The Relationship between Gender and Reading Comprehension at College Level

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Abstract
This study investigates the relationship between gender and reading comprehension achievement at college level. This study follows Barrett's Taxonomy in dividing reading comprehension into several levels (Literal, Inferential, Critical, and Appreciative),It compares the achievement of the two groups of gender (males and females) on each of the four levels of reading comprehension in order to see the relationship between gender and reading comprehension. The participants are 154 students (males and females), and they have to answer twenty open-ended questions. Data analysis is done by SPSS software according to T-test formula. The result of the study shows that there are no statistically significant differences between the two groups of gender on three levels of reading comprehension (literal, inferential, and appreciative), but for the "critical level", females are outperforming males to a statistically significant level. The study suggests the need for future studies about the relationship between gender and reading comprehension but with larger sample and wider context (more than one context) as well as different methodology especially different test forms.

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Introduction

Generally learners' differences are those factors that work as predicators of second language learning achievement. Learners have got a wide range of differences and many recent studies investigated the effect of each factor on second language learning. Gender is one of the factors that can be listed under the title "Learners' Differences".

Studying the effect of gender on language learning is quite important in today's co-educational environments especially when expressions like "boys' underachievement" or "females' verbal superiority" has become so deliberated and hooks a lot of attention whether by L2 instructors or researchers. This suggests the need for a wide range of investigations in order to locate where the problem is.

Reading is one of the important receptive skills in foreign language learning. This

skill has been given a lot of attention by recent studies in quite revolutionary way in which researchers started to investigate the effect of learners' differences (individual differences) on reading. Many researchers investigated the relationship between gender and reading comprehension but such studies came up with inconsistent findings which cannot be generalized to all second language learning contexts.

The current study is an investigation into the relationship between gender and reading comprehension and the questions tackled are divided into four levels of reading comprehension questioning. The study investigates the relationship between gender and these four levels of questioning in order to show a detailed relationship between gender and reading comprehensionat college. It also helps to shed light on the generalizations of many studies which concluded that "females always outperforming males in reading comprehension" This study, in other words, is to give a second thought when we look at this difference between males and females in the context of gender-neutral texts at college level and when the achievement is measured according to four levels of reading comprehension.

The study hypothesizes that the Variable gender has a crucial impact on the learner's reading comprehension at college level. Also the it hypothesizes that the relationship between gender and reading comprehension shows a different face by using gender-neutral text at college level in four levels of reading comprehension unlike many other studies (which affirmed female superiority when investigated this relationship).

Gender and Learning

The term that describes the difference in achievement between males and females is called "gender gap". Gender could have a prevailing effect on learning in general because "gender gap" is shown up in many aspects of learning: interest, attitude, needs, beliefs, and motivation. Zeynali et al (2012: 1614) mention that a lot of studies have shown that the variable gender influences students' academic interest, need, and achievement.

Learning is affected by many learners' differences (learning strategies, learning style, self-concepts, and beliefs) and all of these factors could be as source of variation if studied under the effect of the gender variable For the learning strategies, all researchers agree that learning strategies represent an important element that could differentiate the successful learner from the unsuccessful one.(Bernat and Lioyed, 2007; Zeynali et al, 2012)

For the use of learning strategies, many studies, though inconsistent in their findings, assure that there is a gender gap in the strategy use. For example Tercanlioglu (2004), in a study investigated the effect of gender on adults' foreign language learning strategies, came out with the finding that males are better than females in the strategy use.

According to Ehrman et al (2003:315) the first who used the term "learning style" is Thalen (1954) and it is different from the term cognitive style. The most common categories of learning style are "visual, auditory, and kinesthetic" learning styles. Males and females differ in terms of their learning styles. Saadi (2014: 164) mentions that though studies in education and training come up with different findings about the effect

of gender on learning style, but mostly agree that girls usually use single style and more specifically prefer the kinesthetic style in their learning. One of the models of cognitive style is field-dependent and field –independent styles model which are suggested by Witkin in 1940's in his attempt to distinguish variations in perceptions (Ehrman et al, 2003:314). There is evidence in a study presented by Gilligan (1981) that females tend to be field-dependents in their learning while males are more field-independents. (Head, 2002:64)

Even when males and females get an equal outcome in specific subjects, they still differ in their self-concept. Self- concept is the "the image a person has of himself or herself" (Richards Schmidt, 2010:516). Faber (2013:669) mentions that gender gap in learning mathematics has recently decreased but still males report high self-concept more than females.

Learners' belief systems are relatively stable sets of ideas and attitudes about such things as how to learn language, effective teaching strategies, appropriate classroom behaviour, their own abilities, and their goals in language learning.

Belief is quite important factor in learning. Negative beliefs could result in negative attitude toward learning and autonomy (Mesri, 2012:99). Richard and Schmidt (2010: 326) define the learner's beliefs as follows:

There is also gender gap in belief, according to Bernat and Lloyd (2007:80) male students are always rate themselves as having a high ability in learning and consider themselves as having special ability for learning more than females do.

Gender and L2 learning

Gender is one of the variables that affect second language learning. The variable gender was the focus of many studies and many researchers examined the variation between males and females in language learning environment. Saidi (2012:232) remarks that "if males and females learn differently, this may form an obstacle for the teachers in mixed classes and they must consider this when conducting tests." In general females are better than males in L1 acquisition and L2 learning, that's part of females' superiority in verbal ability. In L2 learning, females are more motivated to learn, the English language. Saidi (2012:231) Notes:

Males and females also appear to differ in language learning Motivation. Studies suggested that males and females differ in general academic motivation, and in particular females are more motivated to learn English than males.

In language class environment, girls are proved to be better than males in many aspects, Zoghi et al (2013:1124) remark that "Most recently, evidence has shown that while both boys and girls have improved their performances, girls achieved higher marks than boys in EFL leaning."

There is also a gender gap in learning strategy use. A learning strategy "in second

language learning… is usually an intentional or potentially intentional behaviour carried out with the goal of learning (Richards and Schmidt 2010:331). Learning strategy, as Zynali (2012:1614) explains, is what differentiates between bad students with low achievement and good students with high achievement. Males and females differ in their learning strategies. Lin (2011:296) explains that "The result of the L2 studies reveals that gender has been shown to be significant variable in using strategies to learn second language". Saidi (2012:232) assures that males and females are different in the types of the strategies they use while learning in which "females use memory, cognitive, metacognitive, social, and compensation strategies more frequently than males".

> *Motivation and learning are inextricably linked. Motivation is not only required to bring the adult to the learning setting, but it also influences the individual's* involvement*" (Salkind, 2008:745)*

Motivation Variation is found between girls and boys, Meece et al (2006:367) states that "... girls report show more favorable motivation patterns in language arts and reading." Researchers tried to explain the reason that stands behind this difference in performance between males and females . Some researchers see that men's underachievement in language learning is affected by the fact teaching became a feminized profession and a lot of teachers are females

> *English is a subject in which girls achieve more than boys and which in state comprehensive schools is more often taught by women. There is currently talked about the feminization of the whole teaching profession with larger numbers of women in post throughout the system.*

Other researchers looked at the problem but from a different angle, "men's underachieving in reading might be the reason behind the fact that few men are in the field of education and humanities" (Arrellano, 2013:70)

Gender and Reading Comprehension

Reading skill is an important element in literacy learning. Reading is a language skill that is considered part of verbal ability. Arellano (2013:68) assures that females are more superior to males in verbal ability. Ay and Bartan (2012:63) mention that PIRLS (Progress in International Literacy Study) during 2003 showed that females scored significantly higher than males in 35 countries. Logan and Johnston (2009:202) mention "In national literacy test in British schools, girls consistently outperform boys". Females are better than males in foreign language comprehension, "in terms of language comprehension, several studies have demonstrated female superiority."(Saidi, 2012:231). A study conducted by Logan and Johnston (2009:200) about the relationship between reading comprehension and gender comes up with the finding that:

1- Girls are better in reading comprehension than boys.
2- Girls read more frequently than boys do.
3- Girls have more positive attitude to reading.

Girls got positive attitude to reading more than boys, and some researchers try to look for the reasons that stand behind this, "Perhaps the higher frequency of reading and better reading ability could be an explanation for girls more positive attitude to reading (Logan and Johnston, 2009:200). Many researchers assure that female students score higher than male students in reading comprehension but the studies that attempt to investigate the relationship between gender and reading comprehension come up with inconsistent results:

> *Only a small number of L2 reading studies have been conducted where gender is examined in procedures and analysis and the findings reported in these studies are inconsistent.*(Brantmeier, 2004:4)

Factors That May Affect Reading Comprehension

Reading as an interaction between text and reader makes comprehension affected by the variables that govern those two whether these variables are related to the reader or the reading text itself. Woolley (2011:15) mentions that reading comprehension difficulties are very complex and affected by quite various factors whether these factors are related to biological, cognitive, or behavioral issues. Snow (2002: XIV) divides the factors thataffect reading comprehension into three types: the reader, the text, the activity (which is part of the interaction between reader and text).

The talk about the reader includes all his abilities, knowledge and experiences. For this reason Willis (2008: 127) implies prior knowledge, personal experiences as well as vocabulary within range of factors that affect reading comprehension and as important elements that could be used by the reader in his deductive and inductive reasoning and making connections.

The talk about the text is complicated too because it includes many features whether linguistic or non-linguistic factors like text type, and text complexity and style.

Reader's Variables

The reader is the learner who is doing the act of reading. Different studies investigate the factors that govern the reader while doing the act of reading and which cause variation in comprehension from one reader to another. Strategy use, knowledge, motivation, attitude, age, personality, and gender all have been investigated under the title "individual differences".

Readers differ in their use of reading strategies, and their differences could be as individual variation or as gender variation (group difference) between readers. Sternberg and Williams (2010:20) see that expert learners are known for their use of

strategies. The same can be said about readers. "Good comprehenders have learned that they have control of the reading process…. by using basic strategies and monitoring their own understanding" (Blachowicz and Ogle, 2008:33)

Males and females differ in their use of strategies of reading and comprehension (Saidi 2012: 231). Zeynali (2012:1617) notes that there is a gender gap in strategy use. Readers also vary in their knowledge (individual variation and gender -related variation), Shahmohammadi (2011:10) explains that "reading is a process that involves the activation of relevant knowledge".

A lot of researchers refer to various kinds of knowledge by the term schemata, "schemata are commonly defined as the previously acquired background knowledge structures that are stored in the learner's cognitive domain (Brantmeier, 2004).

Text comprehension is a complex cognitive skill in which the reader should construct meaning by using all available resources from both the text and previous knowledge; these resources assist readers in utilizing lexis and syntax, retrieving their meanings from one's mental lexicon, making inferences, and employing schemata (Wei-Wei, 2009:4)

Knowledge is one of the factors that could cause variation among learners in general and between the two genders in specific. Al-shumaimeri (2011:11) mentions that "schematic knowledge" is one of the factors that create diversity in reading comprehension between male students and female students since the type of texts that could cause the right activation of schematic knowledge will be better understood and comprehended by its reader. For the attitude factor, Logan and Johnston (2009:199) see that it could affect many aspects of reading:

1- Regularity of reading.
2- Level of involvement in classroom reading.
3- Variety and range of reading topics.
4- Enjoyment of reading.
5- Reading achievement.

Logan and Johnston (2009:200) also see that girls have got more positive attitude to reading than boys. The factor of sex (or gender, as used in this study) is a quite complicated factor because it can interact with other variables and get different dimension in its relationship to reading comprehension. Females and males differ in their (motivation, schematic knowledge, strategy use, attitude, learning style, cognitive style, and cognitive abilities). For the correlation between reading motivation and gender, studies show that females are more motivated to reading than their male counterparts (Saidi, 2012:241)

Text's type variables

Texts vary in gender-orientation, topic familiarity, and level of linguistic complexity.

The content of the text affects reader's comprehension in a way explained by schemata theory. That is quite explicit by the comment of Al-shumaimeri (2005:4) "possible theoretical explanation for the influence of the content of the texts on sex differences in reading comprehension performance can be found in schemata theory".

The content of text gets gender-orientation that correlates with the gender of the reader and decides the level of reading comprehension experienced by the reader. Sotoudahnama and Asiadian(2011:155) comes up with the finding that females comprehend the female-oriented texts more than males, males comprehend male-oriented texts better than females. The same finding got by a study conducted by Al-Shumaimer (2005) and Brantmeir(2004).

The topic of the texts also affects the level of comprehension experienced by male and female readers in a way that causes variation between the two genders. Saidi(2012:232) in his study affirms that males are in better position for the comprehension of science-oriented texts, while females scored higher on art-oriented passage.

> *Females tend to be more sensitive, they have the capacity to comprehend texts (or speech) full of sadness and happiness more than males while males understand contexts full of aggressiveness and anger.(Saidi 2012:232)*

For the text genre, studies show that readers vary in their achievement from one genre to another.Keshavarz and Ashtarian (2008:103) state that "both males and females are better comprehenders of essay followed by history and short story regardless of their gender".

The familiarity of the texts, also, is considered as one of the text factors that affectreading comprehension and cause variation among readers. It is pretty reasonable to find that the more the text isfamiliar to the reader, the more the reader is able to compensate for his linguistic weakness, especially his level of vocabulary knowledge. Al-Shumaimeri's study (2005:113) comes up with the finding that readers score higher on familiar texts than unfamiliar ones.

The linguistic complexity of a text cannot be easily defined because there are various factors that could be responsible for text complexity and result in difficulty of comprehension while reading. The difficulty of text could be in style, grammar, and vocabulary.

For the vocabulary knowledge and its correlation to reading comprehension, there is a considerable amount of studies that affirm there is relationship between vocabulary knowledge and reading comprehension. Mehrpour et al (1990:121) comes with the finding that "high and positive correlation was obtained which shows that the more words the learners know; the more easily they comprehend the texts…. a deep knowledge of vocabulary helps students to become better readers". Woolley (2011:25) mentions that "Vocabulary is one element that contributes to text difficulty levels or ease of reading" and Koda (2004:49) also expresses that "Research consistently demonstrates that knowledge at vocabulary knowledge correlates more highly with

reading comprehension than other factors".

Levels of Reading comprehension

Reading comprehension levels are types of question intended to help teachers evaluate the level of comprehension of their students while they process a reading text. The first who introduced levels of reading comprehension is Barrret at a conference in 1968 (Ruiter et al , 2005:121).

Reading and understanding a text contains many levels and this fact makes L1 readers and more specifically L2 readers vary in their reading proficiency. Some readers can understand only what is literally expressed while others get the power of inferring and understand the writer's intension that stands behind the simple literal facts that are expressed in the text by combining them with their prior knowledge.

Smith (2001:186) mentions that reading comprehension can be divided into four levels:

1- Literal comprehension level

2- Inferential comprehension level

3- Evaluative comprehension level.

4- And the appreciative level which takes into account the aesthetic dimension of response.

Richards and Schmidt (2010:656) define the four levels of Reading comprehension:

1- "Literal comprehension : Reading in order to understand, remember, or recall the information explicitly contained in a passage"

2- " Inferential comprehension: reading in order to find information which is not explicitly stated in a passage, using reader' s experience and intuition, and by inferring(inferencing)."

3- "Critical or Evaluative comprehension: reading in order to compare information in a passage with the reader's own knowledge and values."

4- "Appreciative level: reading in order to gain an emotional or other kind of valued response from passage."

Methodology and Procedures

The study test passage is chosen by some staff-members of department of English at the College of Education for Human Sciences. The passage was chosen as one of three passages as most gender-neutral text and suitable according to both face validity and content validity. Participants had to answer twenty open-ended questions, in which each question got five marks and the total score is 100 marks. The participants' achievement data was analyzed by using SPSS software. The T-test formula was used to compare the mean values of males' reading comprehension achievement with that of females in order to see the difference between these two groups that fall under the title "gender".

Data Analysis

Data analysis for T-test of the second grade includes the analysis of four levels of

reading comprehension. The analysis takes each level alone and tackles tables one by one by referring to the important values that could explain if there is difference between the two groups of participants (males and females).

LiteralLevel

In group statistics table (1) below, the "N" symbol stands for the number of participants (23 males &56 females) in the study. The mean column values stand for the mean achievement for both males and females. The mean score shows that females are performing better than males (21.0000 > 19.3478). The standard deviation values represent the amount of variation in scores within each group of gender. The column of standard deviation shows that females' scores variation is a little bit lower than that of males (5.14517 < 5.85125). So there is a difference in achievement between male students and female students shown up in the mean score and in the amount of variation in scores, but has such difference got any statistical significance?

Table(1) Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Literal	2nd class males	23	19.3478	5.85125	1.22007
	2nd class females	56	21.0000	5.14517	.68755

The answer about the significant value of the difference between the two groups of gender (males and females) falls within the independent sample test table (2) below. The F. value within this table is bigger than the alpha value (.330 > 0.05), this means that the P. value (The value that explains if the difference in achievement between two groups is at level of statistical significance) falls within the first raw of Sig (2tailed).

Table (2) **Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Literal	Equal variances assumed	.330	.567	-1.245	77	.217	-1.65217	1.32657	-4.29371	.98936
	Equal variances not assumed			-1.180	36.711	.246	-1.65217	1.40046	-4.49054	1.18619

The first value of Sig (2tailed) is bigger than the alpha value (217 > 0.05), this means that the difference between male students and females students in achievement for the second grade has no statistical significant value.

Inferential level

The T-test result for the inferential level shows that the mean score of female students is higher than that of males (11.3036 > 9.5217) as shown in table (3) below. The standard deviation of females is more than that of males, this means that females' scores vary more than males scores. But has such difference got any statistically significant value?

Table (3) **Group Statistics**

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Inferential	2nd class males	23	9.5217	5.53394	1.15391
	2nd class females	56	11.3036	6.33294	.84628

The independent sample test table (4) below shows F. value bigger than the Alpha value (1.032 > 0.05). This means that the P. Value falls within the first raw of Sig (2tailed).

Table (4) **Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Inferential	Equal variances assumed	1.032	.313	-1.177	77	.243	-1.78183	1.51452	-4.79762	1.23396
	Equal variances not assumed			-1.245	46.635	.219	-1.78183	1.43097	-4.66117	1.09751

Critical Level

The critical level result, according to group statistics, shows that the mean value of

females' achievement is higher than that of males (15.1964 > 10.8696). For the variation of score within each group of gender, the standard deviation column values show that females scores varies more than males scores (6.27671 > 5.22498).

Table (5) Group Statistics

	gender	N	Mean	Std. Deviation	Std. Error Mean
Critical	males	23	10.8696	5.22498	1.08948
	females	56	15.1964	6.27671	.83876

For the statistical significance of the difference the independent sample test, table (6) below shows that P. value must fall within the first raw of sig (2talied) because the F. value is bigger than the Alpha value (1.235 > 0.05). The first-raw value of sig (2tailed) is (0.05) which equals the Alpha value. This means that the difference between male students and female students on the critical level of reading comprehension achievement is at level of significance. In other words, on the critical level females being outperforming males is at level of significance statistically

Table (6) Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Critical	Equal variances assumed	1.235	.270	-2.914	77	.005	-4.32686	1.48474	-7.28336	-1.37037
	Equal variances not assumed			-3.147	48.932	.003	-4.32686	1.37495	-7.09003	-1.56370

Appreciative Level

The groups statistics shows mean values in that female students are performing better than male students for the Appreciative level, In which females mean value for this level is (15.5893) while males' mean value on the same level of reading comprehension is (12.9500) (as appears in table 7). The group statistics also shows that the standard deviation of females is 15.5893, while males' standard deviation is 12.9500. It reveals that females' scores have a higher amount of variation rather than males'.

Table (7) Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Appreciative	2nd-class males	23	12.9500	6.90137	1.54319
	2nd-class females	56	15.5893	6.57482	.87860

But has such difference got any statistical Significance? Table (8) below shows that the F. Value (.050) is bigger than the Alpha Value (0, 05), this means that the answer falls within the first raw of T-test values. More specifically the first value of sig (2tailed) which signifies that the difference between male students and female students is not significant statistically because The first value of sig(2tailed) is bigger than the Alpha value (.132 > 0.05).

Table (8) **Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Appreciative	Equal variances assumed	.050	.824	-1.521	74	.132	-2.63929	1.73494	-6.09623	.81766
	Equal variances not assumed			-1.486	32.147	.147	-2.63929	1.77578	-6.25577	.97720

Total Score

The result of the analysis of females' achievement and males' achievement on total score shows that females are outperforming males (62.5536 > 52.1739), in which the

mean value of females is higher than that of males. The standard deviation value of males' scores is higher than females' deviation (18.83337 > 16.81981), This means that the variation in males' scores is higher than the variation in females' scores.

Table (9) **Group Statistics**

Second class	Gender	N	Mean	Std. Deviation	Std. Error Mean
Total	2nd class males	23	52.1739	18.83337	3.92703
	2nd class females	56	62.5536	16.81981	2.24764

The F. value on the independent t-test table (10) shows bigger value than Alpha value (.144 > 0.05), this means that the P. value falls within the first raw of Sig (2tailed) values.

Table (10) **Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Total	Equal variances assumed	.144	.706	-2.406	77	.019	10.37966	4.31396	-18.96985	-1.78947
	Equal variances not assumed			-2.294	37.179	.028	10.37966	4.52476	-19.54620	-1.21311

Independent sample test table (10) shows first - raw sig (2tailed) value (as P. Value) bigger than Alpha value (.019 > 0.05). This means that the difference in achievement between males and females for the total score of reading comprehension has no statistical significance.

Conclusions

The conclusions of this study could be summarized as follows:

1- It seems that gender has some effect on reading comprehension at college level but this effect is not big enough to be statistically significant (except for the critical level).

2- Saying that either group of gender is better than the other group cannot be generalized as a finding of a study conducted about the relationship between gender

and reading comprehension in general. In which any study conducted about such relationship seems to be under the influence of different side factors. Whether the source of such factors is the nature of the socio- cultural context or the context of the study itself or a factor which could be represented by the nature of the reading comprehension test passage, nature of the test questions, or any other the linguistic or non- linguistic factor, they could take a role in the study itself.

3- Females being better than males in critical comprehension could mean that females have developed a good critical thinking in reading because they read a lot (especial in their first language). Reading a lot of texts could add to reader's schema which is quite important in developing critical reading skills.

Recommendations

1- Instructors must use class time to discuss students' reactions and opinions before reading the text and after reading the text in order to develop students' thinking skills. They should give equal opportunities for both males and females to practice their critical thinking skills.

2- Instructors, also, should pay special attention to develop and providing suitable instruction which creates a class context that help more interaction between female students and male students in a way that leads to equal development of reading skills and thinking skills in order to get better and equal achievement for both groups of gender in reading comprehension skill.

3- Precautions should be taken about generalizing the findings of any study conducted about investigating the relationship between the variable gender and reading comprehension especially those studies which works within limited scope as the case of this study, because of variability in results could emerge because of the different factors that could take part in any study and work in the background and leads to different results. Taking into consideration the limitations of the study, several recommendations for the future studies could be summarized as follows:

A- The first limitation of the study and which urges for more future studies is the fact that this study used quite limited number of participants, one context (one college and one city), and one test. So future studies are expected to have the chance to add more time and energy in order to come up with findings which are in better position to be generalized.

B- The second limitation of the study is the fact this study depends only the open-ended questions. And this suggests the need for the future research to include other forms of reading comprehension measurements such as multiple choice and cloze tests.

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ملخص الدراسه:

هذه الدراسه تحقق في العلاقه بين الجنس(جنس القاريء) والاداء في استعياب القراءة على مستوى الجامعه. تم اعتماد تقسيم باريت في تقسيم مهاره الاستيعاب الى عدة مستويات (حرفي- استنتاجي- نقدي- تقييمي). ومن اجل الوصول الى رؤيه واضحه حول طبيعه العلاقه بين عامل الجنس والاداء في استيعاب القراءة تم مقارنه اداء الذكور مع اداء الاناث على كل مستوى من مستويات الاستيعاب الاربعه. المشاركون في الدراسه ١٥٤ طالب (ذكور واناث) حيث اختبار الدراسه تطلب منهم ان يجيبوا على عشرين سؤال حول نص الاختبار. تحليل البيانات تم بواسطه برنامج (اس بي اس اس) وطبقا لمعادله اختبار تي.

نتيجه الدراسه تظهر بانه لايوجد اختلاف بين الجنسين وفق ثلاث مستويات من الاستيعاب (حرفي-استنتاجي- تقييمي) لكن على المستوى النقدي ظهر تفوق الاناث على الذكور بشكل ملحوظ احصائيا. الدراسه تقترح ضروره قيام الدراسات المستقبليه في التحقيق بالعلاقه بين الجنس واستيعاب القراءة خصوصا على المستوى النقدي باستخدام عينه اوسع (ربما اجراء الاختبار في اكثر من مكان واحد) مع طرائق مختلفه في اداء الاختبار.