

## CHAPTER IV

## ANALYSIS AND INTERPRETATION

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## CHAPTER IV

## ANALYSIS AND INTERPRETATION

## 4.1 INTRODUCTION

The present study is concerned with (1) an inquiry into reading interests of pupils of standards VIII, IX and X, (2) to find out if there is any relationship between reading interest and standard (grade), age, sex, intelligence, socio-economic status and academic achievement of pupils, and (3) to find out the difference among various groups of the independent variables.

The fourth chapter is devoted, therefore, to the analysis and interpretation of the data gathered on reading interest that is the dependent variable, and other independent variables like standard (grade), age, sex, intelligence and academic achievement.

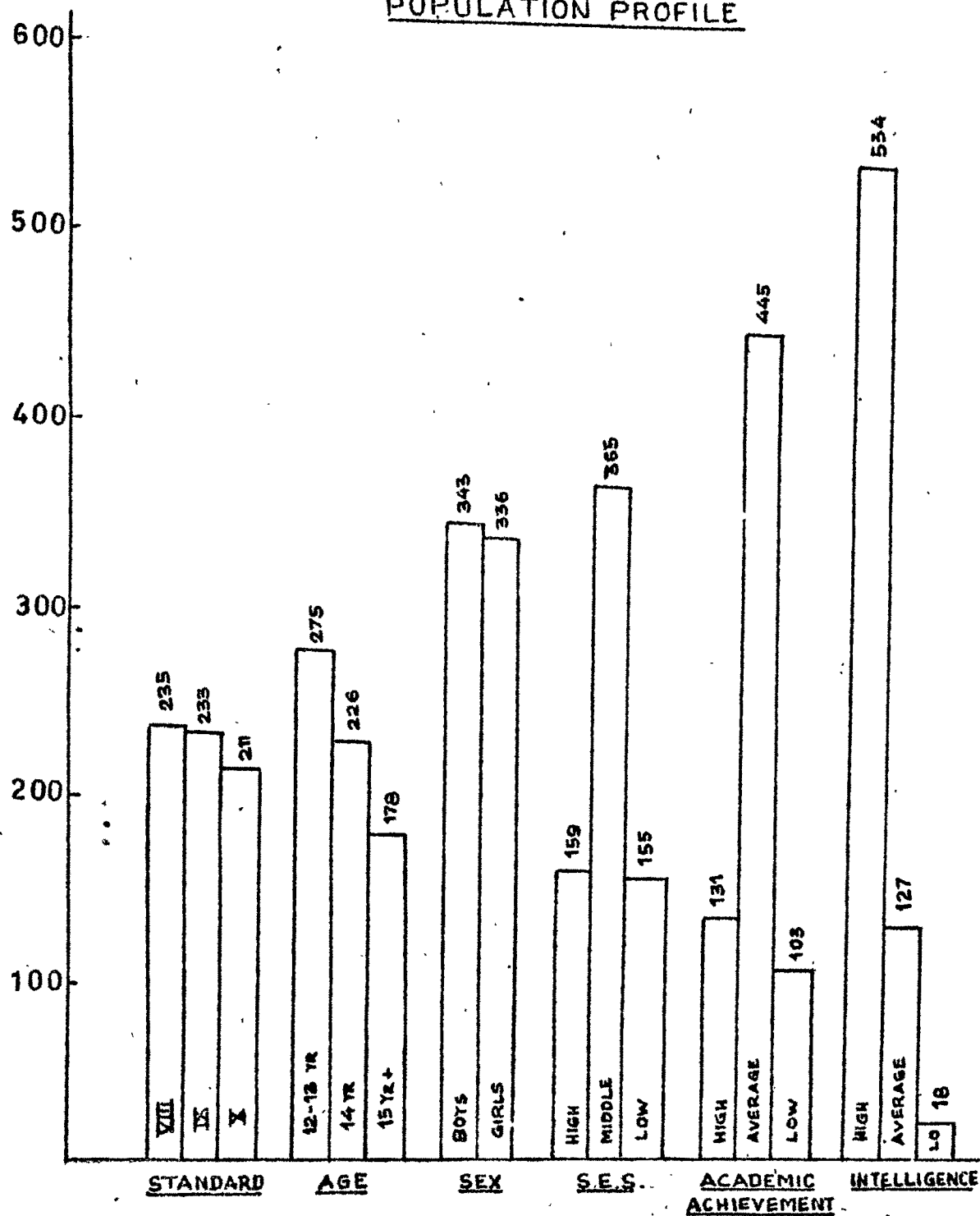
As mentioned in the previous chapter, the data were collected randomly from the entire population of standards VIII, IX and X of ten English medium schools of Baroda city. The number of the same came upto six hundred and seventynine. The investigator scored the questionnaire, and with the help of the computer mean, standard deviation, 't' value, correlation were found out. The computerised analysis of the data are presented in this chapter with the help of different tables and

statistical figures.

For the convenience of analysis and interpretation the fourth chapter is divided into three sections:

- SECTION I - deals with the findings to meet the objective number one that is to inquire into reading interests (extra-reading) of pupils of standards VIII to X.
- SECTION II - deals with analysis and interpretation of the data to see the relationship of reading interest with standard, age, sex, S.E.S., intelligence and academic achievement.
- SECTION III - presents the analysis and interpretation of 't' values to show the difference among various groups of the <sup>in-</sup>dependent variables.

FIG. 4.1  
POPULATION PROFILE



## SECTION I

4.2 FINDINGS ON READING INTERESTS OF  
PUPILS OF STANDARDS VIII TO X

The data on the questionnaire on reading interests were collected and analysed. Details about the questionnaire and the scoring procedure have been discussed already in Chapter III. An attempt is being made in this section to present the results through different tables and figures in order to get a clear picture of the nature of reading interests of pupils studying in standards VIII to X.

TABLE 4.1

Means and Standard Deviations of Seven  
Variables

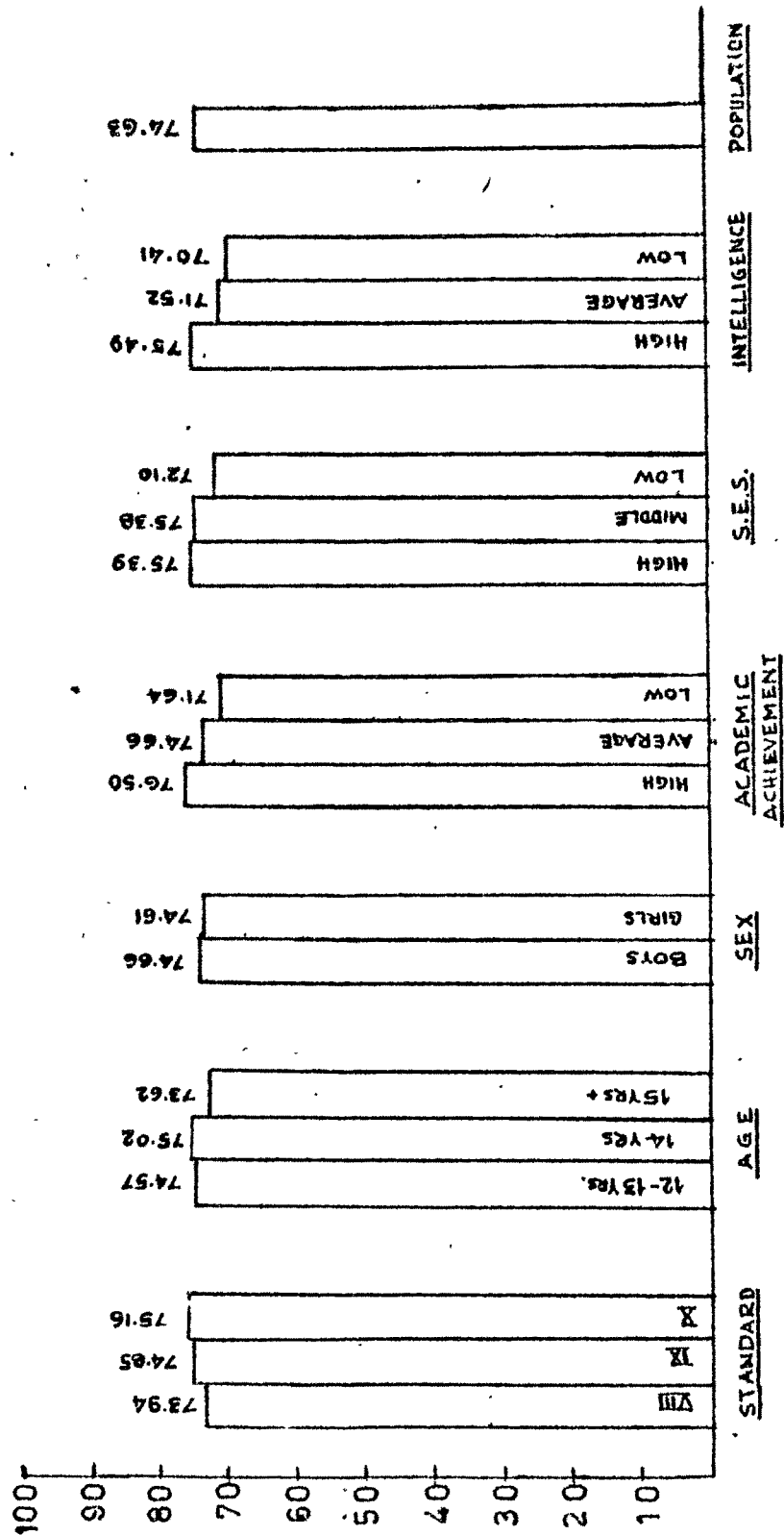
Variables	Reading Interest	Standard	Age	Sex	S.E.S.	Academic Achievement	Intelligence
Mean	74.63	1.96	1.87	1.50	1.99	1.95	1.24
S.D.	7.43	0.80	0.80	0.49	0.68	0.58	0.52

(a) Mean and S.D. of Variables

In the table above the means and standard deviations of the entire sample in all the seven variables are given. The population profile is shown in Fig. 4.1. Values assigned to different <sup>in-</sup>dependent variables have been explained (Table 4.1) in Chapter III. The mean reading interest score of the

**FIG. 4.2**

**MEAN READING INTEREST SCORES OF VARIABLE GROUPS AND TOTAL POPULATION**



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total group (679 students) is 74.63, whereas standard deviation is 7.43. The table gives a bird's eye view of the total sample in regard to reading interest (extra-reading). A comparative study of the mean reading interest scores of different cross sections of the group in relation to the position of the entire sample is also feasible from the table. Mean plus one standard deviation ( $M + 1\sigma$ ) will determine higher reading interest group (82.06), mean minus one standard deviation ( $M - 1\sigma$ ) will give low reading interest group (67.20) and mean (74.63) will signify norm or reference point.

(b) Mean and S.D. of Reading Interest Scores against Different Variable Groups

The Table 4.2 (on the next page) shows the means and standard deviations of reading interest scores against different groups of the <sup>in-</sup>dependent variables, which can be compared with mean reading interest score of the entire sample and it may lead to some interesting results (Fig.4.2).

The mean reading interest scores of standard VIII is 73.94; of standard IX is 74.85 and that of standard X is 75.16. A comparison with the mean of the entire sample <sup>(Table 4.1)</sup> clarifies that the mean reading interest scores of standard VIII pupils are a little lower than that of the total score, but that of standard IX is almost equivalent to the total mean score, whereas that of standard X is more than the total mean score. It implies that reading interest of



TABLE 4.2  
Mean and S.D. of Reading Interest Scores of the  
Dependent Variables

Standard (Gr)		Age			Sex		Academic Achievement				
VIII	IX	X	12-13	14+	15' & above	Male	Female	High	Average	Low	
Mean	73.94	74.85	75.16	74.57	75.02	73.62	74.66	74.61	76.50	74.66	71.64
S.D.	5.52	6.95	9.51	6.30	8.01	8.23	8.59	6.12	9.04	6.69	7.30

pupils of standard VIII is less than that of the total group. The reading interest of standard X on the other hand is more in comparison to the total group and that of pupils of standard IX is almost equivalent to the mean reading interest score of the entire sample.

Several studies have been done in western countries as well as in India on reading interest of secondary level students. These studies, however, are more concerned with finding out sex differences in reading preference and selection of reading materials etc. (Norvell, 1946; Anderson, 1948; Manohar, 1953; Naik, 1963; and Thakur, 1966). The study of Elizabeth Peterson (1955) who concluded that reading interest is lowest in grade or standard VIII supports the findings of the present study.

#### (c) Preference to Types of Books

The reading interests of students are best revealed through their preferences to different kinds of books other than text books. With this purpose in view the investigator in the question number 3(a) of the questionnaire provided a list of nineteen types of books and asked the students to rank them according to their preferences by putting number one to the first choice, number two to the second choice and so on. All the first preferences were taken into account and percentages of students giving first choice to each type was found out and ranking was done accordingly. The Table 4.3 shows the type of books, percentages of students

giving first choice to each item and the calculated rank for each item.

TABLE 4.3

Percentage of the First Preference to Different Types of Books and Their Ranks

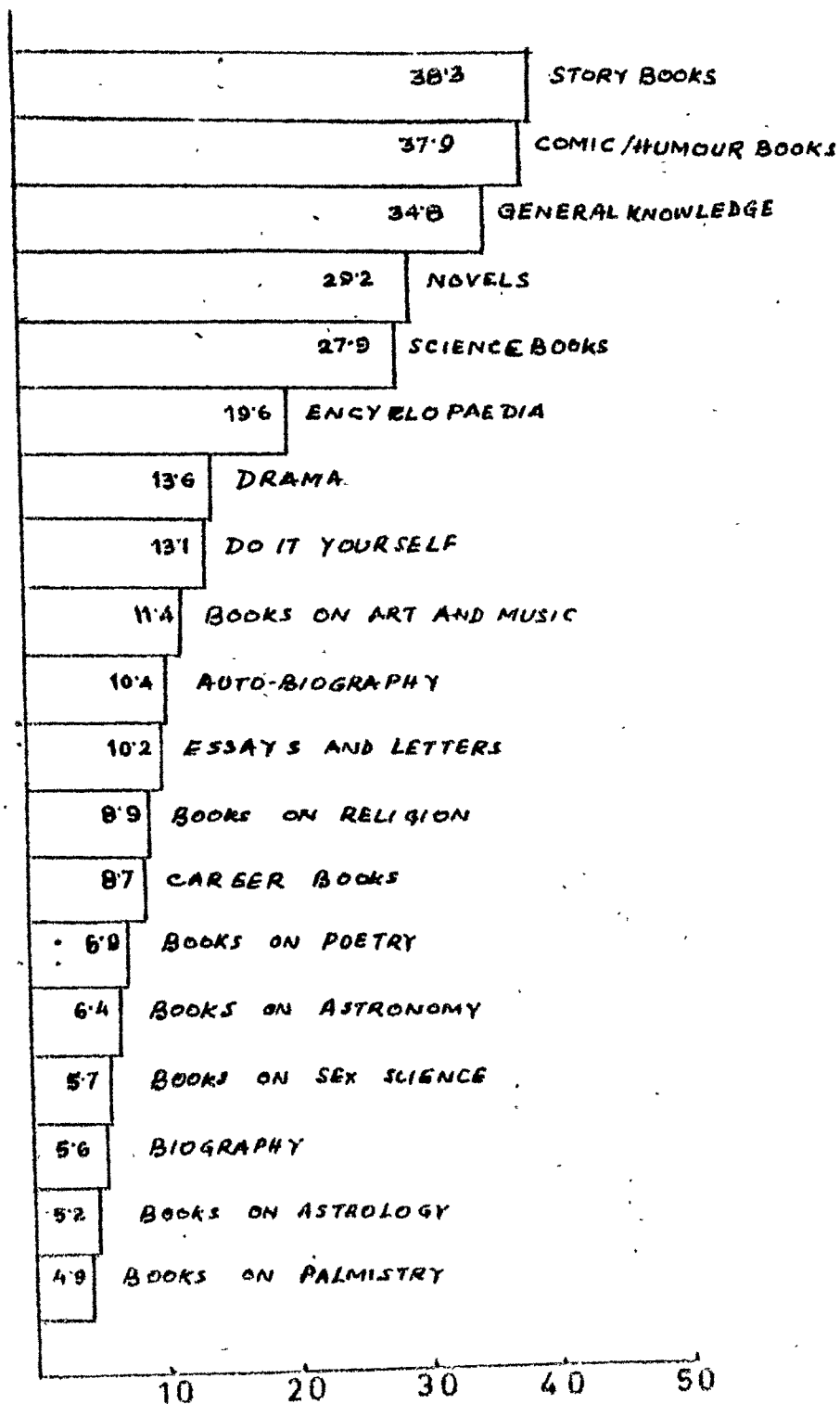
Sr. No.	Types of Books	Percent- age	Ranks
1.	Story Books	38.3	1
2.	Novels	29.2	4
3.	Comic/Humorous Books	37.9	2
4.	Biography	5.6	17
5.	Autobiography	10.4	10
6.	Drama	13.6	7
7.	Encyclopaedia	19.6	6
8.	Science Books	27.9	5
9.	Essay and Letters	10.2	11
10.	Career Books	8.7	13
11.	General Knowledge Books	34.8	3
12.	Books on Poetry	6.9	14
13.	Books on Religion	8.9	12
14.	Books on Art and Music	11.4	9
15.	Books on Astrology	5.2	18
16.	Books on Astronomy	6.4	15
17.	Books on Palmistry	4.9	19
18.	Books on Sex Science	5.7	16
19.	Do it yourself Series	13.1	8

As evident from the table above the students prefer the story books the most (by 38.3 per cent) and so in ranking it was placed first. The next in rank comes the comic or humorous types of books for which 37.9 percentages of students voted their first choice. Books on general knowledge were preferred by 34.8 per cent (third in ranking) whereas novels were given the first choice by 29.2 percentages of students (fourth rank). Drama or play was given the first choice by 13.6 percentage of students. An equal percentage of students (13.1 per cent) liked "Do it yourself series" which are self-instructional materials. Encyclopaedia or knowledge books are liked the most by 19.6 percentage of students. Books on essay and letters were liked by 10.2 percentage and almost the same percentage of students (10.4 per cent) preferred reading autobiography. The other types of books like: biography, poetry, books on religion, art and music, astronomy, etc. are not favourite among students as a meagre percentage of them showed preference towards these (Fig. 4.3).

From whatever is mentioned above, it is clear that although students prefer reading different kinds of books, their best choices are story books, comics or humorous books, books on general knowledge and novels.

Manohar (1953) and Thakur (1966) had similar findings. Another observation that may be made from the table is that students' reading interest does not cluster around any

FIG. 4.3

P.C. OF STUDENTS SHOWING PREFERENCE TO DIFFERENT TYPES OF BOOKS

particular types of books as there is no high percentage of response towards any particular type (the highest percentage being only 38.3). This may be due to the fact that the sample being from teenage group the interest for extra-reading is in diffused condition and mentally and emotionally students are not yet in a position to probe deeply into any special area or subject of reading.

(d) Preference to Types of Stories

It has been observed that students generally choose story books, novels, plays, etc. for extra-reading or leisure time reading. In order to enquire what types of story books are preferred most by children, in question number 3(b) of the questionnaire, students were asked to rank the given types of stories under 'Like very much', 'Like a little' and 'Dislike'. The Table 4.4 shows the percentage of respondents under each category.

It is evident from the table given on the next page that the majority of the students (68.70 per cent) like the detective stories very much. The next in preference comes ghost stories (by 64.93 per cent) and crime stories (by 44.14 per cent) respectively. The most disliked type on the other hand is love stories. More than forty per cent (45.6 per cent) of students dislike it. Stories on home life are disliked by 28 per cent, whereas fictions and folk tales are disliked by almost an equal percentage of pupils (24.8 per cent and 24 per cent respectively) (Fig. 4.4).

TABLE 4.4

Percentage of Pupils Showing Preference to  
Different Types of Stories

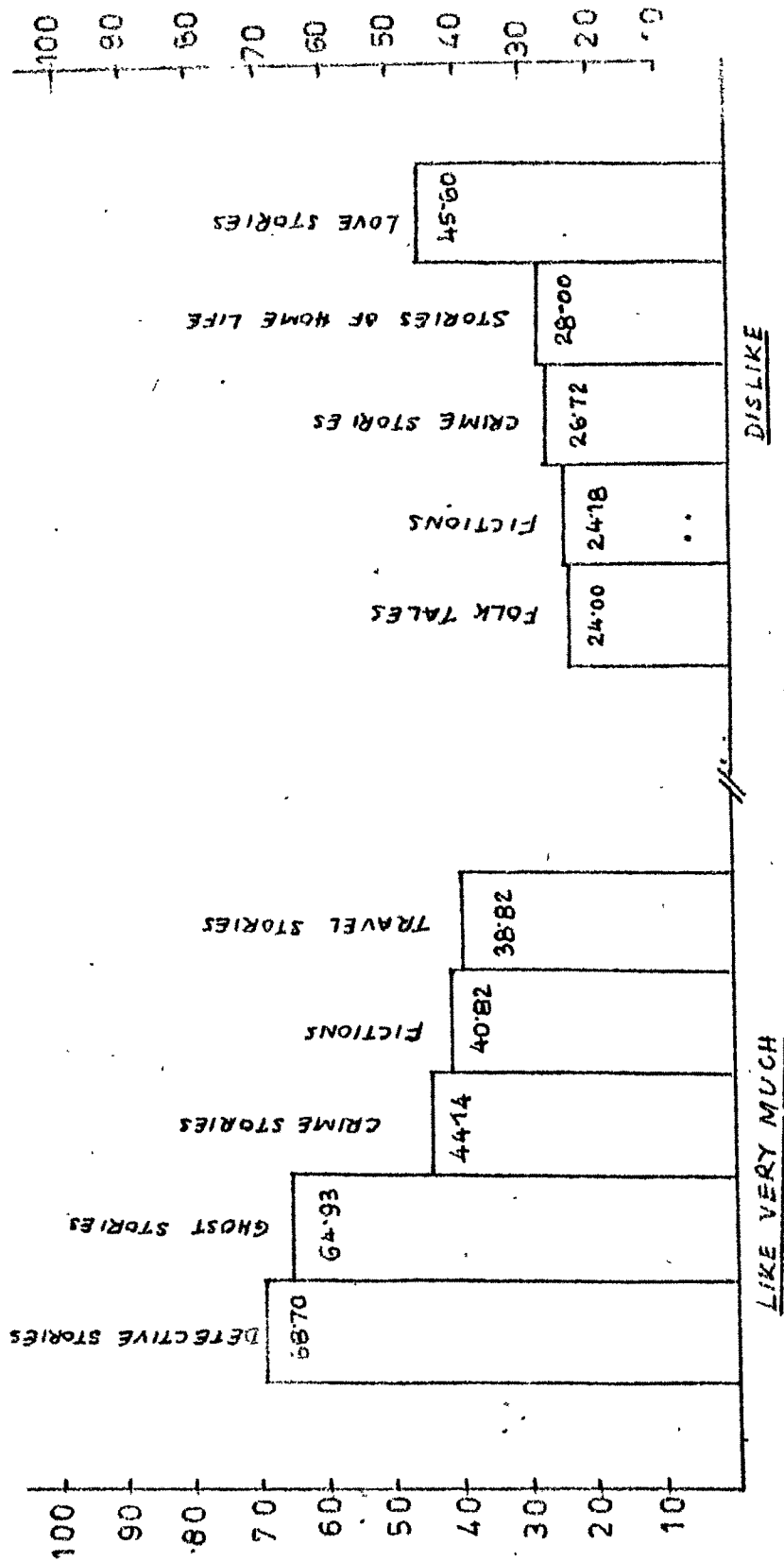
Sr. No.	Types of stories	Like very much	Like a little	Dislike
1.	Fairy Tales	30.00	53.80	16.20
2.	Animal Stories	22.20	56.60	21.20
3.	Air Stories	30.90	45.32	23.78
4.	Stories on Home Life	29.00	43.00	28.00
5.	Detective Stories	68.70	18.10	13.20
6.	Fictions	40.82	35.00	24.18
7.	Folk Tales	33.76	42.24	24.00
8.	Love Stories	27.50	26.90	45.60
9.	Ghost Stories	64.92	22.69	12.39
10.	Crime Stories	44.14	29.14	26.72
11.	Travel Stories	38.82	42.53	18.65

From the students' responses, it may be observed that in general majority of them like to read different types of story books, But in comparison to other types most of them like detective and ghost stories very much. This may be due to inquisitive nature of adolescent mind that they are more interested in detective and ghost stories.

The students showed least preference towards love stories and stories on home life. The majority of the sample being from teenagers group may not have much sexual urge and

FIG. 4.4

P.C. OF STUDENTS SHOWING PREFERENCE TO DIFFERENT TYPES OF STORIES





therefore, are not interested in so-called love stories. Again, the boys and girls of adolescent stage are by nature of extrovert type and due to their gregarious tendency, like the environment outside the home more and that may be the reason for their disliking of stories based on home and family life.

(e) Preference to Types of Novels

An attempt was made to see the types of novels liked best by children. The table below gives the percentage of students' preference to different types of novels.

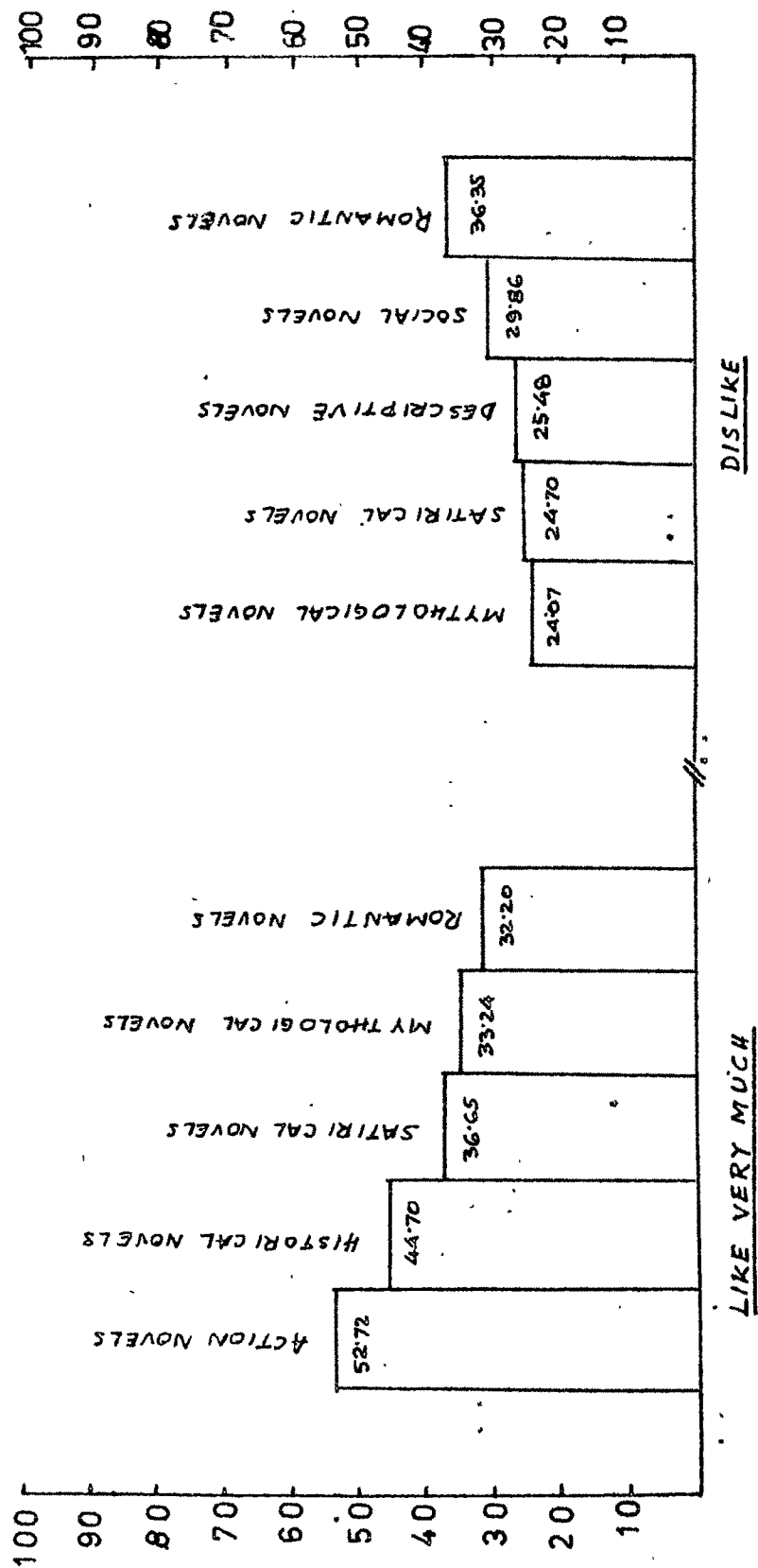
TABLE 4.5

Percentage of Pupils Showing Preference to  
Different Types of Novels

Sr. No.	Types of novels	Like very much	Like a little	Dislike
1.	Romantic Novels	32.20	31.45	36.35
2.	Action Novels	52.72	35.28	12.00
3.	Descriptive Novels	30.83	43.69	25.48
4.	Historical Novels	44.70	33.20	22.10
5.	Social Novels	24.21	45.93	29.86
6.	Satirical Novels	36.65	38.65	24.70
7.	Mythological Novels	33.24	42.69	24.07

As evident from the Table 4.5 action novels that depicts characters involve in actions attract more than half

**FIG. 4.5**  
P.C. OF STUDENTS SHOWING PREFERENCE TO DIFFERENT TYPES OF NOVELS



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of the population, the percentage being 52.72. Next in preference comes historical novel (44.70 per cent), where the story is based on historical facts. The third rank was given to satirical novel (36.65 per cent) where the author criticises social evils in a humorous way.

The most disliked type of novel is romantic novel as 36.35 per cent of students showed disliking towards it. The result is justified by the fact that the same group showed disliking towards love stories too. The other types disliked by students are social novels (29.86 per cent); descriptive novels (25.48 per cent), mythological novels (24.07), etc. (Fig. 4.5).

It is natural for adolescents with superfluous physical and mental energy to prefer action and historical novels where characters depict physical and mental feats. They dislike social, descriptive and mythological novels due to its too much descriptive and moralizing character which the teenaged boys and girls find boring.

#### (f) Preference to Types of Plays

In order to see the preference or otherwise of students for different types of plays or dramas students were asked to tickmark (✓) under any one of the columns ('Like very much', 'Like a little' and 'Dislike') according to their choice against the type of play given in question number 3(b) of the questionnaire. The Table 4.6 shows the

results in percentage form:

TABLE 4.6

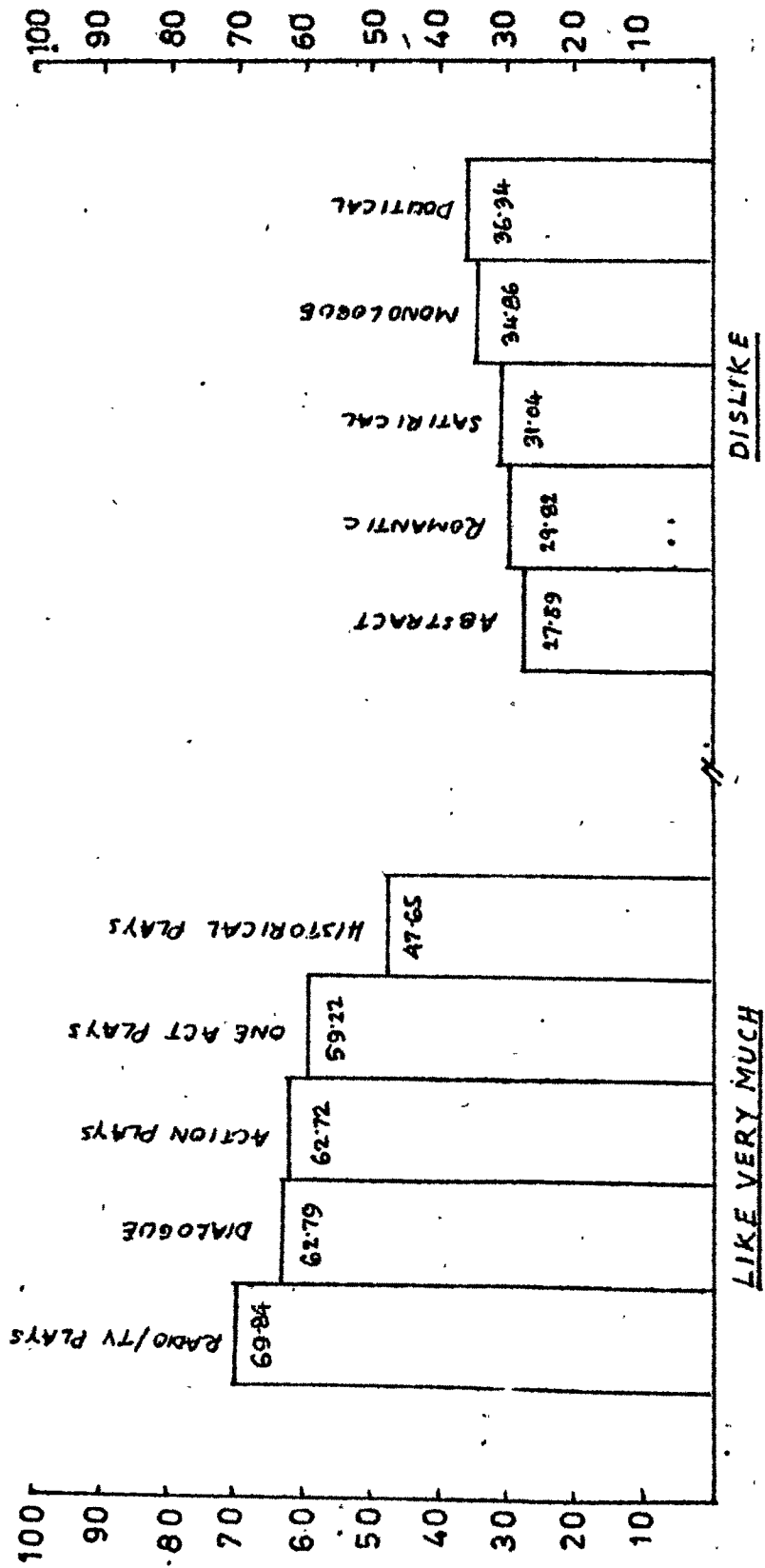
Percentage of Students Showing Preference Towards Different Types of Plays

Sr. No.	Types of plays	Like very much	Like a little	Dislike
1.	Historical	47.65	38.27	14.08
2.	Social	31.03	47.62	21.35
3.	Political	26.34	37.32	36.34
4.	Romantic	40.10	30.80	29.82
5.	Abstract	27.89	44.22	27.89
6.	Action	62.72	26.13	11.15
7.	Mythological	33.35	41.55	25.10
8.	Poetic	33.55	33.86	26.59
9.	Satirical	37.86	31.10	31.04
10.	One Act	59.22	24.82	15.96
11.	Monologue	27.83	37.31	34.86
12.	Dialogue	62.79	27.32	9.89
13.	Radio, T.V. plays	69.24	24.24	8.52

Of different types of plays as shown in the table above, Radio and T.V. plays are liked <sup>the most</sup> by maximum number (69.24 per cent) of students. The other two types almost equally liked are dialogue type (62.79 per cent) and action type (62.72 per cent). Only about 40 per cent of students prefer romantic and historical plays.

**FIG. 4.8**

**P.C. OF STUDENTS SHOWING PREFERENCE TO DIFFERENT TYPES OF PLAYS**



The most disliked type of play is the one which is based on political facts and events. 36.34 percentage of students dislike it. Monologue plays on the other hand are disliked by about 34.86 percentage of students. (Fig. 4.6)

From these findings it may be observed that of different types of plays Radio and T.V. plays are popular among majority of students. It may be for short duration of such plays or because students are more accustomed to enjoying them. The plays based on political background are disliked by most of the students. The reason behind may be that the roles played very often by the politicians now-a-days have created some kind of apathetic feelings in the minds of young adolescents towards politics and hence they are not keen on political plays.

#### (g) Preference to Types of Biographies

Biographies also form an important material of extra-reading. In order to enquire the types of biographies preferred by students the investigator in question number 3(b) of the questionnaire named several types of biographies and asked the students to tickmark (✓) under any one of the column 'Like very much', 'Like a little' and 'Dislike'. The results in the form of percentage are given in Table 4.7.

TABLE 4.7

Percentage of Students Showing Preference  
to Types of Biographies

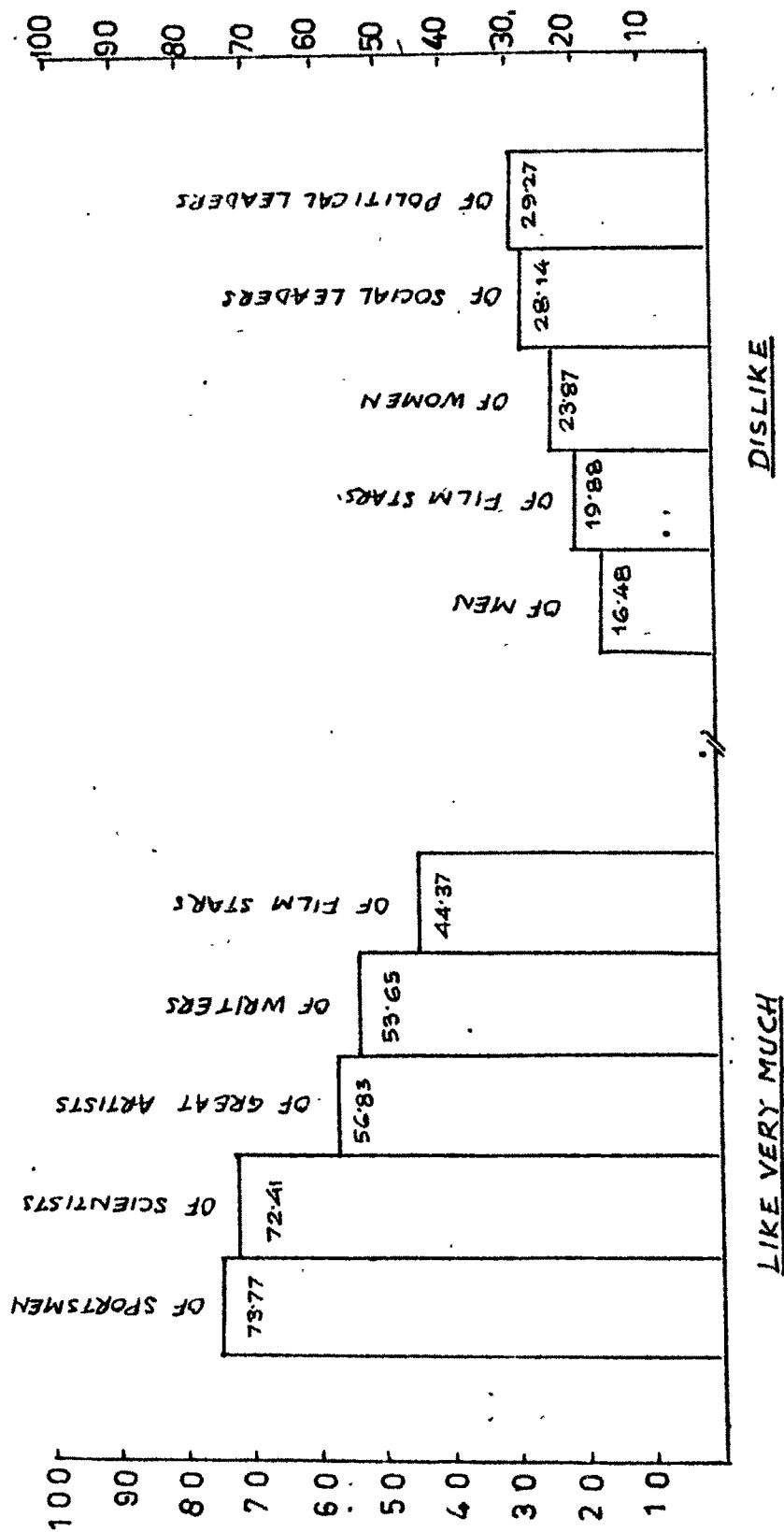
Sr. No.	Types of Biographies	Like very much	Like a little	Dislike
1.	Biographies of men	30.14	52.38	16.48
2.	Biographies of women	32.79	43.34	23.87
3.	Biographies of scientists	72.41	10.97	7.62
4.	Biographies of writers	53.65	34.46	11.89
5.	Biographies of social leaders	32.49	39.37	28.14
6.	Biographies of political leaders	31.59	39.14	29.27
7.	Biographies of sportsmen	73.77	17.68	8.55
8.	Biographies of film stars	44.37	35.75	19.88
9.	Biographies of great artists	56.83	29.82	13.35

From the Table 4.7, it is very much evident that biographies of sportsmen and scientists are the most popular among students. Biographies of sportsmen are liked by maximum percentage (73.77) of students and nearly the same percentage (72.41) also like biographies of scientists. Biographies of writers and great artists are also liked much by more than fifty per cent of the sample, the percentage being 56.83 in case of artists and 52.65 in case of writers.

The most disliked of all the different types of biographies is that of political leaders (29.27 per cent). The other types disliked much by students are biographies

**FIG. 4.7**

**P.C. OF STUDENTS SHOWING PREFERENCE TO DIFFERENT TYPES OF BIOGRAPHIES**





of social leaders (28.14 per cent) and biographies of women in general (23.87 per cent).

Sports and games are very popular pastimes among adolescent boys and girls of today. Therefore, a major percentage (73.77) of them showed preference towards biographies of sportsmen. The modern age is a age of science and scientific development. As today's children are aware of these developments, a large number of them (72.41 per cent) showed preference towards reading biographies of scientists.

The most disliked biography is the biographies of political leaders. It may be due to the fact that our political leaders could not put up a clean and ideal image of themselves in the minds of the growing children and hence the sample showed very less inclination towards reading biographies of political leaders. The same may be the case with social leaders whose biographies are totally disliked by 28.14 per cent of children (Fig. 4.7).

A striking feature observed here is that both for political and social leaders the percentage figures of liking and disliking have been very nearly equal. A great majority of students, it appears, have not been able to make a distinction between the political leaders and social leaders. It might be due to the fact that no social leader has been able to make any impact in <sup>the</sup> minds of the younger generation.

(h) Preference to Types of Poems

In order to see the types of poems preferred by children, several types of poems were mentioned in the question number 3(b) of the questionnaire and students were asked to tickmark (✓) under any one of the column 'Like very much', 'Like a little' and 'Dislike'. The percentage of the respondents were calculated and given below in Table 4.8.

TABLE 4.8

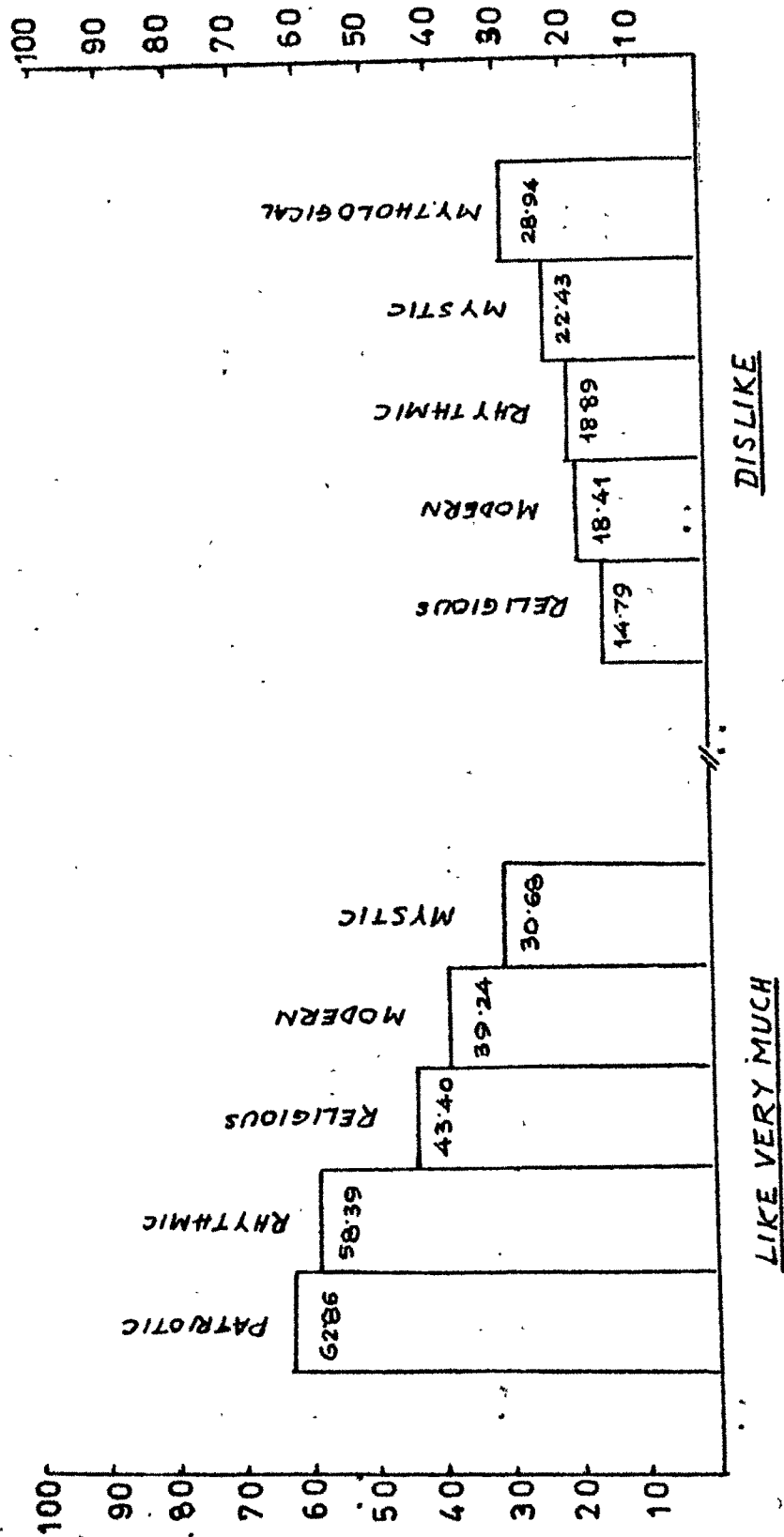
Percentage of Students Showing Preference  
to Different Types of Poems

Sr. No.	Types of poems	Like very much	Like a little	Dislike
1.	Modern poems	39.24	42.35	18.14
2.	Mystic poems	30.68	46.89	22.43
3.	Patriotic poems	62.86	24.52	12.62
4.	Religious poems	43.40	41.86	14.74
5.	Rhythmic poems	58.39	22.72	18.89
6.	Mythological poems	30.41	40.65	28.94

More than sixty per cent (62.86 per cent) of the group as can be observed from the above table prefer reading patriotic poems. Next in preferences are rhythmic poems (liked by 58.39 per cent) and religious poems (43.40 per cent). On the other hand, the most disliked types of poems are mythological (disliked by 28.94 per cent) and mystic

**FIG. 4.8**

P.C. OF STUDENTS SHOWING PREFERENCE TO DIFFERENT TYPES OF POEMS



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(by 22.43 per cent) poems.

The fact that majority of students (62.86 per cent) showed preference towards patriotic poems reveal their concern for mother land. Mythological poems, on the other hand, is disliked by most of the students. It may be due to the fact that they are not familiar with such poems or they do not like the myths themselves (Fig. 4.8).

(1) Newspaper Reading

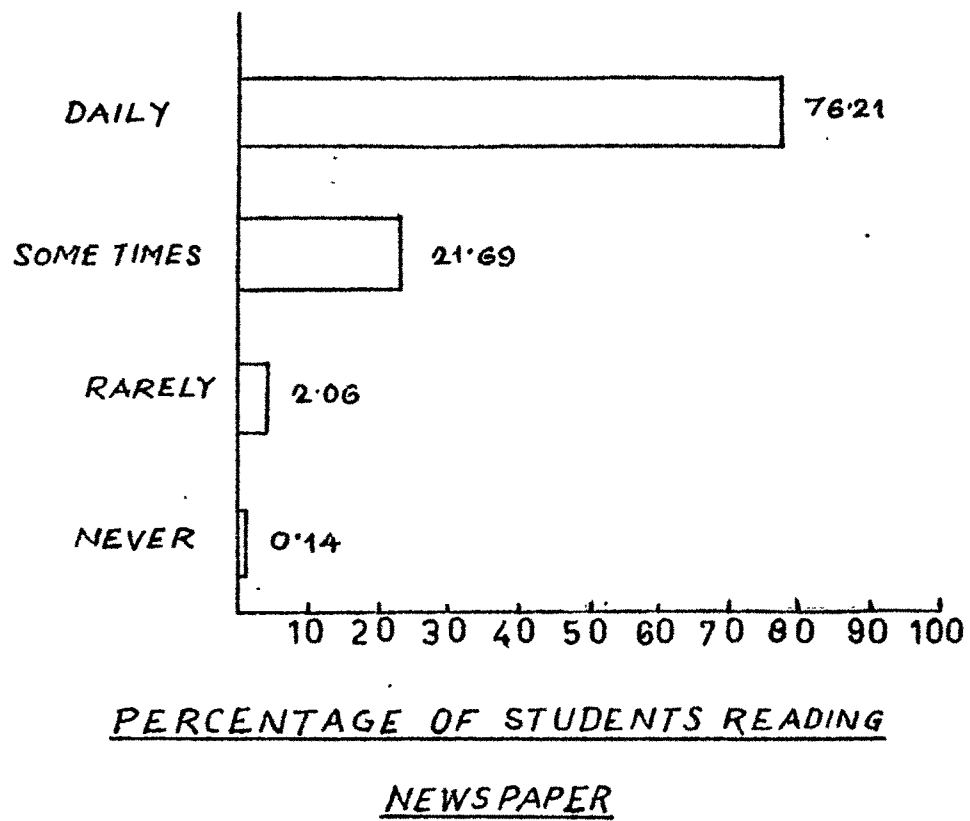
Newspaper is one of the very common and popular reading material. In order to find out the nature of newspaper reading among students a question was asked on it (Q.4(a)). The responses to the question are given below in the form of percentage in Table 4.9.

TABLE 4.9

Percentage on Newspaper Reading Q.4 (a)

	Daily	Sometimes	Rarely	Never
Percentages	76.21	21.69	2.06	0.14

It is evident from the responses as shown in the table above, newspapers are very widely read by students. More than seventy per cent (76.21 per cent) read newspaper daily, whereas only 21.69 per cent read casually. A very few read rarely and an insignificant number do not read at all (Fig. 4.9).

FIG. 4.9

Newspaper is the cheapest and most easily available reading material. It is kept by almost every house-holder. Therefore, students coming from different socio-economic conditions can afford to read it. Again, besides publishing different news items, newspapers also publish various articles, comics, cross-word puzzles and other advertisements which attract students' interest to a great extent. As a result, it has been observed that more than seventy per cent of the pupils read newspapers daily. Badami and Badami (1970) in their study on reading interest of college students also observed that more than 60 per cent of the sample read newspapers daily.

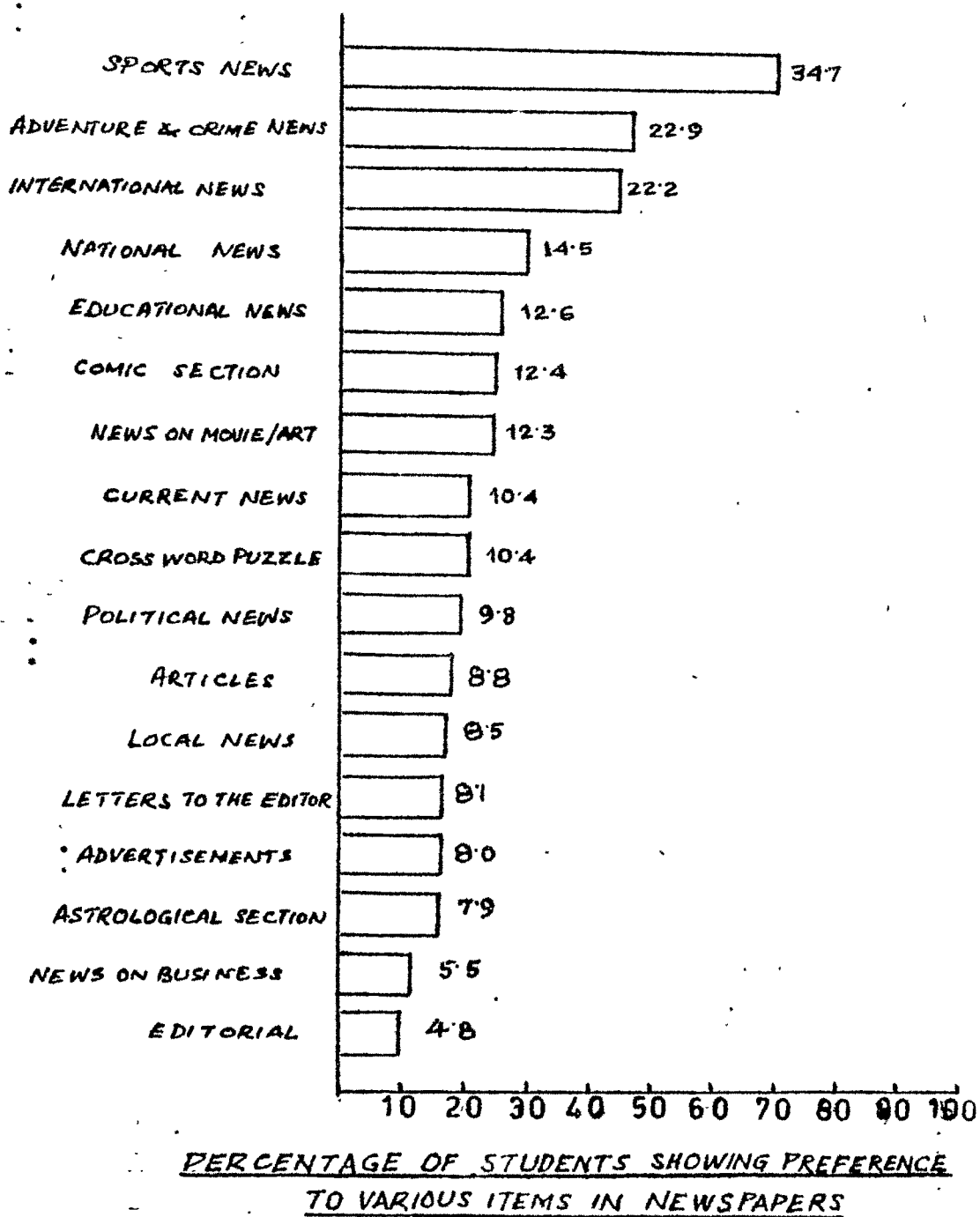
In a newspaper besides different news items many other items of interest are published. The investigator tried to find out which type of items published in a newspaper attract students' attention more or are liked more by the students. The investigator after carefully going through various items published in a standard newspaper listed out as many as seventeen items and asked the students to put one cross 'X' to the items liked in general and double cross 'XX' to the items liked the most. <sup>(Q.4(b))</sup> The items liked most were picked up to see the students' intense liking for different items and are presented in Table 4.10 in percentage form.

TABLE 4.10  
Percentage of Students' First Preference to  
Different News Items

Sr. No.	News items	Percentage
1.	Internationa news	22.2
2.	National news	14.5
3.	Local news	8.5
4.	Current news	10.4
5.	Adventure and Crime news	22.9
6.	Sports news	34.7
7.	Political news	9.8
8.	Educational news	12.6
9.	Editorial	4.8
10.	Advertisements	8.03
11.	Cross-word puzzle	10.4
12.	News on business	5.5
13.	News on movie art	12.3
14.	Comic section	12.4
15.	Astrological section	7.9
16.	Articles	8.8
17.	Letters to Editor	8.1

As evident from the above table, the maximum percentage of students (34.7 per cent) like sports news. The most. Sports being very popular with adolescent boys and girls, it is likely that maximum percentage showed

FIG. 4.10





interest in it. News on adventure and crime, and international news are liked the most by 22.9 per cent and 22.2 per cent of the students respectively. National news are liked the most by 14.5 per cent of the students. Almost an equal percentage of students (12.3 per cent) showed preference towards news on movie, arts, etc. on one hand, and educational news (12.6 per cent) on the other. News on current affairs and cross-words puzzles are also liked by an equal percentage of students (10.4 per cent in both the cases). Preference towards other items as shown in the Table 4.10 are negligible as a meagre percentage of students showed preference towards them.(Fig. 4.10).

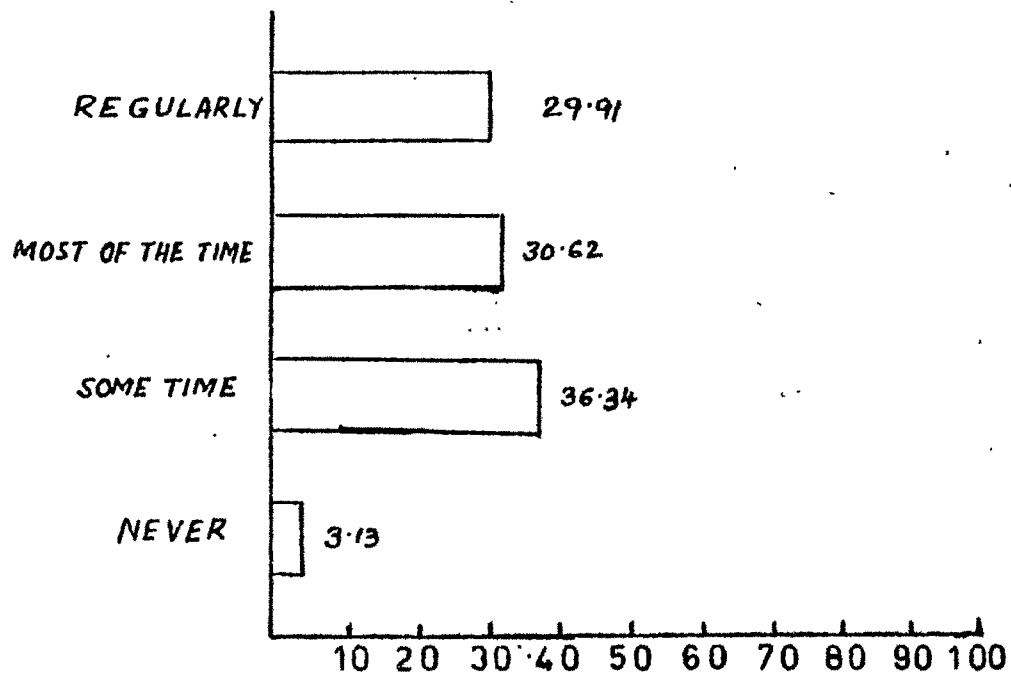
#### (j) Reading of Journals

Journals or magazines are another reading material frequently read by young and adults as well. In order to inquire the popularity of journal reading among young boys and girls the investigator in question number 5(a) of the questionnaire asked them to tickmark (✓) under any one of the columns - 'Regularly', 'Most of the time', 'Sometime' and 'Never'. The responses are given below in Table 4.11 in percentage form and shown in Fig. 4.11.

TABLE 4.11

Percentage of Students Reading Journals

	Regularly	Most of the time	Sometime	Never
Percentages	29.91	30.62	36.34	3.13

FIG. 4.11

PERCENTAGE OF STUDENTS READING JOURNALS

From the responses, it is clear that unlike newspapers, journals are not very regularly read by students. Only 29.9 per cent of the total sample read magazines regularly. 30.62 per cent of students read magazines most of the time but not regularly, and the largest percentage (36.34) reads sometimes only. A few (3.13 per cent) do not read magazines at all.

As can be observed from the table, only 29.91 per cent of the pupils read journal regularly. This may be due to the fact that journals are costlier than newspapers and then there is a dearth of journals suitable for adolescent reading in this country.

In order to locate the types of journals liked best by students the investigator listed out the different types of journals in broad categories and asked the students to put one cross mark (X) against the types liked in general and two cross marks (XX) against the one liked the best. <sup>(Q.5(b))</sup> The responses to the "liked the best" were counted and percentage of students responding each type in this category was calculated. Details of the types of journals and percentage of students liked the most in each type is given below in Table 4.12, and shown in Fig. 4.12.

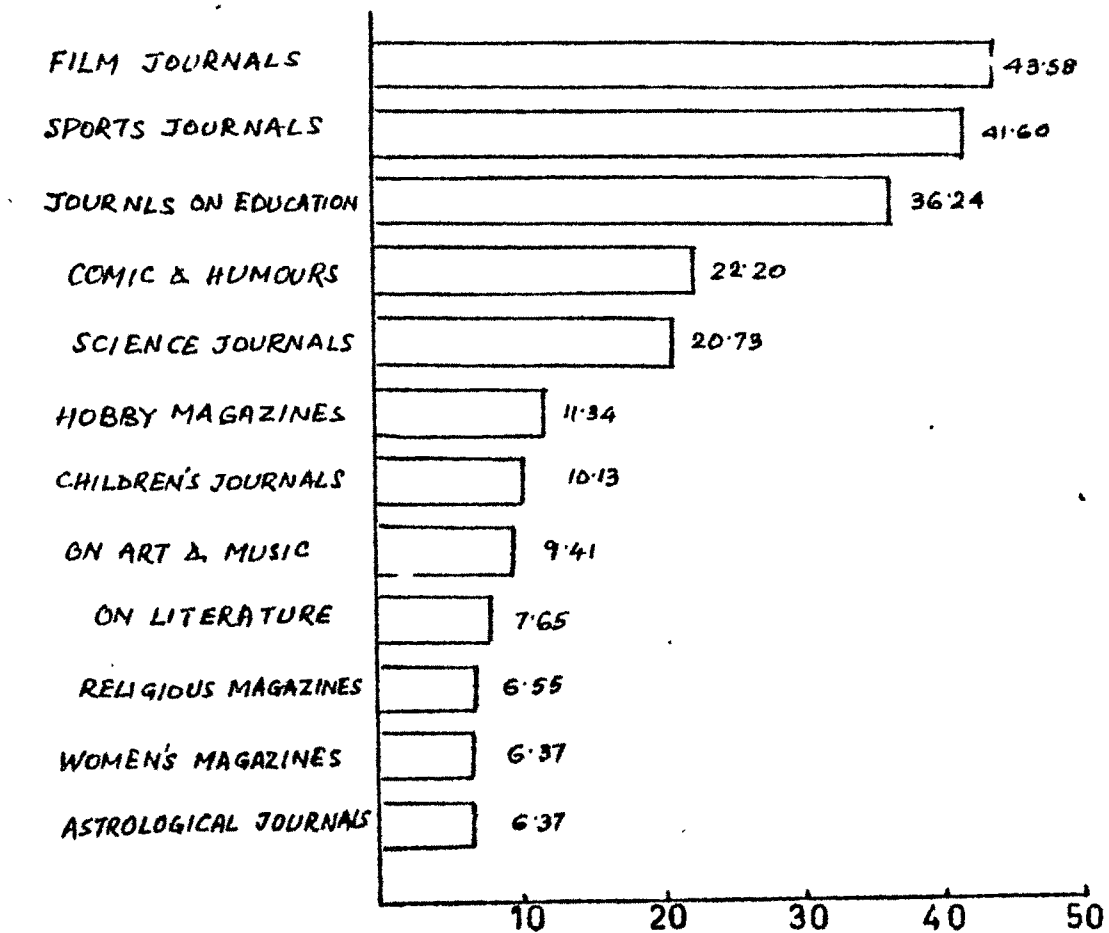
TABLE 4.12

Details of Percentage of Students Preferring  
Different Types of Journals

Sr. No.	Types of Journals	Percentage of students
1.	Sports journals	41.6
2.	Film journals	43.58
3.	Science journals	20.73
4.	Children's journals	10.13
5.	Comic and Humorous journals	22.20
6.	Magazine on education	36.24
7.	Religious Magazines	6.55
8.	Womens' Magazines	6.37
9.	Hobby Magazines	11.34
10.	Magazine on Literature	7.65
11.	Magazone on Art and Music	9.41
12.	Magazone on Astrology	6.37

Of twelve types of journals as can be observed from the table nearly half of the students (43.58 per cent) like the film journals the most. Their second and third choice fall on sports journals (41.6 per cent) and journals on education (36.55 per cent) respectively. Humorous journals are liked the most by 22.20 per cent and science journals by 20.93 per cent of students. Almost an equal percentage of students like children's journal (10.13 per

FIG. 4.12



PERCENTAGE OF STUDENTS SHOWING PREFERENCE  
TO DIFFERENT TYPES OF JOURNALS

25

cent) and hobby magazines (11.34 per cent). The remaining types are liked by a meagre percentage of students (6 per cent to 9 per cent) which show their disliking towards those types of magazines.

The fact that a large number of students showed preference in film journals can be attributed towards the popularity of movies or films among adolescent boys and girls. The least liked are womens' magazine (6.37 per cent) and magazine on religion (6.55 per cent) whose contents the children may find difficult to comprehend and hence disliked by them.

(k) Reading of Comics

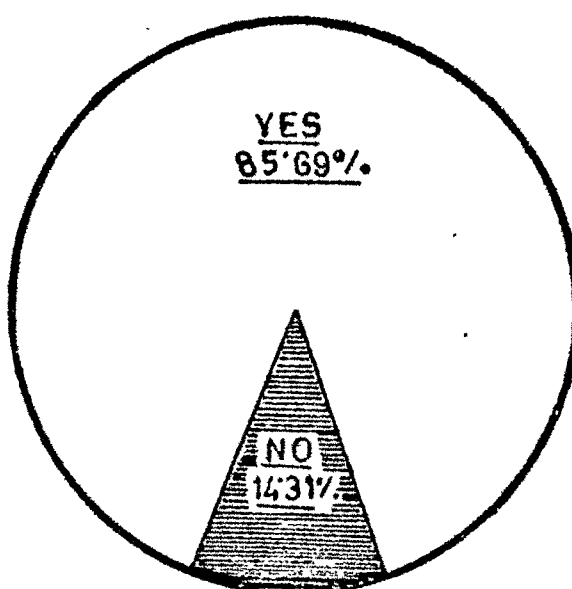
Comics as reading materials are very popular among readers of various categories. In order to find out the interest of students in comic reading a question was asked in the questionnaire (Q. 6(a)) specifically on it. The question as well as the responses to the question in the form of percentage are given in Table 4.13 and shown in Fig. 4.13.

TABLE 4.13

Percentage of Students Showing Preference to  
Comic Reading

Q. 6 (a) Do you like to read comics?

	Yes	No
Percentage	85.69	14.31

FIG. 4.13P.C. OF STUDENTS RESPONDING TO READING OF COMICSQ. DO YOU LIKE TO READ COMICS ?

Of the total 679 pupils, 85.69 per cent said 'Yes' to the question whether they like comics or not. Only a small percentage (14.31) answered in negative. Hence, it may be observed that irrespective of age, sex and level of intelligence a large number of students like to read comics.

There may be many reasons for this popularity of comics. The investigator by observing the mass popularity of comics among students, tried to find out the reasons behind it. With that purpose in view the students were asked to give at least three reasons for their liking of comics. The frequency of the responses were counted and percentage of the striking reasons were calculated. The Table 4.14 shows the reasons mostly expressed by the students and the percentage of students giving each response.

The results show that a large number of students (29.85 per cent) like comic because it gives them varied informations and knowledge. Comics on historical events and myths are educative and the sample in the study seem to appreciate the educative aspect of the comics. Many students like comics for its humorous quality. Comics based on humorous characters like "Laurel and Hardy" are very much enjoyed by children. More than 26 per cent (26.32 per cent) of children mentioned this reason for liking comics. Some students (18.08 per cent) mentioned that they like comic, because it is interesting without giving specific reason. More than 17 per cent of students on the other hand like



TABLE 4.14

Details of Students Expressed Reasons for Preferring  
Comic Reading and Percentage of Students  
Responding Each Item

Sr. No.	Reasons	Number of responses	Percentage of respondents
1.	Interesting	123	18.08
2.	Have Pictorial Illustrations	119	17.50
3.	Humorous or Funny	179	26.32
4.	Contain Adventure	90	13.23
5.	Short	38	3.12
6.	Informative/Educative	203	29.85
7.	Entertaining	84	12.35
8.	Help in Passing Time	86	12.64
9.	Help in Improving Vocabulary	55	8.08
10.	Refreshes Mind	50	7.35
11.	Easily Available	4	0.58
12.	Easy to Understand	26	3.82
13.	Economical	2	0.29

comics for their pictorial illustrations. The adventure contained in the comic is another reason for preferring it by some students (13.23 per cent). Almost an equal percentage of students (12.35 per cent and 12.64 per cent) like comics because they are entertaining and help in passing time. Comic being a light reading material is very often read for passing time by children and adults as well. A

small percentage of students prefer comic reading for improving language and vocabulary (8.08 per cent), for freshening mind (7.35 per cent) and for its shortness (3.12 per cent).

A very negligible number of students prefer comic because it is easily available and economical (cheap in comparison to other reading materials). This may be due to the fact that the majority of the sample being from well-to-do families, need not bother much for the price and availability of the comics. Comics seem to be within their easy reach.

#### (1) Favourite Series

Reading interest can be assessed by investigating deeply into reading habit of an individual. With this aim, the investigator probed deeply and asked the students whether they have liking for any specific series of books. (Q. 7(a) - Do you have any favourite series? Yes/No). The Table 4.15 below gives <sup>both</sup> the positive and negative responses in percentage form. It is shown also in Fig. 4.14.

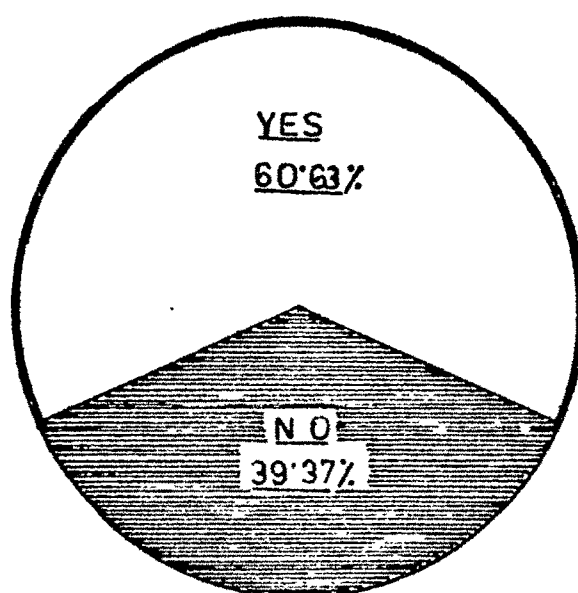
TABLE 4.15

Responses in Percentage on Whether Students have  
a Favourite Series or Not

	Yes	No
Percentage	60.63	39.37

FIG. 4.14

P.C. OF STUDENTS RESPONDING TO  
FAVOURITE SERIES



Q. DO YOU HAVE A FAVOURITE SERIES  
OR NO ?

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From the Table 4.15, it is clear that the concerned group has high reading interest as more than 60 per cent of the population have liking for a particular series of book. It means that a majority number of students are interested in reading thoroughly a series of books by a particular author or authors or of particular type. However, 39.37 per cent of the students do not have choice for a particular author or a particular type of material.

In order to investigate deeply into the nature of reading interest and particularly to have first hand idea of causes for liking a particular type of book by a child, the investigator asked the students to give reaction to the question - "What makes the series most interesting for you"? <sup>Q.7(b))</sup> / Students having answered the Question number 7(a) in positive are expected to answer this question. The question is an open ended one and therefore can be analysed qualitatively. But to make the analysis more scientific and meaningful, the investigator went through all different types of reasons and marked out the striking and common ones and tabulated into the categories as given in Table 4.16.

TABLE 4.16

Details of Reasons for Making a Series Most  
Interesting and Percentage of Students'  
Responses to Each Reason

Sr. No.	Qualities of the Series	Number of responses	Percentage
1.	It is educative/informative	65	17.15
2.	It contains adventure	93	24.73
3.	It contains detection, mystery, suspense	170	45.21
4.	The story is thrilling and exciting	46	12.23
5.	The story is well depicted	48	12.76
6.	It is interesting	34	9.04
7.	It is humorous	55	14.62
8.	The story contains romance	28	7.44

The total sample did not answer the question. Out of 679 students, 376 responded this question. Regarding the qualities for which a series is preferred the responses are categorized under eight different qualities as shown in the table above.

It may be observed as evident from the table that more than 40 per cent (45.21 per cent) of the students like a series because of its detective, mysterious and suspense qualities. The adolescents being of adventurous nature, it is very likely that majority of them preferred a series for its detective, mystery and suspense qualities. Adventure is

1 another quality that was mentioned by more than 20 per cent (24.73 per cent) of students. Young boys and girls having superfluous physical and mental energy have a tendency to involve in adventure and that may be their reason for liking a series if it contains adventure, thrill, etc. 17.15 per cent of the boys and girls pointed out to the educative values of the series whereas 14.62 per cent mentioned the humorous quality. The qualities like love and romance attracted few students as only 7.44 per cent of them voted for these. The reason may be the maximum number of pupils being young teenagers are generally indifferent towards love, romance, sexual life, etc.

(m) On Recent Reading

To probe more deeply into reading interest of the sample, a specific question was asked, that is, to give some names of books read recently and to state why they liked them (Q.8). It is an open-ended question and needed qualitative analysis.

The investigator thoroughly scrutinized the answers and it revealed that students read varied kinds of books like short stories, novels, detectives, folk tales, biographies, etc. However, the most frequently mentioned books are - Anid Blyton series, Nancy Drew series, Detective series by Alfred Hitchcock, etc.

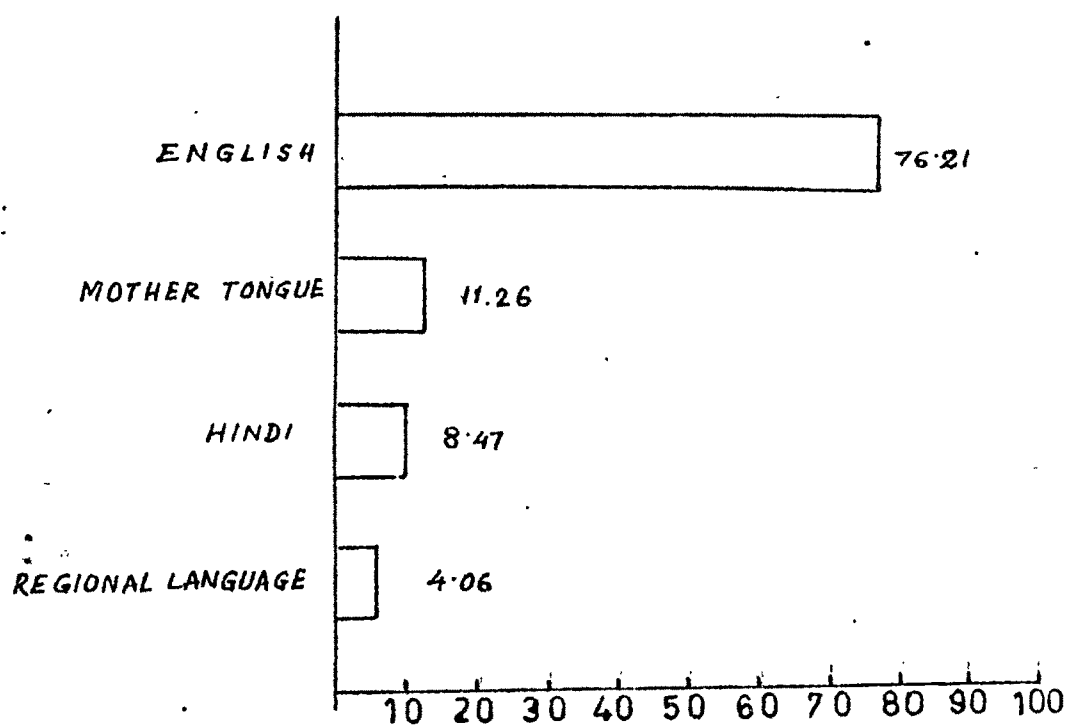
Regarding the question why they liked these books

the answer by the majority of the students is that the books contain qualities like 'adventure', 'mysteries', 'suspense', 'action', etc.

From all the responses to questions numbered 7 (b) and 8, it may be observed that the qualities of a book most liked by teenagers are - adventure, mystery, suspense, thrill, action, etc. In this connection reference may be made to some findings of foreign studies on similar enquiries. Zeller (1941) studied 2052 girls and 1995 boys and found that the factors 'action and humour' exerted the greatest influence on reading interest of junior high school students. Gunderson (1953) also while determining the particular qualities of a book liked by children observed that "funny", "interesting", 'exciting' etc. are some common qualities mentioned by children. The findings of the present study, thus, are supported to a great extent by the above mentioned studies.

#### (n) On Language Preference

The investigator was interested in finding out through which language the students prefer most to read books and other reading materials. The sample was asked to tickmark (✓) under any one of the given languages through which they like the most to read. The result is given in Table 4.17 in percentage form. The same is represented in Fig. 4.15 in bar form.

FIG. 4.15

PERCENTAGE OF STUDENTS SHOWING PREFERENCE TO READ IN  
DIFFERENT LANGUAGES



TABLE 4.17

Percentage of Students Showing Preference to  
Read Through Different Languages

Language	Mother Tongue	Regional Language	Hindi	English
Percentage	11.26	4.06	8.47	76.21

As evident from the table, a large percentage of students (76.21 per cent) prefer best to read through English language. Indian languages are neglected. A very small percentage preferred to read through Hindi (8.47 per cent) and mother tongue (11.26 per cent). The language disliked the most is the regional language that is Gujarati here.

The obvious reason for high percentage is preferring reading through English is that the sample consists of pupils who get instruction through English at school and, therefore, find it easy to comprehend better through English language than any other Indian language. Another reason may be the dearth of interesting reading materials (suitable for young boys and girls) in Indian languages, that forces children to read books and other reading materials written in English.

#### (c) Sources of Reading Materials

The reading interests of students depend to a

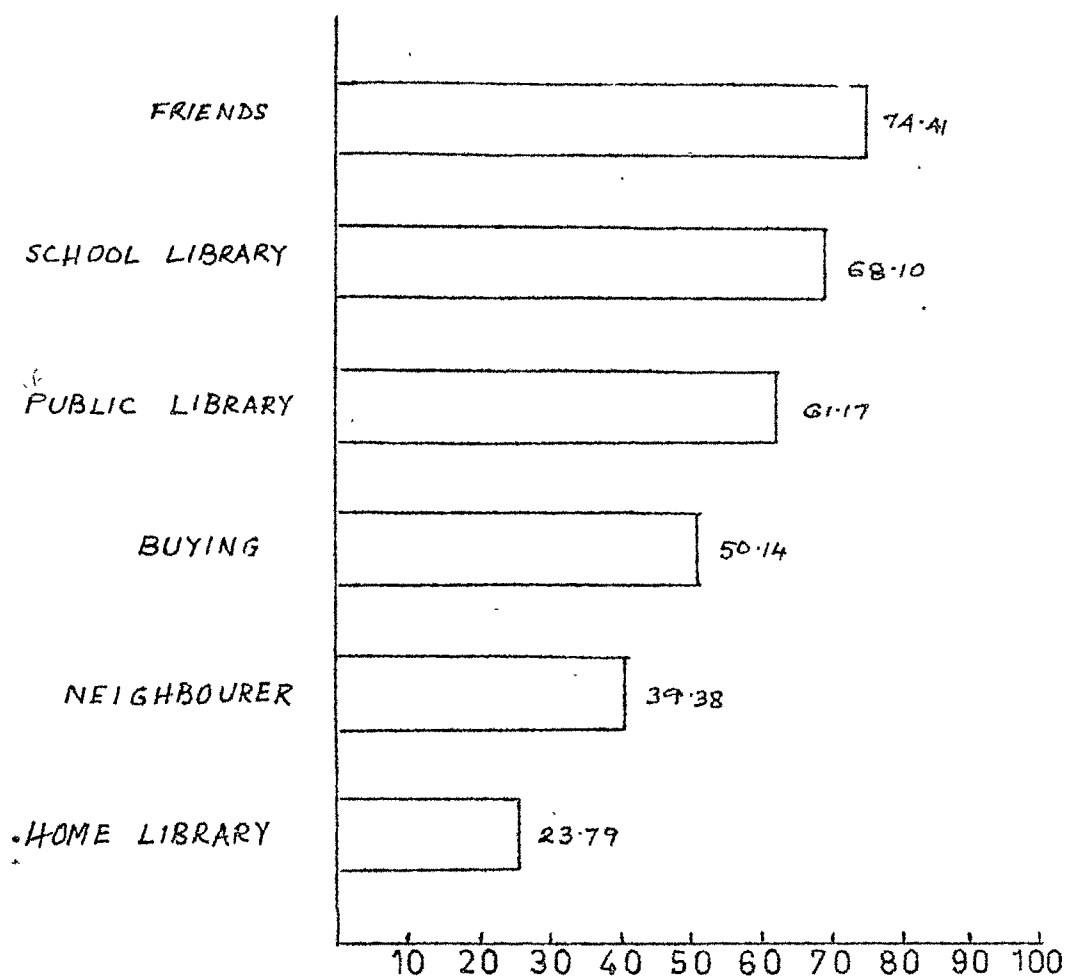
great extent upon availability of reading materials. There are many sources from where they can get books and other reading materials. The investigator named some of these sources like - school library, public library, friends, neighbours, home library and buying by themselves. The students were asked to tickmark (✓) those sources which supply most of their requirements. The Table 4.18 gives the results. Fig.4.16 represents the same in bar form.

TABLE 4.18  
Percentage of Students Having Reading Materials  
from Different Sources

Sources	School Library	Public Library	Frie- nds	Neigh- bours	Home Libra- ry	Buy your- self
Percentage	68.10	61.17	74.41	39.38	23.79	50.14

From the responses of the students to different sources that provide reading materials it has been observed that the friends supply for the maximum percentage (74.41). The next in positions are school library that provides for 68.10 per cent and public library which supply to more than sixty per cent (61.17 per cent) of the students. About fifty per cent (50.14 per cent) of the students out of the total sample buys books by themselves. The role of neighbourhood is comparatively non-significant (39.38 per cent) and a very small percentage (23.79 per cent) of the students get reading materials from home library.

FIG. 4.16.



PERCENTAGE OF STUDENTS GETTING READING MATERIALS FROM  
DIFFERENT SOURCES

(p) Inspiration to Extra-Reading

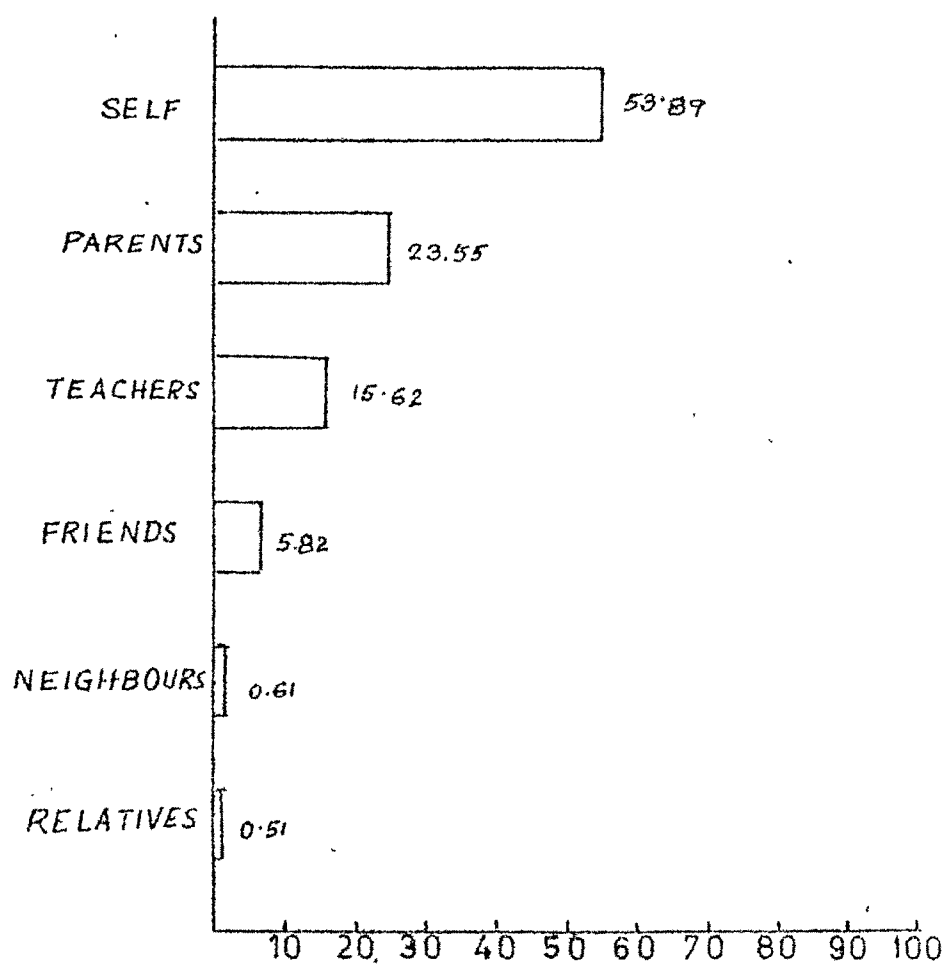
Looking to the need and importance of extra-reading, it is the duty of all concerned to inspire students to read books, journals, newspapers, etc., besides their text books. In a bid to find out who inspires the students most to do extra-reading, the investigator asked the sample to tickmark (✓) the one who does the most from among teachers, parents, friends, neighbours, relatives and the student himself. The results in the form of percentages are given below in Table 4.19 and represented in bar form in Fig. 4.17.

TABLE 4.19  
Percentage Showing Who Inspires Most for  
Extra-Reading

	Teachers	Parents	Friends	Neigh- bours	Rela- tives	Self
Percentage	15.62	23.55	5.82	0.61	0.51	53.89

From the results, as evident in the table above, it is clear that more than fifty per cent (53.89 per cent) of the sample does extra-reading on their own. About twenty-three per cent (23.65 per cent) of the pupils are inspired to do extra-reading by their parents, whereas only 15.62 per cent are inspired by the teachers. The peer group influence is also very less as only 5.82 per cent are encouraged by friends to do extra-reading. The influence

FIG. 4.17



PERCENTAGE OF STUDENTS GETTING INSPIRATION FOR  
EXTRA READING FROM DIFFERENT SOURCES

of the other two factors namely relatives and neighbours are almost nil.

From the analysis of collected data discussed above, it is clear that the sample has interest for extra-reading and therefore hypothesis number one that there is reading interest in students of standards VIII, IX and X is hereby retained.

In the following section the relationship of reading interest of the students with other variables such as standard, age, sex, S.E.S., <sup>academic achievement</sup> and intelligence is being discussed.

## SECTION II

4.3 RELATIONSHIP OF READING INTEREST  
WITH OTHER VARIABLES

TABLE 4.20

Correlation Matrix Showing Relation of Reading Interest with Other Variables

Sr. No.	Std.	Age	Sex	S.E.S.	Ac. Ach.	Int.	Reading Inter- est
1. Standard	0.673	0.011	0.002	-0.003	-0.093	0.066*	
2. Age		0.062	0.098	0.106	0.114	-0.067*	
3. Sex			-0.143	0.036	0.043	-0.003NS	
4. S.E.S.				0.081	-0.004	-0.149**	
5. Academic Achieve- ment						0.199	-0.204**
6. Intelli- gence							-0.171**
7. Reading Interest							1

\* Significant at .05 level      NS - Not Significant

\*\* Significant at .01 level      N = 679      DF = 677

The computerised result of the correlation matrix is given above (Table 4.20) wherein the correlation among the variables undertaken in the study and the correlation between the reading interest that is the dependent variables and other independent variables like standard, age, sex, S.E.S., academic achievement and intelligence can be

2

observed. The investigator, in her study, is concerned with finding out the relation between reading interest and other independent variables alone, and hence the analysis and interpretation of the same is discussed below:

(a) Relationship Between Standard and Reading Interest

The Table 4.20 shows a co-efficient of correlation of 0.066 between reading interest and standard and it is significant at .05 level. It implies that there is a positive relation between standard and reading interest of the pupils. As students pass on to higher standard, their interest in reading also increases. The same may be observed from their mean reading interest score (Table 4.2 ) where standard X secured a mean reading interest score of 75.16; standard IX 74.85 and standard VIII 73.94. It shows an increasing tendency from lower to higher level along with the increase in standard.

The hypothesis assumed was that there is no relation between reading interest and standard of the pupils. As the correlation findings shows a positive relation, the hypothesis is, therefore, rejected.

A large number of studies have been done on reading interest of the students of secondary level (Holy, 1936 on junior high school students; Jordan, 1942; Norvell, 1946; Manohar, 1953; Norvell, 1958; Naik, 1963; Vaughn, 1963;



Shore, 1964; Thakur, 1966; Sharma, 1973 and Powers, Rosemary Redditt, 1977). Most of these studies tried to find out the types of reading materials liked by children and the influence of sex on selection of reading materials. These studies, therefore, emphasized more on sex influence on reading interest than finding out relationship between standard of pupils and their reading interest and hence cannot be compared with the findings of the present study.

(b) Relationship Between Age and Reading Interest

As can be observed from the correlation matrix (Table 4.20), it is clear that the coefficient of correlation between age and reading interest is negative (-0.067) and it is significant at .05 level. It means that there is negative relationship between age and reading interest of the pupils. The means of reading interest scores for different age groups also show similar findings. (Table 4.2) It shows high mean reading interest score for lower age group (12-13 years;  $M = 74.57$ ), low mean reading interest score for higher age group (15 years and above;  $M = 73.62$ ) and a mean reading interest score of 75.02 for middle age group (14+ years).

The hypothesis formulated earlier that there is no relation between reading interest and age is hereby rejected.

From the correlation result it may be observed, therefore, that with the increase in age, there is decrease in reading interest of the pupils. Terman and Lima (1935) studied developmental change in reading interest of children between five to fifteen years and remarked that reading interest is highest in twelve years, after which it takes turn towards specialized reading resulting in decrease in the quantity of reading different materials. This finding supports the result of the present study that there is decrease in extra-reading in pupils with the increase in their age.

(c) Relationship Between Sex  
and Reading Interest

It may be observed from the Table 4.20 that the coefficient of correlation between sex and reading interest is -0.003. The value is not significant. It implies that there is no relation between sex and reading interest of the pupils. The mean reading interest score of these two groups are also almost equal - male = 74.66 and female = 74.61 (see Table 4.2).

The hypothesis formulated before hand that there is no relation between reading interest and sex of the pupils is hereby not rejected.

Maximum number of studies on reading interest were devoted to find out the influence of sex on reading

interest of individuals. Sterner (1947) and Norvell (1958) mainly emphasized the influence of sex upon selection of reading materials as dominant and highly significant factor. Studies by Stranchfield (1962); Rogers and Robinsons (1963); Wilberg and Tröst (1970); Liebler (1973); and Asher (1975) tried to find out the quality of the story books preferred by girls. Manohar (1953); Naik (1963); Thakur (1966) and Sharma (1973) tried to locate the preference of boys and girls towards different reading materials and to find out difference in preference on account of sex, age, economic situation, etc. In recent years the most remarkable observation was made by Harris and Sipay (1977). They maintained that sex difference in reading interest is very much prominent at junior high school level, but not significant at senior high school stage, and not relevant to adult readers. Findings of Harris and Sipay (1977) thus supports the results of the present study.

(d) Relationship Between Socio-Economic Status (S.E.S.) and Reading Interest

Socio-Economic Status is an important factor that affect upon an individual in many ways. The investigator in the present study was interested in finding out the relation between S.E.S. and reading interest of the pupils.

The results as may be observed from the correlation matrix (Table 4.20) show that the coefficient of correlation between S.E.S. groups and reading interest is -0.149

and it is significant at .01 level. It implies a negative correlation between S.E.S. groups and reading interest. The S.E.S. groups were marked as High = 1, Middle = 2 and Low = 3 (see Appendix).

The mean reading interest scores of different S.E.S. groups (Table 4.2) show an ascending order (Low,  $M = 72.10$ ; Middle,  $M = 75.38$  and High,  $M = 75.39$ ). Correlation test result may, therefore, be regarded as positive and high.

The hypothesis that there is no relation between reading interest and S.E.S. of pupils is hereby rejected.

Mary Lazar (1937) undertook a study of reading interest of 4,300 pupils in New York and one of her observation regarding S.E.S. group was that bright children from lower Socio-Economic Status read inferior quality books, whereas bright children from high Socio-Economic Status read books of superior quality. Purves and Beach (1972) observed that most researches on influence of Socio-Economic Status on reading interest concluded that S.E.S. factors do not significantly affect on reading interest. Sharma (1973) inquired into relationship between reading interest of high school students and educational status of their family and found that reading interest of student coming from different educational status groups differ significantly. The researcher, however, could not locate a study giving specific idea on relationship between Socio-Economic Status

of pupils and their reading interest.

(e) Relationship Between Academic Achievement and Reading Interest

The correlation matrix (Table 4.20) shows that the coefficient of correlation between academic achievement and reading interest is  $-0.204$  and it is significant at .01 level. It implies a negative correlation between academic achiever groups and reading interest. As in the case of S.E.S. group, the academic achievement groups were also marked in descending order. The groups being marked as High = 1, Average = 2 and Low = 3 (see Appendix). The result obtained from the correlation test, therefore, was negative. The means of reading interest scores (Table 4.2) also show high for high group and low mean for low group (High,  $M = 76.50$ , Average,  $M = 74.66$  and Low,  $M = 71.64$ ).

The hypothesis earlier assumed that there is no relation between reading interest and academic achievement is hereby rejected.

Thakur (1966) studied academic achievement as one of the variables in his study and observed that academic achievement determines the amount of reading interest in both boys and girls. As far the researcher's knowledge goes, no study has been done to establish relationship between reading interest and academic achievement of the pupils.

3

(f) Relationship Between Intelligence  
and Reading Interest

As can be observed from the correlation matrix the coefficient of correlation between intelligence and reading interest is  $-0.171$  and it is significant at .01 level. This means that there is negative and significant correlation between intelligence groups and reading interest of the pupils. The intelligence groups here too were marked in descending order - High = 1, Average = 2 and Low = 3 (see Appendix) and hence the result was found to be negative. The means of reading interest scores (Table 4.2) of these groups were High = 75.49, Average = 71.52 and Low = 70.41. The differences between high and low groups and average and low groups are quite appreciable. The results of correlation test in fact indicated similar tendency - higher the intelligence level, higher the reading interest.

The hypothesis formulated earlier that there is no relation between reading interest and intelligence of the pupils is, therefore, rejected.

Researches so far could not establish the relationship between reading interest and intelligence clearly. The observations that are generally made are - bright children read much more than average and have a wider range of reading interest. Lazar (1937), McGhee (1940) observed that mentally slow children read less and usually have

preferences which are slightly immature for their age. Thakur (1966) found out that intelligence determines the amount of interest in reading in both the sexes. A more recent study by Norvell (1973) on the other hand revealed that at secondary level little relationship was found between I.Q. level and reading selection of the pupils.

## SECTION III

4.4 ANALYSIS AND INTERPRETATION OF 't'  
VALUES AMONG DIFFERENT GROUPS OF  
THE DEPENDENT VARIABLES(a) Reading Interest Scores and Grade Groups

TABLE 4.21

Significance of Difference Between the  
Means of Reading Interest Scores and  
Grades of Pupils (VIII, IX, X)

Sr. No.	Standard	N	Mean	S.D.	S.E. (Mean)
1.	VIII	235	73.94	5.52	0.36
2.	IX	233	74.85	6.96	0.45
3.	X	211	75.16	9.51	0.65
Group	't' value	D.F.	Level of Significance		
VIII / IX	1.56	466	NS (Not significant)		
IX / X	0.38	442	NS (Not significant)		
VIII / X	1.66	444	NS (Not significant)		

To throw more light on the nature of extra-reading or reading interests of the sample, the entire sample was divided into variable groups. Accordingly, there were three standards (grade) groups of students (VIII, IX and X); three age groups (12-13 years, 14+ and 15 onwards); two sex groups



(male and female); three socio-economic status groups (high, middle and low); three academic achiever groups (high, average and low); and three intelligence groups (high, average and low). By applying 't' test technique the investigator tried to find out if there is significant difference between means of reading interest scores of these variable groups.

It can be observed from the Table 4.21 that the 't' value of the mean of reading interest scores between standards VIII and IX is 1.56. With the given degree of freedom at 466, it is not significant. This, therefore, implies that students of standards VIII and IX do extra-reading on an uniform level. As students of standards VIII and IX do not differ very much in their mental maturity, it may be possible that other things being equal they will show reading interest of the same level.

A comparison between the means of reading interest scores of the standards IX and X shows that the difference is not significant, as the calculated 't' value is only 0.38 at a given degree of freedom 442. This implies that both the students of standards IX and X do extra-reading on an equal level and that difference in one standard could not make any impact on their reading habit.

A comparison was again made between mean reading interest scores of standards VIII and X pupils. The calculated 't' value is 1.66 at the given degree of 444. It means that there is some amount of difference between the two groups. However, it is not significant either at 0.05 or at

0.01 levels. This difference may be due to the higher appreciation of educative values of extra-reading by tenth standard students than that of their counterpart in standard VIII.

Wicken by summarising some research results done on students of "grade seven through nine" observed that although this is the period of maximum reading, it is also the period in which reading definitely decreases. The results of the present study shows an uniform trend in reading interest during standards VIII and IX and an increased tendency in standard X. It may be due to the fact that in Gujarat students of standards VIII and IX have to read more subjects in their syllabus compared to tenth grade. With heavy load of school and home tasks the students of VIII and IX get less time for extra-reading than the tenth graders and hence the difference.

The hypothesis formulated regarding these groups that there is no difference in reading interests among standard groups is, therefore, retained.

(b) Reading Interest Scores and Age Groups

TABLE 4.22

Significance of Difference Between Means of  
Reading Interest Scores and Age Groups

Sr. No.	Age	N	Mean	S.D.	S.E.(Mean)
1	12 - 13 yrs.	275	74.97	6.30	0.38
2	14+	226	75.02	8.01	0.53
3	15 and above	178	73.62	8.23	0.61

Group	't' value	D.F.	Level of Significance
1/2	0.08	499	NS (Not Significant)
2/3	1.72	402	NW (Not Significant)
1/3	1.97	451	0.05 level

In order to focus deeply into reading interests of standards VIII, IX and X students, the investigator divided the entire sample into three age groups, that is, 12-13 yrs.; 14+ yrs. and 15 years and above and applied 't' test to find out if there is significant difference between reading interests scores of these groups.

From the results, it is evident that the 't' value between group one and two (12-13 and 14+) is 0.08 at a given degree of freedom of 499. It means that between these age groups the mean score difference is not significant. The students belonging to age groups 12-13 and 14+ years do not differ remarkably in their extra-reading habit, It may be,

observed, therefore, that other factors remaining same, a difference in age of one to three years do not affect upon reading interests of students.

The difference in the mean reading interest score was also calculated for age groups 14+ and 15 years and above. The 't' value was 1.72 at the given degree of freedom at 402. It implies that although there is a little difference, it is not significant neither at .01 or .05 levels.

The third comparison was made between mean of reading interest score of age groups 12-13 years and 15 years and above. The calculated 't' value was 1.97 at a given degree of freedom at 451. It means a significant difference at .05 level.

It may be observed, therefore, that children belonging to 12-13 age group on one hand and 15 years and above on the other do not do extra-reading on the same level. Due to their mental maturity and higher comprehensive ability the third age group (15 years and above) can appreciate the value of extra-reading more than their counterpart in age group 12-13 years.

Between 1940-1950 significant researches were done on reading interest of adolescent boys and girls abroad (Norvell, 1946; Sterns, 1947; Anderson, 1948; McCarty, 1950, etc.). Most of these studies concentrated on finding out

the influence of sex on reading interest and factors affecting selection of particular reading materials by adolescents. They do not give global view and hence cannot be compared with the results of the present study. Bhatia (1973-74) studied reading interests of adolescent children of English medium schools in Bombay and one of the main observation was that extra-reading is consistently a favourite pastime with these children.

By considering the 't' value results the hypothesis formulated regarding these groups that there is no difference in reading interest scores among age groups is partially retained.

(c) Reading Interest Scores and Sex Groups

TABLE 4.23

Significance of Difference Between the Means  
of Reading Interest Score and Sex of the Pupils

Sr. No.	Sex	N	Mean	S.D.	S.E.(Mean)
1.	Female	336	74.664	8.594	0.469
2.	Male	343	74.612	6.128	0.331
Group		't' value	D.F.	Level of Significance	
Female/Male		0.090	677	N.S.(Not significant)	

A widely discussed factor in the field of reading interest is influence of sex over it. Several studies have been done to see how far sex can be a determining factor in reading preference by boys and girls.

The investigator in the present study wanted to find out if there is any significant difference in the means of reading interest scores of boys and girls. The result as can be observed from the table above shows that the 't' value is 0.09 at the given degree of freedom of 677, which implies that the difference is not significant. Mean score is almost equal (74.66 in girls and 74.61 in boys) in both the cases. It may be observed, therefore, that sex does not play any vital role so as to make significant difference in the mean reading interest score of boys and girls.

The hypothesis formulated in this regard that there is no significant difference in reading interest scores between sex groups is hereby retained.

Most of the studies asserted the fact that sex plays a vital role in reading interest of adolescent boys and girls. They differ in their choices of reading materials due to influence of sex (Norvell, 1950; Manohar, 1953; Shore, 1963; Thakur, 1966; Rose Zimet and Bloom, 1972, etc.). The investigator in the present study did not consider the influence of sex on preference of reading materials, but on the extent of extra-reading or reading

(d) Reading Interest Scores and S.E.S. Groups

### Significance of Difference Between the Means of Reading Interest Scores and S.E.S. Groups

The entire sample was divided into three groups according to socio-economic status level and an effort was made to see if there is any significant difference in the

mean reading interest scores of different groups.

As it can be observed from the table given above, 't' value between the means of reading interest scores of high socio-economic status group and middle socio-economic status group is 0.02. At a given degree of freedom of 522, the level of difference is not significant. Therefore, it is evident that there is no significant difference in the means of reading interest scores of pupils coming from high and middle socio-economic group. It may be due to the fact that the two groups enjoy almost an equal amount of facilities for extra-reading both at home and school, and therefore, do not differ very much in the mean scores of their reading interests.

A comparison between the mean reading interest scores of students coming from middle socio-economic and low socio-economic level gives the 't' value of 4.49. At a given degree of freedom at 518, the difference is highly significant at .01 level. It, therefore, implies that students belonging to middle S.E.S. and low S.E.S. group differ significantly in their means of reading interest scores. These two groups, thus, differ in their extra-reading habit. The obvious reason for this may be that home conditions differ very much in these two groups and children from middle S.E.S. level enjoy better facilities for extra-reading than their counterpart from low S.E.S. level.

't' value was also found out to see the difference



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in the mean reading interest scores of pupils coming from high S.E.S. and low S.E.S. categories. The 't' value, thus, calculated was 3.54 and at a given degree of freedom of 312, the difference is very significant at .01 level. It implies that there is conspicuous difference in reading interest of students belonging to high socio-economic level and low socio-economic level. Here again, it is the home conditions and other related factors that may make this difference in reading interests of these two groups. Children of well-to-do families get maximum facilities at home for extra-reading, can hold cards in as many public libraries as they want, etc. On the other hand, children from low S.E.S. group are deprived of most of the advantages. Hence, it is possible that children from high S.E.S. group do more extra-reading than their friends from low socio-economic condition.

Most of the researches done in western countries to examine the influence of S.E.S. on reading interest concluded that S.E.S. factors do not significantly influence on reading interest of boys and girls. But, Lewis (1970) observed that in case of ethnic group (with similar culture) there is difference in reading interests in all age levels. In the present study, where the sample is from more or less the same cultural background, the result showed that there is difference in reading interest in pupils coming from different socio-economic levels. Thus, the observation by Lewis (1970) has supported the findings of the present

study.

One of the hypotheses formulated by the investigator was that there is no difference in reading interest scores among S.E.S. groups and considering the 't' test results, it is partially retained.

(e) Reading Interest Scores and Academic Achiever Groups

TABLE 4.25

Significance of Difference Between the Means of Reading Interest Scores and Three Academic Achiever Groups

St. No.	Academic Achievers	N	Mean	S.D.	S.E.(Mean)
1.	High	131	76.90	9.04	0.79
2.	Average	445	74.66	6.69	0.31
3.	Low	103	71.64	7.30	0.72

Groups	't' value	D.F.	Level of Significance
High/Average	3.08	574	At .01 level
Average/Low	4.05	546	At .01 level
High/Low	4.79	232	At .01 level

According to academic achievement the entire sample was divided into three groups (high. average and low achievers) and an effort was made by applying 't' test, to

see if there is any significant difference in the mean reading interest scores of these three groups.

From the table above, it is clear that 't' value between high and average achievers is 3.08, and at a given degree of freedom of 574, it is significant at .01 level. This, therefore, implies that there is remarkable difference in the mean reading interest scores of high and average achiever groups. The pupils of high and average achiever groups do differ in their cognitive level and attitude towards extra-reading and that may lead for the difference in their mean reading interest scores.

Comparison was made again between average achievers group and low achievers group and the 't' value was 4.05. At a given degree of freedom of 546, the level of significance is at .01 level. It may, therefore, be inferred that there is significant difference in the mean reading interest scores of pupils having average and below average achievement. This difference may be due to the difference in intelligence and ability to comprehend between average achievers and low achievers pupils.

The third comparison was made between students having high academic and low academic achievement. These are quite opposite groups as far as the academic achievement is concerned. The 't' value calculated was 4.79, and at a given degree of freedom at 232 the difference is significant

at .01 level. This, therefore, implies that there is significant difference in the mean reading interest scores of high and low academic achievers. These two groups may differ in mental ability as well as their attitude towards extra-reading. The high achievers may have better attitude which motivate them for more extra-reading than low achievers. These may be some of the reasons for the significant difference in mean reading interest scores of high and low achiever groups. Thakur (1966) studied academic achievement and observed that it determines the amount of reading interest in both the sexes and thus supports the results of the present study to some extent.

The hypothesis formulated that there is no difference among academic achiever groups is, therefore, rejected.

(f) Reading Interest Scores and Intelligence Groups

TABLE 4.26

Significance of Difference Between the Means of Reading Interest Scores and Intelligence Groups

Sr. No.	Intelligence Group	N	Mean	S.D.	S.E.(Mean)
1.	High	534	75.49	7.10	0.30
2.	Average	127	71.52	8.14	0.72
3.	Low	18	70.41	4.48	1.08

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Groups	't' value	D.F.	Level of Significance
High/Average	5.49	659	At .01 level
Average/Low	0.55	142	Not Significant
High/Low	2.93	549	At .01 level

Intelligence is regarded as one of the important inherent ability of the child that may affect his attitude and interest. In order to find out if there is any significant difference in the mean reading interest scores of students having different intelligence level, the sample was divided into three groups (high, average and low) according to their I.Q.level. The 't' test was conducted to see the difference.

The table above shows that the 't' value between highly intelligent group and average intelligent group, is 5.49 and at a given degree of freedom at 659, it is highly significant (at .01 level). It means that there is significant difference in the means of reading interest scores of bright and average children. It may be due to their difference in mental calibre which affects the degree of reading interest in both the groups.

The comparison was made again between the mean reading interest scores of students having average and low intelligence level. The 't' calculated was 0.55 and at a

15 given degree of freedom at 142, the difference is not significant. Extra-reading depends upon many factors like availability of reading materials, time at disposal in the hands of the readers, encouragement from teachers, parents and peer groups, etc. If these and such conditions are fulfilled a small difference in I.Q. level may not affect adversely upon students' reading interest, specially in the region of average and below average levels. Another feature may be observed from the Table 4.26 that the number of samples in the low I.Q. level group is extremely small compared to the other two groups. Hence, the mean reading interest score of this group may not be a truly representative one. It may be for these reasons that there is no significant difference in the mean reading interest scores of students having average and below average intelligence level.

The third comparison was made between the means of reading interest scores of highly intelligent and dull children. As shown in the table<sup>4.26</sup> the 't' value is 2.93 and at a given degree of freedom at 549, the difference is significant at .01 level. It, therefore, implies that there is highly significant difference in the means reading interest scores of bright and dull children. The bright children due to their high cognitive ability can comprehend better and speedily whatever they read and therefore can do more extra-reading in comparison to dull children who generally lack these qualities.

Researches so far could not establish the relationship between reading interest and intelligence clearly. However, the common observation is that bright children have a wider range of reading interest than dull children and hence it supports the findings of the present study to some extent. Lazar (1937); Thorndike (1941); Lewis and McGehee (1940), all observed that mentally slow children read less and usually have preference for materials which are slightly immature for their age. Norvell (1973) observed that there is little influence of intelligence on reading interest of secondary level students. Thakur (1966) on the other hand studied intelligence as one of the variable in his doctoral work on reading interests and maintained that intelligence determines the amount of reading interest in both boys and girls and thus supports the findings of the present study shows that due to difference in I.Q. levels, there is difference in levels of reading interests too.

The hypothesis formulated in this regard was that there is no difference in reading interest scores among intelligence groups. The 't' test showed that there is significant difference (at .01 level) between high and average intelligence and high and low intelligence group, whereas no significant difference can be observed between average and low intelligent groups. The hypothesis formulated, therefore, is partially retained.

The fourth chapter dealt in detail, the analysis of the data and in the chapter that follows (5th Chapter) a summary of the study shall be incorporated.