

A Comparative Study on Reading Performance among Private and Government School Students

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Abstract: Reading is a basic life skill. It is a cornerstone for a children success in school and indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost.

Objectives- This research is focused on the comparative study on the reading performance among student of class 6th -8th from private and government school.

Experimental Design- In the present study aims to diagnose reading disability through "Schonell reading Test" by Schonell and Goodacer (1971) which assesses the reading age from 6 to 15+ years of age. Although this performance of children does not confirm that children have disability, but it is the first step towards diagnosis. The total sample consisted of 30 boys and 30 girls were taken from the government and private schools through convenient sampling. The data was tabulated and t test was applied.

Principal Observations- The result revealed that the reading performance of student in both groups different from each other due to less of encouragement from school and home.

Conclusions- The result indicates that there is gender discrepancy in giving personal attention to boys and girls. Although the government gives equal educational right to girls and boys, but the society attitude still needs to be changed.

Keywords: Learning disability, Reading Error, Reading Performance.

I. INTRODUCTION

Evaluation of a child's reading performance can increase recognition of risk factors for reading difficulties to assess school-age children with reading difficulties. Reading difficulties in children Reading difficulties are common and are associated with poor long-term academic achievement. Often are caused by environmental and organic risk factors. However, many children have reading or learning disabilities and will have lifelong difficulties with reading despite adequate intervention. Children with substantial reading difficulties should receive a full educational assessment. There is good evidence that individualized instruction emphasizing increased phonologic awareness can have a favorable long-term effect on academic achievement. At least one in five children has significant difficulty learning to read (LyonGR., 1996). Evidence clearly demonstrates that most school-age children with reading difficulties fail to catch up with their peers. (Swanson, H.L., & Hoskyn , M (1998). Although most of these children eventually become literate, many continue to have reading difficulties and never become fluent readers. Early development of reading skills is essential, and efforts should be made to identify children with reading disabilities and implement interventions at an early age. CattsHW (2003)

A child's third-grade reading ability is reasonably predictive of overall long-term academic achievement. Jinks A, Cotton A, Rylance R. (2011) Seventy-five percent of children with reading disabilities who are not identified before the third grade continue to have reading disabilities in the ninth grade, and fewer than 2 percent go on to participate in a four-year educational program after high school. Glascoe FP,(2007).

If further evaluation is indicated, children should be referred for educational testing. This testing can occur in school or can be administered by a psychologist trained in educational testing. The Individuals with Disabilities Education Act requires public schools to provide free assessment and intervention. Typically, educational testing includes measures of intelligence and academic achievement. A commonly used instrument is the Comprehensive Test of Phonological Processing, which measures phonologic awareness, phonologic memory, and rapid naming. (Swanson, H.L., & Carson, C, 1996).

School-age children with reading difficulties should receive individualized instruction to increase phonologic awareness, decoding skills, sight word vocabulary, and reading comprehension. Intervention should begin early, be provided by expert teachers, and use detailed and intensive approaches emphasizing phonetics. (National Reading Panel, 2006)

II. METHODOLOGY

Hypothesis

The hypothesis is as follows:

H₀1 The reading performance of boys would be better as compared to the boys.

H₀ 2 The reading performance of boys from government and private schools would be better as compared to the boys.

H₀3 The reading performance of girls from private school would be better as compared to the girls from government schools.

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H₀4 The reading performance of boys from private school would be better as compared to the boys from government schools.

Sample size

A sample of 60 students (30 boys and 30 girls) was taken from the government and private schools through convenient sampling.

Locale of study

Sample was collected from the government and private school of Mansarovar colony of Jaipur city.

Procedure

Schonell Reading Test was taken with the help of a friend and a teacher. There are 100 words included in the test which investigator read out loud to the child in a quiet setting. The child wrote the reading for which no help was provided. The investigator ticked correct beside every word that was spelt correctly and then and up the total number of correctly spelt words and calculated the reading age as per the formula below.

Tools

Schonell Reading Test by Schonell&Goodacer (1971)used to test the reading age of children. The tool assesses the reading age from 6 to 15+ years of age.Schonnel’s reading test which was written in Australia and first published in Britain 1950 and has been republished several times since. The tool is being rigorously used for diagnostic purpose.The reading age (RA) for the total number of words correctly is given in the table below:

Statistical Analysis

The data was tabulated and t test was applied to study the significant difference.

III. RESULTS

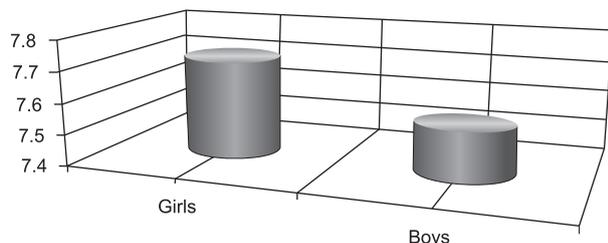
The results were compiled in accords to the framed hypothesis-

H₀1. The reading performance of boys would be better as compared to the boys.

The table 1 shows that this difference is considered to be not statistically significant at 5%.There is no difference in the reading skill of boys and girls

Table 1: Reading age of Girls and Boys

	Mean	N	Std. Deviation	t	P
Girls	7.7137	30	1.1923	.8149	0.5565
Boys	7.5559	30	0.8149		

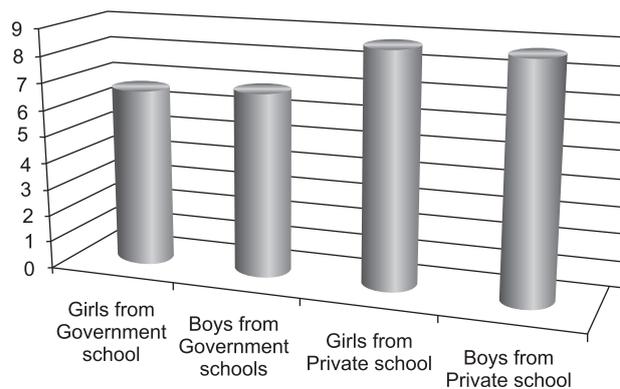


H₀ 2. The reading performance of boys from government and private school would be better as compared to the boys.

The table 2 shows that this difference is considered to be extremely statistically significant. The girls when given an opportunity are more responsive academically as compared to boys .As in private schools, more attention is paid on the reading skills, and problem solving of students, it affects the girls positively.

Table 2: Reading age of students

	Mean	N	Std. Deviation	t	P
Girls from Government	6.6150	15	6.3266	1.4881	0.1625
Boys from Government	6.8721	15	0.4344		
Gils from Private school	8.8067	15	0.5418	2.9548	0.0064
Boys from Private school	8.2507	15	0.4651		

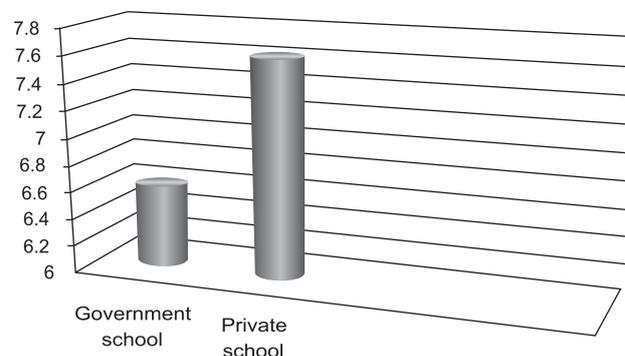


H₀ 3.The reading performance of girls from private school would be better as compared to the girls from government schools.

The table 3 shows that this difference is considered to be extremely statistically significant. As observed the girls of government schools are involved more in non-academic chores. Hence they get lesser time to develop reading skills. Also the parents of children in private schools give personal attention to their children.

Table 3: Reading age of Girls

	Mean	N	Std. Deviation	T	P
Government school	6.6150	15	0.3266	12.0189	0.0001
Private school	8.7333	15	0.6499		

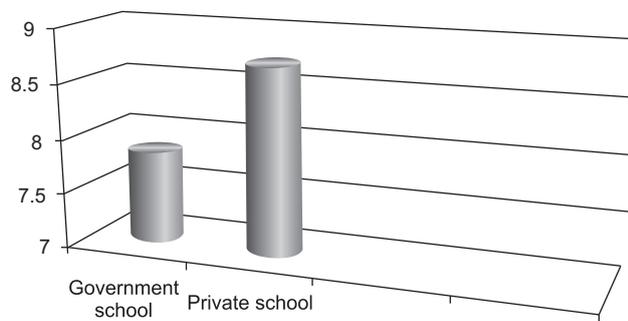


H₀ 4. The reading performance of boys from private school would be better as compared to the boys from government schools.

The table 4 shows that this difference is considered to be statistically significant. The boys whether in government or private get equal attention from parents as well as schools, hence no difference in reading scores was observed.

Table 4: Reading age of Boys

	Mean	N	Std. Deviation	T	P
Government school	7.8570	15	1.0808	1.6073	0.1135
Private school	8.2110	15	0.4965		



IV. CONCLUSION

The result indicates that there is gender discrepancy in giving personal attention to boys and girls. Although the government gives equal educational right to girls and boys, but the societal attitude still needs to be changed.

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