

A Study on Attitude of Ix Class Pupils Towards Reading Comprehension of Andhrapradesh (With Special Reference To Chittoor District)

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I. INTRODUCTION

Reading makes a full man, Conference a ready man and writing an exact man (Bacon). Reading is an endless activity and ever-open door to the ever increasing knowledge of universe. Reading is a basic tool for reasoning, reading helps about the current events, helps to make future plan to solve problems in life. It widens the range of information about mind and broadens our out look.

Reading proficiency is the royal road to knowledge and essential to access in all academic subjects. Reading is almost essential for all the people kept at all age levels as it directly affects their lines the one-way or the other. Proficiency in reading is indispensable for satisfactory adjustments to contemporary living conditions. It can be donning of man deepest pleasures and it can be bring new skills and knowledge. The importance of reading is the entire grater now due to current world wise availability of printed material, which has steadily outs, tripped the population growth.

Reading brings with child's acquisition of spoken language. The fundamental objective of reading is comprehension. Reading is defined as comprehension. Reading has two targets, a desire for information and the establishing of a long zest of learning reading is communication. Communication is the heart of language arts, without communication listings or reading can't take place.

"Reading" says JOHN LOCKER furnishes the mind with material of knowledge only, it is the thinking that makes the reading. "Reading itself has no content of its own it is principally a skill or a process by which ideas on the printed page became the readers war.

According to Lee "reading skill is complex abilities includes visual perception. Visual discrimination auditor's perception and discrimination. Association of visual and auditory material, linguistic ability and a capacity for the defiled analysis of the sound structure of individual words."

Reading is to mind what exercise is to the body reading assumes an importance in daily life. This is truer in this context of knowledge. Many studies made in this field are very meager compared to other fields of education. Most of the studies were in English and there is real need for such a study in English.

This study attempts to study certain factors relating to poor reading in English and some individual case studies in depth.

II. LEARNING TO READ AND READING TO LEARN

Learning to read starts with identification and deciphering of graphemes, phonemes and morphemes. The student first learns to read and after gaining skill in reading he reads to learn, to learn higher cognitive abilities.

Reading to learn implies moving to higher levels of reading, from reading for comprehension, to reading for interpretation and inference creative reading is also possible when the readers learns information from the lines, through the lines, between the lines and beyond the lines read and makes use of information in getting or saying something new that has not been expressed in the passage read explicitly or implicitly. Learning to read, therefore, should cultivate reading to learn if the reader wants to put reading to the maximum possible use.

III. READING COMPREHENSION

As emphasized in this study comprehension ability is the basic skill in all reading. Comprehension depends upon grasping word meanings, grouping words into unitary thought complexes to that sentences and paragraphs. Reading comprehension requires perceptual foundations and phonological segmentation, but also requires sensitivity to and flexible use of the structures inherent in the material read and also sensitivity to retention of content which will permit influence of points not directly expressed in the material.

According to **Francoise Grellet** "Reading comprehension understands a written text".

Understanding a written text means extracting the required information from it as efficiently as possible.

According to **Gray** understanding is at three levels." first, the purely literal responding to the graphic signals only with little depth of understanding ,the second level at which the reader recognizes the author's meaning and the third level where the reader own personal experiences and judgments influence his response to the text".

Literally comprehension means holding together. Reading comprehension means that the readers hold together in his mind the elements of meaning coded by a writer into print.

A. Components of comprehension:

There are three components in comprehension;

1. Lexical access
2. Sentence comprehension and
3. Text understanding.

Lexical access involves locating a lexical item in the mental dictionary and selecting an appropriate meaning.

In sentence comprehension the reader integrates the word meaning into a representation for the entire sentence syntactic, semantic and factual information are involved in sentence comprehension.

In text understanding readers organize the representation of individual sentences into textual structures. Readers tie together the sentence of a text into a coherent representation or text base.

B. Comprehending strategies:

Following are the general comprehending strategies at different levels of processing.

1. Grapho-phonetic level which predicts uncommon spelling patterns, dialectical variations, foreign language words and phrases, graphic variations, print variations, format variations.

2. Syntactic level which predicts grammatical functions and confirming the punctuation marks in the passage and repeated substitutions.

3. Semantic level which predicts content and organization, plot, sequence of events, meaning etc. These can be developed through reading techniques such as skimming, scanning, responsive reading, search reading and receptive reading.

DEFENITION OF TERMS

- 1) **RATE OF READING:** This refers to the speed with which a person can read i.e., the number of words can read per minute.
- 2) **RATE OF COMPREHENSION:** This refers to the amount of meaning one can grasp in a given time from a given reading material.
- 3) **RATARDER READER:** "The retarded in generally an individual who has been unable to learn to read effectively when taught by regular classroom procedures".

FACTORS INFLUENCING READING COMPREHENSION:

There are two sets of factors influencing reading comprehension. The first set pertains to experimental subject, and the second set to the material presented for comprehension.

1. Factors relating to the experimental subject;
 - a. Adequately functioning perceptive and cognitive faculty.
 - b. Sufficient prior experience related to the coded messages.
 - c. Knowledge of the code of the message and
 - d. Motivation purpose and interest.

2. Factors relating to reading material:
 - a. The degree of perceptibility of the coded message.
 - b. The adequacy and completeness of the coding system.
 - c. Readability or general comprehensibility and
 - d. The writer's unstated meanings.

STATEMENT OF THE PROBLEM

The present investigation is designed to study certain factors influencing reading comprehension in English among pupils of Ninth standard in selected schools in Chittoor District.

The investigation is intended to know the reading comprehension level of the IX standard pupils in English and certain factors influencing it.

The influencing factors that are going to be studied are whether or not

1. Sex difference (male/female) influences comprehension.
 2. Locality difference (rural/urban) influences comprehension.
 3. General Mental ability influence comprehension.
 4. Achievement in English influence comprehension.
 5. Parent's educational level effects comprehension.
- Only four schools were selected at random in Chittoor District

IV. METHOD OF STUDY

A reading comprehension test developed by the department of education. S.V. University was used to measure the reading comprehension of the pupils.

The test consists of five passages. The subjects were asked to read the passages and answer the question given there under or in answer sheet.

Their level of general mental ability was measured by using "RAVEN'S progressive Matrices test."

A personal data sheet was given to the pupils to get information on the variables likes.

- 1) Socio Economic Status
- 2) Habits of reading general books
- 3) Habits of reading newspapers
- 4) Father occupation
- 5) Mother occupation
- 6) Father educational qualification
- 7) Mother educational qualification
- 8) Time spent for reading etc.
- 9) Previous achievement and reading comprehension.

Based on the scores of reading comprehension poor reading was identified. The contributing factors for poor reading were studied by using case study approach.

V. STATISTICAL TECHNIQUES EMPLOYED

A comprehension test was administered and on personal data sheet was given to the student's to be secure the needed information.

Mean standard deviation, Skewness, Kurtosis were calculated for the total sample for their reading comprehension in English.

In order to find out whether there are sexes differences in reading comprehension. The 't' technique was used. For this purpose the mean scores for both the sexes and the standard errors of difference between the means were computed the 't' ratio was calculated using the appropriate statistical formula.

To find out the relationship between the reading comprehension and the education level of parents. The 'F' test technique was used. The obtained 'F' value was tested with table value at 0.05 level and 0.01 levels.

- 1) To calculate relationship other variables like.
- 2) Occupational information with comprehension.
- 3) Medium of instruction with comprehension.
- 4) Reading general books and comprehension.
- 5) Reading class books and comprehension.

The 'F' test technique was used.

The 't' test technique was used.

VI. LIMITATION OF THE STUDY

The study is limited for a sample of 300 subjects drawn from 8 secondary schools in Chittoor District, Andhra Pradesh. The pupils of IX class were the subjects of the present investigation.

3.9. OBJECTIVES

This study is conducted by having the following objectives.

- 1) What is meant by reading?
- 2) What is meant by comprehension?
- 3) What is meant by reading comprehension?
- 4) What are the reading comprehension needs of the students 9th class?
- 5) Whether the variables like sex, type of the students studying 9th class?
- 6) Whether the family variables like occupation and education of the parents as size of the family has any influence on the reading comprehension of IX class pupils in English?

STANDARD PROGRESSIVE MATRICES TEST

This test was designed and standardized by J.C. Raven. This was a power test which can be administered either individually to the group. The scale consists of 60 problems divided into five sets of 12. In each set the problems were arranged in an order of increasing difficulty. The five sets provide five opportunities for grasping his method and five progressive assessments of person's for intellectual activity.

READING COMPREHENSION TEST

The reading comprehension test which was presented by the department of education Vs. University treaty, was used to measure the reading given the test consists of 30 questions items and four answers were given to each question with signs A,B,C,D one mark given to each correct answer.

PERSONAL DATA SHEET

A personal data sheet was given to the pupils to get information to the following details:

1. Educational level of parents
2. Occupational level programs
3. Reading newspapers
4. Reading general books
5. Pupils felt reading difficulties.

ADMINISTRATION OF THE STANDARD PROGRESSIVE MATRICES TEST

A small group of 10 was taken at each time for the administration of the test. The pupils were seated comfortably and the test booklets and answer sheets were supplied to them. The instructions given in the manual were read to them and then they were asked to open their test booklets and to start working problems. No time limit was imposed. The answer sheets and test booklets were collected at and when the completed working all the sixty items. The answers were scored as per the manual and the scores on general mental ability of each pupil were obtained.

ADMINISTRATION OF PERSONAL DATA SHEET

Personal data sheet was given to the pupils before they were supplied with comprehension test material. They were asked to complete it before they start answering the comprehension test.

PRESENTATION ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with presentation analysis and interpretation of data.

Distribution characteristics of Reading Comprehension Scores:

In this section the frequency distribution and distribution characteristics of total sample.

Total Sample

The frequency distribution and distribution characteristics of total sample (N=300) are studied. The frequency distribution of reading comprehension scores for the total sample is presented in table-2.

TABLE – 2: The following table shows reading comprehension level of 300 students.
Frequency distribution of achievement scores of all the IX class pupils.

Sl. NO.	Class Interval	Mid Point	F	C.F.	C.P.F
1	7-9	8	1	1	0.33
2	10-12	11	2	3	1.00
3	13-15	14	3	6	2.00
4	16-18	17	9	15	5.00
5	19-21	20	13	28	9.33
6	22-24	23	29	57	19.00
7	25-27	26	85	142	47.33
8	28-30	29	158	300	100.00

N = 300

SK = -1.580

Mean (M) = 24.11

KU = 3.603

S.D = 3.633

R = 23

It is clear from Table-2 that the mean reading comprehension scores of the total sample is 24.11. The maximum score one can obtain on the comprehension test is 30. Hence it is clear that the IX class pupils have its better reading comprehension in English. The value of skewness is -1.580. It seems that the distribution

curve inclines move to the left the value kurtosis is 3.603. For normal distribution these values of kurtosis is 0.263. Hence the distribution is said to be platy artic. The other distribution characteristics are also given in table-2. The histogram for the frequency distribution of comprehension score for the total sample is show in figure-1. The frequency polygon for the distribution of comprehension scores for the total sample is given in

Fig. 1
Histogram for the Frequency Distribution of reading comprehension score for the total sample

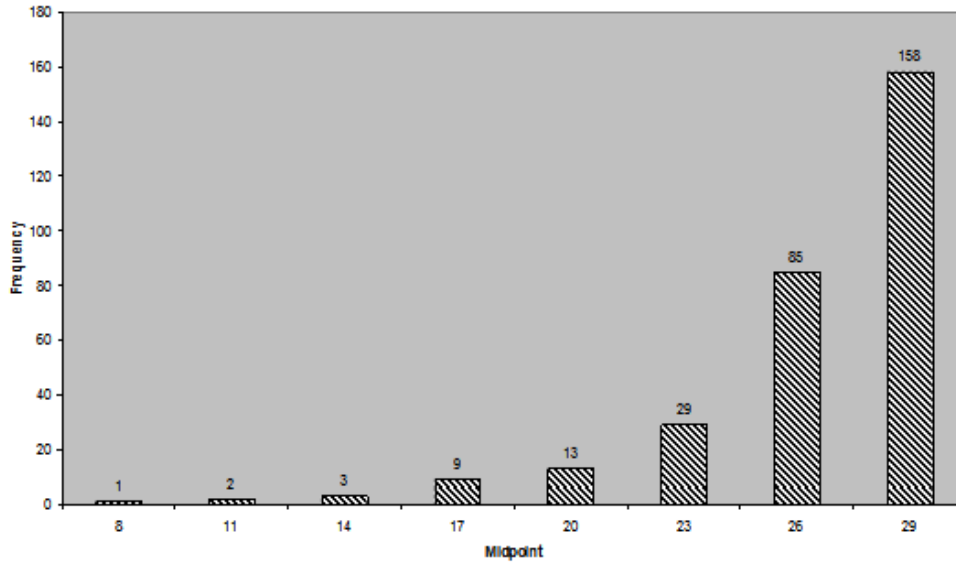


Fig. 2
Frequency polygon for the distribution of comprehension score for the total sample

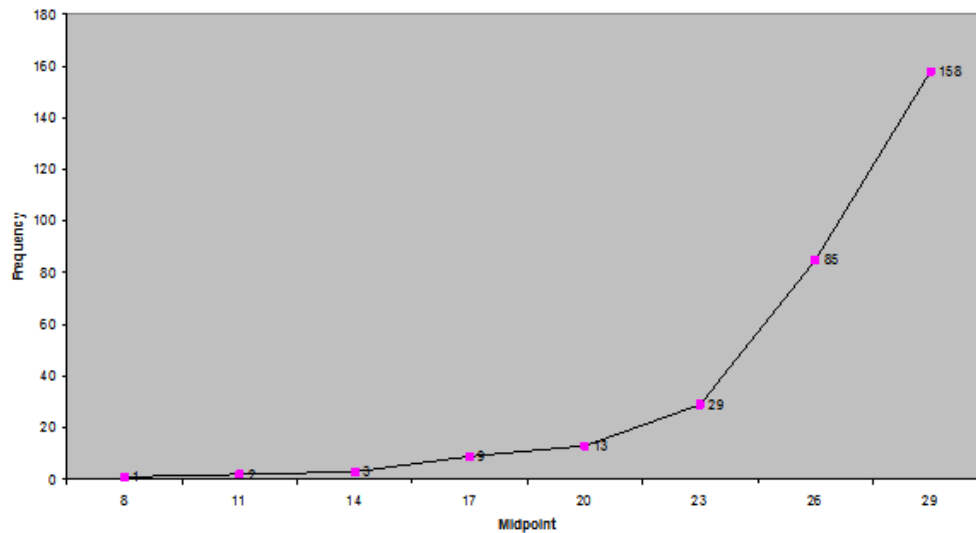
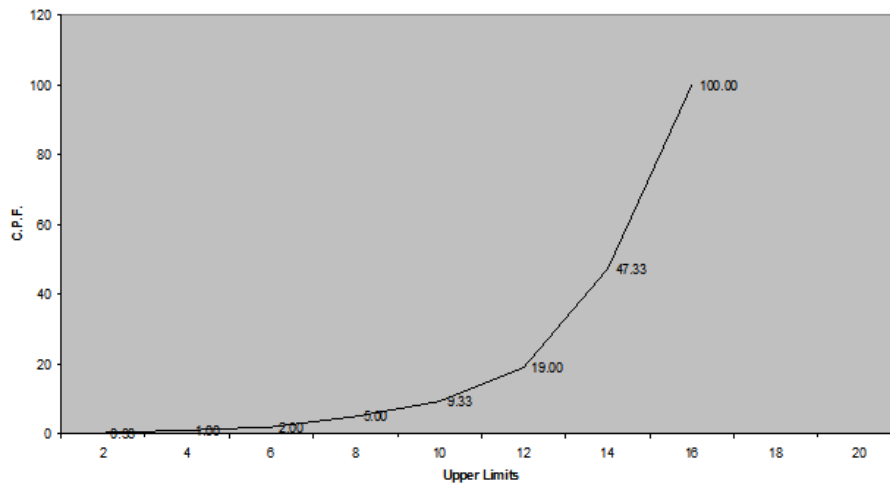


Fig. 3
Ogive for the distribution of comprehension score for total sample



Frequency Distribution table showing reading comprehension levels of boys (N=150)

The Frequency distribution and distribution characteristic of boys for the total sample (N=150) are studied the frequency distribution of reading comprehension for the boys sample is presented in table-3.

Table – 3: Frequency distribution table showing reading comprehension score of boy’s schools.

Sl. NO.	Class Interval	Mid Point	F	C.F.	C.P.F
1	7-9	8	1	1	0.67
2	10-12	11	2	3	2.00
3	13-15	14	2	5	3.33
4	16-18	17	6	11	7.33
5	19-21	20	8	19	12.67
6	22-24	23	14	33	22.00
7	25-27	26	36	69	46.00
8	28-30	29	81	150	100.00

N = 150
 Mean (M) = 23.99
 MO = 26.00
 M.D = 25.00
 SK = -1.655
 KU = 3.265
 R = 23
 S.D = 4.143

It is observed from table-3 that the mean reading comprehension scores of the boys sample is 23.99. The maximum score one can obtain on the comprehension test is 30. Hence it is clear that the IX class pupils have its better comprehension reading in English the value of skewness is -1.655. It sees that the distribution curve shows more to write the value of kurtosis is 3.265 for normal distribution the value of kurtosis is 0.263. The present value of kurtosis is greater than 0.263. Hence the distribution is set to be platy kurtic. The histogram for the distribution of reading comprehension scores for the total boys is shown in figure – 4. The frequency polygon for the distribution of comprehension scores for the boys is given in figure – 5. The ogive for the distribution of comprehension scores for the boy’s total sample is shown in figure – 6.

Fig.4
Histogram for the frequency distribution of reading comprehension scores for the total boys

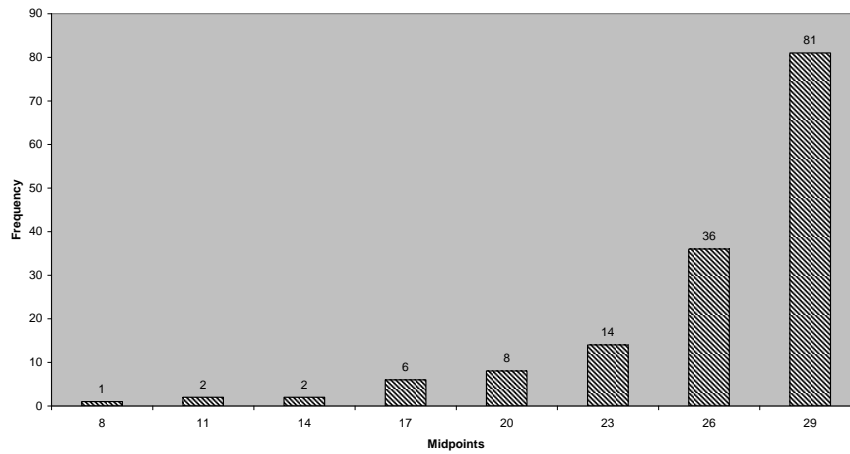


Fig.5
Frequency polygon for the distribution of comprehension score for the total boys

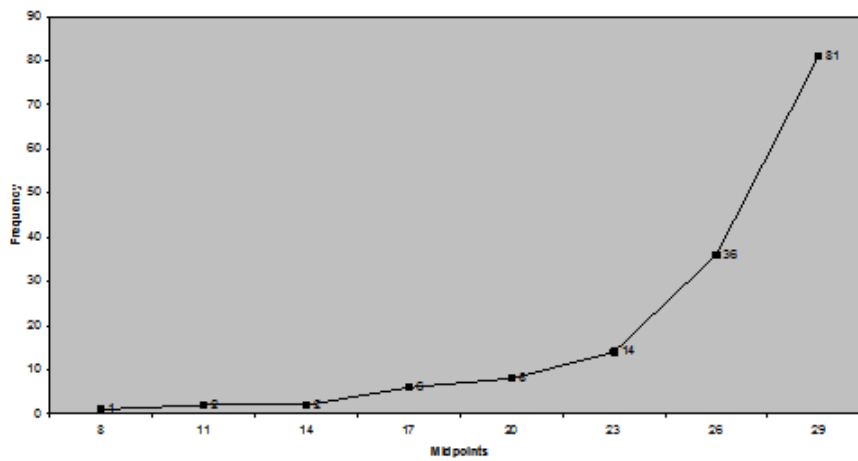


Fig.6
Ogive for the distribution of comprehension score for the boys total sample

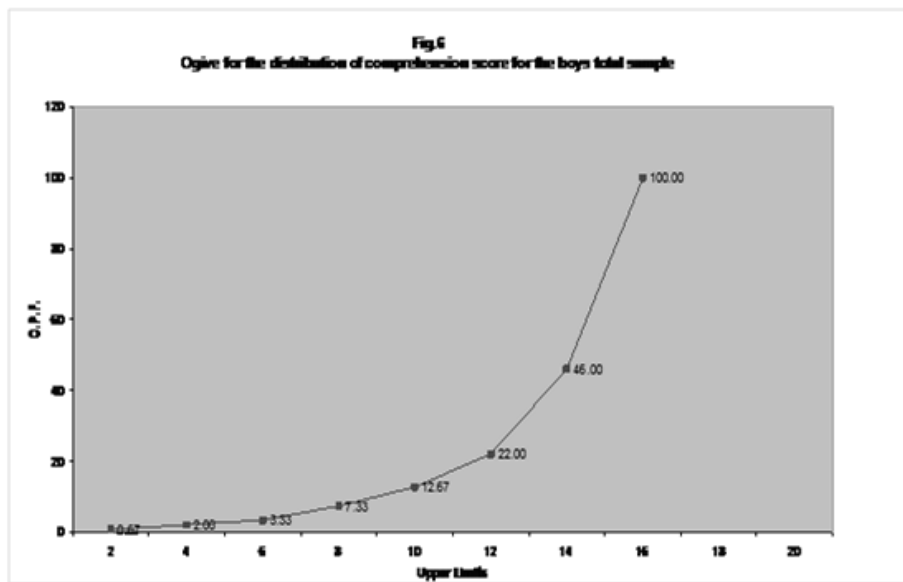
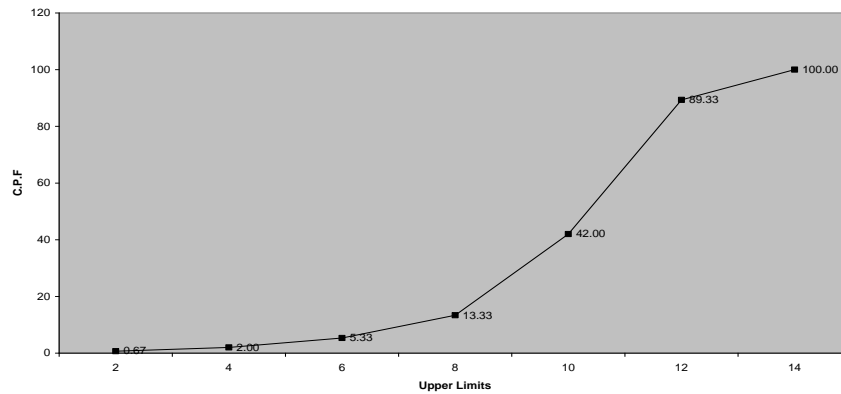


Fig. 9
Ogive for the distribution of comprehension score for the girl's total sample



Frequency Distribution table showing reading comprehension level of rural.

Table - 5

Sl. NO.	Class Interval	Mid Point	F	C.F.	C.P.F
1	10-12	11	1	1	0.67
2	13-15	14	4	5	3.33
3	16-18	17	6	11	7.33
4	19-21	20	15	26	17.33
5	22-24	23	43	69	46.00
6	25-27	26	64	133	88.67
7	28-30	29	17	150	100.00

N=150

Mean (M) = 23.89

M.D = 25.00

MO = 26.00

SK = -1.048

KU = 1.199

S.D = 3.635

R = 18

It is observed from Table - 5 that the mean reading comprehension scores of the girl's sample is 23.89. The maximum score one can obtain on the comprehension test is 30. Hence it is clear that the IX class pupils have its better comprehension reading in English. The value of skewness is -1.048. It sees that the distribution curve shows more to right. The value of Kurtosis is 1.199 for for normal distribution the value of kurtosis is 0.263. The present value of Kurtosis is less than 0.263. Hence the distribution is set to be leptokurtic.

Frequency Distribution table showing reading comprehension level of urban.

Table - 6

Sl. NO.	Class Interval	Mid Point	F	C.F.	C.P.F
1	7-9	8	2	2	1.33
2	10-12	11	2	4	2.67
3	13-15	14	3	7	4.67
4	16-18	17	6	13	8.67
5	19-21	20	10	23	15.33
6	22-24	23	33	56	37.33
7	25-27	26	80	136	90.67
8	28-30	29	14	150	100.00

N = 150

Mean (M) = 24.33

M.D = 25.00

MO = 26.00

SK = -2.147

KU = 6.509

S.D = 3.630

R = 23

It is observed from table-6 that the mean reading comprehension scores of the girl's sample is 24.33. The maximum score one can obtain on the comprehension test is 30. Hence it is clear that the IX class pupils have its better comprehension reading in English. The value of skewness is -2.147. It seems that the distribution curve shows more to right. The value of Kurtosis is 6.509 for normal distribution the value of Kurtosis is 0.263. The present value of Kurtosis is less than 0.263. Hence the distribution is set to be leptokurtic.

Influence of socio demographic variables on reading comprehension on the pupils in English.

The influence of socio demographic variable on reading comprehension of IX class pupils in English is investigated. The following socio demographic variables are studied.

1. Sex
2. Locality
3. Age
4. Caste
5. Do you read general books?
6. Do you read news papers?
7. Reality of difficulties
8. Birth order
9. Father occupation
10. Mother occupation
11. Father educational qualifications
12. Mother educational qualifications
13. Annual income
14. Comprehension test score.

The influence each of the above variables on reading comprehension of pupils in English is studied and results are presented here under.

Sex .vs. Reading Comprehension

The impact of reading comprehension of the pupils is investigated. The following hypothesis is formulated.

There would be no significant influence of sex on reading comprehension of the pupils.

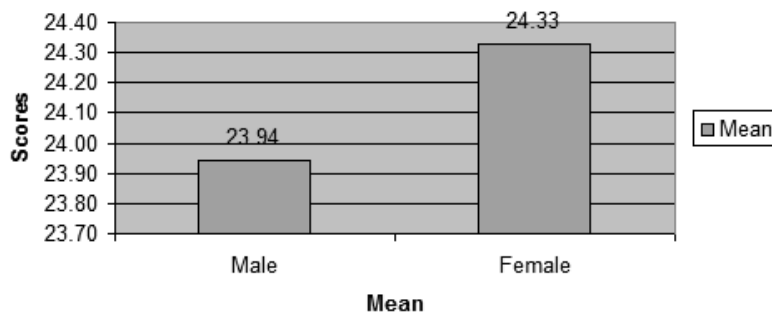
The above hypothesis is used by employing “T” technique. The results are presented in table – 7.

Table – 7: Influence of sex on the comprehension scores the value of mean and (SD) of comprehension scores of boy’s and girl’s.

Sex	N	Mean	S.D	T – value
Male	150	23.94	4.13	0.61@
Female	150	24.33	3.04	

It is evident from table -7 that the computed value of “t” test is less than the value of “t” for 300 df at 0.05 level of significance. Hence hypothesis -1 is accepted at 0.05 level. It is concluded that the sex does not have significant influence on reading comprehension of the pupils.

Fig. 10
Sex



Column Graph showing the mean scores of under the variable sex study towards reading comprehension.

Locality .vs. Reading comprehension

The impact of locality on reading comprehension of the pupils investigated the following hypothesis is formulated.

HYPOTHESIS – 2

There is no significant influence of locality on reading comprehension of the pupils.

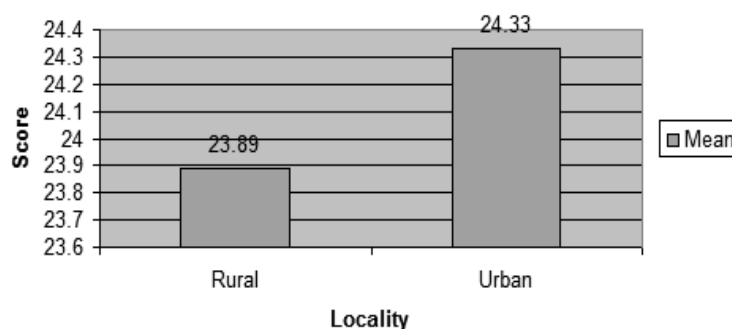
The above hypothesis is tested by employing ‘t’ technique. The results are presented in the table -8.

Table -8

Locality	N	Mean	SD	t – value
Rural	150	23.89	3.62	1.05@
Urban	150	24.33	3.62	

It is clear from table – 8 that the computed value of “t” test is greater than the value of “t” for 300 df at 0.01 level of significance. Hence hypothesis is -2 is rejected at 0.01 level. It is concluded that the locality does have significant influence on reading comprehension of the pupils.

Fig. 11
Locality



Column Graph showing the mean scores of under the variable locality study towards reading comprehension.

Age .vs. Reading comprehension

The influence of the age on reading comprehension is investigated. There are three steps of age groups 1.13 years, below 2.14 years 3.15 & above the reading comprehension test in English is conducted for 30 marks. One can obtain the maximum score of 30 in the reading comprehension test. The values of N, means and SD for the pupils studying in different type of age presented in table -9.

Table – 9: The value of mean and (SD) of comprehension scores for age.

Group	N	Mean	SD
13 years below	53	22.92	3.913
14 years	158	24.42	3.544
15 years of above	89	24.27	3.447

It is obtained from table -9 that the pupils who belong to second group (14 years) scored better than the other two types of age group. The value of mean for the 14 years pupils is 24.42. The pupils studying in 13 years pupils scored less than the other two group’s pupils. The difference of scores is minimum in 14 years pupils and maximum in 13 years group pupils. The influence of type age group pupils on reading comprehension is investigated. The following hypothesis is formed.

HYPOTHESIS – 3

There would be no significance influence of type of age groups on reading comprehension in English. The above hypothesis is tested by employing “F” ratio. The results are presented in table -10

Table – 10: Summary of ANOVA for the comprehension scores on the age.

Below 13 years	15 years above	14 years
22.92	24.42	24.27

Note :

- 1) The means are arranged in ascending order from left to right.
- 2) Any two means not under scored by the same line are significantly different at or above 0.05 level.
- 3) Any two means under scored by the same line are not significantly different at 0.05 level

Caste .vs. Reading comprehension

The influence of the caste on reading comprehension is investigated. There are three groups castes namely 1) O.C. 2) B.C. 3) S.C / S.T. The reading comprehension test is English is conducted for 30 marks. One can obtain the maximum scores of 30 in the reading comprehension test. The value of N, Mean and SD for the pupils studying in different types of caste presented in Table – 11.

TABLE – 11: The value of mean and SD of comprehension scores for the caste.

Group	N	Mean	SD
OC	56	24.96	2.816
BC	132	24.48	3.621
SC/ST	112	23.25	3.814

It is observed from Table-11 that the pupils who have belong to others (OC) in caste scored better than studying other two types of castes different. The value of mean for the other (OC) castes pupils is 24.96. The pupils who have belong to SC/ST pupils, scored less than the pupils other two groups. The difference of scores is maximum in others (OC) pupils and maximum in SC / ST pupils. The influence of type of different group of caste pupils on reading comprehension is investigated. The following hypothesis is formatted.

HYPOTHESIS – 4

There would be no significant influence of type of castes on reading comprehension in English.

Table – 12: Summary of ANOVA for the comprehension scores on the caste.

SC and ST	BC	OC
23.25	24.48	24.96

Note :

- 1) The means are arranged in ascending order from left to right.
- 2) Any two means not underscored by the same line are significantly different at or above 0.05 level.
- 3) Any two means understood by the same line are not significantly different at 0.05 level.

General Books .vs. Reading comprehension.

The influence of the reading general books the sample is divided into three groups. 1. Often 2. Sometimes. The reading comprehension test in English is conducted for 30 marks. One can be obtain the maximum scores of 30 in the reading comprehension test. The values often Mean and S.D. for the pupil studying different types of reading general books are presented in Table-13.

HYPOTHESIS – 5

There would be no significant influence of type of reading (General Books) pupils on reading comprehension in English.

Table – 13: The values of Mean and S.D of comprehension score for the general books.

Source of variation	N	Mean	SD	t- value
Often	234	24.02	3.76	0.9 @
Sometimes	66	24.45	3.09	

The obtained‘t’ value is 0.9 @. The table value for 300 df is found to be 1.97 at 0.05 level and 2.59 at 0.01 level. The obtained value is found to be less than table value at 0.05 levels. So the ‘t’ value is not significant at 0.05 levels. Hence, hypothesis is to be accepted. Therefore, the variable Book reading does not have any influence on reading comprehension of the pupils.

Reading Newspapers .Vs. Reading Comprehension

The impact of reading Newspapers on reading comprehension of the pupils is investigated. The following hypothesis is formulated.

HYPOTHESIS – 6

There is no significant influence of reading newspapers on reading comprehension of pupils. The above Hypothesis is tested by employing‘t’ technique the results are presented in Table-14.

Table – 14: Influence of Newspapers on the comprehension score.

Newspapers	N	Mean	SO	t value
Yes	280	24.7	2.66	0.86@
No	20	24.7	3.13	

It is seen from Table-14 that the computed value of “t” is greater than the table value of “t” for 300 df of 0.01 level significance. Hypothesis-6 is rejected at 0.01 levels. It is concluded that reading newspapers does not have significant influence on reading comprehension.

Reality of difficulties .Vs. Reading Comprehension

It is obtained from table-15. That the pupils belong to 3 points is more students reality of difficulties. They are 51% and 2 point 35%, 4.33%. 1st point 27%, 7th point 18.6%, 5th point 13%. Therefore every student face any one or two reality of difficulties.

HYPOTHESIS – 7

There would be no significant influence of type of reality of difficulties on reading comprehension in English.

Table -15: Percentage Comprehension score for the reasons for not reading.

R.D	F	C.F	%
1	82	82	27%
2	105	187	35%
3	153	340	51%
4	99	439	33%
5	43	582	14.3%
6	39	621	13%
7	56	677	18.6%

Birth order .Vs. Reading comprehension

The influence of birth order on reading comprehension test of IX class students is studied. In this study 3 birth orders taken. They are 1) Birth order – 1 2) Birth order – 2 3) Birth order – 3 above the Means and SD are calculated and presented in Table-16.

HYPOTHESIS – 8

There would be no significant influence of type of birth orders on reading comprehension in English.

Table – 16: The values of Mean and SD of comprehension score for the birth order.

Group	N	Mean	SD
1	120	24.36	2.906
2	108	24.35	3.767
3 and above	72	23.35	4.321

From the table-16 it is observed that the Mean and SD of the students of birth orders. Birth order-1 pupils are better than pupils studying in other two types of birth order pupils. The value of birth order-1 pupils is 2.906. The pupils studying in birth order -1 are scored less than the pupils in other two types of birth order. The differences of scores are minimum in birth order -1 and maximum in birth order -3 pupils. The Hypothesis is tested by employing “ F” ratio presented in Table -17. The results are

Table -17: Summary of ANOVA for the comprehension scores on the variable Birth Order.

Sources of variation	Sum of squares	df	Mean square	F
Between groups	55.609	2	27.805	2.123@
Within groups	3890.531	297	15.099	
Total	3946.141	299		

The obtained “F” value 2.123 is less than the table value off (4.68 for 2 and 299 df) at 0.05 levels. Hence hypothesis 9 is to be accepted.

Hence, the difference between the mean of reading comprehension test of the IX class students in relation to their birth order is not significant at 0.05 levels.

Father occupation .Vs. Reading Comprehension

The impact of occupation of the father on the reading comprehension. In this study the occupation of the father has been categorized 2 groups.

1. Agriculture
2. Employee

HYPOTHESIS -10

There would be no significant influence of type of father occupation on reading comprehension in English. The Means and SDs are calculated and presented in the following Table-18.

Table – 18: The values of Mean and SD of comprehension score for the Father occupation.

Group	N	Mean	SD	t – value
Agriculture	228	23.87	3.83	2.43*
Employee	72	24.88	2.76	

It is seen from Table-18 that the compute value of “t” greater than table value of “t” for 300 df of 0.01 level significance hypothesis -10 is rejected at 0.01 level. It is concluded that the significant influence of type of father occupation.

Occupation of the Mother .Vs. Reading Comprehension

The impact of occupation of the mother on reading comprehension is investigated.

The sample is divided in to two groups.

1. House wife
2. Labour

HYPOTHESIS – 11

There would be no significant influence type of mother occupation on reading comprehension in English.

Table – 19: The values of Mean and SD of comprehension score for the Mother occupation.

Group	N	Mean	SD	t- value
House wife	238	24.33	3.41	1.81@
Labour	62	23.27	4.27	

It is seen from Table -19 that the computed value of “t” is greater than table value of “t” for 300 df of 0.01 level significance. Hypothesis -11 is rejected at 0.01 levels. It is concluded that the significant influence of type of mother occupation.

Father Educational Qualification Vs. Reading Comprehension

The influence of father educational qualification on reading comprehension IX class pupils in English investigated on the boys on educational qualification of a father. The pupils are divided in to 2 groups namely

1. Pupils of who have illiterate fathers
2. Pupils who have literate fathers

HYPOTHESIS - 12

There would be no significant influence of father educational qualification on the reading comprehension of pupils in English.

The above hypothesis is tested by “t” test the results are presented Table -20.

Table – 20: The values of Mean and SD of comprehension score for the Father Educational Qualification.

Group	N	Mean	SD	“t” value
Illiterate	123	23.21	4.23	3.45**
Literate	177	24.74	2.98	

It is seen from Table -20 that the compute value of “t” is greater than Table Value of ‘t’ for 300 df of 0.01 level significance hypothesis -12 is rejected at 0.01 level. It is concluded that the significance influence of type of Father Education.

Mother Educational Qualification Vs. Reading Comprehension

The influence of mother education, qualification on reading comprehension IX class pupils in English investigated on the basis of educational qualification of mother. The pupils are divided in to 2 groups namely

1. Pupils who have illiterate mothers
2. Pupils who have literate mothers

HYPOTHESIS -13

There would be no significance influence at mother educational qualification on the reading comprehension of pupils in English.

The above hypothesis is tested by employee “t” test. The results are presented in table -21.

Table -21: The values of Mean and SD of comprehension score for the Mother Educational Qualification.

Group	N	Mean	SD	t value
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Illiterate	144	23.50	4.05	2.83 * *
Literate	156	24.698	3.08	

It is seen from table-21 that the computed value of “t” is greater than table value of “t” of 300 df of 0.01 level significance. Hypothesis is rejected at 0.01 levels. It is concluded that the significant influence of type of mother education.

Therefore hypothesis-13 is accepted at 0.05 levels. It is concluded that mother educational qualification do not have significance on reading comprehension of pupils in English.

Annual Income

The influence of annual income on reading comprehension IX class pupils in English investigated on the basis of a annual income. The pupils are divided into 3 groups namely

- 1) Low income group (L.I.G) – 9,000/- & below
- 2) Average income group (A.I.G) – 10,000/-
- 3) High income group (H.I.G) – 11,000/- and above

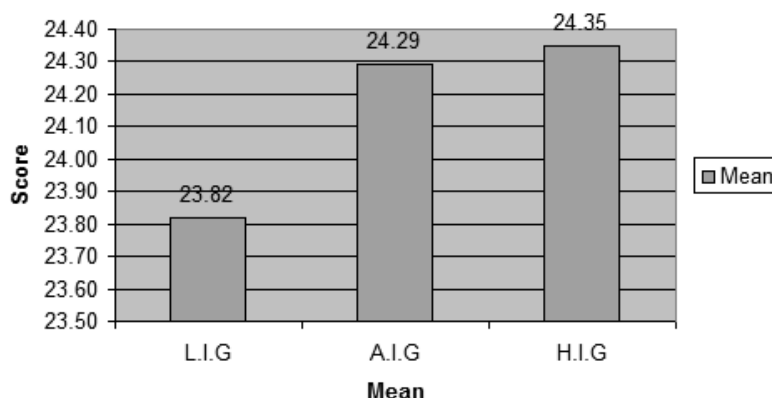
The value of N, Mean reading comprehension score and SD are presented in table-22.

Table-22: The values of Mean and SD of comprehension score for the Annual Income.

Source of variation			
Income Group			
Average Income Group			
Income Group			

It is observed from table-22 that the pupils whose family annual income upto 9,000/- scored better than the two groups. Pupils whose family income 10,000/- score the last among all the groups. For studying the influence of annual income on reading comprehension the following hypothesis is formulated.

Fig. 12
Annual Income



This Graph showing the mean scores of under the variable Annual Income study towards reading comprehension.

HYPOTHESIS - 14

There would be no significance influence of annual income on the reading comprehension of pupils in English. The above hypothesis is tested by “Employing “ “F” ratio and the results are presented in Table-23.

Table – 23: Summary of ANOVA for the comprehension scores on the Annual Income.

Source of variation	Sum squares	Df	Mean Square	F
Between Groups	17.922	2		0.678 @
Within Groups	3928.219	297		
Total	3946.141	299		

It is clear from the Table-23 that the computed value if 0.678@. It is not significant. It is less than value of “F” at 0.05 level significant.

Therefore hypothesis-14 is accepted at 0.95 level. It is concluded that annual income of the family has no significant influence on reading comprehension of pupils in English.

VII. FINDING

On the basis of the present study the following inferences were made.

The following table presents the mean reading comprehension scores for the different groups included in the study.

Table : Reading comprehension levels among various groups.

S. No.	Group	N	Mean comprehension	Difference
1	Whole	300	24.11	0.25
2	Boys	150	23.99	
3	Girls	150	24.24	

From the table it was found that there was no difference between boys and girls in their reading comprehension in English.

- 1) Sex does not have significant influence on reading comprehension significant on reading influence.
- 2) Locality does not have significant influence on reading comprehension of the IX class pupils.
- 3) Age that the age groups have significant influence on reading comprehension in English.
- 4) That the three types of castes have significant influence on reading comprehension in English.
- 5) There is significant influence of reading general books on reading comprehension in English.
- 6) At the reading news paper does not have significant influence on reading comprehension.
- 7) That the type of reality of difficulties has significant influence on reading comprehension in English.
- 8) The difference between the Mean of reading comprehension test of the IX class pupils in relation to their birth order is not significant.
- 9) That the type of groups (Total family members) has significant influence on reading comprehension in English.
- 10) Father occupation has significant influence on reading comprehension in English.
- 11) Father educational qualification does not have significant influence on reading comprehension of pupils in English.
- 12) Mother educational group has significant influence on reading comprehension in English.
- 13) Mother educational qualification does not have significance on reading comprehension of pupils in English.
- 14) Annual income it is have significant comprehension of pupils in English influence reading comprehension of pupils in English.

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