

TO STUDY THE IMPROVISED METHODS OF READING HABITS FOR UNDER ACHIEVERS IN THE SECONDARY SCHOOLS

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Introduction

Education is considered as essential for development of individuals and collective ties. It facilitates acquisition of required knowledge and skills and it prepares people for constructive citizenship. Thus it strengthens scientific and economic basis of a country. Reading is inherent in all individuals irrespective of their caste, creed, religious, sex and nationality. These are essential for all the individuals as they are consonant with their freedom and dignity and are conducive to physical, moral, social and spiritual welfare. The present study attempts to find out reading awareness of students.

Reading is a way to get better knowledge of one's own experiences and it can be an exciting journey to self-discovery. Reading transfers experiences to the individual so that the reader may expand one's horizons, identify, extend and intensify his or her interest and gain deeper understanding of the world.

Today, in this twenty first century we are living in an age of information and newspapers are provider of current information. Newspaper is a store house of knowledge. General knowledge is most necessary part of education. Reading of newspaper is useful for all time support to develop reading behavior, acquiring knowledge, updating current news and awareness of social activities. The reading as generally, important part in a student's culture and education. Reader can understandable of the current incidents of the nation and the globe. 'Students are the future of a country and reading makes them a high-quality citizen. Reading is a habituated and it manipulates readers to discover and go into the store house of knowledge on every day basis. A habit of reading is most essential life skill. It is not

only increases our knowledge, but also it provides Improvement to our life style, thinking and character.

Habits help the individual to do something with less efforts and thought. They are important and play a crucial role in shaping personality of the individual. In the files of education habits of thinking regularly, proper reasoning concentration on study, punctuality etc. helps the students in their proper adjustment and learning.

Though academic achievement is influenced by the personal and environmental factors, relatively greater emphasis is laid upon personal factors, as the individual himself is key to success. It is observed that despite uniform syllabus, instructional facilities, time and resources, students score differently in examinations. Even a good student, who has the potentiality to achieve better, may or may not be able to achieve as per expectations. In other words, the habits and practices are relevant factors in determining the achievement of an individual.

Students need proper guidance for the management of their time and efforts for better prospects. The study habits individually cultivated by them are likely to determine the level of their success. Therefore, in this reading, an attempt has made to find out the reading habits of secondary school students.

Objectives of the study

1. To study the reading habits among Secondary school students in concerned to their Gender and type of Secondary Schools Students.

Hypothesis of the study

1. There is no significant difference between boys and girls in respect of their Reading Habit.
2. There is no significant difference between Government, aided and unaided Secondary schools students in respect of Reading Habit.

Design of the study

A. Methodology

The present study intends to investigate Reading habit between underachiever and Academic achievement of secondary school students of Shikaripura Taluk, in Kasaba Hobali. Moreover, systematic procedure is required as it helps the researcher to test the hypotheses of the study under investigation.

B. Research Design

The nature of present study is of descriptive survey. The research work the investigator used the descriptive survey research method with convenience in fulfilment of the research questions raised.

C. Sample and Sampling Procedure

The sample of present the study was drawn from various Government and Private Secondary schools located in Shikaripura Taluk, Shimoga District. Shikaripura Taluk is having four hobbits. Among them I have selected kasabha hobali for the purpose of study. 15 secondary schools come under in kasabahobali. Among them 100 secondary schools students were selected purpose of the study. The sample is also considered both rural-urban areas, boys - girl’s students)

D. Statistical Techniques Used for Analysis of the Data:

Based on the reviews of related literature, personal experience, variables and objectives of the study, the investigator prepare the questionnaire for the collection of relevant data. The inventory was administered individually on the groups of students. The students were asked to read carefully and give their responses genuinely on all items of scored with the help of scoring key given in the manual of the tool. The obtained data was tabulated and analyses. Mean, S.D, and ‘t’ Test were calculated for scores obtained.

Analysis and Interpretation/ Testing Hypothesis

The Hypothesis formulated was tested using the test of Significance of i.e. paired ‘t’ test.

Objective 01: Comparative study of boys and girls in respect of their Reading Habit.

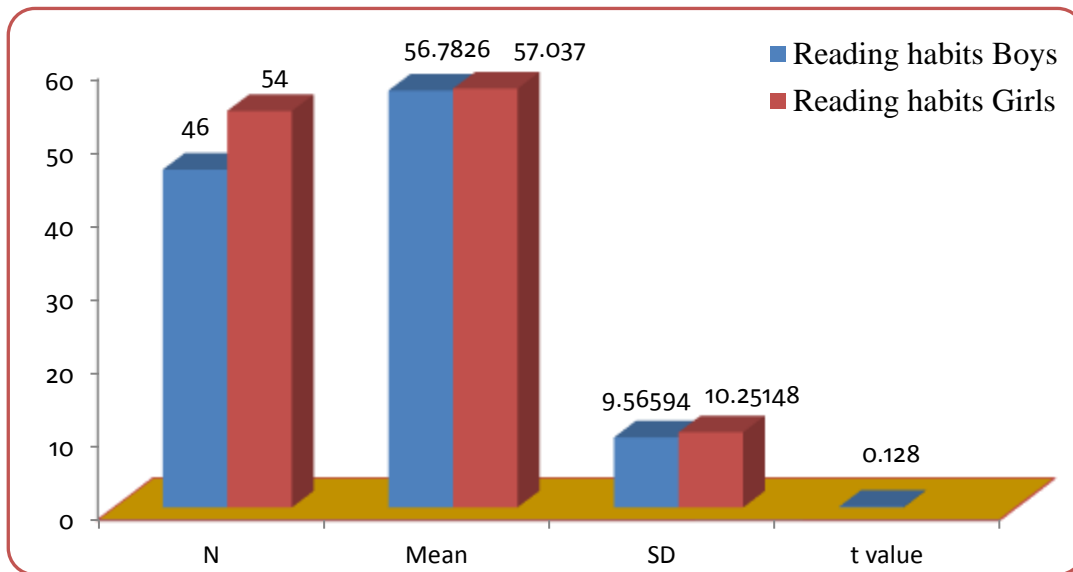
Hypothesis 01: there is no significant difference between boys and girls in respect of their Reading Habit.

Table: 01 there is no significant difference between boys and girls in respect of their Reading Habit.

	Gender	N	Mean	SD	t value
Reading habits	Boys	46	56.7826	9.56594	0.128
	Girls	54	57.0370	10.25148	

** Non-Significant at 0.05 level of significance*

Graph: 01 there is no significant difference between boys and girls in respect of their Reading Habit.



It is evidence for the data of Table – 02 and Graph 02 the obtained 0.128 value is 0.05 is non-significant at 0.05 levels it is less than the table 1.96. Hence the hypothesis is accepted.

Further when mean are compared, we can conclude that, Reading habit of Boys Students (M = 56.7826), and Girls Students (M = 57.0370) there is no significance difference. From this it is concluded that there is no significance difference in Reading Habit among the Boys and Girls Students of Shikaripura Taluk.

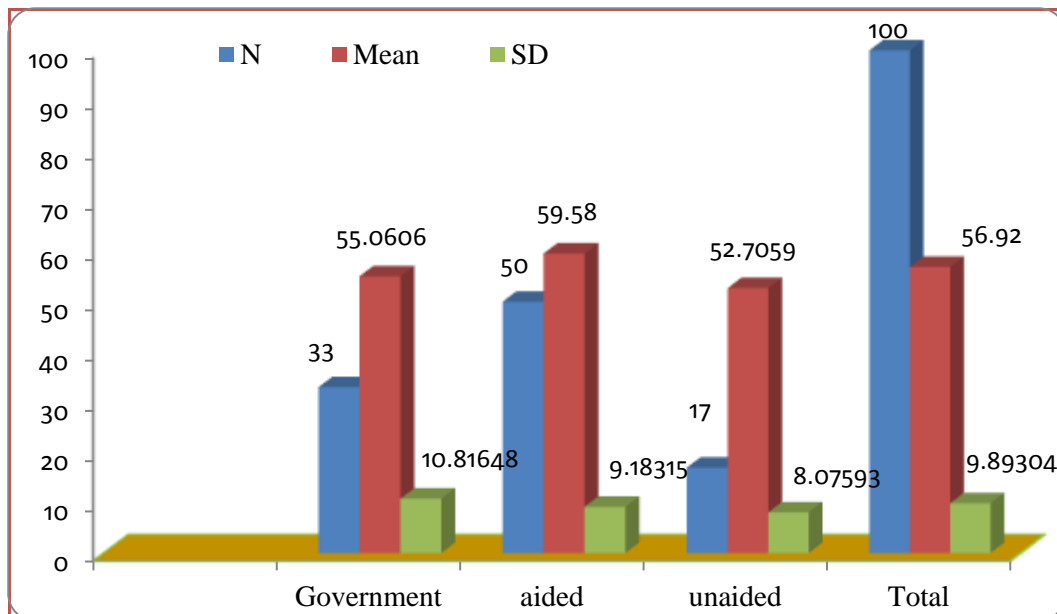
Objective: 02: Comparative study of Government, aided and unaided students in respect of their Reading Habit

Hypotheses 02: there is no significant difference between Government, aided and unaided schools students in respect of Reading Habit.

Table 02: There is no significant difference between Government, aided and unaided schools students in respect of Reading Habit.

Types of Schools	N	Mean	SD	Std. Error
Government	33	55.0606	10.81648	1.88291
aided	50	59.5800	9.18315	1.29869
unaided	17	52.7059	8.07593	1.95870
Total	100	56.9200	9.89304	.98930

Graph: 02 there is no significant difference between Government, aided and unaided schools students in respect of Reading Habit.



It is evidence for the data of Table – 02 and Graph 02 the obtained Total Standard Errors .98930 values is 0.05 is non-significant at 0.05 levels it is less than the table 1.96. Hence the hypothesis is accepted.

Further when mean are compared, we can conclude that, Reading habit of Government Students (M =55.0606), aided Students (M = 59.5800), and unaided Students (M = 52.7059) there is no significance difference. From this it is concluded that there is no significance difference in Reading Habit among the Government, aided and unaided Students of Shikaripura Taluk.

The results of the above table, clearly shows that, there is no significant between Boys and Girls in Secondary schools located in Shikaripura Taluk, Shimoga District. With respect to reading habits scores. ($t=6.1540$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the Government, Aided, and unaided Schools students have significant higher reading habits scores as compared to Government Schools in Shikaripura taluk in Shimoga district.

Findings

1. There is no significant difference between boys and girls in respect of their Reading Habit.
2. There is no significant difference between Minute Errors of Government, aided and unaided Students in respect of their Reading Habit.

Educational Implications of the Study

The Present Study Undertaken To Determine the Relationship of Reading Habits for Under Achievers in the Secondary Schools. Reading environment awareness in human beings. The finding of the present study has sample implications for the Students in Secondary Schools in Shikaripura taluk. Researcher have taken opinion Gender and type of Schools in the field of Secondary School.

1. The Study clearly reflects the awareness of Reading Habit among government, aided and unaided school students with respect to their varying educational background, teaching experiences, teaching levels and gender.
2. This study was an attempt by the investigator to bring out the ground realities of Reading in government and private schools. It identifies the major problems that the government school teachers encourage while executing Reading habit.

Conclusion

Survey findings are also frequently broken down by ethnicity. Children's reporting of their ethnic group is highly problematic and frequently unreliable. Furthermore, in order to do justice to the various minority ethnic groups, one would have to use a large range of categories, which was beyond the scope of the present questionnaire. The decision was therefore made not to assess this within the questionnaire. Instead, figures supplied by each school and Ousted reports about a school's ethnic mix will be drawn on in a forthcoming publication.

The present study was conducted on Secondary Schools in Shikaripura Taluk in Kasaba hobali with a view to investigate the skills and strategies adopted by the Students. To study the relation between language competence and comprehension on one hand, and between comprehension and reading speed on the other. The focus is on reading models, reading strategies and reading skills. Those aspects which are relevant to these major areas are carefully organised to go in line with our treatment of these issues. We saw that reading cannot be defined as decoding and interpretation only but must also include the element of interaction between the reader and the text.

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