



## A Study of Reading Comprehension in English of X Class Students With Management and Caste

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### ABSTRACT

Language is a means of communication through which a child contemplates the past, grasps the present and approaches the future. It plays an important role the mental, emotional and social development of person. English language is a easy means of communication in the international arena of life. The main objective of the present study is to study the influence of management, caste on the Reading comprehension in English of X class students. Reading comprehension in English test developed by Shoban Babu, K (2009) was adopted. A sample of 300 X class students representing all categories of schools in Y.S.R.Kadapa District by following the standardized procedures. 't' – test and ANOVA ('F' - test) were employed for analysis of the data. There is significant influence of management and caste at 0.01 level of significance on the Reading comprehension in English of X class students.

### KEYWORDS

Reading comprehension in English, management, caste and X class students.

### INTRODUCTION

The National policy of Education recommended the strengthening of English as a link language of science and Technology. The present day students of our country realized that all modern information in any discipline like science, computers, Technology, Agriculture, Economics, Politics, Space Technology etc., is readily available in English and if they had god knowledge of English, they would acquire academic excellence.

In modern India, the main emphasis should be on the use of English as a medium of communication rather than a vehicle of cultural. Hence, it should not be thrust on every one but those who are willing to have English education may be given the opportunity accordingly the courses of English should be remodeled at secondary school and college level recognizing that English is not an end in itself but on instrument for communication and for acquiring knowledge.

Reading unifies the related language arts of writing, listening, and speaking. What is written is read and what is read is discussed. Reading thus integrates and affects the nature and quality of oral and written language. Reading permeates curriculum and is a major source of knowledge in every subject field. Therefore instruction in reading becomes as integrated part of instructional experience in every subject. Reading is an essential aid to personal development and social progress. It is an indispensable factor in modern culture interwoven with work, recreation and other personal and social activities of man and woman. "Towards the learning society", Is the goal of the educational Endeavor of the developing countries and to achieve this goal, attempt should first be made towards a reading society. A reading society can also become a learning society.

Of the three R's of education, reading comes first but receives the least attention. The world is moving towards a reading society and reading ability forms the basis of not only the general literacy but also the scientific, technological and of late computer literacy. The proliferation of reading materials that come within the easy reach of the readers make it imperative on the part of the readers to develop a skill to shift the corn from the chaff and this skill demands practice in critical reading.

### REVIEW OF LITERATURE

Shoban Babu, K (2009), Narayana (2010), Nagamrutham Dasaraju (2011), Vijaya Niramala, D (2012), Upendhar Reddy, S (2013) and Naga Raju Avula (2014) reported that manage-

ment of individuals do have significant difference on Reading comprehension in English.

Nagamrutham Dasaraju (2011), Vijaya Niramala, D (2012) and Upendhar Reddy, S (2013) and reported that caste of individuals do have significant difference on Reading comprehension in English. However, Shoban Babu, K (2009), Narayana (2010) and Naga Raju Avula (2014) reported that caste of individuals do not have significant difference on Reading comprehension in English.

**Scope of the Study:** The main intention of the present study is to find the relation of Reading comprehension in English of X class students with management and caste.

**Objective of the Study:** To study the impact of management and caste on the Reading comprehension in English of X class students.

### Hypotheses of the study

1. There would be no significant impact of 'management' on the Reading comprehension in English of X class students.
2. There would be no significant impact of 'caste' on the Reading comprehension in English of X class students.

### Tools for the Study

1. The attitude towards Reading comprehension in English test was developed by Shoban Babu, K (2009) was adopted. The tool was highly reliable for the investigation. The total items are 100 (Vocabulary 50 marks and Comprehension 50 marks with ten passages). The scoring key was prepared by the author is employed. For the purpose of scoring one mark was given for every correct answer.
2. Personal data regarding the student – 1. Name, 2. Management, 3. Caste.

### Data Collection

The sample for the investigation consisted of 300 X class students in Chittoor district. The stratified random sampling was applied in three stages. The first stage is management i.e. Government, Private and aided the second stage is locality i.e. rural and urban and third stage is gender i.e. male and female. It is a 3X2X2 factorial design with 300 sample subjects. The investigator personally visited secondary schools with the permission of the head masters of the schools. The X class students who attended to the school on the day of collection of data are considered for the purpose of the investigation. It was provided to the concerned X class students of

the schools. The X class students were given necessary instructions about the instruments and motivated to respond genuinely to all the items. The Reading comprehension in English test and personal data sheet were administered. The data on each variable in the investigation is properly coded to suit for computer analysis. The analysis was carried out on the basis of objectives of the investigation and hypotheses formulated by employing appropriate statistical techniques. The inferential statistical technique 'F' and 't' – tests was employed to test hypothesis.

**RESULTS AND DISCUSSION**

**1. Management**

The relationship of Reading comprehension in English language of X class students with their management is studied in the present investigation. On the basis of management, the X class students are divided into three groups. The Government school students form with the Group – I, Group – II forms with the Private school students and Group – III forms with the Aided students. The corresponding Reading comprehension in English language of X class students of the three groups were analyzed accordingly. The mean values of Reading comprehension in English language of X class students for the three groups were tested for significance by employing 'F' - test. The following hypothesis is framed.

**Hypothesis – 1:** There would be no significant impact of 'management' on the Reading comprehension in English language of X class students.

The above hypothesis is tested by employing 'F' - test. The results are presented in Table – 1.

**Table – 1: Influence of management on the Reading comprehension in English language of X class students**

S. No.	Management	N	Mean	S.D.	'F' – Test
1.	Government	100	49.81	14.96	13.460**
2.	Private	100	41.22	13.56	
3.	Aided	100	41.14	11.83	

\*\* Indicates significant at 0.01 level

It is found from the Table – 1 that the computed value of 'F' (13.460) is greater than the critical value of 'f' (4.68) for 2 and 297 df at 0.01 level of significance. Hence the Hypothesis – 1 is rejected at 0.01 level. Therefore it is concluded that the management has significant influence on the Reading comprehension in English language of X class students.

**2. Caste**

The relationship of Reading comprehension in English language of X class students with their caste is studied in the present investigation. On the basis of caste, the students are divided into three groups. Group – I is formed with OC students, Group – II formed with BC students and Group – III is formed with SC and ST students. The corresponding Reading comprehension in English language of X class students of the three groups were analyzed accordingly. The mean values of Reading comprehension in English language of X class students for the three groups were tested for significance by employing 'F' - test. The following hypothesis is framed.

**Hypothesis – 2:** There would be no significant impact of 'caste' on the Reading comprehension in English language of X class students.

The above hypothesis is tested by employing 'F' - test. The results are presented in Table – 2.

**Table – 2: Influence of caste on the Reading comprehension in English language of X class students**

S. No.	Caste	N	Mean	S.D.	'F' – Test
1.	OC	66	50.71	16.95	15.564**
2.	BC	190	43.56	11.63	
3.	SC and ST	44	36.23	14.63	

\*\* Indicates significant at 0.01 level

It is clear from Table – 2 that the computed value of 'F' for the Reading comprehension in English language of X class students is (15.564). It is greater than table value of 'F' (4.680) for 2 and 297 df at 0.01 level. Hence Hypothesis – 2 is rejected at 0.01 level of significance. It is concluded that the caste has significant influence on the Reading comprehension in English language of X class students.

**Findings:** There is significant influence of management and caste at 0.01 level of significance on the Reading comprehension in English of X class students.

**Conclusions:** In the light of the findings, the following conclusions are drawn. Management, caste have significant influence on the Reading comprehension in English of X class students.

**EDUCATIONAL IMPLICATIONS**

The findings of the present research have raised some important questions related to the educational needs of the students with special reference to their Reading comprehension in English of X class students.

1. Management is highly influence on the reading comprehension of X class students. Government students are better reading comprehension in English than aided students. The administrators to provide facilities for aided students.
2. Caste is highly influence on the reading comprehension of X class students. OC students are better reading comprehension in English than other caste groups. The administrators to provide facilities for various caste groups.

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