

## Reading Comprehension of Sixth Standard Students In Relation to Their Personality and Sex

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### **Abstract**

*The main purpose of the present investigation was to Examine the reading comprehension of VI standard students in relation to their personality traits, Sex and Rural Locality. The effect of personality traits on areas of reading comprehension was measured in terms of its eight dimensions. On the whole, the trend of the effect of personality traits, viz., Ascendency Responsibility, Emotional Stability, Vigour, Original thinking, personal Relations on the components of Reading Comprehension were found that these dimensions of personality traits, have affected positively on the components of Reading comprehension. The means that higher would be the components of Reading comprehension. The sociability dimension of personality traits have not affected the components of reading comprehension of students. Students with high levels of personality traits will have better reading comprehension, than the students with moderate and low level of personality traits who will have poor reading comprehension. Boys have significantly higher mean value in the synonyms and Antonyms components of reading comprehension than the girls. It shows that the boys are significantly better in the synonyms and Antonyms components of reading comprehension than the girls. There was no significance difference in the components of reading comprehension of students studying in Urban and Rural schools.*

**Keywords:** *Reading comprehension, Personality Traits, Sex and Locality*

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## **Introduction**

In this article was focus on reading comprehension in Sex and locality of 6<sup>th</sup> Standard students. Reading, writing and arithmetic were considered as a fundamental of education is viewed in a much more broader perspective. It is no more a more imparting of training in these “three Rs” According to Macambr (1967). “The development of well rounded, well integrated individuals capable of living reasonable happy and worthwhile lives as members of a democratic and highly dynamic society constitutes the purpose of education”.

Reading comprehension means understanding of written or spoken language by asking them set of questions about piece of text that they have read or which has been to them. The skill involved in reading comprehension are numerous and interrelated. Understanding of these interrelations is needed for intelligent guidance of the pupil through the successive stages of reading growth

## **Types of Comprehension**

Schell (1972) speaks of three levels of comprehension;

**i) Literal comprehension:** getting the primary direct, literal meaning of a word, Idea or sentence in context.

**ii) Introduction :** Getting deeper meaning anticipating meanings, drawing, inferences making generations reasoning from cause to effect, detecting significance making comparisons identifying purpose.

**iii) Critical Reading:** Evaluating the equality, accuracy, or truthfulness of what is read and studies generally indicate that vocabulary is highly related to comprehension. Vineyard and Massay (1957) found that even when intelligence is held constant there still is a sufficiently high relationship between comprehensions through vocabulary training. To comprehend, the student must have knowledge of word meaning and be able to select the correct a meaning from the context (Davis, 1944).

## **Review of Related Literature**

1. Study related to Reading comprehension and personality Traits. Sivapuri (1982) Conducted an investigation into pupils comprehension of English.

The findings indicated that there was no sex difference in comprehension stress for boys and girls affected by Socio-Economic Status comprehension scores was the relationship with personality factors was significant. Both in the case of boys and girls, the maximum contribution to comprehension scores was that of intelligence. The effect of personality factors varied for boys and girls.

2. Agarwal Vijagrani (1983) : Conducted a study of reading ability in relation to certain cognitive and non-cognitive factors.

The findings indicate the two sexes differed significantly in terms of reading ability academic achievement, parental attitude and ideal self; Girls scored higher on reading ability and academic achievement than boys; Boys and Girls did not differ

statistically in terms of verbal intelligence, non-verbal intelligence, Anxiety and actual self dimensions.

3. Rao-Srivasa (1986) , has conducted a study on Nature and incidence of reading disability of students.”

Findings revealed that students in rural areas were significantly backward when compared to the students in urban areas in reading skills. The reading disability was closely related to language deficiency in schoolchildren. Besides the language deficiency, poor socio-cultural background of the family poor study habits and lack of motivation for reading were found to be the caused factors of reading disability. Reading factors of children by remedial teaching and constant practice. Reading disability was found in about 20 percent of the students in the primary schools. Sex differences were not significant with regard of reading disability.

### **Methodology**

The stratification of sample was drawn on the basis of Sex and Rural/Urban locality of Dharwad city.

**Table No.: 1 Sampling Distribution**

	<b>Urban</b>	<b>Rural</b>	<b>Total</b>
<b>Boys</b>	<b>60</b>	<b>60</b>	<b>120</b>
<b>Girls</b>	<b>60</b>	<b>60</b>	<b>120</b>
<b>Total</b>	<b>120</b>	<b>120</b>	<b>240</b>

### **Methods and materials**

#### **Tools**

The tools used to collect the data for the study were as follows

- 1) Test used to measure the Reading comprehension by Dr. Davegowda and Shivanand (1980) were used.
- 2) Personality Scale developed by B.G. Sudha (1977) were used

#### **Statistical Techniques**

To find out the mean difference between two groups the t-test was used.

#### **Objectives :**

1. To examine whether there is any difference in the reading comprehension of students in relation to their personality traits viz., Ascending, Responsibility, Emotional Stability, Wigour, Original thinking, Cautiousness and personal relation, society.
2. To examine whether there is any difference in the reading comprehension of Boys and Girls.
3. To examine whether there is any difference in reading comprehension of students studying in rural and urban schools.

### **Variables**

In this study reading comprehension of the students of VIth standard was treated as a dependent variable.

### **Independent Variables:**

1. Personality Traits; Viz, Ascending, Responsibility, Emotional Stability, Sociability, Wigour, Original thinking, Continuousness and personal Relations.
2. Sex
3. Urban and Rural Locality

**Research Hypotheses :** The following hypotheses have been formulated. The hypotheses have been stated in null form.

1. There is no significant difference in the Reading comprehension of students VI standard with varied levels of different dimensions of personality traits, viz, Ascendency, Responsibility, Emotional stability, Vigour original thinking cautiousness and personal relations.
2. There is Significant difference in the reading comprehension of boys and girls studying in VI standard.
3. There is no significant difference in the reading comprehension of urban and rural locality study in VI standard.

**Observations**

**Table No.-2: Shows, Numbers t-values of Components of Reading**

Components of Reading	Personality Merits	Low	Moderate	Median	High	Low	High	t-Value		
<b>1.Synonyms</b>	1.Ascending	35	116	89	116	35	116	21.2	36	5.49
	2.Responsibility	103	96	96	41	103	41	2.62*	2.24	50**
	3.Emotional Stability	67	66	66	107	67	107	0.11	1.84	1.59
	4. Sociability	89	96	96	55	89	55	1.44 NS	1.23	0.12
	5. Vigour	101	65	65	74	1.1	74	0.31 NS	2.07	2.63
	6.Original Thinking	93	91	91	56	93	56	0.78 NS	0.63 NS	1.31 NS
	7.Cautiousness	39	84	84	117	39	117	0.61 NS	2.5*	2.67**
	8.Present Relations	39	117	105	78	78	57	1.20 NS	3.49**	1.98*
<b>2.Antonyms</b>	1.Ascending	35	89	89	116	35	116	0.05	2.01	1.92
	2.Responsibility	103	96	96	41	103	41	0.61	1.60	0.87
	3.Emotional Stability	67	66	66	107	67	107	1.02	0.99	0.12
	4. Sociability	96	89	55	96	89	55	0.89 NS	1.02 NS	1.22 NS
	5. Vigour	101	05	65	74	101	74	2.13 NS	2.13 NS	2.05
	6.Original Thinking	93	91	95	56	56	93	10.20 NS	1.86 NS	2.11
	7.Cautiousness	39	84	84	117	39	117	2.07*	2.01*	3.4***
	8.Present Relations	39	117	105	78	78	57	2.13*	3.35**	1.0 NS
<b>3.Comprehension</b>	1.Ascending	35	89	89	116	35	116	0.66	1.32	2.04
	2.Responsibility	103	96	96	101	103	41	1.22	0.44	0.12*
	3.Emotional Stability	67	66	66	107	67	107	1.94 NS	0.66 NS	2.04*
	4. Sociability	89	96	96	55	89	55	1.22 NS	0.44 NS	1.12 NS
	5. Vigour	101	65	65	74	101	74	0.23 NS	1.79 NS	1.83*
	6.Original Thinking	93	91	65	74	101	74	0.66 (NS)	1.13 (NS)	1.75 (NS)
	7.Cautiousness	39	84	84	117	39	117	1.21 (NS)	3.12**	3.59**
	8.Present Relations	39	117	105	78	78	57	1.09 (NS)	0.94 NS	0.16 NS

**Results & Discussion**

The main purpose of the present investigation was to Examine the reading comprehension of VI standard students in relation to their personality traits, Sex and Rural Locality. The effect of personality traits on areas of reading comprehension was measured in terms of its eight dimensions.

The effect of Ascendency dimension of personality traits on the components of personality traits on the components of reading comprehension of students was found in such a way that students with high level of Ascendency was significant in

Synonyms, Antonyms and comprehension better reading comprehension than the students with moderator and low of Ascendency.

The analysis of the effect of responsibility dimension of personality traits on the components of reading comprehension was found that the students with high level of responsibility had significantly better in synonyms and Antonyms components of reading comprehension than the students with moderate level of responsibility.

The analysis of the effect of emotional stability dimension of personality traits on the components of reading comprehension was found that there was no significant difference in the synonyms and Antonyms components of Reading Comprehension of students with high moderate and low levels of emotional stability. But in the case of comprehension components of reading comprehension it was found that the students with high level of emotional stability had significantly comprehension than the students with low level of emotional stability.

The analysis of the effect of the sociability dimension of personality traits on the components of Reading comprehension viz, Synonyms, Antonyms and comprehension were found that there was no significant difference in any components of Reading comprehension of students of VI standard with high moderate and low level of sociability with regard to the effect of vigour dimension of personality traits on the components of reading comprehension, students with high low levels of vigor. Whereas students with high level of vigour had significantly better in the 'Synonyms' components of Reading comprehension.

The analysis of the effect of original thinking dimension of personality trait on the components of Reading comprehension indicated that there was no significant difference in the synonyms, Antonyms and comprehension components of Reading Comprehension of students with high and moderate levels of original thinking. But, in the case of Antonyms components of reading comprehension, it was found that the students with high level of original thinking had significantly better "Antonyms" components of Reading comprehension than the students with low level of original thinking.

With regard to the effect of cautions dimension of personality traits on the reading comprehension, it was found that the students with high level of cautiousness had significantly better than students with moderate and low levels of cautiousness and some wag students with moderate level of cautiousness were significantly better than the students with low level of cautiousness in the 'Antonyms' components of Reading comprehension.

With respect to the personal Relations dimension of personality traits on the components of reading comprehension the students with high levels of personal relations had significantly better than the students with moderate level of personal relations in the synonyms and Antonyms components of reading comprehension.

Where as in the students with high level of personal relations had significantly better in the synonyms components of reading comprehension. The students better than the students with moderate personal relation in the 'Antonyms' components of Reading comprehension.

On the whole, the trend of the effect of personality traits, viz., Ascendency Responsibility, Emotional Stability, Vigour, Original thinking, personal Relations on the components of Reading Comprehension were found that these dimensions of personality traits, have affected positively on the components of Reading comprehension. The means that higher would be the components of Reading comprehension.

The sociability dimension of personality traits have not affected the components of reading comprehension of students. Students with high levels of personality traits will have better reading comprehension, than the students with moderate and low level of personality traits who will have poor reading comprehension. Boys have significantly higher mean value in the synonyms and Antonyms components of reading comprehension than the girls. It shows that the boys are significantly better in the synonyms and Antonyms components of reading comprehension than the girls.

There was no significance difference in the components of reading comprehension of students studying in Urban and Rural schools.

#### **Educational Implications:**

1. The study has indicated that boys are better in reading comprehension than girls. So far the girls, special remedial teaching, special coaching and extra activities should be given.
2. The study has shown that Urban and rural students were poor in the reading comprehension. So far the urban and rural students teaching should be given in bilingual method, play way method and story telling method. Thus the comprehension rural and urban students should be improved.
3. The study proved and personality traits will related . The students with low level of personality traits will have poor understanding and low achievement. From this the teacher can use language laboratory for developing their language proficiency.

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