduction
5.2 The Problem
5.3 Defining the Terms
5.4 Objectives of the Study
5.5 Formulation of Hypotheses
  5.5.1 Correlational Studies
  5.5.2 Differential Studies
  5.5.3 Interaction Studies
5.6 Delimitations of the Study
5.7 Sample
5.8 Instruments Used
5.9 Data Analysis and Statistical Treatment
5.10 Conclusions
5.11 Suggestions for Further Research
5.1 Introduction

Reading is a highly synthetic process. It requires simultaneous functioning of eye and articulatory muscles, recognition of separate words and phrases, immediate memory of what has just been read, remote memories based on the reader's earlier experiences, interest in the reading matter, 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 more of them.

Reading has unique position in the school curriculum since it is both a subject of instruction, and a tool for achievement in other subjects. Reading is the most important skill to be taught in schools, and it is indisputable that to many children learning to read is an arduous task. The ability to read well constitutes one of the most valuable skills a human being can acquire. In many situations reading is considered to be indispensable channel of communication with an ever-widening world. In fact we are living in a reading world where it is difficult to manage without reading. Reading is a key to a wealth of knowledge and experience through which the individual may extend and expand his horizons, his interests and gain deeper understanding of himself, of other human beings and of the world. Reading serves manifold purposes. It is needed in daily life activities. It is needed for progress in school. It is needed for personal and social adjustment. It is needed for recreation and for what not! Reading proficiency is a must everywhere. Proficient reading implies clear comprehension of the communication presented in print or writing.
Reading is primarily a matter of comprehension and interpretation of meaning. The aim of the present study was to investigate the relationship of various factors like Anxiety, Socio-Economic Status, School Environment, Sex and Urban-Rural areas with the Reading Comprehension of English.

Anxiety and Reading Comprehension in English


1. Anxiety was related negatively to Reading Comprehension.
2. Females are more anxious than males.
3. The lower class children & adults have higher level of Anxiety.
4. The main effect of reading -ability was significant in Anxiety.
5. Pupils with positive attitude towards reading were less anxious.
6. The more the literary interest, the less was the anxiety.
7. Students with high levels of Anxiety at the input stage may ask for their foreign language instructors to repeat sentences more often than do their lower anxious counterparts.
8. Students' Anxiety level in a foreign language class may be "an early indicator of basic language problems."
9. No significant difference existed between the means of boys & girls in respect of their anxiety level.
A negative relationship had been found between the Anxiety levels and academic achievement among the girls but among boys a positive correlation had been found, but the correlation had been found to be very low and not significant.

**Socio-Economic Status & Reading Comprehension in English**


1. Children of higher income, higher education and higher occupation parental groups were superior in Reading Comprehension to those of the parental groups belonging to lower categories.
2. High and low reading ability groups did not differ statistically in caste and father's or guardian's occupation.
3. The caste group & educational level & income of the family showed positive influence on children's reading achievement but the occupation of the parents', social participation of the members of the family and types of family they belonged to had no such relationship.
4. The SES affected the comprehension scores only in the case of girls, the upper class girls scoring higher than the lower class group.
5. Children who were seriously deprived (economically, socio-culturally and experientially) were found to be affected more in all aspects of language ability.
6. All the interaction effects on academic achievement were not significant except for sex X medium of instruction for first language.

7. The parental education, occupation and income did not show any worthwhile relationship with either Reading Comprehension or Reading Ability.

8. Pupils from different income groups did not differ significantly in their English reading competency.

9. In the areas of Comprehension, children of employed mother had better ability than children of unemployed mothers.

School Environment & Reading Comprehension in English


Their main findings are:

1. The standard of the school did not affect significantly the Comprehension and vocabulary of students but affect significantly the speed of reading.

2. Lack of favourable environment, apathy of teachers, lack of effective supervision and administrative control and poor financial conditions of schools are significant causes of thwarting Reading Comprehension in English.

3. Accommodation available in the school, teachers' qualifications, instructional facilities, evaluation procedures, time spent on reading abilities, library facilities positively influenced reading achievement whereas type of school management, teachers' experience (in terms
of number of years) and teacher-pupil ratio did not appear to show any significant relationship with reading achievement.

4. The growth of English language ability was found to be influenced by administrative control of an institution.

5. There was no significant difference between the students of government and private schools.

6. The private schools and the corporation schools also the private school and the village school differed significantly in scores on Comprehension.

7. Children from aided and private schools were significant better in reading ability than children from government schools.

8. The academic achievement scores of the students studying in different types of schools revealed that there existed significant difference in the performance of students.

9. Achievement differences in government schools were less than in private schools.

10. Girls performed better in government schools than in private schools in language.

Sex & Reading Comprehension in English


1. No difference existed in Reading Comprehension between boys & girls.
2. Comprehension and vocabulary were not influenced by the sex of the students.

3. The mean score of girls was higher than that of boys. There were sex differences with regard to Reading Comprehension in English.

4. There was a significant difference between boys & girls in favour of the former with regard to number of sentence scores.

5. Boys & girls did not differ significantly.

Urban-Rural Area & Reading Comprehension in English


1. The performance of the children who resided in rural areas and slum areas of town and those who resided in rural and disadvantaged schools was significantly less than that of those children who lived in urban areas and studied in big schools.

2. Boys were superior to the girls.

3. In Reading Comprehension, urban and rural students did not differ significantly.

4. Boys & girls, urban boys and urban girls, rural boys and rural girls, urban boys and rural boys did not differ significantly on their proficiency test.

5. The rural and urban groups differed significantly on their English Comprehension skills in favour of the urban group, but not the boys and girls.
While reviewing the related studies, it was found that in India no significant investigation has been made which could let us assess the pattern of relationship between Reading Comprehension and other psychological and social variables such as Anxiety, Socio-Economic Status and School Environment. Accordingly, the present investigator proposed to undertake the following problem:

5.2 The problem

"An Interactional Study of the Anxiety, Socio-Economic Status and School Environment on Reading Comprehension in English at Higher Secondary School Level."

5.3 Defining the terms

Interactional:
Act or have an effect on each other. Hence the interaction amongst:
Anxiety and Reading Comprehension;
Socio-Economic Status and Reading Comprehension;
School Environment and Reading Comprehension;
Anxiety, Socio-Economic Status and Reading Comprehension;
Socio-Economic Status, School Environment and Reading Comprehension;
School Environment, Anxiety and Reading Comprehension;
Anxiety, Socio-Economic Status, School Environment and Reading Comprehension.

Anxiety: Anxiety is defined as a series of symptoms, which arise from faulty adoptions to the stresses and strains of life. It is caused by over-action in an attempt to meet these difficulties.

For the present study, Anxiety has operationally been designed as "the scores obtained on the Anxiety test designed by A.K.P Sinha & L.N.K. Sinha."
Socio-Economic Status: SES refers to 'place' that members occupy in a society according to their social status which directly depends on their Economic condition and sources of income. Socio-Economic Status variables include caste, occupation, education, income, possessions and social participation.

For the present study, SES has operationally been designed as "the scores obtained on the SES scale designed by Dr. Beena Shah (1986)."

School Environment: SE refers to the quality and quantity of the cognitive, emotional and social support that have been available to the students during their school life in terms of teacher-pupil interactions.

For the present study, SE has operationally been taken as "the scores obtained on SE inventory design by Dr. Karuna Shankar Mishra (1984)."

Reading Comprehension: The term Reading Comprehension is the assessment of the student's ability to read a given a passage and comprehend it, keeping into consideration the essentiality of the fact that the vocabulary of the passage is within the coverage of the context of reading. It includes structures and environment that is not beyond general comprehension of the students and ensures silent reading and self access to the text provided.

For the present study RC has been operationally defined as "the scores obtained on the silent Reading Comprehension test designed by Dr. B.V. Patel (1974)."
5.4 **Objectives of the Study**

The study was planned with the following objectives:

1. To study the level of Reading Comprehension in English of higher secondary school students of Hindi-medium schools.
2. To compare the level of Reading Comprehension in English of boys & girls.
3. To compare the level of Reading Comprehension in English in students of urban and rural areas.
4. To study the relationship of Anxiety, Socio-Economic Status and School Environment with Reading Comprehension in English.
5. To study the effect of Anxiety, Socio-Economic Status and School Environment on the Reading Comprehension in English of students.

5.5 **Formulation of Hypotheses**

Hypotheses formulated for testing the assumptions on Reading Comprehension in English have been classified under three heads of studies. These are:

5.5.1 **Correlational Studies**

- **CH1**: There is an inverse correlation between Anxiety and Reading Comprehension in English in students.
- **CH2**: There is positive correlation between Socio-Economic Status and Reading Comprehension in English in students.
- **CH3**: There is positive correlation between School Environment and Reading Comprehension in English.
- **CH4**: There is significant combined effect of Anxiety, Socio-Economic Status and School Environment on Reading Comprehension in English.
5.5.2 Differential Studies

DH5: There is no significant difference in Reading Comprehension in English in boys & girls.

DH6: There is no significant difference in Reading Comprehension in English in students of urban & rural areas.

5.5.3 Interactional Studies

IH7 (a): Relatively, School Environment would show the maximum main effect and Anxiety would show the minimum main effect upon Reading Comprehension in English whereas Socio-Economic Status would fall in between these two main effects.

(b): The Interactional effects of Anxiety, Socio-Economic Status and School Environment would also show the significant effect on Reading Comprehension.

5.6 Delimitations of the Study

1. Out of seven districts of Bilaspur education division only two districts, Bilaspur and Janjgir-Champa have been taken for the study.

2. The study has been limited to the higher secondary schools of Bilaspur & Janjgir-Champa education districts.

3. Only Hindi-medium schools have been taken for the study.

4. The study has been limited to class-XI only.

5. Presuming that the reading ability is primarily concerned with silent Reading Comprehension of prose, the tools selected were limited to such tools which involved only silent reading, that is oral reading activity was not planned to be taken into account. Although attitude towards language, motivation and interest are other factors, which
may have influence on the Reading Comprehension, they have not been considered in the present study.

6. To study the relation of Reading Comprehension with Socio-Economic Status and School Environment, students belonging to different Socio-Economic Status and School Environment have been involved. Hence schools have been selected that include students coming from different Socio-Economic Status. For this purpose all types of schools available in the urban & rural area have been taken up in the present study.

7. Reading Comprehension in English has been taken as a dependent variable and Anxiety, Socio-Economic Status and School Environments have been taken as independent variables in the present study.

8. The school achievement of the students has been taken as a controlled variable. No variable other than mentioned above have been included in the present study.

5.7 Sample

A list of total number of Hindi-medium schools of Bilaspur & Janjgir - Champa districts alongwith the number of students was collected from J D Education, Bilaspur. The total number of students of these two districts shows the universe of the present study. The schools of the two districts were categorised into urban & rural schools.

The schools belonging to the place having the municipal committee or corporation were taken as urban schools and remaining other were taken as rural schools. The schools of urban & rural areas separately of Bilaspur & Janjgir -Champa districts taken together were arranged alphabetically. From these two separate lists, 16 school from each category
were randomly selected. To control the intelligence factor, only those students were considered who secured second division marks in their X final examination taken by Board of Secondary education, M.P. Bhopal. In most of the rural schools the number of girls students was very less as compared to the boys students, in these types of schools all the girls were selected and keeping the total number of students as thirty, rest number of students were covered with the boys students by random selection method. Thus in all total Nine Hundred Sixty students - Five Hundred Forty Seven boys and Four Hundred Thirteen girls in total were taken for the study as are shown in the table No.5.1

Table No. 5.1
The size of the pupil - population in final sample

<table>
<thead>
<tr>
<th>SN.</th>
<th>Area of Schools</th>
<th>Number of Schools</th>
<th>Number of Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Boys</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Urban</td>
<td>16</td>
<td>240</td>
<td>480</td>
</tr>
<tr>
<td>2.</td>
<td>Rural</td>
<td>16</td>
<td>307</td>
<td>480</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>32</td>
<td>547</td>
<td>960</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Girls</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>240</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>173</td>
<td></td>
</tr>
</tbody>
</table>

5.8 **Instruments Used**

The instruments used for dependent and independent variables are shown below in the Table No. 5.2.
Table No.5.2
Details of the tools used for the study

<table>
<thead>
<tr>
<th>S. No</th>
<th>Tools</th>
<th>Constructed by</th>
<th>Variable Measured</th>
<th>Classification of the variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sinha's Comprehension Anxiety Test (SCAT)</td>
<td>A.K.P. Sinha &amp; L.N.K. Sinha</td>
<td>Anxiety</td>
<td>Independent variable</td>
</tr>
<tr>
<td>2.</td>
<td>Socio-Economic Status</td>
<td>Dr. Beena Shah</td>
<td>Socio-Economic Status</td>
<td>Independent variable</td>
</tr>
<tr>
<td>3.</td>
<td>School Environment Inventory (SEI)</td>
<td>Dr. Karuna Shankar Misra</td>
<td>School Environment</td>
<td>Independent variable</td>
</tr>
<tr>
<td>4.</td>
<td>Silent Reading Comprehension Test (SRCT)</td>
<td>Dr. B.V. Patel</td>
<td>Reading Comprehension</td>
<td>Dependent Variable</td>
</tr>
<tr>
<td>5.</td>
<td>Scholastic Achievement</td>
<td></td>
<td>Intelligence</td>
<td>Control Variable</td>
</tr>
<tr>
<td>6.</td>
<td>General Data Sheet</td>
<td></td>
<td>Sex, Age, Locale &amp; Schools</td>
<td>Control Variable</td>
</tr>
</tbody>
</table>

5.9 Data Analysis and Statistical Treatment

Data has been analysed and processed in accordance with requirements of the hypotheses sequentially and systematically. Pearson’s product moment co-efficient of correlation has been computed for establishing relationship between dependent and the independent variables (CH₁, CH₂, CH₃ & CH₄). Differential studies have been treated by the application of means, SD’s and t-test (DH₅ & DH₆). ANOVA has been employed for studying the interactional effects of the independent variables on the dependent variable (IH₇ (a)). Multiple correlation has been employed to calculate the joint effects of two or three independent variables on the dependent variable (IH₇ (b)).
5.10 Conclusions

1. Anxiety & Reading Comprehension in English are negatively correlated in boys, girls and in boys & girls together, though the correlations are not significant.

2. The correlation between Socio-Economic Status & Reading Comprehension in English in boys & girls, boys & girls separately are found to be positively significant (P<.01).

3. Boys & girls separately and boys & girls together have a positive correlation between School Environment & Reading Comprehension in English:
   (a) The boys separately have a positive correlation but the correlation is not significant.
   (b) The coefficient of correlation for the girls separately shows a positive & significant correlation at the moderate level of significance (p<.05)
   (c) Boys & girls together show a positive & significant correlation at the high level of significance (p<.01).

4. The joint effects of Anxiety & Socio-Economic Status, Socio-Economic Status & School Environment, Socio-Economic Status & Anxiety show the significant effect on Reading Comprehension in English. The joint effect of Anxiety, SES & SE also shows significant effect on Reading Comprehension in English.

5. There exists a significant difference in Reading Comprehension in English in favour of girls (P<.01).

6. There exists a significant difference in Reading Comprehension in English in favour of the students of urban area (p<.01)

7. (a) Socio-Economic Status occurred as the source of the greatest effect on Reading Comprehension in English, whereas the School Environment is the source of the lowest main effect. Anxiety appeared between these two main streams.
(b) The interactional effect of any two of the three sources of variation is not significant (Anxiety x SES, Anxiety x SE, SES x SE : NS) whereas the combined interactional effect of all the three sources of variations is significantly effective (Anx x SES x SE : significant p<.01).

5.11 Suggestions for Further Research

The factors, which the researcher had selected for this study, contribute to the variance of comprehension scores to the extent of only 24%. This means that there are other influential factors, which were not included in this study. Following are some of the suggestions, which the investigator would like to make for further studies:

a) Effect of Motivation on Reading Comprehension in English should be studied.

b) Attitude towards English as well as general attitude towards work is factors, which may contribute to attainment of mastery in English.

c) Apart from internal factors there are factors external to the individual, such as opportunity to read and converse the environment in the home and atmosphere in the school. What the contribution of these factors is should be investigated so that we may be able to plan efficiently for the teaching of English.

d) The present study has been delimited to Reading Comprehension only. It would be worthwhile to enlarge the scope by including listening comprehension also. We have also to find out if some factors exclusive to each of these two are at work. Likewise studies can be undertaken on productive language skills to find out if some factors are at work in all the language areas.

e) This investigation has excluded the structure of the passage altogether. As a matter of fact, inclusion of this area opens a wide
horizon to the investigators. The vocabulary level, complexity of sentences and structure of the passage are some aspects which influence Reading Comprehension.

f) In the area of listening comprehension, pronunciation, and speed of delivery in terms of words as well as in terms of ideas and level of acquaintance with the content are additional factors, which influence level of comprehension. Studies in this area will be useful in the preparation of textbooks as well as to teachers in the class.

g) We can widen the area of our investigation by undertaking comparative study of comprehension of English and comprehension of mother-tongue.

h) The present study took up students who had completed ten years of study. It will be worthwhile to take up studies at different stages of school education to enable us to comprehend the dynamics of language learning. Studies can be longitudinally extended unto graduate or even postgraduate levels.