THE PROBLEM AND PROCEDURE

CONTENTS

***

3.1 INTRODUCTION.

In the previous chapter, an account was given regarding the previous studies of the research work done in the area of reading. It was on the basis of the previous studies that the investigator decided to find out the various factors affecting reading comprehension. The present chapter, deals with the problem and the procedure concerning the theme of the present study. Accordingly, the aim of the chapter is to define the problem, to describe the scope and its limitations and to lay down the procedure of the study.

3.2 THE STATEMENT OF THE PROBLEM AND DEFINITIONS

The statement of the problem is:

"An inquiry into factors affecting reading comprehension in English".

The following are the definitions of the terms of the statement of the problem:

inquiry : an investigation, a search into matter, or to seek information

factors : are agents or elements to bring about certain results

reading : is the meaningful interpretation of verbal symbols

comprehension: is a person's power of understanding what is being read

English : is the language of England and also an international language; taught as a second language in India.

3.3 THE SCOPE AND LIMITATIONS

Though English in India no longer enjoys the same status as in the past, it has an important place today as a foreign or second language. English continues to dominate the international scene and serves as an important link among the people of India.

But it is equally clear that English cannot be taught as a literary language today. It can only be taught as a language of comprehension and not expression, as comprehension is the major aims of learning English. This study is restricted to pupils learning English as as second language and not as a medium of instruction.

3.4 THE OBJECTIVES OF THE STUDY

1   To study the level of Reading Comprehension of pupils of standard XI of Gujarati medium schools

2   To study the relation of reading comprehension with-
    a) Attitude to reading
    b) Anxiety
    c) Academic Motivation

      d)   Socio-Economic Status

      e)   Dependency

      f)   Independency

3   To conduct case-studies of pupils with low and high scores in the reading comprehension test in order to find out some other factors affecting reading comprehension.

3.5   SELECTION OF THE SAMPLE

Patel's (1971) test of Silent Reading Comprehension in English was mainly constructed for S S C E (Secondary School Certificate Examination) pupils of Gujarati medium schools keeping in view their level and standard of reading comprehension in English. It may be noted that in the previous pattern of education in Gujarat the S S C examination was given at the XIth standard. But since the introduction of 10 + 2 + 3 pattern of education in Gujarat in 1976, there was a marked bifercation of secondary (classes VIII to X) and higher secondary (classes XI and XII). Since Patel's test could only be administered for class XI and since English is considered as a second language in the Indian pattern of education, the investigator also opted for class XI of Gujarati medium schools. The present study is confined to pupils of class XI of nine gujarati medium schools of Baroda city and a total

of 555 pupils was considered as the sample.

Case-studies supplementing the main research were also carried out and for this purpose, ten pupils were selected as a random sample from out of the 555 pupils, based on their high and low scores in the reading comprehension test.

3.6   TOOLS EMPLOYED

The investigator has selected six tools in order to measure the reading comprehension level of the pupils. They are as follows:

1   The Silent Reading Comprehension test in English (Patel 1971)

2   Reading Attitude Scale (Patel 1976)

3   Junion Index of Motivation (JIM) (Frymier 1965)

4   Test Anxiety Sclae for children (Sarason)

5   The Socio-Economic Status Seale (Prayag Mehta)

6   Pre-Adolescent Dependency Scale (Pareek and Rao 1970)

3.6.1   THE SILENT READING COMPREHENSION TEST

The Silent Reading Comprehension Test in English for S S C pupils, is constructed by Dr B V Patel. The

test is divided into nine lessons in the form of stories
or essays. Every lesson has a set a questions below it
and each question is divided into four alternatives.
The pupil is required to read the lesson carefully be-
fore answering the questions, and put a cross mark(x)
against the right answer.

The total amount of time given for the test is
seventyfive minutes - divided the paragraphs into
1,2,7,6,10,8, 8,7,9,8 minutes each. The total number
of right scores is the total out of 100. Higher the
right scores, higher the reading ability of the pupil
and lesser the right scores lower the reading ability.

Patel's R C Test obviously aims at finding out
the reading ability of pupils. But the investigator's
primary interest is to identify the causative factors
that are invariably present leading to the determination
of reading ability, or disability of pupils in English.
The omnipresent, yet invisible social attitudes, family
circumstances, psychological and physical factors,
influences of age groups and environmental factors in
the school, and the inter-action of all the sum-total
of all these and other factors on pupils fundamentally
affect the capacity in reading comprehension. To the
extent to which the present test helps to unfold the
factors that affect reading comprehension among pupils,

it becomes relevant in its application to the purpose
of the present thesis. The application of Patel's
test may not reveal all the factors under investigation
in the present thesis, but since more than one factor
(is) involved in the test, the investigator feels that
its application here is appropriate in identifying and
interpreting them.

3.6.2 READING ATTITUDE SCALE

The reading attitude scale based on Thurston and
Chave method, of equal appearing intervals, was con-
structed by Patel. The test contains 20 items select-
ed on the basis of Q values. These statements were
rated on point scale from the least favourable to
the most favourable. Three columns namely (YES),
(?) and (NO) were given next to the statements. The
pupil is required to tick mark (✓) against the state-
ment in the column he feels appropriate. The total
attitude score is the total score divided by twenty.

This test can show whether a pupil has an indi-
cation or attitude to read and if so what relation it
has, if any, to reading comprehension.

3.6.3 PUPILS' ACADEMIC MOTIVATION SCALE(JIM'S Scale):

The investigator used JIM sclae in order to know Academic Motivation of the pupils. The following are the details about the total:

a) This tool is constructed by Prof. Jack R Frymier in order to know Pupils' Academic Motivation. It consists of 80 items with columns I agree, I strongly agree, I disagree and I strongly disagree, out of which 50 items are to be scored. It contains six components -

(1) Positive - negative school attitude
(2) Belongingness - Alienation
(3) Idealism - Pragmatism
(4) Personal control - Fatalism
(5) Optimism - Pessimism
(6) Flexibility - Dogmatism

The intitial areas of concern are -
(1) Attitude towards school, (2) Value for education, (3) Feeling for other people, (4) Concern for material things (5) Sense of personal determination, (6) Attitude towards self.

b) Many items were phrased with a value hierarchy readily apparent. This technique was designed to require the respondent to make a choice between two alternatives. For instance, one such item is "Being right is more important than being kind". It was hoped that such phraseology would

distill value sentiment to an observable surface.
The responses to a particular item is a parti-
cular way do not indicate a priority direction
of students' motivation or its degree

If the score of the pupils is high, then they
have high Academic Motivation which leads them to
regularity, optimism, more work, sincere efforts, and
purposefulness.

Relevance : The investigator though that
reading has two sources - - interest, attitude and
environment. Attitude and interest generally seem to
be related to Pupils' Academic Motivation i.e. the
assumption is that if pupils have high Academic Moti-
vation, then, they will be interested in reading. So
the investigator intends to find out the relation of
Pupils' Reading Ability with Academic Motivation.

3.6.4 TEST ANXIETY SCALE FOR CHILDREN

The scale is originally constructed by Sarason.
It is adopted for Indian children to measure test
anxiety in children by Dr (Mrs) H K Nijhawan. The scale
includes thirty items which are restricted only to the
test anxiety of the children. Answer sheets provided
to the children are divided into two columns of 'YES'
and 'No'. More the positive scores, more the anxiety

level in pupils, and less negative scores show less anxiety level in pupils.

    <u>Relevance</u>: The assumption is that pupils with high anxiety level show less interest in reading while pupils with low anxiety show high interest in reading. So the investigator intends to find out the relation of pupils' Anxiety level with their Reading ability.

3.6.5 <u>THE SOCIO-ECONOMIC STATUS SCALE</u>

    This test is constructed by Prayag Mehta, National Institute of Education, N.C.E.R.T.

    This test is divided into nine headings - class, occupation, Education, Social Status, Land, Facts about Land, House, Vehicles and Furnitures and Familty. The pupil has to encircle the number against the correct answer. The sum total of the encircled numbers in the socio-economic status of the pupil.

3.6.6 <u>PRE ADOLESCENT DEPENDENCY SCALE(PADS)</u>

    The Pre Adolescent Dependency Scale is developed by Pareekh and Rao (1970).

    PADs Form A (Dependency) consists of fifteen items on dependency. A pupil is required to read the item and tick mark (✓) against the item in one of the three columns namely 'Mostly', 'Sometimes' and 'rarely'

for dependency items. The total of the scores gives the dependency score of a pupil.

PADs Form B (Independency) consists of fifteen items on independency. Here too, a pupil is required to tick mark (✓) against the item in one of the three columns namely 'rarely', 'sometimes' and 'mostly' which represents his position. The items are scored as 2, 1, 0 for 'rarely', 'sometimes' and 'mostly' for independency items. The total of the scores gives the independency score of a pupil. The positive scores show dependency while the negative scores show in-dependency.

This test enable one to find out how much depen-dent a pupil is on anybody or anything or independent of anyone/anything and to what extent his dependency/independency has any relation with reading compre-hension.

3.7   SYSTEM OF DATA COLLECTION

The subject under the present study is vitally important and useful for the betterment of learning English subject in schools. The Principals and the subject teachers of English of the school were extremely co-operative and took a great deal of interest in the proceedings of the administration of the tests.

They were also generous enough to give about two and
a half hours at a stretch for the tests.

Patel's(1971) test alone consumed 75 minutes and
the other tests took a total of about 80 minutes. The
pupils were first given an idea of the importance of
English and Reading Comprehension as a field and the
aims and objectives involved in the study. All the tests
were explained to the pupils and administered one by
one. At the beginning of each test, instructions were
read out and explained to give them a clear picture of
what they were expected to do. The five tests were
administered within 80 minutes, and after an extremely
short interval of 5 minutes, the Silent Reading
Comprehension test was administered.

Instead of asking the pupils to fill in the
answers and return the answer sheets within a limited
amount of time, the investigator read out the state-
ment's and gave about 20 seconds interval between two
statements to tick mark the answers. The Academic
Motivation test was completed in about 25 minutes. The
Dependency/Independency test took about 20 minutes.
The smaller tests - - i.e. the test Anxiety, Reading,
Attitude Scale and the Socio-Economic Status test
covered about 10 minutes each.

3.8 SYSTEM OF ANALYSIS OF THE DATA

After the data was collected, it was analysed according to their respective scoring keys. The data was punched and computerised at the Physical Research Laboratory, Ahmedabad. The analysis of the data was done in the form of :

1 Means and standard deviations

2 Correlation Matrix

3 T-Values

4 Frequency distribution and bi-variate ranges.

3.9 SCHEME OF CHAPTERS

The present study is divided into six chapters as follows:

Chapter I   - Significance of the study

Chapter II   - Previous studies in Reading

Chapter III - The Plan and Procedure

Chapter IV   - Analysis and Interpretation

Chapter V   - CASE studies

Chapter VI   - Review, Findings and Suggestions.

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ANALYSIS AND INTERPRETATION

CONTENTS

Page No

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ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

In this chapter it is intended to present,
analyse and interpret the data on the six variable
viz - attitude to reading, socio-economic status,
test anxiety, academic Motivation, Dependency and
Independency, in relation to reading comprehension
scores of pupils.

For this purpose, the data was collected from
nine schools comprising 555 pupils in Baroda and the
computerised analysis of the data is presented in
sixteen standardised tables and through six compara-
tive graph profiles.

The interpretation is confined to the objec-
tives of the study and is intended to show mean
scores, intercorrelations etc of reading comprehen-
sion achievements of pupils with six variables menti-
oned above and to arrive at meaningful conclusions.

The layout of the chapter is as follows.

Section A gives the means and standard devia-
tions of the variables employed in the study. For
the sake of comparison, the mean scores of reading
comprehension, reading attitude, academic motivation,
test anxiety, socio-economic status, dependency and

and independency from other studies are given. An attempt is made to draw comparative graphs profiles in order to get an idea of the position of the present sample in different variables.

Section B deals with correlations of reading comprehension with other variables. Here also, the investigator has made an attempt to find out the correlations from other studies which have helped the investigator to support the findings and generate further hypothesis.

Section C deals with the significance of difference in the dependent variables keeping the independent variable as constant e.g. the means and SDS of Test Anxiety are given according to the low/ average/high scores on reading comprehension. Comparative profiles of Reading Comprehension with academic motivation, Reading attitude, test-anxiety, socio-economic status, dependency and independency among pupils from different schools, are also provided to show the relation of the variables with reading comprehension.

TABLE IV.A: 1

4.2:A   MEANS AND SDS OF THE SEVEN VARIABLES

VARIABLES	Reading Compre- hension	Reading Attitude	JIM	Test Anxiety	Socio-economic Status	Dependency	Indepen- dency
MEAN	46.79	8.35	91.98	12.12	25.88	9.99	11.34
SDS	17.85	3.88	20.64	5.40	6.76	3.11	3.91

GRAPH NO. IV : A : 1

MEANS OF READING COMPREHENSION FROM
OTHER STUDIES AS COMPARED TO THE PRESENT STUDY
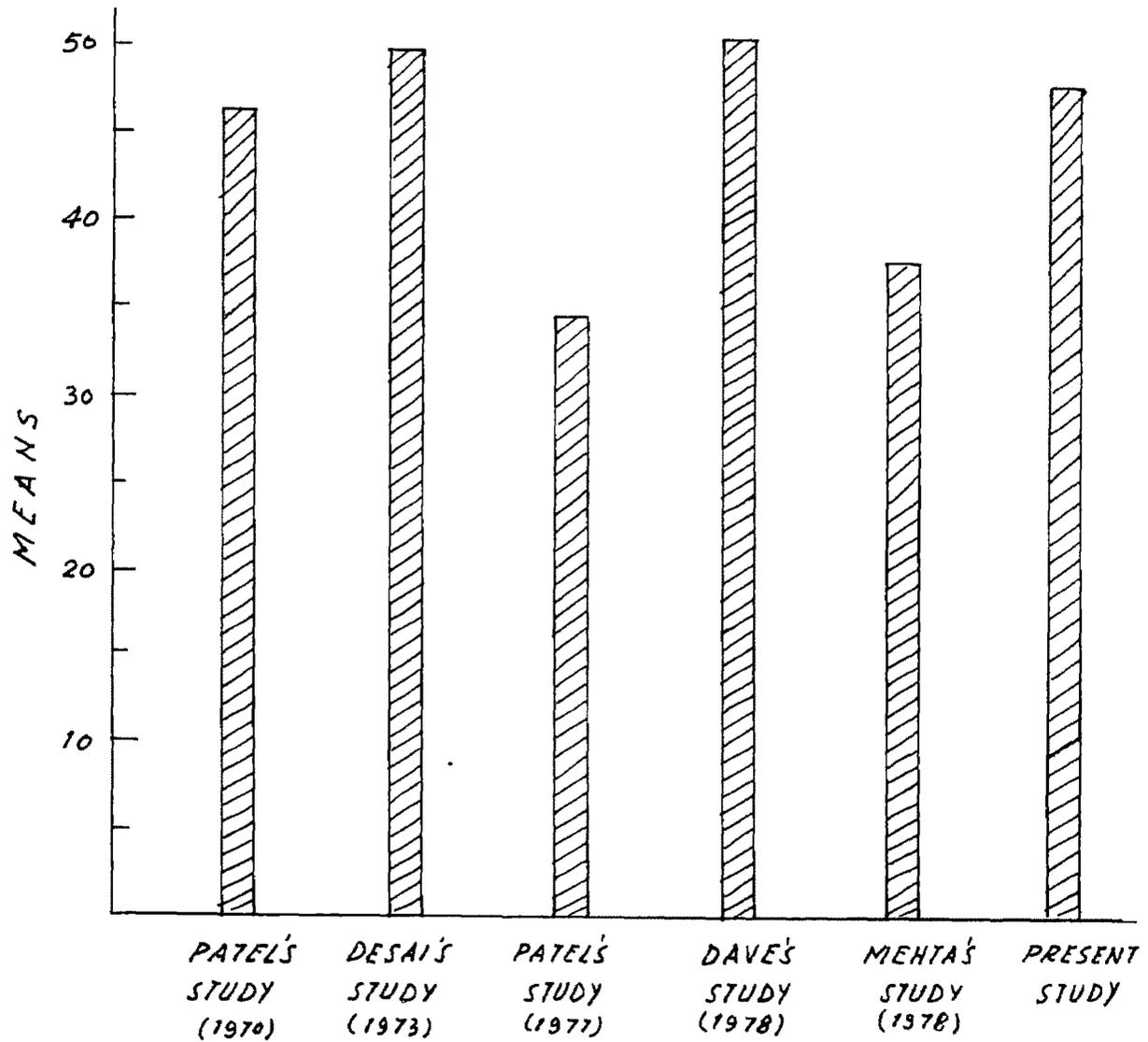
GRAPH NO. IV : A : 2

MEANS OF READING ATTITUDE SCORES
FROM OTHER STUDIES COMPARED TO THE
PRESENT STUDIES
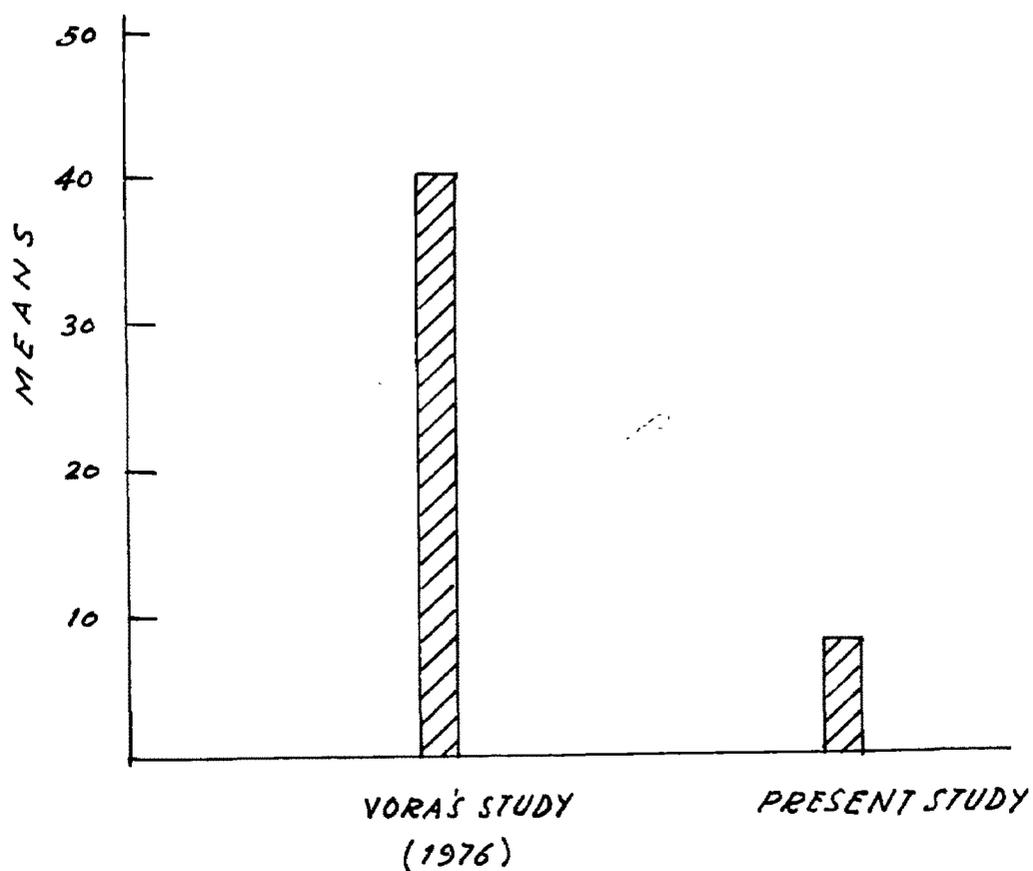
4.2.1   In the present study, the mean score of reading comprehension is 46.79. In Graph IV A:1 Patel (1971) shows a mean score of 46.3 on reading comprehension. Desai (1973) gives a mean of 49.77 on reading comprehension. Patel (1977) found a mean of 34.06 on reading comprehension. Dave (1978) showed separate mean scores of 24.58 and 25.73 of boys and girls on reading comprehension. Mehta (1978) found a mean of 37.63 on reading comprehension.
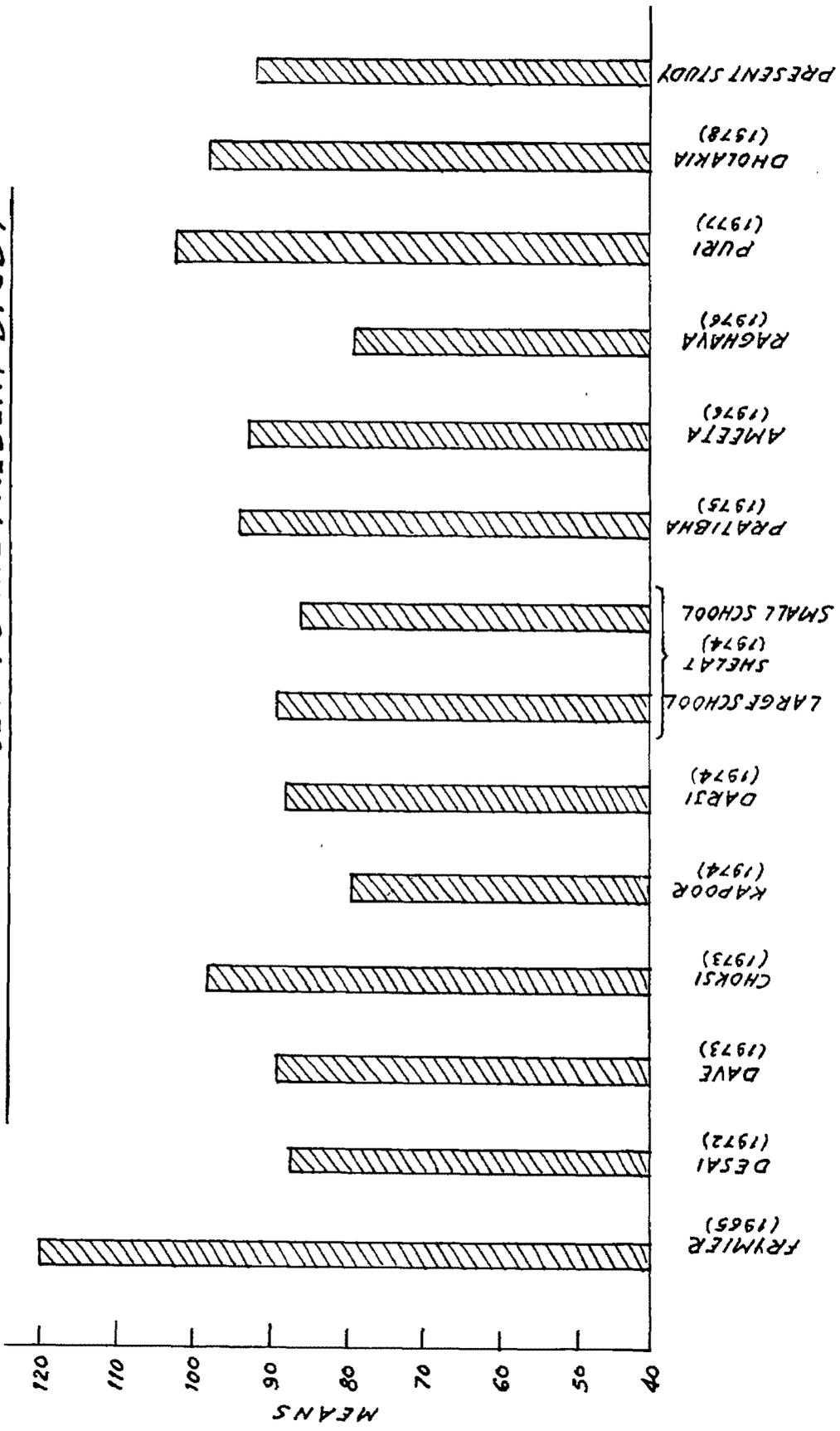
Compared to the mean scores of other studies, the mean of the present study is less than Desai's 49.77. But it is higher than the other studies.

4.2.2   In Graph IV:A:2 the mean score of attitude to reading of the present study is 8.35. Vora(1976) found a mean of 40.08 on attitude to reading. The mean in the present study is very much lower than the mean of Vora's study.

4.2.3   In Graph IV.A:3 the mean scores of academic motivation of the present study is 91.98. The studies of Desai(1972), Darji (1974), Dave(1973), Raghava (1976) and Shelat(1974) show mean scores of 86.80, 88.51, 88.73, 88.89 and 89.7, 86.4 respectively. The mean scores of 98.54, 93,83, 92.74, and 98.3 were found by Choksi(197), Pratibha(1975), Ameeta(1976),

GRAPH NO. IV: A: 3

MEANS OF ACEDEMIC MOTIVATION SCORES FROM OTHER

STUDIES/AS COMPARED TO THE PRESENT STUDY

PRESENT STUDY

DHOLAKIA
(1978)

PURI
(1977)

RAGHAVA
(1976)

AMEETA
(1976)

PRATIBHA
(1975)

SMALL SCHOOL
SHELAT
(1974)
LARGE SCHOOL

DARJI
(1974)

KAPOOR
(1974)

CHOKSI
(1973)

DAVE
(1973)

DESAI
(1972)

FRYMIER
(1965)

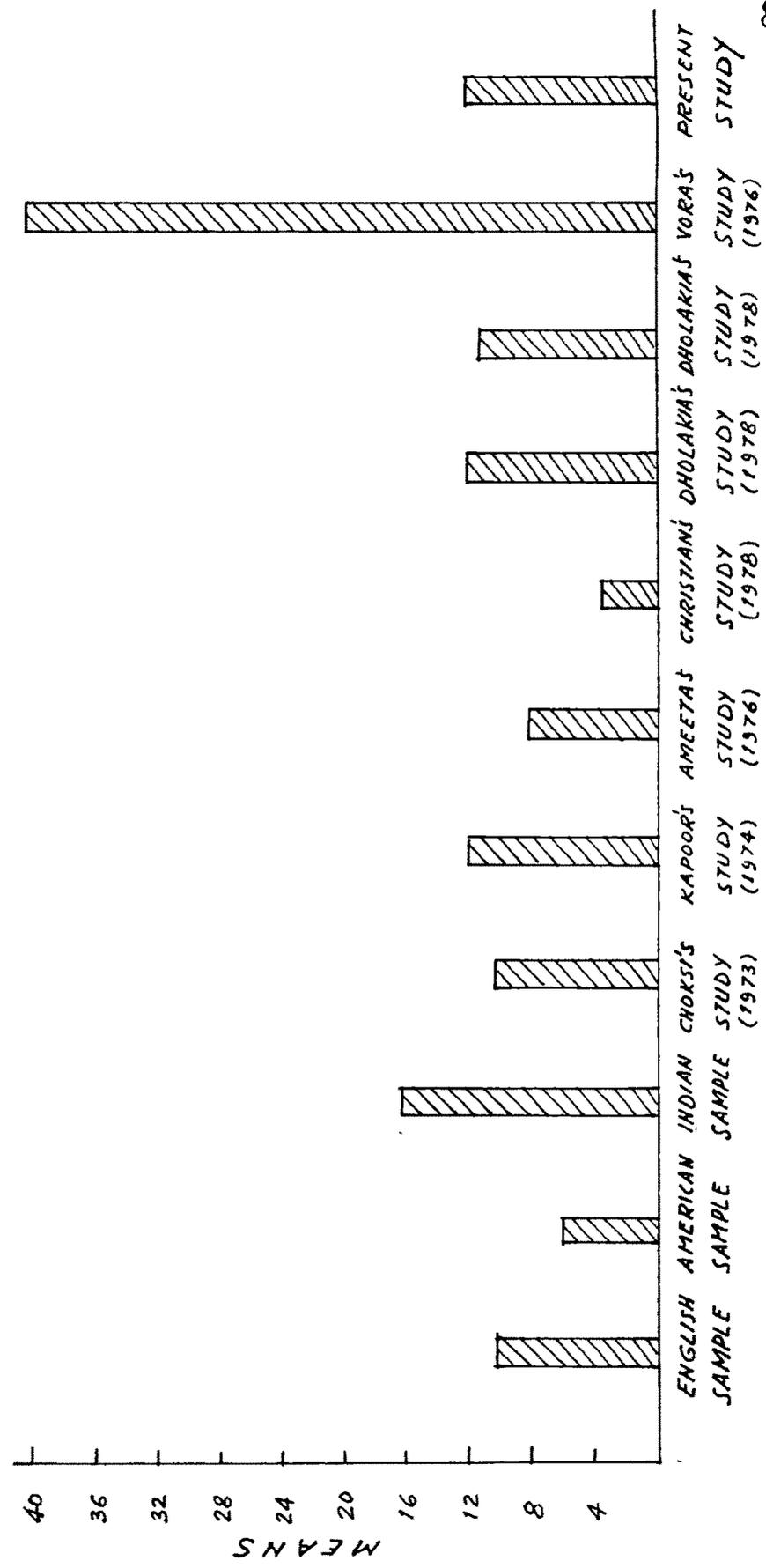120   110   100   90   80   70   60   50   40

MEANS

Dholakia(1978). Kapoor's (1974) study showed a comparatively low mean score of 79.45, while Puri(1977) found a mean of 102.57 on academic motivation. Frymier's(1955) study indicated a mean of 120.00, which is the highest mean in the table. Compared to the other mean scores, the mean score of the present study is average.

4.2.4   In the present study the mean score of Test Anxiety (TASC) is 12.12. In Graph IV.A:4 Kapoor's study(1974) shows a mean of 11.59 in TASC while Dholakia(1978) found 11.73 and 10.56 as mean scores of post-tests. .Choksi's(197) study and the English sampleindicate the same mean of 10.00 on TASC. The mean scores of Ameeta's study(1976) and the American sample are 7.90 and 6.40.   While the mean of the Indian sample 16.3 is higher than the other mean scores in the table; Christian's(1978) study shows a comparatively low mean of 2.65 on TASC. Vora(1976) found a mean score of 39.9 on TASC.

From the table, it is evident that the mean of Vora's study is the highest. The mean of the present study is slightly higher than most other studies and less than the means of the Indian sample and Vora's study.
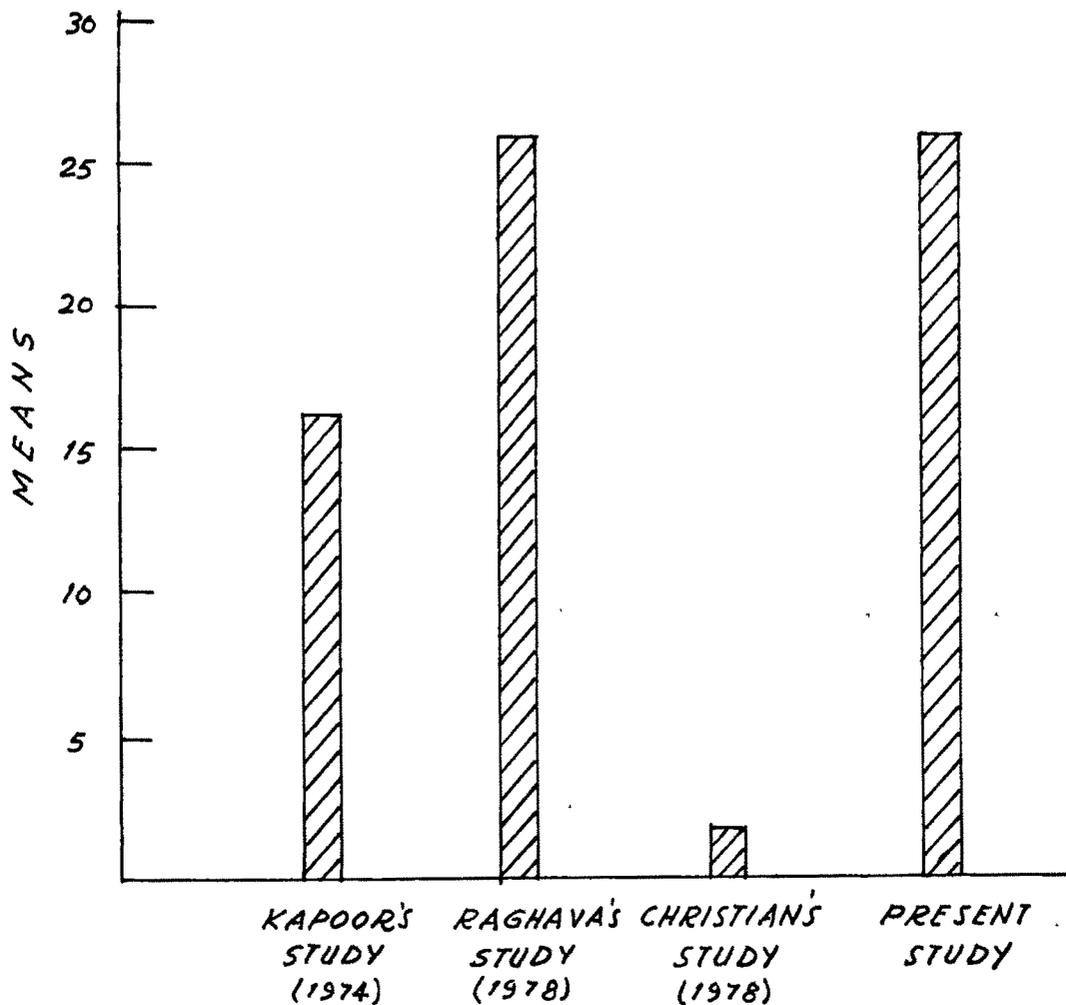
GRAPH NO. IV : A : 4

MEANS OF TEST-ANXIETY SCORES FROM OTHER
STUDIES AS COMPARED TO THE PRESENT STUDY

MEANS

40
36
32
28
24
20
16
12
8
4

ENGLISH   AMERICAN   INDIAN   CHOKSI'S   KAPOOR'S   AMEETA'S   CHRISTIAN'S   DHOLAKIA'S   VORA'S   PRESENT
SAMPLE   SAMPLE   SAMPLE   STUDY   STUDY   STUDY   STUDY   STUDY   STUDY   STUDY
                              (1973)   (1974)   (1976)   (1978)   (1978)   (1976)

83

4.2.5   In the present study, the mean score of the socio-economic status is 25.8. From Graph IV.A:5 it can be seen that the mean scores of the socio-economic status in the studies of Raghave(1978) and Kapoor(1974) are 26.3 and 16.1. Christian's(1978) study shows a comparatively low mean score of 2.6 on S.E.S.

The mean of the S.E.S.in the present study is higher than the means in the studies conducted by Kapoor and Christian, but it is slightly less than Raghava's study.

4.2.6   In Graph IV.A:6 the mean score of dependency, of the present study is 9.99. Kapoor's study(1974) shows a mean of 11.09. Pavanasam(1976) conducted an experiment and found the mean scores of the experimental group as 4.7 and 6.8 for Pre & Post-tests. In the control group, the means were, 7.1. and 6.3 of the Pre & Post Tests. Raghava's (1976) study showed the means of 1.3818 and 0.5364 of the Pre & Post Experimental group and 3.2200 & 2.7600 of the Pre & Post Control group. The mean scores of the Delhi sample and the Calcutta sample show the means of -4.19, and -0.17 respectively while the mean of the Coimbatore sample is 1.15.

GRAPH NO. IV : A : 5

MEANS OF SOCIO-ECONOMIC STATUS SCORES
FROM OTHER STUDIES AS COMPARED TO THE
PRESENT STUDY

GRAPH NO. IV:A:6

MEANS OF DEPENDENCY SCORES FROM OTHER

STUDIES AS COMPARED TO THE PRESENT STUDY
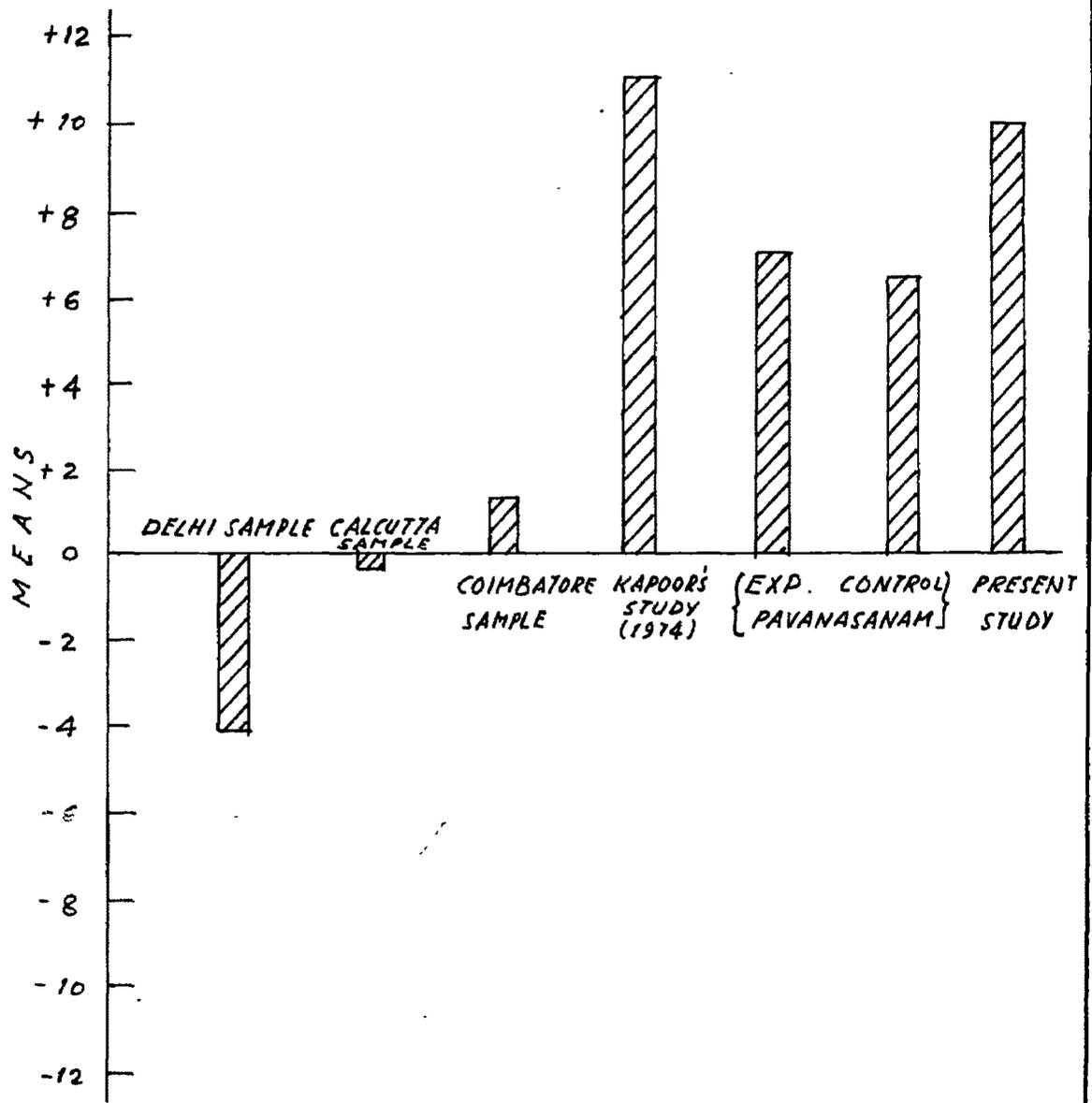
Compared to the mean scores of the studies shown in the table, the mean score of the present study is less than Kapoor's study but higher than the other studies.

4.2.7   From Graph IV.A:7 it can be seen that the mean score of independency of the present study is 11.3 and it is higher compared to the means (6.2) & (6.6 & 5.9) in the studies conducted by Kapoor (1974) and Pavanasam(1976) respectively.
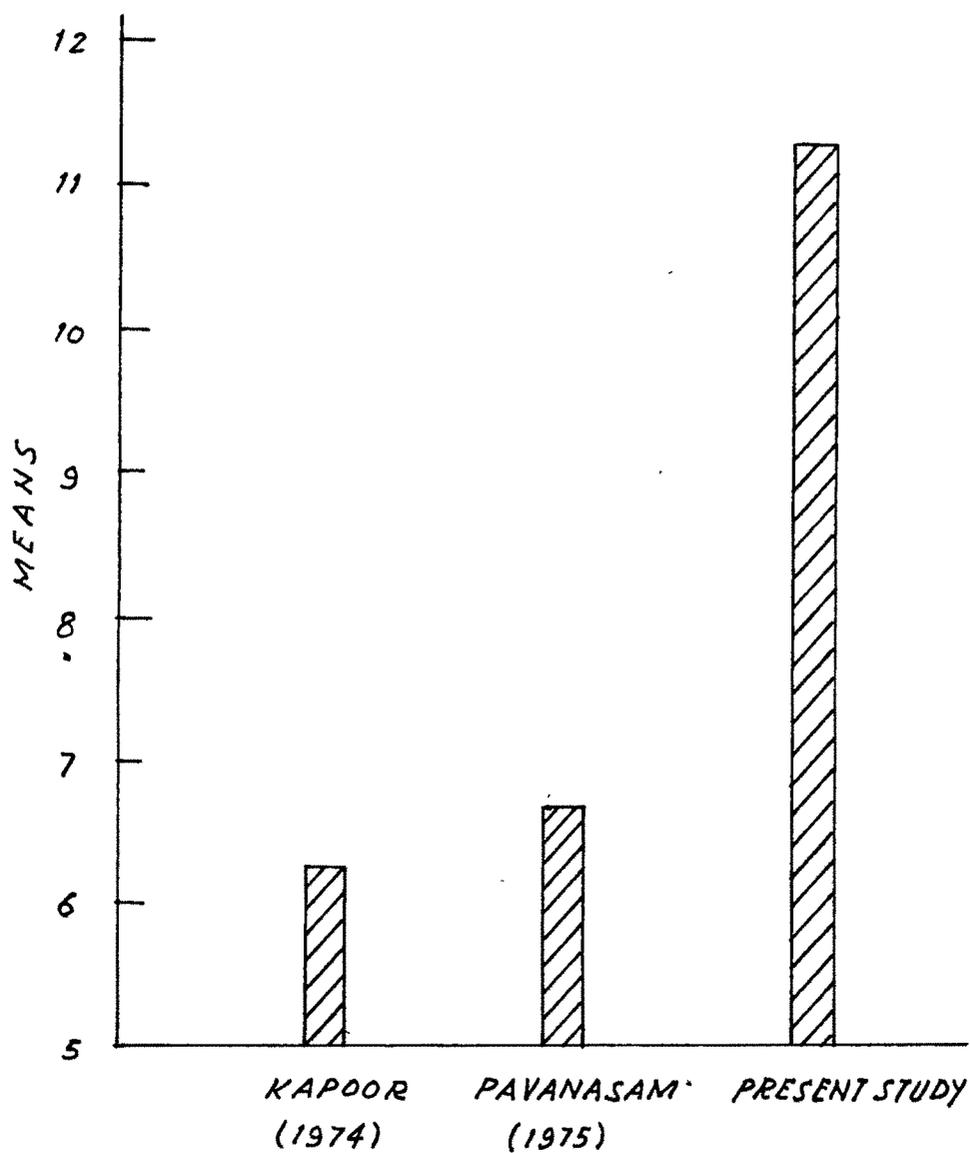
GRAPH NO. IV : A : 7

MEANS OF INDEPENDENCY FROM OTHER

STUDIES AS COMPARED TO THE PRESENT STUDY

CORRELATION MATRIX OF THE PRESENT STUDY.

4.3.B.

	SES	TASC	ATT	RCS	JIM	DEP	INDEP
TASC	-0.018						
ATT	-0.022	0.039					
RCS	0.069	-0.136	0.116				
JIM	0.042	-0.094	-0.071	-0.096			
DEP	0.029	0.175*	-0.010	0.053	-0.084		
IDEP	0.081	0.030	0.021	0.042	0.031	0.056	

TABLE NO. IV.B.:3

CORRELATION MATRIX FROM OTHER STUDIES.

4.4.B.

	RC/performance	Reading Attitude	JIM	TASC	SES	DEP	IDEP
Reading Attitude.	Vora(1976) (.14)		Pathak(1973) (.418**)				
JIM	Ameeta(1973) (.128) Raghava(1976) High JIM(7.0461) Low JIM(6.2000)						
TASC	Ameeta(1973) (-.277**) Christian(1978) (-0.1445) Vora(1976) (-.27)		Vora(1976) (.03)	Ameeta(1976) (-.144)			
SES	Ameeta(1973) (.236**) Christian(1978) (.997) Phutela(1976) (.094*)		Ameeta(1976) (.045) Dave(1973) (.136)	Ameeta(1973) (-.103)			
DEP			Kapoor(1974) (0.375**)		Pavanasam(1975) Below Rs6000.p.a. (0.016) Above Rs6000.p.a. (0.193*)		
IDEP			Kapoor(1974) (0.559**)			Kapoor(1974) (-0.22392**)	

The investigator also tried to find out correlations between the same variables from other studies. The present study offers mean scores on reading comprehension. But there are some studies where performance is considered as a variable. Hence the investigator broadly considered the concept of reading comprehension as a sort of performance. The other correlations are presented in Table No.IV.8.3. From the tables IV.8:2 and IV.8.3 on correlations matrices the following observations can be made:

4.4.1   RC/PERF AND ATTITUDE

The present study shows no significant correlation between reading comprehension and attitude to reading. In the other studies also, no significant correlation is established.

Vora(1976) found a correlation of(.14) between RC & Att to reading which is significant at both the levels and the relations between the two is positive and significant.

4.4.2   RC/PERF AND JIM

The correlation between reading comprehension and academic motivation in the present study is -0.096, which is nagative and not significant. Ameeta(1973) also did not find any significant correlation between JIM and Performance.

4.4.3   RC/PERF AND TASC

In the present study, there is a negative
correlation of -0.136 between reading comprehension
and Test Anxiety which is not significant. Ameeta
(1973) found a negative but very significant
correlation of (- .277**) between test anxiety and
performance. While Christian(1978) established a
negative correlation of -0.1445 between test anxiety
and performance which is not significant. Vora(1976)
found a correlation of (-.27) which is highly signi-
ficant at .05 and .01 levels. The relation between
them is highly significant but negative.

4.4.4   RC/PERF & SES:

In the present study, the correlation of
0.069 between reading comprehension and socio-economic
status is not significant. But Ameeta(197) and
Phutela(1976) established significant correlations of
(.235**) & (.094*) between socio-economic status
and performance. While Christian(1978) found a
correlation of (.007) and concluded that socio-
economic status and performance are not correlated.

4.4.5   RC/PERF & DEP:

The present study found a correlation of(0.053)
between dependency and reading comprehension which is
not significant. There is no other study showing any

relation between reading and dependency.

4.4.6 RC/PERF AND IDEP:

The present study shows a correlation of
0.042 between reading comprehension and independency
which is not significant. There is no other study
showing any relation between RC and Idep.

4.4.7 JIM & ATTITUDE:

A negative correlation of -0.071 is found in
the present study between JIM and attitude to read-
ing which is also not significant. But Pathak(1973)
establishes a very significant correlation of
(.418**) between JIM and Attitude to study.

4.4.8 JIM & TASC:

In the present study a negative correlation
of (-0.094) is found between JIM and TASC, which is
not significant. Ameeta(1976), too found a negative
correlation of (-.144) which is also not significant.

4.4.9 JIM & DEP:

A negative correlation of (-0.084) is established
in the present study between JIM and Dependency, which
is not significant. While Kapoor(1974) found a very
significant correlation of (0.375**) between JIM
and Dependency.

4.4.10 JIM AND IDEP:

The present study found a correlation of (0.031) between JIM & Independency which is not significant. But Kapoor(1974) found a very positive correlation of (0.559**) between JIM & Independency.

44.11 JIM and SES:

In the present study, a correlation of(0.042) is found between JIM & SES which is not significant. Ameeta(1976) and Dave(1973) also found correlations of (.045) and (136) between JIM & SES which are not significant.

4.4.12 TASC and ATTITUDE:

In the present study, there is no correlation between TASC & Attitude. In Vora's(1976) study too, there is a correlation of (.03) between TASC & ATT. which is very poor.

4.4.13 TASC and SES:

A negative correlation of (-0.018) is found between TASC and SES in the present study, which is not significant. Ameeta(1973) also found a negative correlation of(-.103) between TASC and SES.

4.4.14   TASC and DEP:

The present study establishes a positive correlation of (0.175*) between TASC and Dependency which is significant.

4.4.15   SES and DEP:

In the present study, a correlation of(0.029) is established between SES and Dependency and it is not significant. Pavanasam(1975) found a positive correlation of (0.193*) between SES whose income is above Rs 6000/- and dependency; and a correlation of (0.016) between SES whose income is below Rs6000/- and dependency which is not significant.

4.4.16.   DEP and IDEP:

In the present study, a correlation of(0.056) is found between Dependency and Independency and it is not significant. Kapoor(1974) establishes a negative but significant correlation of(-0.22392**) between dependency and independency.

TABLE NO. IV.C:4

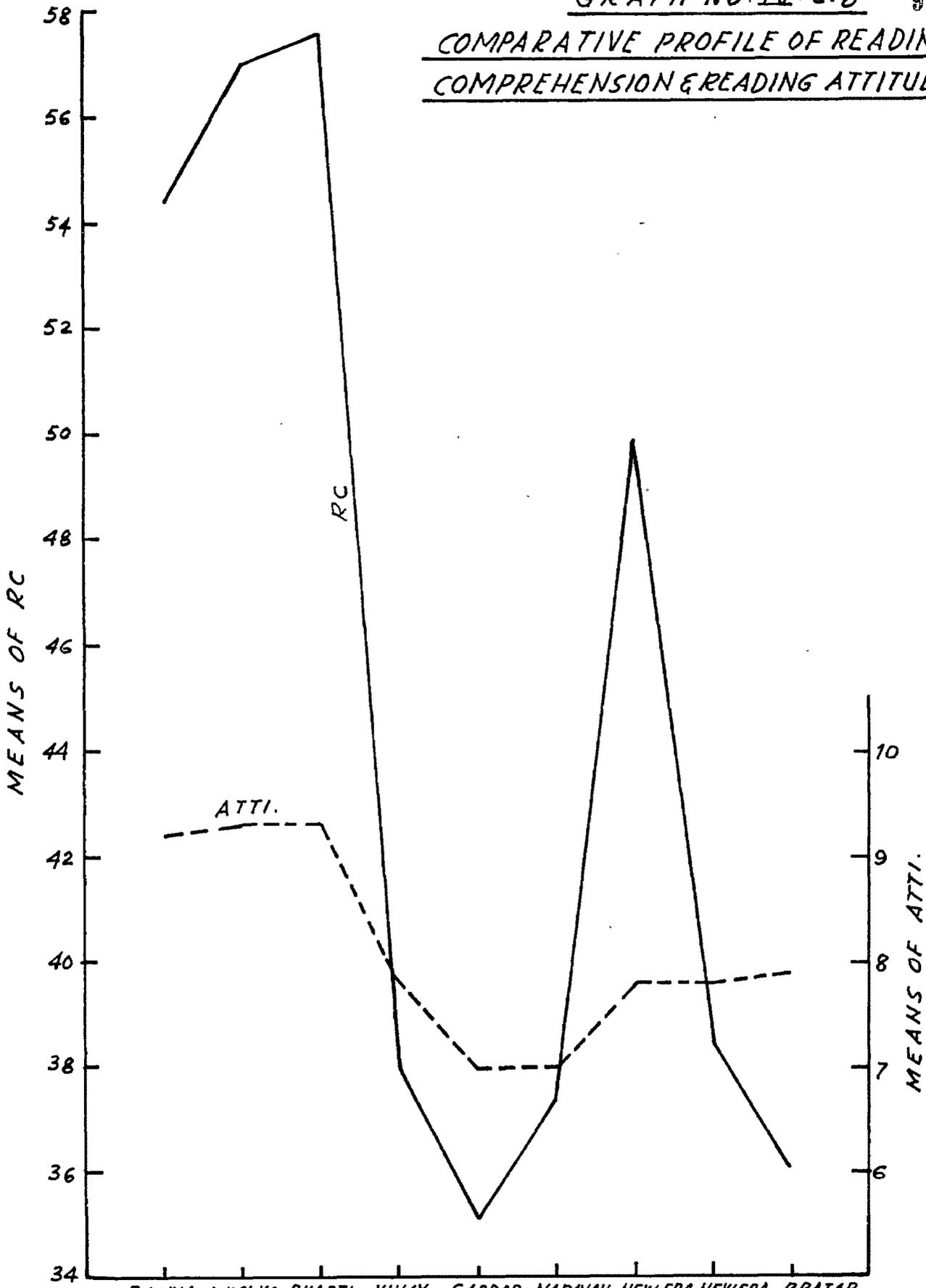4.5.1   <u>READING COMPREHENSION.</u>

<u>Reading Attitude</u>

Reading Attitude according to low/average/high RC scores.

		Low	Average	High
Reading ATT.	RC	1	2	3
Mean		7.87	8.40	8.89
SD		3.96	3.91	3.65

T-Value for the difference between means of RC groups.

RC	T-Value	Level of Significance
Group 1 / Group 2	1.37	NS
Group 1 / Group 3	2.27*	.05
Group 2 / Group 3	1.17	NS

GRAPH NO. IV: C:8   97

COMPARATIVE PROFILE OF READING
COMPREHENSION & READING ATTITUDE

The Table IV.C:4 on reading Attitude indicates the
attitude scores of pupils according to low, average
and high reading comprehension scores. It can be
seen that 33% of the pupils who have the lowest score
of 7.87 attitude have shown the lowest comprehension
scores. While 23% of the pupils with the highest
score of attitude of 8.89 have shown high reading
comprehension scores, 44% of the pupils who have a
higher score of 8.40 in attitude have shown an average
score on reading comprehension.

From the above table the relation between
reading attitude and reading comprehension is quite
clear. Also the difference between 1 and 3 is very
significant.

The comparative graph profile IV C.8 on
attitude scores and achievements in reading compre-
hension provides some interesting data. The mean
score of reading attitude is 8.4. The scores for
nine individual schools vide appendix stand at 9.2., 9.3.
9.3, 7.8, 7.0 7.8 7.8 and 7.9 respectively.

Schools 1, 2 and 3 show a high score well above
the mean score of 8.4, whereas schools, 4,5,6,7.8 and
9 show scores lower than the mean. It is evident that
the pupils of the first three schools display a posi-
tive attitude to reading comprehension.

It can also be seen that schools 1, 2 and 3 which have high reading attitude scores have also registered high reading comprehension scores via- 54.39, 57.0 and 57.60, respectively, while the mean score is 47.0 Schools 4,5,6,8 and 9 which have shown scores quite below the mean have simultaneously shown a very low score in reading comprehension. However, school number 7, which has registered a score of 7.8 lower than the mean score of 8.4, has surprisingly shown a high reading comprehension score of 49.88 quite above the mean score of 47.0.

In the remaining 8 schools the comparative graph shows a significant relation between reading attitude ee and achievement in reading comprehension. Thus, a positive attitude appears to be a determining factor for high achievement in reading comprehension.

Pathal(1973) and Patel(1970) also indicated that attitude towards a subject yields positive results i.e. the right attitude towards a subject affects performance. In other words, high attitude leads to better performance.

TABLE NO. IV.C:5

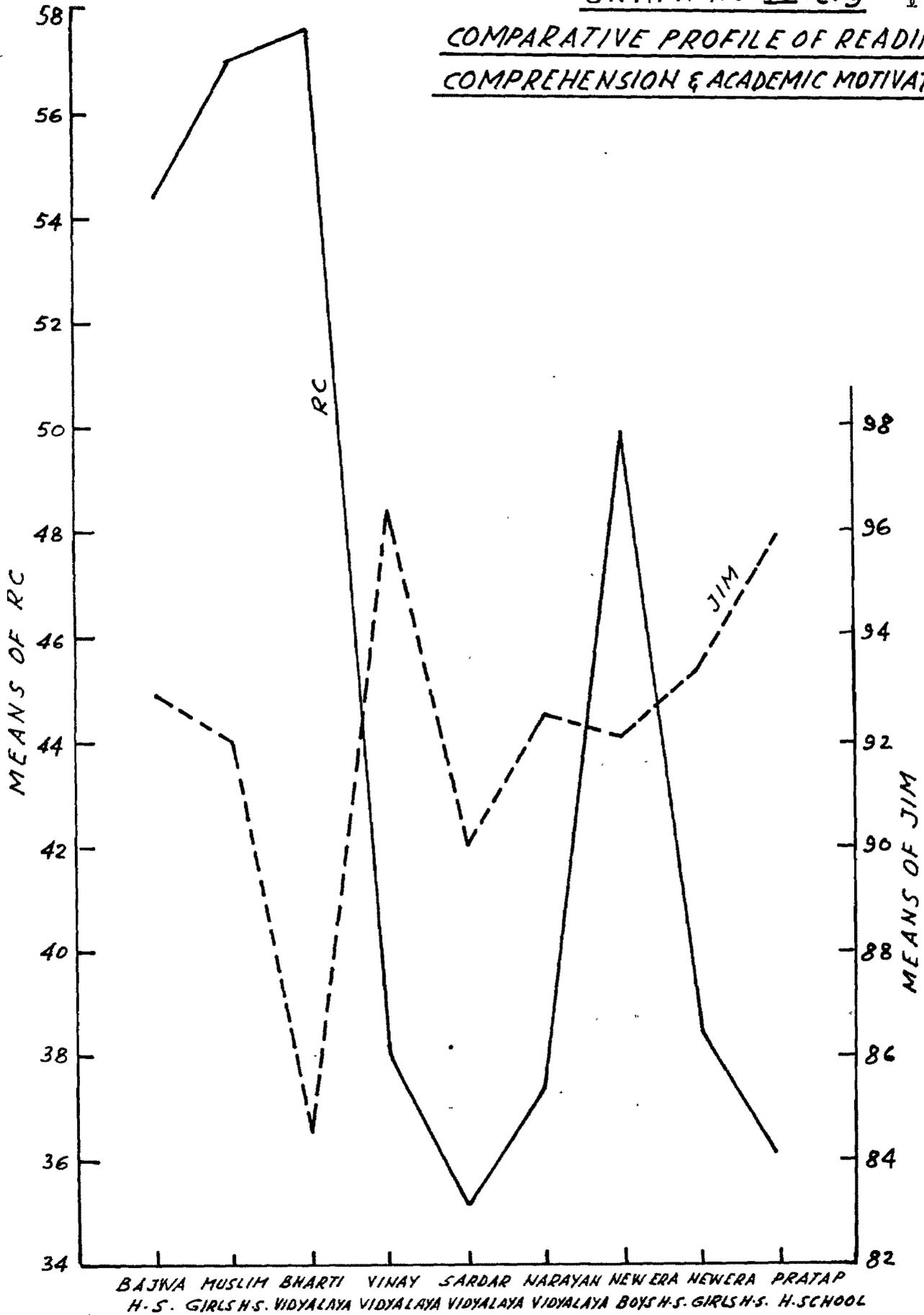4.5.2   RC(Reading Comprehension)

JIM

The means and SDS of JIM according to low/average/high RC scores.

JIM	Low	Average	High
RC	1	2	3
Mean	95.22	90.23	91.01
SD	19.06	22.92	17.29

T-Value for the difference between means of RC Groups.

RC	T-Value	Level of Significance
Group 1 / group 2	2.37*	.05
Group 1 / group 3	1.97*	.05
Group 2 / group 3	0.34	NS

GRAPH NO. IV:C:9   101

COMPARATIVE PROFILE OF READING
COMPREHENSION & ACADEMIC MOTIVATION

The table IV C:5 indicates th JIM scores
of pupils' according to low/average/high reading
comprehension scores. Surprisingly, pupils having
low RC have high academic motivation scores(95.22)
whereas pupils with average and high RC scores,
score low i on JIM 90.23 and 91.00 respectively.

The difference between the groups 1 and 2,
and 1 and 3 is significant at .05 level which means
that AC M has definite relation with reading
comprension.

In the comparative graph profile IV.C:9 on
academic motivation and reading comprehension scores,
the mean score of academic motivation is 9.200.
School numbers, 1,4,6,8 and 9 have registered a high
score in academic motivation of 92.94, 96.42, 92.46,
93.40, and 95.91 respectively; while school numbers
2 and 7 show a more or less mean score i.e. 91.96
and 92.06. School numbers 3 and 5 have low academic
motivation scores of 84.57 and 90.03 respectively.

A comparison with the reading comprehension
scores shows that high academic motivation of as much
as 96.42 in the case of school number 4 has registered
a low reading comprehension score of 37.98. Simi-
larly in the case of school numbers 6, 8 and 9 high
academic motivation shows low reading comprehension
scores. On the contrary, school number 3 having

the lowest academic motivation of 84.57 shows the highest reading comprehension score of 57.60. There are schools (numbers 2 and 7) having average academic motivation scores who have registered high reading comprehension scores.

The inter-relation between the academic motivation of pupils and their reading comprehension scores is therefore indicated from the analysis of the data of the comparative graph profile.

In the present study, twentythree percent of the investigated pupils with low JIM have registered high reading comprehension scores. In this case, it is possible to say that such pupils are self-motivated. It should however be noted that for a large segment of pupils, proper academic motivation leading to high reading comprehension achievement is highly necessary. In the ultimate analysis, academic motivation forms the bed-rock of academic learning and has a direct bearing on reading comprehension.

Ameeta(1973) did not find any significant correlation between academic motivation and performance.

Raghava(1976) concluded that pupils with high JIM gained more(12.8769) slightly higher than the pupils of low JIM (11.6666). But the difference is not much. The pupils with high JIM showed better performance than low JIM(High JIM gain=7.0461) and (Low JIM gain = 6.2000)

TABLE NO: IV.C:6

RC

4.5.3   TASC.

Means & SDS of TASC according to low/average/
high RC scores.

	Low	Average	High
RC	1	2	3
TASC			
Mean	13.18	11.59	11.70
SB	5.00	5.87	4.73

T-Value for the difference between means of different
RC groups.

RC	T-Value	Level of Significance
Group 1 / group 2	2.94**	.01
Group 1 / group 3	2.60**	.01
Group 2 / group 3	0.19	NS

COMPARATIVE PROFILE OF READING
COMPREHENSION AND TEST ANXIETY
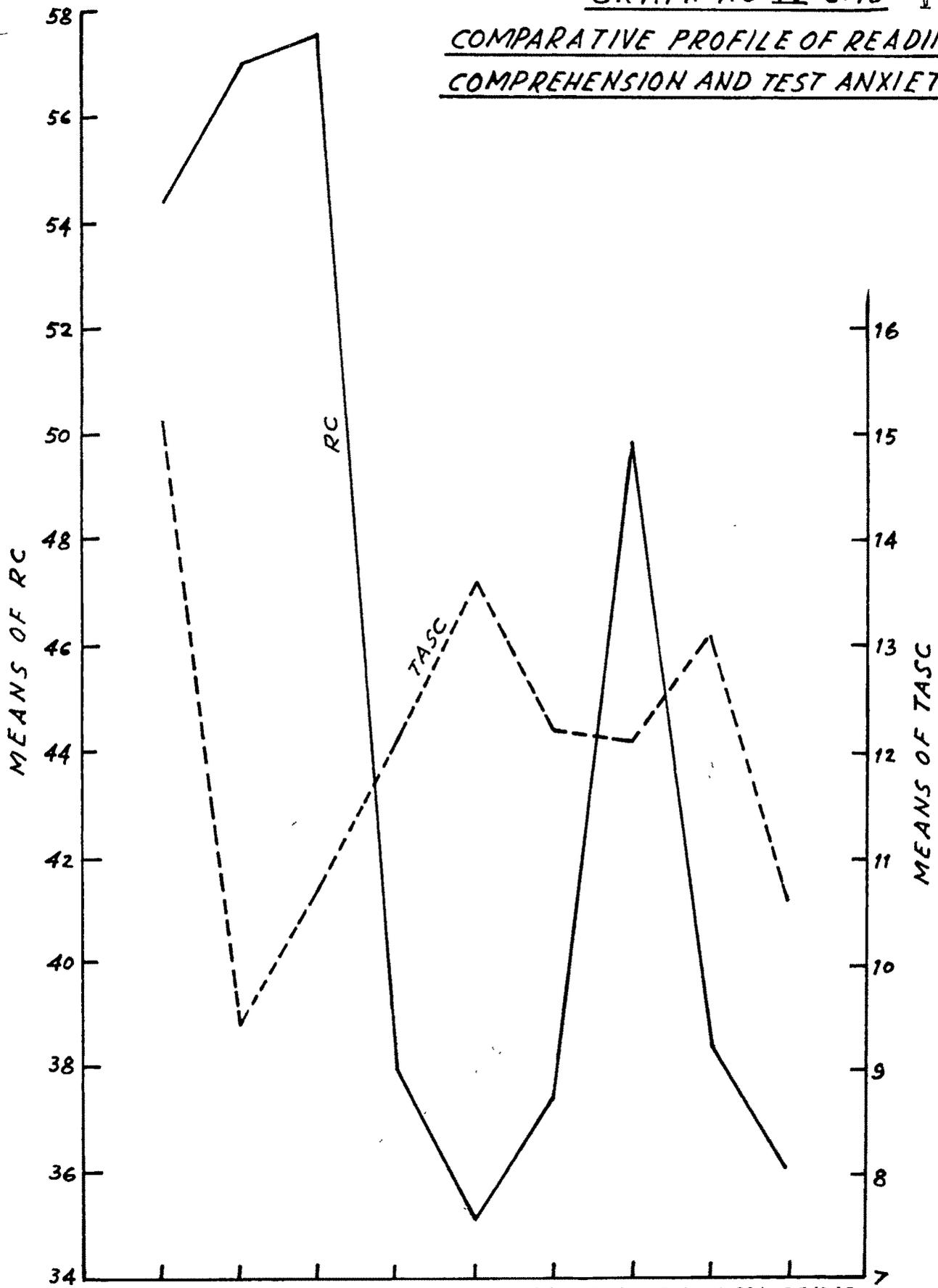
The table IV.C:6 shows the TASC scores of
pupils' according to low, average and high reading
comprehesion scores. It is clear from the above
table that 33% of the pupils who have shown low reading
comprehension scores have the highest anxiety score
of 13.18. 23% of the pupils who have registered high
reading comprehension scores have shown lower anxiety
score of 11.70. The remaining 44% of the pupils
have the lowest anxiety score of 11.59.

It may be noted that the difference between
groups 1 and 2 and 2 and 3 is very significant. It
is therefore evident that there is a definite relation
between anxiety and reading comprehension.

The comparative graph profile IV.C.10 on
anxiety and reading comprehension scores shows the
anxiety mean of 12.1. Schools 1,5,6 and 8 show high
anxiety scores of 15.14, 13.64, 12.23 and 13.05
respectively. The scores of schools 2, 3 and 9 are
below the mean i.e. 9.41, 10.73 and 10.55, while the
scores of schools 4 and 7 do not show any significant
departure from the mean viz, 12.12 and 12.08.

A comparison of the scores on anxiety of the
pupils of these schools with their respective reading
comprehension scores shows that schools 2 and 3 with
low anxiety scores have registered high reading
comprehension scores, viz 57.0, 57.60, respectively;

while the mean score in reading comprehension is
47.00. School number 1 with high anxiety score shows
high reading comprehension score of 54.39, while
school number 5, with high anxiety score shows the
lowest reading comprehension score of 35.10. School
number 9 which has registered low anxiety score
shows a low reading comprehension score of 36.12.
While schools 4 and 6 with more or less mean scores
of anxiety show low reading comprehension scores of
37.98 and 37.36 respectively. School number 7 hav-
ing more or less a mean score of anxiety(12.06)
shows high score of reading comprehension of as much as
49.88, while school number 8 which has registered a
high anxiety score of 13.05 shows a low score of
36.12 in reading comprehension.

It is clear from above that three schools
5, 6 and 8 indicate high anxiety scores and low
reading comprehension scores. In the case of the
other two schools 2 and 3, it is evident that low
anxiety scores are accompanied by high reading com-
prehension scores. In the case of one school number
7, it indicates a high reading comprehension score
with more or less mean anxiety score. Only one
school number 1, indicates both high anxiety and
reading comprehension scores. In the rest i.e.
schools 4 and 9 mean or low anxiety scores have
shown low reading comprehension scores.

In the circumstance, it is possible to establish a clear relationship between the anxiety scores of pupils and their reading comprehension scores.

Ameeta(1976) also found that the test anxiety level affects the performance of a pupil. However, the correlation between the two was negative but significant. Lakshmi(1977) found that high anxiety leads to better performance. Christian(1978) however, concluded that the correlation between anxiety and performance is not significant and is negative.

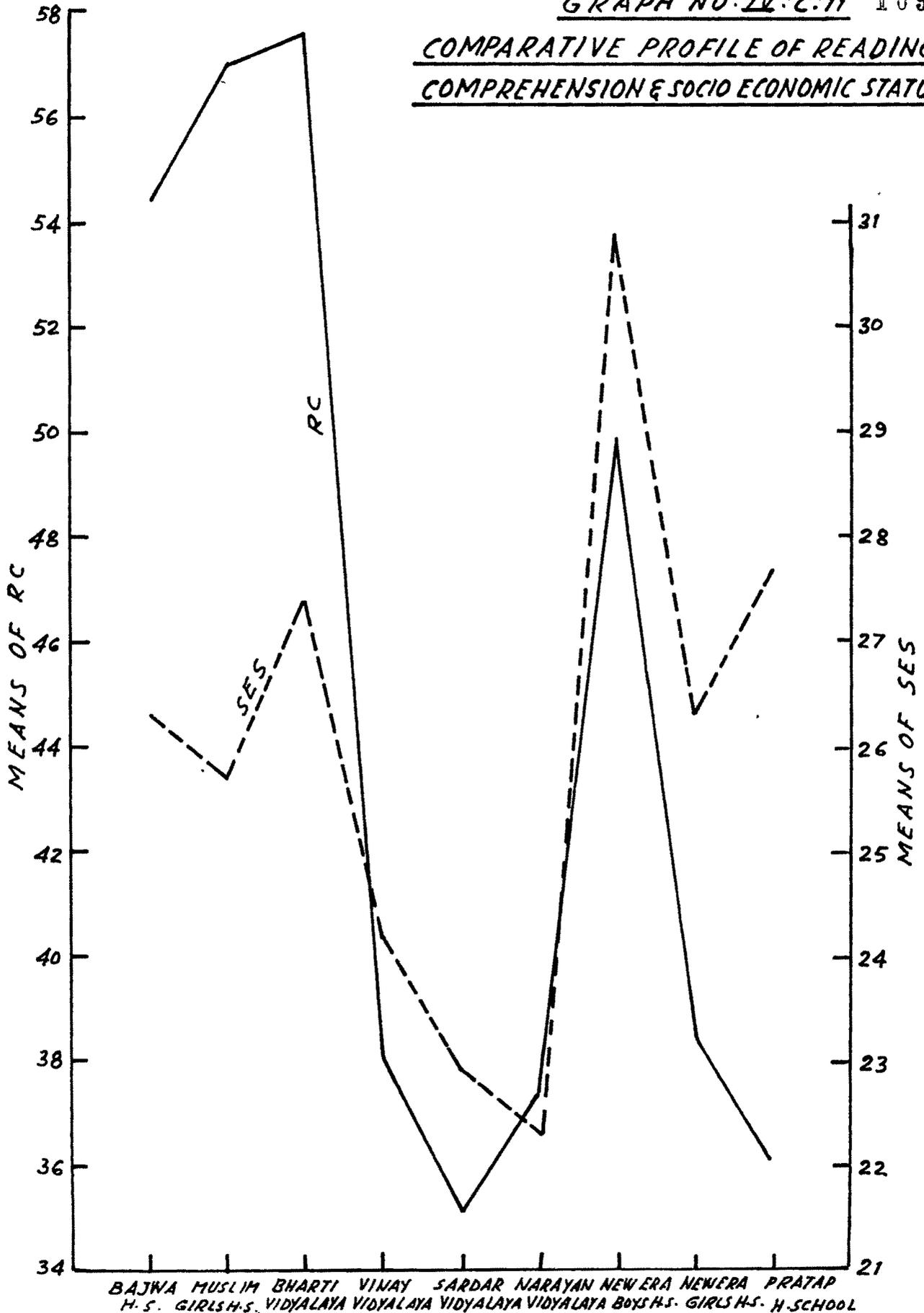### TABLE NO. IV.C.7
READING COMPREHENSION.

4.5.4　SES:

The means of SES according to low/average/high RC scores.

SES RC	Low 1	Average 2	High 3
Mean	25.29	26.09	26.29
SD	6.73	6.95	6.42

T-Value for the difference of means of different RC groups.

RC	T-Value	Level of significance
Group 1 / group 2	1.19	NS
Group 1 / group 3	1.31	NS
Group 2 / group 3	0.28	NS

COMPARATIVE PROFILE OF READING
COMPREHENSION & SOCIO ECONOMIC STATUS

MEANS OF RC

MEANS OF SES

RC

SES

BAJWA MUSLIM BHARTI VINAY SARDAR NARAYAN NEW ERA NEW ERA PRATAP
H.S. GIRLS H.S. VIDYALAYA VIDYALAYA VIDYALAYA VIDYALAYA BOYS H.S. GIRLS H.S. H.SCHOOL

The table IV.C:7 indicates the scores of socio-economic status of pupils according to low, average and high reading comprehension scores. While 33% of the pupils having the lowest socio-economic status of 25.29 have registered the lowest reading comprehension scores, pupils with the highest socio-economic status of 26.29 have shown high reading comprehension scores. 44% of the pupils with average socio-economic status of 26.09 have shown an average score on reading comprehension.

An important point to be noted in this connection is that the socio-economic status mean of the three groups does not show any significant difference. It can therefore be concluded that the socio-economic status of a pupil has no relevant bearing on his reading comprehension score.

In the above comparative graph profile IV.C:11 on socio-economic status and reading comprehension scores, the mean score of socio-economic status is 25.9. The scores for the nine individual schools are 26.31, 25.67, 27.37, 24.24, 22.90, 22.26, 30.91 26.32 and 27.73.
A comparison with the graph profile on reading comprehension scores shows that the socio-economic status has no impact on the reading comprehension scores of pupils. Surprisingly, pupils belonging to - the low -

socio-economic status have shown high scores in regard
to their attitude to reading comprehension as also
their achievements in reading comprehension itself
as can be seen from the relevant comparative graph
profiles.

It may therefore be concluded that the socio-
economic status of a pupil has no significant relation
with his achievement in reading comprehension.

Pavanasam(1975) also concluded that socio-
economic status is not directly related to classroom
dynamics. Raghava(1976) observed that the low SES
group has shown more gain in performance than the
middle SES group. Christian(1978) found that the
socio-economic status does not affect the performance
of pupil.

However Ameeta(1976) and Phutela(1976) con-
cluded that there is a positive, significant relation
between the socio-economic status and the performance
of a pupil. Patel(1970) found that the SES affects
reading comprehension of pupils. High study revealed
that the mean score of pupils coming from upper
SES group was higher than the remaining two groups.
Similarly, the mean score of middle SES group was
higher than the low SES group and the mean differences
between any two groups were statistically significant.

Therefore, he concluded that higher the economic status, better is the performance on reading comprehension.

### TABLE NO: IV.C:8

READING COMPREHENSION

4.5.5   Dependency

The means & SDS of DEP according to low/average/high RC scores.

	Low	Average	High
RC DEP	1	2	3
Mean	10.18	9.60	10.52
SD	2.89	2.91	3.66

T-Value for the difference between means of different RC groups.

RC	T-Value	Level of significance
Group 1 / group 2	2.03*	.05
Group 1 / group 3	0.91	NS
Group 2 / group 3	2.67**	.01

COMPARATIVE PROFILE OF READING
COMPREHENSION AND DEPENDENCY
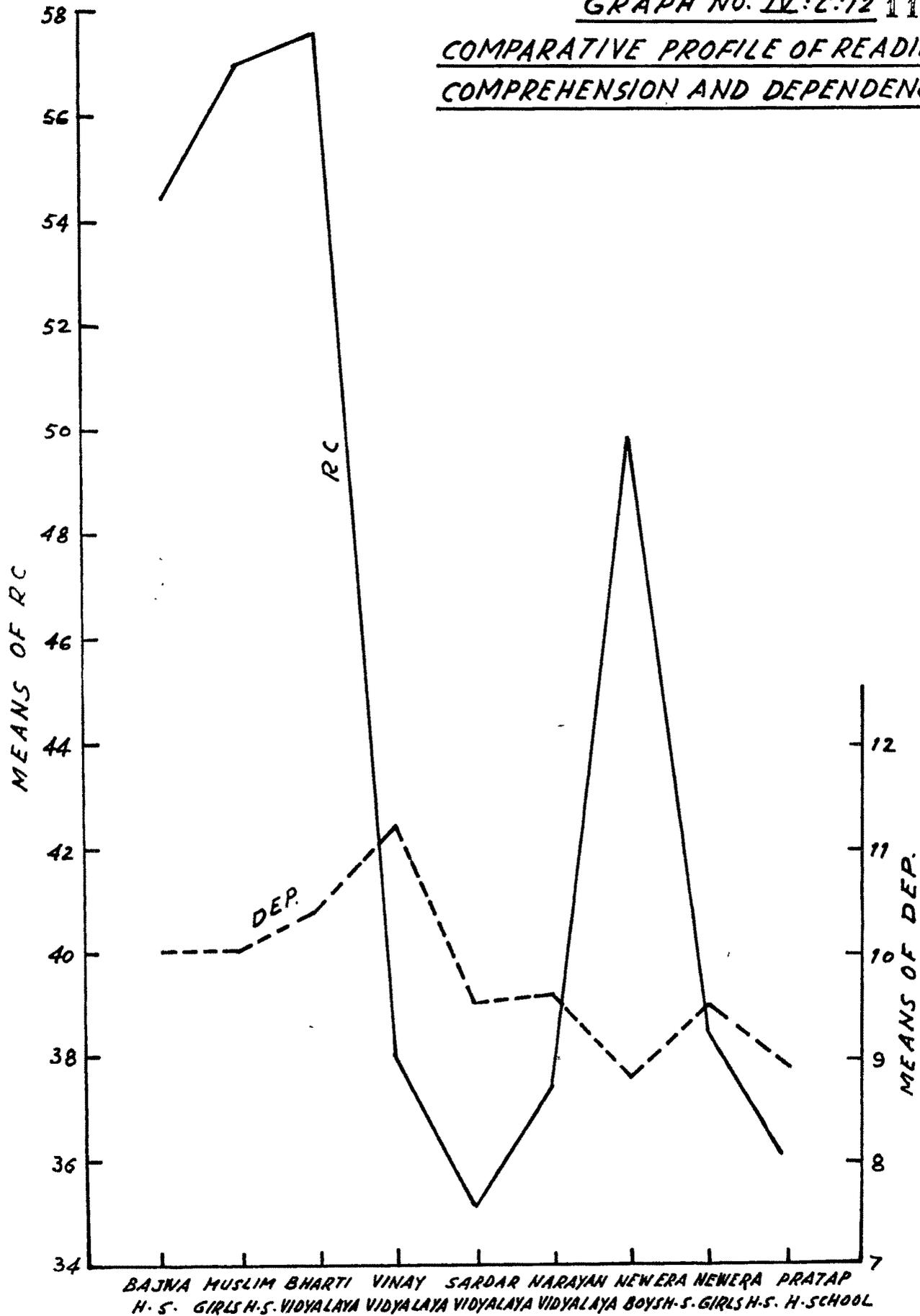
In the table IV.C:8 dependency scores of pupils according to low, average and high reading comprehension scores are shown. The reading shows that pupils having high dependency have high reading comprehension scores. 23% of the pupils fall under this category. While 33% of the pupils who have shown an average dependency of 10.18 have registered low scores on reading comprehension. 44% of the pupils having 9.60 dependency have shown average reading comprehension scores.

That means, that where the rate of dependency of pupils is high, their reading comprehension scores are also high. Moreover the difference between groups 1 and 2 and 3 is significant. It may therefore be concluded that dependency has a direct bearing on a pupils's reading comprehension score.

In the comparative graph profile IV.C:12 on dependency and reading comprehension scores the mean score of dependency is 9.99. While schols 1 and 2 show more or less average dependency score of 9.97 and 9.95 respectively, two other schools 3 and 4 indicate a high dependency score of 10.40 and 11.20. The test of the schools show very low dependency scores.

Their comparison with reading comprehension
scores clearly show that in the case of schools
1, 2 and 3 of average and high dependency scores,
high reading comprehension scores are indicate.
Conversely, in the case of schools 5, 6, 8 and 9
having low dependency scores, low reading comprehen-
sion scores are registered. Only in the case of
school number 4 where high dependency is found,
very low reading comprehension scores are indicated
and vice versa is in the case of school number 7.

It may be held that a pupil's dependency has
direct relation to his reading comprehension score.

Pavansasam(1975) found that the mean scores
of the high achievers in the Pre-Test in dependency
is 11.77 and in the post-test it is 13.17. The mean
scores of low achievers in the pre-test is 11.43
and in the post-test it is 12.27. Therefore from the
difference in the mean values, it is evident that
high achievers gain more than the low achievers in
dependency.

In his investigation, it has been found that
due to indirect teacher behaviour dependency of
pupils on teachers is greater.

TABLE NO IV.C:9

READING COMPREHENSION

4.5.6   Independency

The means and SDS of IDEP according to low/average/high RC scores.

IDEP	RC	Low 1	Average 2	High 3
Mean		11.47	11.44	10.93
SD		1.94	1.77	7.46

T-Value for the difference between means of different RC groups.

RC	T-Value	Level of significance
Group 1 / group 2	0.18	NS
Group 1 / group 3	0.93	NS
Group 2 / group 3	1.04	NS

The table IV.C:9 shows indepency scores of pupils according to low, average and high reading comprehension scores. An analysis of the table reveals that pupils with high reading comprehension scores have low independency scores i.e. 10.93.

GRAPH NO. IV : C : 13   117

COMPARATIVE PROFILE OF READING
COMPREHENSION AND INDEPENDENCY
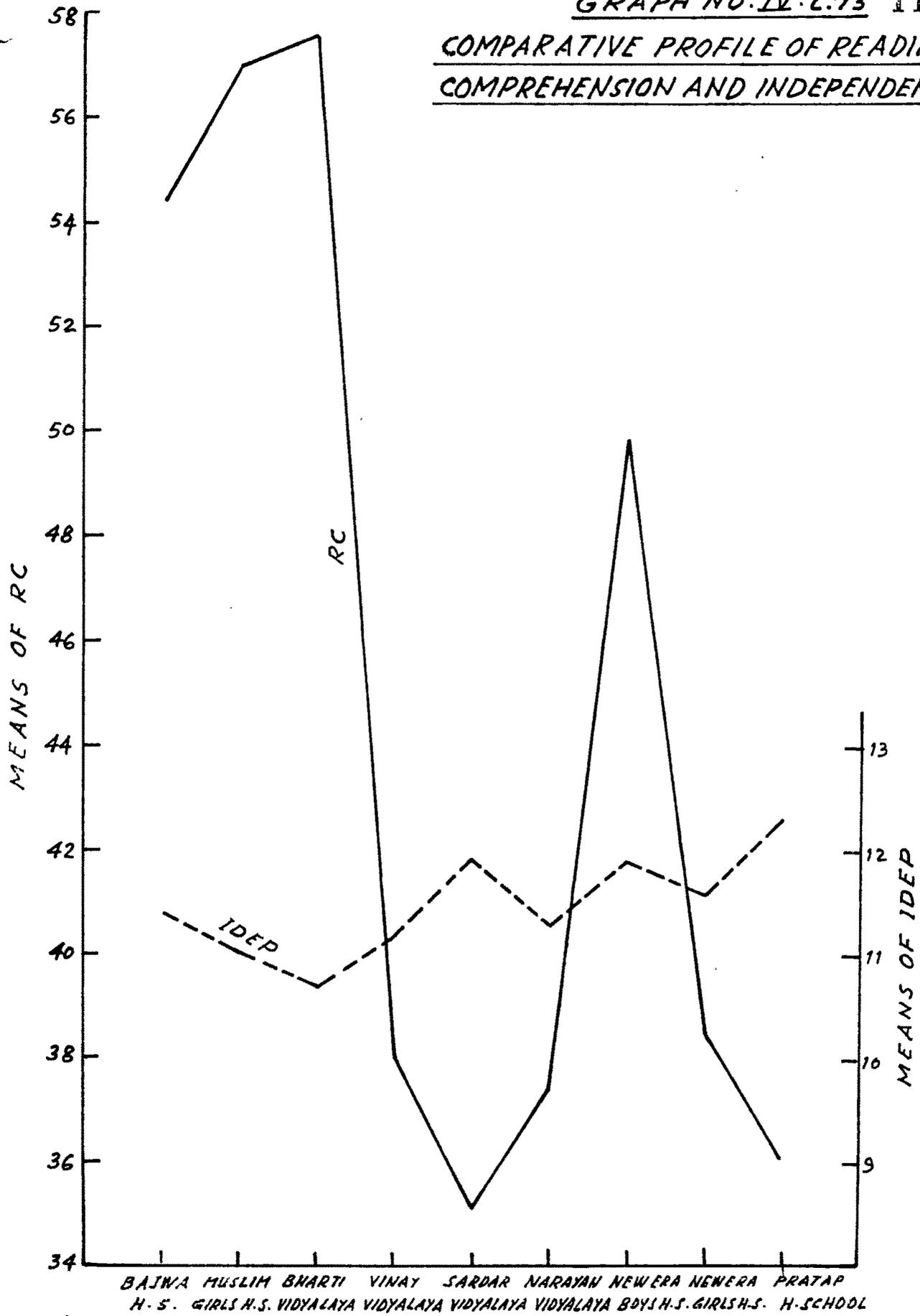
While pupils with low and average reading comprehension scores have comparatively high independency scores of 11.47 and 11.44 respectively.

Since the difference between the groups 1 and 2 and 1 and 3 and 2 and 3, is not significant, it may be stated that independency has no significant relation with reading comprehension.

The comparative graph profile IV.C:13 of independency and reading comprehension scores shows the mean score of 11.40 and 47.0. Schools 2, 3 and 4 show a low independency score, while schools 5, 7, 8 and 9 show a high independency score. Schools 1 and 6 show a score little higher than the mean i.e. 11.40 and more or less average 11.31 respectively.

A comparison with the reading comprehension scores indicate that these schools, 1, 2 and 3 with average and low scores of independency show high reading comprehension scores. Schools 5, 8 and 9 which show high scores of independency indicate low reading comprehension scores. Two exceptions may be noted: School number 7 which shows a high score of independency also shows a high score in reading comprehension, School number 1 with a not so high independency score registers a high reading comprehension score.

It may be doubted whether a pupil's high
or low score on independency has any bearing on
his high or low reading comprehension score.

Pavanasam(1975) observed that the mean scores
of the high achievers in the pre-test in independency
is 3.83 and in the post-test it is 4.27. The mean
scores of the low achievers in the pre-test is 3.50
and post-test it is 5.17. Therefore, from the
difference in the mean values, it is evident that
both the high and low achievers do not gain much
as a result of change in teacher behaviour.

4.6   Observations

The discussion made so far yields some very
interesting conclusions. They are set out as below:

1   A pupil's attitude to reading plays a pivotal
role in comprehending a given passage. Though the
role in of teachers, parents and others in the formu-
lation of a pupil's positive attitude is outside
the scope of this chapter, yet the proper formula-
tion of healthy attitude has important bearings on
the high or low reading comprehension scores of a
pupil. While the table on attitude clearly supports
the hypothesis that high attitude to reading leads
to high reading comprehension scores, the comparative

graph profile shows that the school number seven having a low score on attitude have registered a high reading comprehension. Though this is an exception, it may throw light on the defective approach in inclulcating proper attitudes among pupils.

2   In the cases under investigation, it is found that the socio-economic status of a pupil does not show any direct bearing on his ability in reading comprehension. Since the three groups of pupils do not show any significant differences and since the majority of the pupils belong to the same status i.e. lower middle calss, it is feasible to generalise on the impact of socio-economic status of pupils on their achievements in reading comprehension unless the performance of pupils belonging to higher socio-economic status is investigated.

3   Though, in the cases under investigation, it has not been possible to establish a clear relationship between anxiety and reading comprehension scores, as the pupils under investigation were found to be normal, it is permissible to state that anxiety is one of the factors that affects reading comprehension achievement of a pupil. The degree to which it affects or makes an impact on reading comprehension achievement needs further research.

4   Dependency of pupils on teachers, parents
and others is another important factor in their
reading comprehension achievement. This ∮ depend-
ency enables them to acquire skills and aids in
reading comprehension scores. This is inevitable
in view of the fact that English is taught today
as a second language. Independency of pupils has not
helped them to any significant degree.

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