



Effectiveness of English Newspaper Reading on Reading Comprehension: A Study Conducted on 9th Class Students

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ABSTRACT

Background: Vygotsky's theory accentuates the importance of social and cultural context and meaning. The newspapers provide contextual, meaningful, and authentic input that makes it easier to understand the passage, syntactical structures, unfamiliar vocabulary, and social and cultural issues as well. Reading newspapers regularly works towards improving learning outcomes and reading comprehension skills.

Purpose: The study was conducted in Malerkotla, Punjab, and explored the effect of gender and English newspaper reading on the reading comprehension of 9th-class students.

Methods: The investigator intended to conduct that study on 100 randomly selected students. But during the experiment some students got absent, so investigators decided to remove the 8 pairs of students. In the final stage the investigator performed an experiment on 42 randomly selected pairs with respect to gender. The study employed an experimental research design, with 84 students from two selected schools using a lottery approach. The experimental group received instruction while dedicating 45 minutes every day to reading newspapers under the supervision and assistance of teachers. Mean, S.D., Levene's Test of Equality of Error Variances, and balanced two-factor (2x2) factorial design were applied.

Results: The results showed that there is a significant effect of English newspaper reading and gender on the reading comprehension of 9th-class students. Reading comprehension of 9th-class students was found independent of interaction between gender and newspaper reading.

Conclusion: the study indicates that both gender and treatment type significantly affect reading comprehension scores among 9th-class students, with females and the experimental group performing better than their counterparts. Overall, the analysis indicates that both gender and treatment significantly influence the dependent variable reading comprehension, while the interaction between these two factors does not have a significant effect.



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1. Theoretical Framework

Reading English is a crucial skill for Indian students that should be developed early in school. Different materials and strategies can be used for different purposes. Silent reading involves reading whole texts rather than just a few words and phrases. Reading is an interactive and dynamic process involving bottom-up decoding and top-down processing; it also involves complex cognitive skills. It is purposeful, selective, and text-based; reading speed can differ based on the reader's purpose and content. Teachers should identify and help students overcome reading problems, including faulty habits. Vygotsky (1978) had the view that learning takes place when people interact with

more mature peers or knowledgeable others. Like any other skill, a reading habit also needs time and dedication to develop, and teachers and parents can contribute to that in a significant way (Singh & Singh, 2023). Regular reading of newspapers is an effective and outstanding method to stay informed about the day-to-day happenings of the world around. Bhatti and Mukhtar (2021) found that students who read newspapers regularly performed better academically than those who read them irregularly. There exists a reciprocal relationship between reading newspapers and academic accomplishments. Newspapers provide all the critical news and events of the universe directly into our hands. Reading habits refer to a well-designed

and intentional routine activity through which students can develop the ability to comprehend topics and succeed in exams. Usually, students come from diverse milieus and areas that have different levels of academic success. Thus, students varied in their reading habit patterns. Although some of them possess remarkable reading and comprehension skills, others tend to have inadequate reading habits. With this habit, one can improve his/her knowledge or information about a desirable topic.

Comprehension is a vital component in the act of reading. Reading comprehension is the cognitive process of understanding given material. Reading comprehension is a multidimensional cognitive process that takes place prior to, during, and following the act of reading. Reading comprehension ability requires knowledge of vocabulary, phonics, phonemes, and understanding the text. For the improvement of reading comprehension skills, readers can use strategies such as monitoring comprehension, answering questions, summarizing, being aware of the text's structure, and reading. Reading comprehension is more complex and varied than vocabulary knowledge (Tavarez *et al.*, 2020). To comprehend a text, the reader needs to possess knowledge of the terminology employed in the written work. Beyond the ability to grasp individual words in a text, individuals must also possess the capacity to integrate them to form a comprehensive understanding of the intended message. Comprehension of texts is far more intricate and different than knowledge of words. To enhance reading comprehension, readers must apply multiple strategies for comprehending texts. These tasks include assessing comprehension, responding to and posing questions, summarizing, and using the structure of a literary work to enhance knowledge. Theoretical roots of the present investigation also lie in the different theories of reading comprehension. So, there are some theories related to reading comprehension found relevant to the present investigation.

According to Vygotsky (1978), learning takes place when people interact with more mature peers or knowledgeable others. Vygotsky put strong emphasis on social and cultural contexts that affect cognitive development and language development of the learner. Involvement of the learners in activities like reading newspapers and using reference materials like dictionaries under the guidance of a more mature

peer or knowledgeable other can boost reading comprehension skills. Reading newspapers allows students to engage with current events, societal issues, and authentic information. According to the "Zone of Proximal Development," scaffolding and guided practice, like teacher-led newspaper reading sessions, can help students develop their comprehension abilities. By providing support and guidance during reading activities, educators can help students navigate challenging texts and build their understanding. This approach encourages students to engage with material at a level above their current ability, fostering growth and development in their reading comprehension skills with the assistance of a more mature other. Pedagogy, acquisition, and application of reading comprehension skills are not easy. Reading comprehension is a deliberate, engaged, participatory activity that occurs before, during, and after an individual reads. For that purpose, a learner needs the help of more mature others, as suggested by Vygotsky (1978) in his theory of ZPD. The act of reading something engages an individual in a complex array of intellectual operations. At the same instant/moment, he is employing his knowledge and comprehension of phonics, phonemes, and his capacity to comprehend or derive from the text.

Krashen (1982), in "Language Acquisition Theory," had views. The input hypothesis suggests that language is acquired when learners are exposed to comprehensible input slightly above their current level ($i+1$). Newspapers offer authentic, meaningful, and contextual input that has infinite potential to enhance vocabulary, syntax, and comprehension skills.

Anderson and Pearson (1984), in their work on the topic "A Schema-Theoretic View of Basic Processes in Reading Comprehension," had views that readers use previous knowledge structures (schemata) to understand, comprehend, and interpret new information. Newspaper reading can help readers develop relevant schemata, which are helpful in facilitating comprehension ability. According to theory, reading comprehension is an active process between the reader and text in which both the reader's schemata and text content influence the understanding, interpretation, and comprehension ability of the reader. English newspaper reading significantly improved students' reading habits, abilities, and interest in English learning (Zeng & Wang, 2022).

According to the report of the National Reading Panel, United States (2000), reading comprehension involves knowledge of vocabulary, decoding, fluency, and awareness of text structure. Further, it was considered a complex process. Newspapers provide content to the reader in an organized way, i.e., headlines, subheadings, body text, etc. Regular exposure to newspapers not only enhances general understanding but also improves vocabulary, understanding of different text structures, and reading comprehension of readers/students.

Reading comprehension is not a single skill but a complex interaction of decoding, vocabulary knowledge, and higher-order thinking (Snow, 2002). Newspapers engage multiple aspects of reading: skimming for main ideas, scanning for details, critical analysis of arguments, and interpreting visuals, all of which are essential components of comprehension.

Sweller (2011) in "Cognitive Load Theory" explains that learners have a finite capacity for working memory (cognitive resources). Exposure to newspapers provides a chance to get familiar with language, structure, and vocabulary with respect to context. It is helpful and reduces overthinking about language, structure, and vocabulary. In simple words, regular newspaper reading reduces the cognitive load of the reader; the reader can work on deeper comprehension skills and improved learning outcomes. Newspapers appeal to students because they offer choice, accommodate changing interests, and present relevant information.

Constructivist theories advocate the active involvement of learners with text and with content, where learners construct meaning through experience. Regular reading of newspapers provides a chance for a reader to get in touch with real-world content; earlier-now-later related to any topic can be helpful for a deeper understanding of the new text. Newspaper reading involves a variety of vocabulary structures and contexts, which can play a vital role in the activation, expansion, and development of new schemata.

2. Benefits of Newspaper Reading

Karstadt and Rey (2009) had the view that daily newspaper reading is a worthy practice that can provide significant benefits in educational and daily life. The newspaper provides comprehensive information on different domains. The following are some benefits of reading newspapers:

- Newspapers provide a comprehensive and lucid vision of the events unfolding in our nation and the global sphere.
- The newspapers inform us about the business and commercial updates, games & sports, recreation, Cineworld updates, and advancements in the field of media and technology of a country.
- Engaging in newspaper reading is a beneficial practice that is already integrated into contemporary social life. Engaging in this practice will broaden our perspective and enhance our understanding.
- Reading newspapers provides us with extensive knowledge. This allows us to actively participate in any discussion regarding the day-to-day affairs.
- Reading newspapers provides a comprehensive understanding, which makes it easy for self-development.
- Newspapers provide a comprehensive and lucid vision of the events unfolding in our nation and the global sphere.

Karstadt and Rey (2009) suggest that incorporating newspapers into developmental reading classes can motivate students, strengthen their reading skills, and make learning more engaging and relevant.

3. Review of Related Literature

A study conducted by Ismiyati and Rahmasari (2013) indicates that students who utilize newspapers as a primary learning resource tend to achieve better reading scores than those who rely solely on textbooks and a study by Hamzah (2019) revealed that English newspaper reading significantly improves reading comprehension of students. With the use of the pre-test post-test design, he concluded using English newspapers, showing a significant improvement in the students' reading comprehension scores. The study conducted by Abbas *et al.* (2020) indicates that students who read newspapers regularly showed significantly better reading habits and performance than the control group. Ismiyati and Dinata (2021) found a significant effect of using newspaper articles on students' reading comprehension as compared to those who did not use newspaper articles when taught. Bhatti & Mukhtar (2021) compared the performance of students who read newspapers regularly with students who were irregular readers of newspapers. The experimental group students have higher performance than the control group students. Zeng and Wang (2022) had the view that English newspaper reading

significantly improves students' reading habits, abilities, and interest in English learning. On the other hand, Waluyo and Septiawan (2023) found that online newspapers positively affect reading achievement, as there was a significant difference in pre-test and post-test scores. Ahmadi and Mansoordehghann (2012) investigated the difference between males and females based on reading comprehension. Results of the study indicate males are more successful in EFL reading comprehension as compared to females. But other studies conducted across the world contradict their finding, as Anantasa (2016) found that girls perform good in performance on reading comprehension in comparison to boys. The study indicates a notable difference with respect to gender. While Oda and Abdul-Kadhim (2017) found the mean value of females' reading comprehension was higher than that of males, the difference has no statistical significance. Urnama (2018) found a significant difference in reading comprehension abilities with respect to gender; it shows females are better in reading comprehension abilities compared to males. Reilly *et al.* (2018) indicate that girls have significantly higher reading and writing scores than boys across all grades. Putri and Melani (2021) compared the reading comprehension achievements with respect to gender. Results of the study indicate female students scored higher in reading comprehension compared to males across all five levels of taxonomy. It further found that differences exist between boys and girls that are not significant across all five levels of taxonomy. Nair and Varghese (2023) found that newspaper reading significantly improved students' reading comprehension and creative writing skills. Girls perform significantly better than boys in both reading comprehension and creative writing.

4. Rationale of the Study

Based on the evidence gathered from a review of related literature, it can be concluded that engaging with newspapers has the potential to strengthen the reading comprehension skills of learners. Additionally, a scarcity of experimental studies addressing gender issues was identified, with limited research conducted within the Indian context. Therefore, there is a need to conduct the present study.

Furthermore, in the digital age, students are becoming increasingly dependent on smartphones.

As Bai *et al.* (2024) had viewed, excessive smartphone use can hamper the mental and social development of adolescents. Murthy & Tauro (2024) found that adolescents spend many hours a day on their smartphones for social websites and finding unusual information. So, the students' reading habits and reading comprehension skills are declining in the present digital world. This present investigation aims to investigate whether integrating newspaper reading into students' routines can revive and enhance their reading comprehension. Reading comprehension is itself a foundation and a critical skill required for academic success. The study will be advantageous in exposing the role of gender and newspaper reading in reading comprehension skills, which can guide targeted teaching strategies to enhance reading comprehension. Newspapers are an inexpensive and easily available resource that can be used by teachers without much infrastructure. Some international studies explored similar themes; there may be limited research focusing on Indian students, especially in the context of 9th-grade learners. This study addresses a specific gap in regional educational research. The findings of the study can be advantageous for policymakers and curriculum experts in the field of school education.

5. Objectives of the Study

In light of the present investigation, the objectives are outlined as follows:

- To study the effect of gender, English newspaper reading, and their interaction on the reading comprehension of 9th class students.
- To give suggestions to improve the English reading environment.

6. Hypotheses of the Study

In light of the above-cited objectives, the following hypotheses are formulated.

- There is no significant effect of gender on the reading comprehension of 9th class students.
- There is a significant effect of English news reading on the reading comprehension of 9th class students.
- There is no significant effect of the interaction of gender and English news reading on the reading comprehension of 9th class students.

The study conducted on 9th class students aimed to explore the effect of gender and newspaper reading

on their reading comprehension skills. The researchers hypothesized that regular newspaper reading would lead to improvements in reading comprehension among these students.

7. Method and Procedure

The present investigation was experimental in nature. The study employed a quantitative research design. The present study was conducted on 84 students of the 9th class of two selected schools affiliated with P.S.E.B. Mohali of Malerkotla city. Schools were selected using a lottery approach from the list of all schools in Malerkotla city. Subsequently, collaboration was initiated by the institution's authority, resulting in the formation of two groups. In light of the study's aims, the researcher determined that the two equivalent groups randomized subjects post-test only design is the most appropriate for the present study. The equivalence of the experimental and control groups is established through the random assignment of individuals. It aids in reducing challenges to experimental validity. While arranging a genuine experimental design is challenging, especially in educational research, it remains the most rigorous study design and should be employed whenever feasible. For that, subjects from the two schools were paired with respect to previous class achievement in the subject of English. On the basis of achievement in English in the previous class, the participants were organized into control and experimental groups, with one participant in the experimental group and one in the control group from each pair. The present study employed multistage stratified random sampling. The researcher employed a basic lottery method to choose the sample. In the initial phase, the investigator compiled a list of schools in Malerkotla and randomly selected two schools. The investigator intended to conduct the study on 100 randomly selected students. But during the experiment, some students were absent; to ensure the integrity of the experiment, investigators decided to remove the 8 pairs of students ($N=100-16=84$). In the final stage, the investigator performed an experiment on 42 randomly selected pairs with respect to gender (21 pairs of males and 21 pairs of females). The sample size was divided into two equivalent groups, namely the experimental group ($N = 42$) and the

control group ($N = 42$). Each corresponding group comprises a sample of 42 students (21 male and 21 female students). Therefore, in the present study, a balanced two-factor (2×2) factorial design is used. Montgomery, D. C. (2017) highlighted that balanced factorial designs are statistically optimal for estimating main and interaction effects, especially in small-scale experiments where economy and clarity are critical.

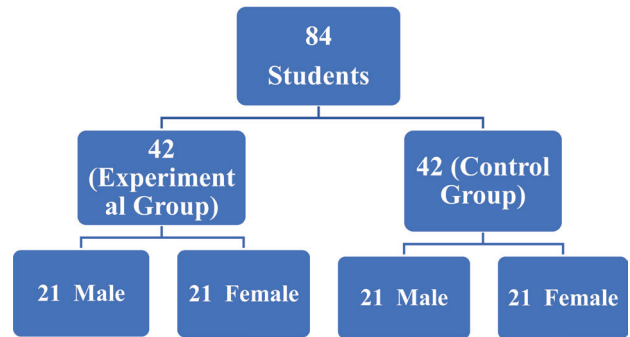


Figure 1: Sampling Design

Table 1: Experimental Design

Group	Experimental Treatment	
	Experimental (N=42)	Controlled (N=42)
Male (N=42)	15 days of reading classes (45 min day)	Normal classes
Female(N=42)	15 days of reading classes (45 min day)	Normal classes

The control group received no additional treatment and was instructed according to their regular practice. The experimental group received instruction while dedicating 45 minutes every day to reading newspapers, under the supervision and assistance of teachers, as well as utilizing reference materials such as dictionaries. The experimental treatment was given to them for the duration of 15 days. After the completion of treatment, the data were collected through a reading comprehension test developed and standardized by Ahuja, P., and Ahuja, G. C. (2017). As per the manual of the test, the validity of the test for 9th class students is 0.772. The reliability coefficient of the test with the test-retest method and split-half method is 0.956 and 0.943, respectively. The investigators offer some suggestions to enhance the English reading environment.

8. Analysis of Data and Result Interpretation

Table 2: Descriptive Statistics of 9th Class Students on Variable Reading Comprehension

Strata	N	Mean	Std. deviation
Male (Controlled)	21	25.24	6.811
Male (Experimental)	21	29.95	5.626
Female (Controlled)	21	29.67	4.597
Female (Experimental)	21	37.62	7.413
Male Total	42	27.60	6.615
Female Total	42	33.64	7.301
Control Group	42	27.45	6.161
Experimental Group	42	33.79	7.569

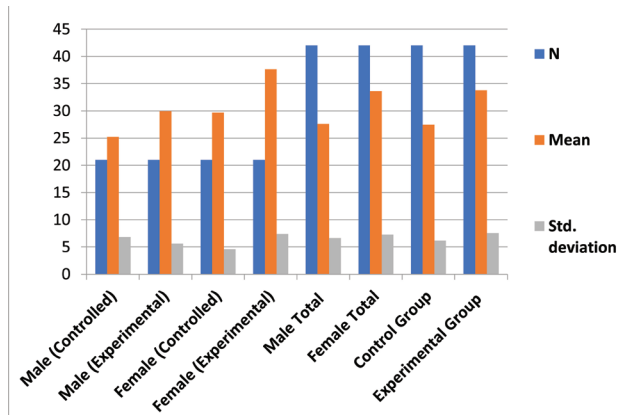


Figure 2: Mean, Standard Deviation of 9th Class Students on Variable Reading Comprehension

Table 3: Class Interval of Variable Reading Comprehension

Class Intervals	Male (N: 42)	Female (N: 42)	Control group (N: 42)	Experimental group (N: 42)
47– 52	0	2	0	2
41 – 46	3	6	1	8
35 – 40	0	10	2	8
29 – 34	17	13	16	14
23 – 28	12	8	12	8
17 – 22	10	3	11	2
Total	42	42	42	42

Figure 2 & Table 3 show the mean value and standard deviation of reading comprehension for each group and subgroup involved in the experiment. Males in the control group have a mean of 25.24, compared to 29.95 in the experimental group. In compression,

females in the control group have a mean of 29.67, and those in the experimental group have a mean of 37.62. Regardless of the treatment, the overall mean for males and females is 27.60 and 33.64, respectively. The mean scores of the control group (27.45) and the experimental group (33.79) indicate a clear difference in reading comprehension. Further from Figure & Table 3, it can be concluded that most of the students scored on the variable reading comprehension on the interval of 29–34. The mean score of a total of 84 students was found to be 30.62, which also indicates the same.

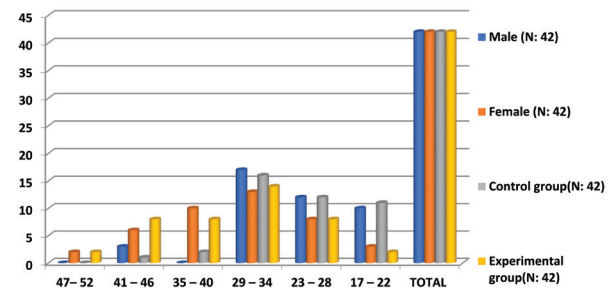


Figure 3: Group-wise Class Interval of Variable Reading Comprehension

Table 4: Levene's Test of Equality of Error Variances

Levene's Test of Equality of Error Variances					
		Levene Statistic	df1	df2	Sig.
Reading Comprehension	Based on Mean	1.758	3	80	.162
	Based on Median	1.698	3	80	.174
	Based on Median and with adjusted df	1.698	3	72.711	.175
	Based on trimmed mean	1.684	3	80	.177
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.					
a. Dependent variable: reading comprehension					
b. Design: Intercept + GENDER + TREATMENT + GENDER * TREATMENT					

Levene's Test for Equality of Error Variances: Levene's test results indicate that the error variances are equal across groups, as the significance values for the test (based on mean, median, and trimmed mean) are all greater than .05 (e.g., .162, .174, .177). This supports the assumption of homogeneity of variances required for the analysis.

Table 5: Difference in Scores of Reading Comprehension of 9th Class Students With Respect to Gender and Treatment

Tests of Between-Subjects Effects					
Dependent Variable: Reading Comprehension					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1665.429	3	555.143	14.408	.000
Intercept	78752.190	1	78752.190	2043.931	.000
Gender * Treatment	55.048	1	55.048	1.429	.236
Treatment	842.333	1	842.333	21.862	.000
GENDER	768.048	1	768.048	19.934	.000
Error	3082.381	80	38.530		
Total	83500.000	84			
Corrected Total	4747.810	83			
a. R Squared = .351 (Adjusted R Squared = .326)					

The table indicates different sources of variation in the data, including the model, intercept, gender, treatment, and the interaction between gender and treatment. The model is statistically significant ($F(3, 80) = 14.408$, $p < .001$), indicating that at least one of the factors (gender or treatment) significantly affects reading comprehension. Gender ($F(1, 80) = 19.934$, $p < .001$) and treatment/newspaper reading ($F(1, 80) = 21.862$, $p < .001$) both have significant effects on reading comprehension. This means gender and experimental treatment (reading newspapers) have a statistically significant effect on reading comprehension. The interaction between gender and treatment (reading newspapers) is not significant ($F(1, 80) = 1.429$, $p = .236$), suggesting that the effect of treatment (reading newspapers) does not significantly differ by gender. This indicates the proportion of variance in the dependent variable (reading comprehension) that can be explained by the independent variables (gender and treatment).

- **Impact of Gender:** The hypothesis "There is no significant effect of gender on reading comprehension of 9th class students" got rejected because the F-value for gender is 19.934 with a p-value of .000, indicating that the means of reading comprehension differ significantly between males and females. Specifically, males in the experimental group had a mean reading comprehension of 29.95, while females in the same group had a higher mean of 37.62.
- **Effect of Treatment:** The hypothesis "There is a significant effect of English news reading on the reading comprehension of 9th class students" was accepted. Treatment (English news reading) also has a significant effect on reading comprehension, with an F-value of 21.862 and a p-value of .000. The means indicate that the experimental group (33.79) has a higher average reading comprehension compared to the control group (30.62) across both genders.
- **Interaction (Gender x Treatment):** The hypothesis "There is no significant effect of the interaction of gender and English news reading on the reading comprehension of 9th class students" was accepted. The interaction between gender and treatment (Gender x Treatment) did not show a significant effect, with an F-value of 1.429 and a p-value of .236. This suggests that the effect of treatment on reading comprehension does not significantly differ between males and females. The means indicate that the males in the control and experimental groups were 25.24 and 29.95, respectively. While the mean scores of females in the control and experimental groups were 29.67 and 37.62, respectively.
- **Variance Explained:** An R-squared of .351 means that about 35.1% of the variance is explained by the model. Gender and Treatment (English news reading) explained 35.1% of the variance of reading comprehension.

9. Conclusion

- There is a significant effect of gender on the reading comprehension of 9th-class students. The means of reading comprehension differ significantly between males and females. Specifically, females scored higher than males on reading comprehension.
- There is a significant effect of treatment (English news reading) on the reading comprehension of 9th class students. English news reading has a significant effect on reading comprehension. This indicates that the experimental group has a higher average reading comprehension compared to the control group across both genders.

- The interaction between gender and treatment (English news reading) did not show a significant effect. This suggests that the effect of treatment on reading comprehension does not significantly differ between males and females.
- Gender and treatment (English news reading) explained 35.1% of the variance of reading comprehension.
- In summary, the study indicates that both gender and treatment type significantly affect reading comprehension scores among 9th-class students, with females and the experimental group performing better than their counterparts. Overall, the analysis indicates that both gender and treatment significantly influence the dependent variable, reading comprehension, while the interaction between these two factors does not have a significant effect.

10. Suggestions to Improve the English Reading Environment

Karstadt & Rey (2009) outlined seven strategies to familiarize students with newspapers and foster newspaper reading, including personal reflection, finding humorous articles, identifying relevant content, understanding newspaper organization, recognizing different types of articles, supplementing textbook information, and developing critical reading skills through analyzing preposterous articles.

Following are some other creative ways to create and nourish the love of reading in modern students:

- Steer students towards popular books—there are so many popular children's books and novels that have become a sensation in the kids' world and are absolutely loved and admired by the young readers around the world. The Harry Potter book series is the perfect example of this, which transports its readers to a world of magic and fantasy, which the children love. A study conducted by Solomon, A. (2017) suggests that Harry Potter books brought about a positive shift in the reading habits of this generation. So, introducing children to such books is a proven way of capturing their interest and love of reading. They can read these at their own leisure or in small reading sessions organized in a class.
- Frequent trips to the library—the library is a great place to look at new books and other reading material for free. Just like taking children on field trips to increase their knowledge in certain areas, it's very beneficial to take them to a library and let them explore what they like. This doesn't just mean the school library, but also maybe a local public library, a mobile library, or any

other libraries in the city or nearby cities. This will also give them a chance to choose the material that truly captivates their attention and stimulates their brain.

- Setting an example at home—parents are the first role models for their kids, and kids pick up good habits by observing them. If parents show excitement towards reading, kids will pick up on that enthusiasm and model the same behavior. They are highly likely to sit down to read with their parents and use that opportunity to develop a new love for reading, instead of thinking about it as something imposed on them in the school curriculum. Some parents like to have a mini library at home, too, which helps in a huge way.
- Make reading a daily habit—introduce short reading periods during a regular school day and make them super enjoyable for students. Give them a few options on fun reading and let the students pick what they want to read. Teachers can start with newspaper reading, but try to keep it interesting with fun activities. For example, organize them into groups and assign them to choose an article from the newspaper that they like. They can create a map of that article, which includes writing down the main idea in a few words in the center of a piece of paper. Then jot down some details that support the main idea. Teachers can also set up book clubs, which are a great way to create a reading-friendly environment and motivate students to continually develop and strengthen their reading skills (Akyol & Çoban, 2021).

11. Suggestions for Further Research

The study was conducted to study the effectiveness of English newspaper reading on the reading comprehension abilities of 9th-class students. Whereas the findings provide some insights into the role of newspaper reading in the development of reading comprehension skills, more research is recommended along the lines of the present study.

- The present study was short and experimental in nature; further longitudinal studies can be conducted on the same line across multiple academic years and age groups.
- Comparative studies can be conducted on the effectiveness of different reading materials like storybooks, textbooks, online articles, etc. The study can also be conducted on the comparison of the effectiveness of digital vs. print media.
- Future studies can be conducted with the inclusion of other language skills such as vocabulary development, grammar usage, writing skills, and oral communication.

- Studies can also be conducted on the effect of frequency and duration of reading on the reading comprehension of students.
- Factors like socioeconomic background, type of schools, and locale can be addressed in future studies.
- In future studies, psychological variables like motivation and attitude aspects associated with newspaper reading and reading comprehension can be explored.

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Authorship Contribution

Sanjay Chandwani and Dillip Kumar Khuntia conceptualized the provided idea. Dillip Kumar Khuntia assisted Sanjay Chandwani in developing the hypothesis, carrying out the calculations, and analyzing the data. The approach, procedure, and experiment design were discussed by both authors. Sanjay Chandwani conducted the experiment with the persistent help and assistance of Dillip Kumar Khuntia.

Ethical Approval

This study does not involve human or animal subjects; hence, ethical approval is not applicable.

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Conflict of Interest

The authors declare that there is no conflict of interest related to this research.

Declarations

There are no specific declarations to be made regarding this article.

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