



A STUDY ON THE READING COMPREHENSION SKILLS AMONG SECONDARY SCHOOL CHILDREN

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ABSTRACT

The present study examined the effectiveness of remedial programme on improving reading comprehension skills of children with dyslexia. Single group experimental study was conducted pre-test and post-test on reading comprehension to know the effectiveness of remedial programme. The sample comprised 20 dyslexic students of secondary schools studying in Government Secondary Schools of Belagavi city, this sample was drawn with the help of Rutter's Proforma-B (1967). The researcher has developed remedial programme based on English Text book prescribed by DSERT Karnataka state for 9th standard and remedial programme has been conducted on the selected sample. In this study Performance on Reading Comprehension was Dependent Variable, whereas remedial programme was an independent variable and gender was treated as a moderator variable. The findings of the study reveal that the remedial programme is effective on improving the skills of reading comprehension among children with dyslexia.

Key Words: Reading Comprehension, Dyslexic Children and Remedial Programme.

INTRODUCTION

Reading consists of a complex set of skills which includes recognition of word, determining of words, phrases, guessing the meaning of words which are similar, making use of them in the correct context and coordinating the meaning with the general theme of the text.

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It is important for the teacher to have an understanding of the ‘science of reading.’ The teacher must assess each student individually and have sufficient techniques and strategies available at their fingertips to better meet out the emerging and challenging learning needs of students with dyslexia.

Dyslexia

Numerous definitions of the word dyslexia exist and while they contain many similarities they can also lead to a great deal of confusion. The word itself is derived from the Greek “dys” meaning difficulty and “lexia” meaning written words. It was originally named as “congenital word blindness” when it was first diagnosed as a medical problem at the end of the 19th century.

Symptoms of Children with Dyslexia

Student may have dyslexia or a learning disability if they have one or more of the following symptoms:

- Letter or word reversals when reading. (Such as was/saw, b/d, p/q)
- Letter or word reversals when writing.
- Difficulty in repeating what is said to them.
- Poor handwriting or printing ability.
- Reversing letters or words when spelling words that are presented orally.
- Difficulty in comprehending written or spoken directions.
- Difficulty with right - left directionality.
- Difficulty in understanding or remembering what is said to them.
- Difficulty in understanding or remembering what they have just read.
- Difficulty in putting their thoughts on paper.

Remedial Programme

After children’s reading difficulties have been identified each child is then matched with a programme to provide remediation. A major characteristic of remedial reading programme is that the content of the programme is pre-determined by the children’s performance on a set of sub-skills. Each child’s tutorial consists of a series of activities that focus on various sub-skills, such as Background knowledge, Vocabulary, Language structures.



Review of Related Literature:

Samuel (1981) recommended a method that he calls the “retelling techniques”, in which students are asked to elaborate on what read by retelling a story in their own words. Rowe and Ray ford (1987) and Arnold (1988), are of the view that encouraging readers to bring to the reading task what they already know about a topic assists their comprehension. Munro and Munro (1991) teaching reading strategies such as the use of prior knowledge, visualizing and paraphrasing can greatly assist readers who have phonemic difficulties to comprehend. According to Mackay (2004), Intensive Remedial Instructions are designed to help in building and developing both the intellectual confidence and self-esteem of the learners in order to prepare them to undertake activities that are more challenging.

Significance of the Study

Since dyslexia can't be diagnosed until the child has been failing in school for at least two years by that time constant failure may have produced a version towards the school, undermined self-esteem, self-confidence and would have created psychological problems.

Treatment becomes effective if earlier diagnosis is made. Hence remedial programme for children with dyslexia studying in secondary school is included in the study.

By remedial programme, the teachers and parents could become aware of Dyslexic condition and make the necessary considerations required for children with Dyslexia.

The need to identify such children at an early stage who are totally ignored and left bewildered in the regular class-rooms made the researcher to choose the present study.

Objectives of the Study

Keeping in mind the need, nature and scope of the study, researcher has identified the following objectives;

1. Development of the remedial programme on reading comprehension in reading skills for secondary school students.
2. To study the effectiveness of remedial programme on improving reading comprehension in reading skills of children with dyslexia studying in secondary schools.

Hypothesis:

1. There is no significant difference between pre-test and post-test mean scores of performance of children in Reading Comprehension.

2. There is no significant difference between pre-test and post-test mean scores of performance of children reading comprehension component that is vocabulary.
3. There is no significant difference between pre-test and post-test mean scores of performance of children reading comprehension component that is language structures.
4. There is no significant difference between boys and girls children with respect to pre-test and post-test mean scores of performance of children in reading comprehension.

Design of the Study

Experimental design is the most useful and powerful method to identify the effectiveness of any programme. Hence the investigator has incorporated the single group experimental design to find out the Effectiveness of Remedial Programme for Improving Reading Comprehension in reading Skills among Children with Dyslexia.

Population, Sample and sampling technique

The population of the study was children with dyslexia studying in Secondary schools. The sample comprised 20 children with dyslexia from the ninth standard. A purposive sampling technique was adopted to select the sample (children with dyslexia) enrolled in government schools in Belgaum city.

Variables

The variables of the study are as follows;

- a. **Dependent Variable:** Performance on Reading Comprehension
- b. **Independent Variable:** Remedial Programme
- c. **Moderate Variable:** Gender

Testing the Hypotheses

H1: There is no significant difference between pre-test and post-test mean scores of performance of children in Reading Comprehension. To test this hypothesis, the paired t-test was applied and the results are presented in the following table-1.

Table: 1 Results of Paired t-test Between Pre-test and Post-test Mean Scores of Performance of Children in Reading Comprehension.

Test	Mean	SD	Mean Diff.	SD Diff.	Paired t-value	p-value	Signi.
Pre-test	88.10	21.37					

Post-test	215.90	53.89	-127.80	34.5584	-26.1494	<0.05	S
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From the results of the above table-1, it is observed that, a significant difference was observed between pre-test and post-test mean scores of performance of children in Reading Comprehension ($t=-26.1494$, $p<0.05$) at 0.05% level of significance. Hence the null hypothesis was rejected and alternative hypothesis is accepted. It can be concluded that, the post-test performance of reading comprehension mean scores are higher when compared to pre-test performance of reading comprehension mean scores. In other words, the student's performance shown improvement in post-test in reading comprehension after remedial teaching when compared to pre-test.

H2: There is no significant difference between pre-test and post-test mean scores of performance of children reading comprehension component that is vocabulary. To test this hypothesis, the paired t-test was applied and the results are presented in the following table-3.

Table: 2 Results of paired t-test between pre-test and post-test mean scores of performance of children reading comprehension component that is vocabulary.

Test	Mean	SD	Mean Diff.	SD Diff.	Paired t-value	p-value	Signi.
Pre-test	14.26	1.78					
Post-test	35.88	2.23	-21.62	2.8348	-53.9277	<0.05	S

From the results of the above table-2, it is observed that, a significant difference was observed between pre-test and post-test mean scores of performance of children in component of reading comprehension i.e. vocabulary ($t=-53.9277$, $p<0.05$) at 0.05% level of significance. Hence the null hypothesis was rejected and alternative hypothesis is accepted. It can be concluded that, the post-test performance of children in vocabulary mean scores are higher when compared to pre-test performance of children in vocabulary scores. In other words, the student's performance shown improvement in post-test in component of reading comprehension that is vocabulary after remedial teaching when compared to pre-test.

H3: There is no significant difference between pre-test and post-test mean scores of performance of children reading comprehension component that is language structures. To test this hypothesis, the paired t-test was applied and the results are presented in the following table.

Table: 3 Results of Paired t-test between pre-test and post-test mean scores of performance of children reading comprehension component that is language structures.

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Test	Mean	SD	Mean Diff.	SD Diff.	Paired t-value	p-value	Signi.
Pre-test	14.40	1.92	-22.26	3.3062	-47.6080	<0.05	S
Post-test	36.66	3.13					

From the results of the above table-3, it is observed that, a significant difference was observed between pre-test and post-test mean scores of performance of children in component of reading comprehension i.e. language structures ($t=-47.6080$, $p<0.05$) at 0.05% level of significance. Hence the null hypothesis was rejected and alternative hypothesis is accepted. It can be concluded that, the post-test performance of children in language structures mean scores are higher when compared to pre-test performance of children in language structures mean scores. In other words, the student's performance shown improvement in post-test in component of reading comprehension that is language structures after remedial teaching when compared to pre-test.

H4: There is no significant difference between boys and girls children with respect to pre-test and post-test mean scores of performance of children in reading comprehension. To achieve this hypothesis, the independent t test was applied and the results are presented in the following table-4.

Table: Results of t test difference between boys and girls children with respect to pre-test and post-test mean scores of performance of children in reading comprehension.

Variable	Gender	Mean	SD	SE	t-value	p-value	Signi.
Pretest	Boys	72.88	9.44	1.93	0.5411	>0.05	NS
	Girls	71.62	6.92	1.36			
Posttest	Boys	181.21	12.51	2.55	-0.0193	>0.05	NS
	Girls	181.27	9.70	1.90			
Difference	Boys	108.33	13.42	2.74	-0.3827	>0.05	NS
	Girls	109.65	10.94	2.15			

From the results of the above table-4, it can be seen that,



- A non-significant difference is observed between boys and girls children with respect to pre-test mean scores of performance of children in reading comprehension ($t=0.5411$, $p>0.05$) at 0.05% level of significance. Hence, the null hypothesis is accepted. It means that, the boys and girls children have similar pre-test mean scores of performance of children in reading comprehension.
- A non-significant difference is observed between boys and girls children with respect to post-test mean scores of performance of children in reading comprehension ($t=0.0193$, $p>0.05$) at 0.05% level of significance. Hence, the null hypothesis is accepted. It means that, the boys and girls children have similar post-test mean scores of performance of children in reading comprehension.
- A non-significant difference is observed between boys and girls children with respect to change in pre-test to post-test mean scores of performance of children in reading comprehension ($t=-0.3827$, $p>0.05$) at 0.05% level of significance. Hence, the null hypothesis is accepted. It means that, the boys and girls children have similar change in pre-test to post-test mean scores of performance of children in reading comprehension.

Findings

1. The student's performance shows improvement in post-test in reading comprehension after remedial teaching when compared to pre-test.
2. The student's performance shows improvement in post-test in component of reading comprehension that is vocabulary after remedial teaching when compared to pre-test.
3. The student's performance shows improvement in post-test in component of reading comprehension that is language structures after remedial teaching when compared to pre-test.
4. A non-significant difference is observed between boys and girls children with respect to pre-test mean scores of performance of children in reading comprehension. It means the boys and girls children have similar pre-test mean scores of performance of children in reading comprehension.
5. A non-significant difference is observed between boys and girls children with respect to post-test mean scores of performance of children in reading comprehension. It means the boys and girls children have similar post-test mean scores of performance of children in reading comprehension.



6. A non-significant difference is observed between boys and girls children with respect to change in pre-test to post-test mean scores of performance of children in reading comprehension. It means the boys and girls children have similar change in pre-test to post-test mean scores of performance of children in reading comprehension.

SUMMARY AND CONCLUSION

The educational needs of children with Dyslexia are unique in nature. Teachers who are working in schools should have adequate knowledge and training on how to handle these children's reading problems. Without specific training in this area they may not be able to teach language effectively. This remedial programme confirms that with concentrated instructional skills on reading comprehension, these children will return to the regular classroom instructions and apply these reading comprehension skills on reading and eventually begin to improve reading skills.

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