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INTERACTION EFFECT OF STUDY HABITS AND READING READINESS ON READING ACHIEVEMENT

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I.ABSTRACT

Readings has become a fundamental element of present life and an indispensable instrument in most of the disciplines especially in the field of education. The reading is taught as a collection of disjoint branches and as isolated bits of information without giving any thought to the basic structure of reading. It is not providing basic foundation for conceptual understanding of the reading.

KEYWORDS: Habits and Reading Readiness , Reading Achievement , fundamentalelement.

INTRODUCTION

The importance of reading in Education has been rightly emphasized by the Education Commission, 1964-66. The Commission has rightly pointed out that, if proper foundation for reading is not laid at the lower primary stage, the entire future education



of the young learners will be a waste. The Commission also pointed out that, it cannot be overstressed the importance of reading in relation to academic achievement and research.

READING ACHIEVEMENT

Chaplin (1968) has defined reading achievement as the specified level of attainment or proficiency in reading as evaluated achievement by the teachers or standardized tests or combination of both. Singh (1974) is of the opinion that a reading achievement test is one that measures pupil's accomplishment resulting from learning

or instructing in the class. According to Tuckman (1975) a reading achievement test is a test that measures the extent to which a person has achieved something, acquired certain information, demonstrated proficiency in reading skills – usually as a result of planned instruction. Reading achievement is defined as a test designed to measure a student's grasp of somebody's knowledge or proficiency in certain skills (Ebel 1979). Wiersma, et al., (1990) defined reading achievement test as a measure of knowledge and reading skills in a content area. Gay (1990) defined reading

achievement a test measuring the current status of the individuals with respect to proficiency in given areas of knowledge or skill.

READING READINESS

According to Delle (1989), reading readiness is the readiness to profit from beginning reading instruction. Matthew (1985) has defined reading readiness as that ability necessary for a person to begin the process of learning to read.

STUDY HABIT

Study habit is important because when students think about changing habits, they often feel that they don't have the will power, but changing what you do or how you do it is not as difficult as you might think. Creating good study habit is essential for success in school. In their high school level if good habits are inculcated in the study, it

is useful for their future studies. It has been defined as follows :

NSSE (1935) has defined it as the evaluation of student's behaviour in terms of attitudes, appreciation and habits of work is fundamental to a well rounded study of the outcomes of learning. Smith (1961) has described it as study habits include student's habits of concentration, note taking, time budgeting and study method.

The study habit has been considered to be constituted of nine different study behaviours, namely, comprehension, concentration, task-orientation, sets, interaction drilling, supports, recording and language.

An Overview

Study by Karl et al., (2001) has shown that there is a negative relationship between reading readiness and reading achievement. The studies also reveals that, studies by MacKay (2006) ; Schwartz (2005) ; Schacter, et al., (2005) ; Topping et al., (2004) ; Dunn, et al., (2004) ; Walter Daniel, et al., (2001) ; Bentum, et al., (2001); Santa, et al., (1999) have shown that there is a significant positive relation between study habit and reading achievement and the study by Mark, et al., (2000), Udziela, et al., (1992), have shown that there is a negative relationship between study habit and reading achievement.

Studies by Barbara, et al., (1994) ; Mark, et al., (2001) ; Jay Samuels, et al., (2000) ; Mau, et al., (2000) ; Baker, et al., (1999) ; Davies, et al., (1999) ; March, et al., (1998) ; Wigfield, et al., (2004) ; Millard (1997) ; Smith, et al., (2002) have shown that girls are better than boys in relation to reading achievement. However, study by Nicole Rider (1999) has revealed that there is no significant difference between boys and girls in relation to reading achievement. The study by Lisbeth Aberg-Bengtsson (1999) has shown that there is a significant positive relationship between type of school and reading achievement.

The Problem

The main focus of the study was to investigate the effect of psychological variables on reading achievement among the secondary school students. Hence, the problem stated as "Interaction Effects of Study Habits and Reading Readiness on Reading Achievement".

Variables

The following variables involved in the present study :

- i. Independent Variables – Study Habits and Reading Readiness
- ii. Dependent Variable – Reading Achievement

OBJECTIVES

The present study was designed with the following objectives in view:

- i.To investigate the main effect of 'study habits' on the reading achievement of students in Kannada.
- ii.To investigate the main effect of 'reading readiness' on the reading achievement of students in Kannada.
- iii.To investigate the interaction effect of study habits X reading readiness on reading achievement of students in Kannada.

HYPOTHESES

The following research hypotheses are framed:

- i.Effects of high and low study habits of secondary school students differ significantly in terms of their influence on reading achievement.
- ii.Effects of high and low reading readiness of secondary school students differ significantly in terms of their influence on reading achievement.
- iii.Interaction effects of study habits and reading readiness of secondary school students differ significantly in terms of their influence on reading achievement.

Methodology

The study undertaken was a descriptive research which attempts to describe and analyze the present conditions, with a view to have an accurate picture of the present which in turn forms the basis for future planning and policy-making.

The Sample

The secondary school IX class students of Belgaum district forms the population for the present study. A sample of 800 high school students were selected using random sampling method.

Tools

In order to assess the reading achievement of students in Kannada language, "Shivananda's Reading Achievement Test in Kannada (1980) was used. It contains five sub-tests to measure the five components of reading in Kannada namely, vocabulary, opposites, word discrimination, reading comprehension and sentence formation. It has thirty multiple choice items for each sub-tests totalling to 150 items. The range of validity coefficients was between 0.50 and 0.51, which speaks of the validity of the test. The reliability of reading achievement test was found by using test and retest method. The reliability value was found to be 0.937.

The researcher constructed reading readiness scale. It contains 45 items. Score 1 was given for correct response and 0 for wrong response. The coefficient of consistency of the achievement test was determined by the split-half method. The coefficient of consistency of the reading readiness scale was found to be 0.876. Intrinsic Validity of the achievement test was computed from its reliability coefficients between 0.864 and 0.895.

The researcher has translated Study Habit Scale constructed by Mukhopadhyaya and Sansanwal (1980) in to Kannada language. There are totally 50 items : 31 positive and 19 negative. The reliability of study habit scale was 0.762. The intrinsic validity of scale was 0.872.

Data Collection

The investigator personally visited the schools involved in the study for data collection. After self-introduction, the investigator administered the tools by giving clear instructions to the students. Sufficient time was given to the students to respond. The students approximately took two hours to complete all the tools.

Statistical Technique

In pursuance of the Objectives, the 2-way Analysis of Variance technique was employed. This provided an indication regarding the main effects and interaction effects of selected independent variables on dependent variable.

Analysis and Interpretation

In order to investigate the main and interaction effect of independent variables, viz., Reading Readiness and Study Habits on dependent variable Reading Achievement of secondary school students, 2-way ANOVA was computed and tested for significance.

Table - 1 : Summary Table of ANOVA

Sources of Variation	df	Sum of Squares	Mean of Sum of Squares	F - Ratios	p - Value	Significance
Main Effects						
Reading Readiness (RR) (A)	1	12107.30	12107.30	103.11	<0.01	Yes
Study Habits (SH) (B)	1	8674.71	8674.71	73.87	<0.01	Yes
2-way Interactions						
RR x SH (A x B)	1	16647.47	16647.47	141.77	<0.01	Yes
Error	796	93465.12	117.42			
Total	799	130894.60				

Interpretation

Significance of obtained FA, FB, and FAB, ratios are determined by referring to Table – F (Garrett) with df 1 (numerator) and 799 (denominator). The corresponding tabled F-ratio for all these factors is 3.89 at 0.05 level and 6.76 at 0.01 level.

1. The obtained F-ratio in respect of the Factor – A is 103.11 and the corresponding tabled F-ratio is 6.76. Since the obtained F-ratio is greater than the tabled F-ratio at 0.01 level, the difference is significant. Therefore, the hypothesis is accepted.
2. The obtained F-ratio in respect of the Factor – B is 73.87 and the corresponding tabled F-ratio is 6.76. Since the obtained F-ratio is greater than the tabled F-ratio at 0.01 level, the difference is significant. Therefore, the hypothesis is accepted.
3. The obtained F-ratio in respect of the Factor – AB is 141.77 and the corresponding tabled F-ratio is 6.76. Since the obtained F-ratio is greater than the tabled F-ratio at 0.01 level, the difference is significant. Therefore, the hypothesis is accepted.

FINDINGS

1. There is a significant difference between the effects of low and high reading readiness of secondary school students in terms of their influence on reading achievement.
2. There is a significant difference between the effects of low and high study habits of secondary school students in terms of their influence on reading achievement.
3. There is a significant difference between the interaction effects of both the variables reading readiness and study habits of secondary school students in terms of their influence on reading achievement.

Multiple Comparison of Means – Scheffe’s Test

The interaction effects for Factor AB, was found to be significant.

However, it is not clear from the findings that which of the comparisons of the treatment groups differs significantly in terms of their influence on reading achievement. Hence, to know this, comparison of means of the entire treatment group was carried out.

Scheffe (1959) has proposed a method of determining which means differ significantly following a F-test (Sax, 1979, p. 392). Hence, this test has been employed.

Table – 2 : Comparison of Means of Treatment Groups on Entire Sample – Scheffe’s Simultaneous Confidence Intervals

Sl. No.	Comparison of Treatment Groups	Corresponding Means	Simultaneous Confidence Intervals	P-Value	Significance
1	a ₁ b ₂ & a ₁ b ₁	132.00 & 106.54	2.00 ; 13.39	<0.01	Yes
2	a ₂ b ₁ & a ₁ b ₁	133.94 & 106.54	2.97 ; 13.39	<0.01	Yes
3	a ₂ b ₁ & a ₁ b ₂	133.94 & 132.00	2.97 ; 2.00	<0.01	Yes
4	a ₂ b ₂ & a ₁ b ₁	129.82 & 106.54	8.79 ; 13.39	<0.01	Yes
5	a ₂ b ₂ & a ₂ b ₁	129.82 & 133.94	8.79 ; 2.97	<0.05	Yes

The above table reveals the following:

(1)As the simultaneous confidence interval values of S.No.1 are in the same direction, i.e., +2.00 and +13.39, the difference is significant.

Hence, the means of the treatment groups a₁b₂ (132.00) and a₁b₁ (106.54) differ significantly in respect of their influence on reading achievement of secondary school students.

However, the observation of the two means clearly indicates that, the mean of the treatment group a₁b₂ is greater than the mean of the treatment group a₁b₁. This further implies that the students with low reading readiness with high study habits will influence more on reading achievement of secondary school students than low reading readiness with low study habits.

(2)As the simultaneous confidence interval values of S.No.2 are in the same direction, i.e., +2.97 and +13.39, the difference is significant.

Hence, the means of the treatment groups a₂b₁ (133.94) and a₁b₁ (106.54) differ significantly in respect of their influence on reading achievement of secondary school students.

However, the observation of the two means clearly indicates that, the mean of the treatment group a₂b₁ is greater than the mean of the treatment group a₁b₁. This further implies that the students with high reading readiness with low study habits will influence more on reading achievement of secondary school students than low reading readiness with low study habits.

(3)As the simultaneous confidence interval values of S.No.3 are in the same direction, i.e., +2.97 and +2.00, the difference is significant.

Hence, the means of the treatment groups a₂b₁ (133.94) and a₁b₂ (132.00) differ significantly in respect of their influence on reading achievement of secondary school students.

However, the observation of the two means clearly indicates that, the mean of the treatment group a₂b₁ is greater than the mean of the treatment group a₁b₂. This further implies that the students with high reading readiness with low study habits will influence more on reading achievement of secondary school students than low reading readiness with high study habits.

(4)As the simultaneous confidence interval values of S.No.4 are in the same direction, i.e., +8.79 and +13.39, the difference is significant.

Hence, the means of the treatment groups a₂b₂ (129.82) and a₁b₁ (106.54) differ significantly in respect of their influence on reading achievement of secondary school students.

However, the observation of the two means clearly indicates that, the mean of the treatment group a₂b₂ is greater than the mean of the treatment group a₁b₁. This further implies that the students with high reading readiness with high study habits will influence more on reading achievement of secondary school students than low reading readiness with low study habits.

(5)As the simultaneous confidence interval values of S.No.6 are in the same direction, i.e., +8.79 and +2.97, the

difference is significant.

Hence, the means of the treatment groups a2b2 (129.82) and a2b1 (133.94) differ significantly in respect of their influence on reading achievement of secondary school students.

However, the observation of the two means clearly indicates that, the mean of the treatment group a-2b1 is greater than the mean of the treatment group a2b2. This further implies that the students with high reading readiness with low study habits will influence more on reading achievement of secondary school students than high reading readiness with high study habits.

CONCLUSIONS

The following conclusions were drawn on the basis of the above analysis and interpretation :

- 1.The students with low reading readiness with high study habits will influence more on reading achievement of secondary school students than low reading readiness with low study habits.
- 2.The students with high reading readiness with low study habits will influence more on reading achievement of secondary school students than low reading readiness with low study habits.
- 3.The students with high reading readiness with low study habits will influence more on reading achievement of secondary school students than low reading readiness with high study habits.
- 4.The students with high reading readiness with high study habits will influence more on reading achievement of secondary school students than low reading readiness with low study habits.
- 5.The students with high reading readiness with low study habits will influence more on reading achievement of secondary school students than high reading readiness with high study habits.

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