

A Study of the relationship between Reading Comprehension and Achievement in Mother tongue of Secondary School Students of Kerala

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Abstract

Reading comprehension is the ability to understand a written passage. Reading comprehension is an essential activity to learn languages. Through active and effective reading the child can answer the questions related to the passage. Without reading and comprehension skills children will struggle to grow academically. Reading is the effective measure to understand academic subjects especially language.

Keywords

Reading comprehension, secondary school children.

Introduction

Mother tongue is the base in Education. Importance of the study of mother tongue lies in the fact that it is the best medium of thought and feelings. A child learns its mother-tongue from the surroundings in an informal manner. Generally speaking, a person handles his mother tongue more easily than any other language. According to Julian Dukin and Brian Tiffen H.G. Widdowson (1968) “Mother tongue persuades psychological, educational, social, historical and political. Psychologically it is the system of meaningful signs that in his mind works automatically it is a means of identification among the members of the community to which it belongs, Educationally be through if than through an unfamiliar linguistic medium.”

Teaching of mother tongue is essential in any education. It is the first step in education. It is the foundation of each and every activity in life. Gandhiji says that, “The baby chooses its short lesson from its mother. I must cling to my mother coming. It alone can give me the life giving milk.”

Reading comprehension is the ability to read text analyse it and understand its meaning. Word reading and language comprehension are two interconnected abilities related to reading comprehension. It is the process of constructing meaning from text. It involves decoding the writer's words.

The attitude of an individual towards reading is related to reading comprehension. So many factors like reading readiness, academic motivation, anxiety etc. are affecting reading comprehension.

Reading comprehension helps children to build vocabulary learn about the world and understands complex concepts. It helps the individual to communicate effectively and lead a quality life. It is an essential skill for the learning of language. Texas Education Agency observed that "For many years, reading instruction was based on a concept of reading as the application of a set of isolated skills such as identifying words, finding main ideas, ideas identifying cause and effect relationships, comparing and contrasting and sequencing. Comprehension was viewed as the mastery of these skills."

In order to have reading comprehension, we must be able to decode words and have language comprehension. These work together to lead reading comprehension. During the process of reading comprehension the individual can extract the meaning from the given text and better realise what the author is trying to convey.

There are two components of reading comprehension, text comprehension and vocabulary knowledge. Vocabulary knowledge is the ability to understand the language being used, and text comprehension is the ability to use this language to develop an awareness of what the meaning is behind the text.

In this study the researcher selected eight passages from different books and made multiple choice questions based on these passages. There it is given to a class of forty students of IX standard for finding out the difficulty level and selected five passages for the final test. Each of the item is appropriate to find out the comprehension ability of students.

Objectives

To find out the relationship between reading comprehension and achievement in mother tongue using the product-moment co-efficient of correlation for the whole sample and the relevant subsamples of the study.

Hypothesis

Reading comprehension will correlate significantly with Achievement in Mother tongue.

Procedure and Findings

Survey method is adopted for the collection of data for the present study. A sample of 400 students from Kollam and Thiruvananthapuram Districts were collected using stratified sampling techniques. For collecting data from the selected sample the researcher used a standardised test of achievement in Malayalam for standard IX and A comprehensive test of reading developed by the investigator. The investigator administered the tests in selected schools.

After collection of data consolidated and analysed the data using appropriate statistical techniques. For finding the relation between two variables such as reading comprehension and achievement the researcher used Pearson's coefficient of correlation.

Correlation table showing the relationship between Reading Comprehension and achievement in mother tongue

Variable correlated	Whole	Boys	Girls	Urban	Rural	Govt.	Private
Reading Comprehension and achievement in mother tongue	0.57**	0.53**	0.60**	0.52**	0.65**	0.62**	0.53**

*denote significant at 0.05 level

** denotes significant at 0.01 level.

Limits at 0.01 Confidence Interval														
Variable correlated	Whole		Boys		Girls		Urban		Rural		Govt.		Private	
	Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper
Reading comprehension	0.4834	0.6565	0.4007	0.6592	0.4829	0.7170	0.3922	0.6477	0.5413	0.7586	0.5059	0.7340	0.4019	0.6580

The value set for 0.01 level

- i. For whole sample 0.1282
- ii. For boys 0.1797
- iii. For girls 0.1828
- iv. For urban sample 0.1751
- v. For rural sample 0.1881
- vi. For Govt. School Students 0.1852
- vii. For Private School students 0.1780

The coefficient of correlation obtained is 0.57 for the whole sample, 0.53 for boys, 0.60 for girls, 0.52 for urban sample, 0.65 for rural samples for Govt.School students 0.62 and for private school students 0.53. All these are greater than the values set for significance at 0.01 level. So the coefficient of correlation for the whole sample and for the sub samples are denoted 0.01 significance.

There is notable relationship between reading comprehension and achievement in mother tongue because for all samples the coefficient of correlation obtained are significant at 0.01 level. The ability to comprehend while reading a text determines achievement of a student. So these two variables are positively correlated.



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