CHAPTER   V

SUMMARY   OF   THE   STUDY

5.1   SIGNIFICANCE OF THE STUDY

    (a)   Introduction

    (b)   The Academic Significance of Reading and
          Reading Interests

    (c)   Significance of Reading and Reading Interests
          in Individual Life

    (d)   Social Significance of Reading and Reading
          Interests

    (e)   Research View Point

5.2   STATEMENT OF THE PROBLEM

5.3   DEFINITIONS OF THE TERMS USED IN THE STUDY

5.4   SCOPE AND LIMITATIONS OF THE STUDY

5.5   RESEARCH METHOD

5.6   OBJECTIVES OF THE STUDY

5.7   HYPOTHESES

5.8   SELECTION OF THE SAMPLE

5.9   SELECTION OF THE TOOLS

5.10   COLLECTION OF DATA

5.11   DATA ANALYSIS

5.12   MAJOR FINDINGS OF THE STUDY

5.13   IMPLICATIONS OF THE PRESENT STUDY

5.14   SUGGESTIONS FOR FURTHER RESEARCH

5.15   CONCLUSION

CHAPTER V

SUMMARY OF THE STUDY

5.1 SIGNIFICANCE OF THE STUDY

(a) Introduction

In today's world due to tremendous advance in science, non-print medias like Radio, T.V., cinema, Cassettes and video tapes, etc. have replaced the field of print to a great extent. But, inspite of these and such developments the need and importance of 'reading' and 'reading interest' cannot be overlooked. Because printed materials have many more advantages over non-print medias as a source of knowledge and informations. Particularly in a developing and economically strained country like India, It is a far cry, yet, to replace reading of printed materials by non-print gadgets which are costly and out of reach for average Indians. Besides these reading and interest in reading itself have its own significance in academic life of students, his personal life as well as in social life.

(b) The Academic Significance of Reading and Reading Interest

Dechant and Smith (1977) maintained that reading is the key to success in school, to the enjoyment of

leisure time, and to personal and social adjustment. It helps the child to adjust to his age-mates, to become independent of parents and teachers, to select and prepare for an occupation and to discharge social responsibilities.

Reading is so interrelated with the total educational programme that academic mastery cannot be imagined without mastery over reading skills and efficiency. Aukerman (1972) remarked that:

> Although lectures and oratory may be momentarily instructional or inspiring; it is through the written thoughts of mankind that skills, facts, beliefs, attitudes, concepts and aspirations are transmitted from one generation to the next and from one island of culture to its neighbours.

Thus, reading is one of the three basic R's of academic life and may be compared with the first button of a man's coat. If the first button is wrongly done, others are sure to be lopsided. So, is the case with reading. It is the first button on the garment of education and, therefore, every effort should be directed towards proper development of reading ability in children from their early life.

The need and importance of reading interest is even greater in academic life than teaching of reading. Lawrence (1976) in this connection observed, "It does little good to teach a child 'how to read', if he or she

does not 'want' to read. Thus, the voluntary reading or reading out of one's own interest is very important; and in fact is more important than acquiring reading skills alone. Failure in reading is mostly due to not giving proper emphasis on reading interest of children in the beginning stage.

Harris and Sipay (1977) also pointed out that enormous amount of time, effort and money are expended in teaching children 'how to read'. But, teaching reading alone, without emphasizing developing interest in reading is useless. Because that will only produce "a nation of illiterate literates" (Huck, 1971) - who know how to read but do not want to read. A successful reading programme, therefore, must not only develop pupils, who can read, but also those who read voluntarily for their personal development as well as development of their people and society.

Comprehension of the subjects taught in the school is very important for a successful academic career, which again depends to a large extent on reading interest of children. Deighton (1971) remarked that, motivation, purpose and interest are essential ingrediants for successful comprehension, yet they are often overlooked as prerequisites. The attitude and interest held by the reader towards the reading materials govern his comprehension.

Lack of interest in reading may be an important

cause of poor reading. Paul Witty (1957) conducted a study on one hundred boys and girls of a North Western University Laboratory, who were poor readers and found that out of these eightytwo showed lack of interest in reading.

Therefore, to increase reading skills, to promote reading habit, and to produce a generation of book lovers; there is no other factor so powerful as interest. Interest determines not only the area within which the child will make his reading choice but also how much he will read or even whether he will become a reader.

(c) Significance of Reading and Reading Interests in Individual Life

Failure in learning to read is a great handicap in the progress and upliftment of individual life. It is a skill which is very much needed in professional life too, where retraining is a part and parcel of the occupation, due to innovations.

The ability to read is an essential skill for all who live in a democratic society. Reading enables an individual to participate effectively as a citizen in a democratic society. In this connection, reference can be made to the "Right to Read" (1972) - a report of forum 7, Whitehouse Conference on Children, which made the following comments about the impact of the inability to read:

Inability to read fluently not only
inhibits the effective operation of our
political system, but contributes substan-
tially to our social and economical ills.
For example, many of our delinquents and
criminal offenders have a history of
reading difficulty...........

A voluntary interest in reading inspires one to
read, whatever he comes across, and that in turn, results
in many good effects like broadening of ideas and experi-
ences, getting uptodate information of what is going on
in and around him, knowing more about himself as well as
others. Today, the one who does not read widely and well,
remains a prisoner within his small cell of personal
experience. An interest in reading various materials can
yield each new generation to the past and give successive
generation in intellectual, social and moral cohesion, so
necessary to the survival of the present generation.

The need and importance of reading interest is all
the great for adolescent boys and girls. Apart from helping
them to improve academic efficiency, extra-reading serves
some special benefits to them. Very often the minds of the
pupils of adolescent stage are in turmoil due to "storm and
stress" of life. Interest in reading different kinds of
books may help them to overcome these. Reading interest can
also act as "biblio-therapy"- a kind of mental treatment, to
keep the mind in balance by releasing mental pressures and
tensions through reading books.

There are many factors that affect reading interest of children. These factors may be summarized under three categories, such as:

    (i)   Factors inherent in the child

    (ii) Factors in the reading material

    (iii) Environmental factors.

Age, sex and mental ability are the three important inherent qualities of the children that affect their interest in reading different kinds of reading materials. Of factors related to the reading material, format, cover-page, title of the book, style of writing of the author, and the previous knowledge of the author are important. There are some environmental factors like accessibility of reading materials, recommendations of others, and home situation, etc. which also affect directly or indirectly upon free reading or extra-reading of children.

(d) <u>Social Significance of Reading and Reading Interests</u>

Value of reading in today's democracy quickly over-reaches the purely personal domain and merges into social life. For the welfare of the society, the members must be educated or capable of reading to some extent. Survey shows that it is the non-readers and poor readers that generally become delinquents, unemployed and misfit in the society. Therefore, for the progress of a democratic society

reading is indispensible.

Russell (1961) once remarked that the development of a permanent interest in reading seems to have a number of personal and social values. The health and working of a democracy is very much dependent upon citizens equipped with knowledge faced by the total group. It is the good readers that makes a good society, and the survival of a democracy depends upon the good society. This is more true in a developing democratic country like India. But, uptil now, the area of reading and reading interest has not been given proper status in the field of Indian education as well as in research.

(e) Research View Point

From the research point of view it may be mentioned that the area of reading and reading interest have been given its due place in England and America. But, in India, till now it is a very neglected area. In comparison to the number of studies done in different factors of education, studies done on readings and reading interest are very few. (Buch, 1974, 1979). The Centre of Advanced Study in Education which is famous for its contribution towards research in education has only two doctoral work on reading (on Reading Comprehension by Parikh, 1976 and Kopper, 1978). No doctoral work so far has been done in the area of reading interests.

Hence, looking to the need and importance of reading and reading interest in human life, and in the life of the adolescent boys and girls in particular and also considering the lack of research in the area, the investigator undertook the present study.

5.2 STATEMENT OF THE PROBLEM

The problem undertaken as such was:

"AN INQUIRY INTO READING INTERESTS OF PUPILS OF STANDARDS VIII TO X IN RELATION TO INTELLIGENCE, S.E.S. AND ACADEMIC ACHIEVEMENT".

5.3 DEFINITIONS OF THE TERMS USED IN THE STUDY

Inquiry: Search, to investigate, to look into. In the study, the term was used to mean a scientific investigation or research.

Reading: A complex process consisting of perception of words, a clear grasp of meaning, a thoughtful reaction and integration.

Interest: Concern or preference shown by an individual for any particular object or class of object.

Reading Interest:	In the study, the term was used to mean preferences shown by children towards extra-reading, that is reading books, journals, newspapers, or other reading materials outside the school reading. It is a voluntary or free reading of materials other than the text books.
Standard:	The term implied to academic or school grade of students.
Intelligence;	There are as many definitions of intelligence, as there are writers on it. In the study, it was regarded as the capacity for logical thinking. The M.P.I.T. which measures logical thinking was applied on the sample and I.Q. acquired for each child was treated as equivalent to his intelligence.
S.E.S.:	Socio-Economic Status, that is the position an individual or a particular family occupies in the society.

| Academic Achievement: | The percentage of the total marks, obtained by each child in annual examination of the academic year of the school was regarded as academic achievement. |

5.4 SCOPE AND LIMITATION OF THE STUDY

The study was expanded to investigate the nature of reading interest (extra-reading) of pupils of secondary level, studying in English medium high and higher secondary schools of Baroda. An attempt was also made to find out the relationship of reading interest with the standard (grade), age, sex, S.E.S., intelligence and academic achievement of the pupils.

Besides these, 't' test was applied to see the significance or otherwise of the difference in the mean reading interest scores among various groups of the independent variables (standard or grade groups, age groups, sex groups, S.E.S. groups, intelligence groups and academic achiever groups).

The study had a limitation that it considered reading interest of pupils of standards VIII, IX and X of English medium schools alone, due to language problem of the investigator.

5.5 RESEARCH METHOD

Out of the important methods suggested by the authors on research methodology, the investigator has applied normative survey method in the present study.

5.6 OBJECTIVES OF THE STUDY

1. To inquire into reading interests of pupils of standards VIII, IX and X.

2. To find out relationship between reading interest and standard or grade of the pupils.

3. To find out relationship between reading interest and age of the pupils.

4. To find out relationship between reading interest and sex of the pupils.

5. To find out relationship between reading interest and intelligence of the pupils.

6. To find out relationship between reading interest and socio-economic status of the pupils.

7. To find out relationship between reading interest and academic achievement of the pupils.

8. To find out the difference in reading interests among the three standards (grade) groups.

9. To find out the difference in reading

interests among the three age groups.

10. To find out the difference in reading interests between the two sex groups.

11. To find out the difference in reading interest among the three intelligence groups.

12. To find out the difference in reading interests among the three S.E.S. groups.

13. To find out the difference in reading interests among the three academic achiever groups.

5.7 HYPOTHESES

The investigator formulated the following hypotheses on the basis of the findings of some previous studies:

1. There is reading interest among the pupils of standards VIII, IX and X.

2. There is no relationship between reading interest and grades of the pupils.

3. There is no relationship between reading interest and age of the pupils.

4. There is no relationship between reading interest and sex of the pupils.

5. There is no relationship between reading

interest and intelligence of the pupils.

6. There is no relationship between reading interest and S.E.S. of the pupils.

7. There is no relationship between reading interest and academic achievement of the pupils.

8. There is no difference in reading interest among grade groups.

9. There is no difference in reading interest among age groups.

10. There is no difference in reading interest among sex groups.

11. There is no difference in reading interest among intelligence groups.

12. There is no difference in reading interest among S.E.S. groups.

13. There is no difference in reading interest among academic achiever groups.

5.8 SELECTION OF THE SAMPLE

The population of the study consisted of all the pupils of secondary level of English medium high schools of Baroda. Out of these schools, ten English medium schools/selected and 679 students (both boys and girls)
were

were drawn randomly as a sample from standards VIII, IX and X. All care was taken to see that the sample would be representative.

5.9 SELECTION OF THE TOOLS

Selection of suitable and scientific tools to measure the variables undertaken is very much necessary to arrive at the expected results in any scientific investigation. The following tools were used by the investigator in the present study:

1. As there was no readymade tool available, the investigator constructed one questionnaire to measure reading interests of the students.

2. The non-verbal intelligence test by Madhuker Patel was used to measure intelligence or I.Q. of the students.

3. For measuring socio-economic status of the parents of the pupils, the socio-economic status scale constructed by Udai Pareek and Trivedi was used with the deletion of the items which are more relevant to rural sample (items on 'land' and 'land instruments').

4. In order to determine the academic achievement of the pupils, the records of total marks of school annual examination, for each student was collected from the school offices.

5.   The students were asked to provide their bio-
data like age, sex, etc. in the coverpage attached to the
questionnaire on reading interests. Copies of the tools
on reading interest, Madhuker Patel's Intelligence test,
and socio-economic status scale of Trivedi and Pareek are
included in the Appendices.

5.10   COLLECTION OF DATA

The investigator approached the principals of all
the selected schools personally, for necessary permission
and with the co-operation of the principals, period teach-
ers and the students, the required data were collected
without any difficulty. The time required for the applica-
tion of the three tests - (a) Questionnaire on reading
interest, (b) Intelligence test and (c) S.E.S. scale, was
approximately one and half hours.

5.11   DATA   ANALYSIS

The data collected on the three tools that is
the Questionnaire, on Reading Interest, M.P.I.T. and S.E.S.
Scale were sorted out separately and systematically.

The questionnaire on reading interest was scored
according to the weightage given to each question. Total
reading interest score as well as percentage of students
showing preference to various types of reading material,
etc. were found out.

The data on this questionnaire were further analys-ed with the help of the computer to find out mean, standard deviation, coefficient of correlation and 't' value, to meet various objectives of the study (as mentioned earlier).

The data on M.P.I.T. was scored according to the instruction given by the author in the test manual. Accord-ingly, on the basis of the I.Q., students were classified into three groups - highly intelligent, average and dull. (The classification table of M.P.I.T. is included in the Appendices). For the purpose of statistical analysis through computer the following code marks were assigned to various intelligence groups:

Highly intelligent	1
Average	2
Low	3

The data on S.E.S. Scale were scored following the instructions given by the authors. The students were classified into three socio-economic status level (high, middle and low) by following the procedure described in Chapter III. For statistical analysis through computer these groups were coded as:

High	1
Middle	2
Low	3

17

For academic achievement total marks acquired by each student in the school annual examination was collected and the students were placed into three achiever' groups (high, average, low) by following the procedure discussed in Chapter III. For the purpose of statistical analysis through computer these groups were marked:

High	1
Average	2
Low	3

The data on age and sex of children were procured through the bio-data given by them in the coverpage of the questionnaire on reading interest. They were grouped and coded as follows for the purpose of statistical analysis through computer:

Age	-	12-13 years	1
		14+ years	2
		15 years and above	3
Sex	-	Female	1
		Male	2

5.12 MAJOR FINDINGS OF THE STUDY

Major findings of the present study is given below in two parts:

A. Reading interest of pupils of standards VIII to X.

18

B. Relation of reading interest with (i) Standard, (ii) Age, (iii) Sex, (iv) S.E.S., (v) Academic Achievement and (vi) Intelligence of the pupils.

A. Reading Interest of Pupils of Standards VIII to X

1. There is considerable reading interest amongst the pupils of standards VIII, IX and X of the secondary and higher secondary schools. This has been substantiated by the high mean reading interest score (74.63) of the sample population compared with the maximum possible score of 97 in the questionnaire on reading interest, The responses to the questionnaire on the reading interest show that the degree of reading interest of the students of these three standards specially in English medium schools is quite high.

2. The mean reading interest score of standard VIII is 73.94, of standard IX is 74.85, and that of standard X is 75.6. A comparison with the total mean score (74.63) reveals that reading interest of pupils of standard VIII is less than the total mean, of standard IX is almost equivalent and that of standard X is higher than that of the total group. The means of the three standard groups also shows that it is highest in standard X and lowest in standard VIII. Therefore, it may be observed that although there is high reading interest among the pupils of standards VIII, IX and X, reading interest is comparatively

highest in standard X students and lowest in the pupils of standard VIII.

3. Reading interest of the students of these three standards are quite diverse. This has been assessed from the responses to the questions in Part II of the questionnaire which probed into the interest of the students on various types of reading materials. Some of these findings are quite revealing. These are given below:

(a) Preference to Types of Books

The most preferred books of the students of these standards are the story books (38.3 per cent) followed by comic/humour books (37.9 per cent), general knowledge books (34.3 per cent), novels (29.2 per cent) and Science books (27.9 per cent). Palmistry, Astrology, biography, sex science, astronomy are not popular subjects with the school students. The preference of the students to various types of books as assessed from the study, are given below in the order of highest to lowest percentages of students giving first choice, percentage figures are given in brackets.

1. Story books (38.3)
2. Comic/Humour books (37.9)
3. General knowledge books (34.8)
4. Novels (29.2)

20

5.	Science books	(27.9)
6.	Encyclopaedia	(19.6)
7.	Drama	(13.6)
8.	Do it yourself books	(13.1)
9.	Books on Art and Music	(11.4)
10.	Autobiography	(10.4)
11.	Essays and letters	(10.2)
12.	Books on religion	(8.9)
13.	Career books	(8.7)
14.	Books on poetry	(6.9)
15.	Books on Astronomy	(6.4)
16.	Books on Sex Science	(5.7)
17.	Biography	(5.6)
18.	Books on Astrology	(5.2)
19.	Books on Palmistry	(4.9)

(b) Preference to Types of Stories

The most preferred types of stories among the children of standards VIII, IX and X are Detective stories (Liked very much by 68.70 per cent, Liked a little by 18.10 and Disliked by 13.20 per cent); Ghost stories (Liked very much by 64.92 per cent, liked a little by 22.69 per cent and Disliked by 12.38 per cent); Travel stories (Liked very much by 38.82 per cent, Like a little by 42.52 per cent and Disliked by 18.65 per cent), etc. The types of stories liked by the students are presented below in order of preference (rank):

1. Detective stories

2. Ghost stories

3. Travel stories

4. Fairy tales

5. Fictions

6. Crime stories

7. Folk tales

8. Animal stories

9. Air stories

10. Stories on home life

11. Love stories.

Greatest disliking has been shown to love stories
(by 45.60 per cent of the students). It is liked very much
by 27.5 per cent and liked a little by 26.9 per cent.
Other stories disliked more are stories on home life (28
per cent) and crime stories (26.72 per cent).

(c) Preference to Types of Novels

The types of novels preferred much by the sample
are - Action novels (Liked very much by 52.72 per cent,
Liked a little by 35.28 per cent) and Disliked by 12 per
cent); Historical novels (Liked very much by 44.7 per
cent, Liked a little by 33.83 per cent and Disliked by
22.10 per cent) and Satirical novels (Liked very much by
36.65 per cent, Liked a little by 38.65 per cent and Dis-
liked by 24.70 per cent). The types of novels liked by the

2   students are presented below in order of preference (rank):

      1. Action novels

      2. Historical novels

      3. Satirical novels

      4. Mythological novels

      5. Descriptive novels

      6. Social novels

      7. Romantic novels.

Greatest disliking hasbeen shown to Romantic novels (36.35 per cent) followed by Social novels (29.86 per cent).

(d) Preference to Types of Plays

The most preferred types of plays or dramas among the students are Radio, T.V. plays (Liked very much by 69.24 per cent, Liked a little by 24.24 per cent and Disliked by 8.52 per cent). Next in order are Dialogue type of play (Liked very much by 62.79 per cent, Liked a little by 27.32 per cent and Disliked by 9.89 per cent), Action plays (Liked very much by 62.72 per cent, Liked a little by 26.13 per cent and Disliked by 11.15 per cent), etc. The preference of the students for various types of plays is presented below in order (rank):

      1. Radio, T. V. plays

      2. Dialogue type

3. Action plays

4. One act plays

5. Historical plays

6. Social plays

7. Mythological plays

8. Romantic plays

9. Poetic plays

10. Satirical plays

11. Abstract plays

12. Monologue type

13. Political plays

(e) Preference to Types of Biographies

Regarding preference to reading biographies among children the most popular ones are biographies of scientists (Liked very much by 72.41 per cent, Liked a little by 19.97 and Disliked by 7.62 per cent), biographies of sportsmen (Liked very much by 73.77 per cent, Liked a little by 17.68 per cent and Disliked by 8.55 per cent); biographies of great artists (Liked very much by 56.83 per cent, Liked a little by 29.82 per cent and Disliked by 13.35 per cent) of students. The liking of students towards various types of biographies are given below in order of preference (rank):

1. Biographies of scientists

2. Biographies of sportsmen

3. Biographies of great artists

4. Biographies of writers

5. Biographies of film stars

6. Biographies of men

7. Biographies of women

8. Biographies of social leaders

9. Biographies of political leaders

Percentage of students showing dislike is highest in case of the biographies of the political leaders (29.27 per cent). Next in order of disliking are those of social leaders (28.14 per cent) and women (23.87 per cent).

(f) Preference to Types of Poems

The most popular types of poems among the students of standards VIII, IX and X are Patriotic poems (Liked very much by 62.86 per cent, Liked a little by 24.52 per cent and Disliked by 12.62 per cent); Rhythmic poems (Liked very much by 58.39 per cent, Liked a little by 22.72 per cent and Disliked by 18.89 per cent); and Religious poems (Liked very much by 43.40 per cent, Liked a little by 41.86 per cent and Disliked by 14.74 per cent). The students' liking in different kinds of poems are presented below in order of preference (rank):

1. Patriotic poems

2. Rhythmic poems

3. Religious poems

4. Modern poems

5. Mystic poems

6. Mythological poems.

4. There is considerable interest in reading newspapers amongst the students of standards VIII to X. The response in this regard has been very encouraging. Percentage of the students who read newspaper daily is 76.21 per cent and of those reading sometimes is 21.69 per cent. A very small percentage (2.06 per cent) read rarely and an insignificant percentage (0.14 per cent) never read.

Interest for newspaper reading develops generally at the beginning of secondary school level as the students become information conscious.

Preferences of the students towards various items in the newspapers show the diversity of their reading interests. The analysis done in this regard on the basis of the percentages of first preferences shown to the items gives the following ranking of the items in the newspapers (percentages given in brackets):

1. Sports news   (34.7)

2. Adventure and crime news   (22.9)

3. International news   (22.2)

4. National news   (14.5)

5.	Educational news	(12.6)
6.	Comic section	(12.4)
7.	News on movie/art	(12.3)
8.	Current news	(10.4)
9.	Cross-word puzzle	(10.4)
10.	Political news	(9.8)
11.	Articles	(8.8)
12.	Local news	(8.5)
13.	Letters to Editor	(8.1)
14.	Advertisements	(8.03)
15.	Astrological section	(7.9)
16.	News on business	(5.5)
17.	Editorial	(4.8)

The lowest percentage of the readers of editorial column amongst the students indicate that this items has not been able to create much interest amongst the younger generation.

5. Interest of the students for reading journals is not as much encouraging as that for the newspapers. The percentage of students reading journals in various degrees are - regularly 29.9 per cent, most of the time 30.62 per cent, sometimes ⋅ 36.34 per cent and never 3.13 per cent. The reasons for lower percentage of students reading journals may be the cost of journals and regular subscribers to the journals are less compared to newspapers. The other

7 factor which may influence the reading of journals by school students is the lack of suitable materials for them adolescents.

Diversity of interests are also shown in reading journals by the students. Film journals, sports journals and magazines on education are found to be quite popular amongst the secondary school students. According to the percentage of the first choice given by the students various types of journals are listed below in order of preference (indicating the percentages within bracket):

1.	Film journals	(43.58)
2.	Sports journals	(41.60)
3.	Magazone on education	(36.24)
4.	Comic and humour journals	(22.20)
5.	Science journals	(20.73)
6.	Hobby journals	(11.34)
7.	Children's journals	(10.13)
8.	Magazone on Art and Music	(9.41)
9.	Magazine on literature	(7.65)
10.	Religious magazines	(6.55)
11.	Women's magazines	(6.37)
12.	Magazines on Astrology	(6.37)

6. Reading of comics is popular amongst the secondary school students to a very large extent. It is

found that 85.69 per cent. of the sample study comics. The main reasons for such popularity of the comics, as obtained from the survey are - comics are informative and educative (29.85 per cent), humourous and funny (26.32 per cent) and interesting (18.08 per cent), pictorial illustrations (17.50 per cent) and contains adventure (13.23 per cent).

7. Majority of the students in the standards under this study develop a preference for a particular type or series. A large number of students (60.63 per cent) responded positively for a favourite series. The major factors of a series being favourite one - containing detection, mystery and suspense (45.21 per cent), containing adventures (24.73 per cent); educative and informative (17.15 per cent); humours (14.62 per cent); story is well depicted (12.76 per cent) and thrilling and exciting (12.23 per cent).

8. Majority of the students prefer to read through English language (76.21 per cent). The next in order are Mother Tongue (11.26 per cent), Hindi (8.47 per cent) and Regional language (4.06 per cent). The reason for preference for English may be attributed to the following factors:

    (i) The sample population is from English medium schools.

9

(ii) English language provides a larger volume
of reading materials compared to Indian
languages.

9. Friends circle constitute the largest source
for supply of reading materials. A majority of the students
(74.41 per cent) get their reading materials from their
friends. Next in order are the school library (68.10 per
cent) and public library (61.17 per cent). About half of the
students (50.14 per cent) buy books themselves. Neighbours
provide books to 39.30 per cent of the students and home
library is the poorest source (23.79 per cent).

10. Majority of the students (53.89 per cent) get
the inspiration to do the extra-reading from within them-
selves. Parents (23.55 per cent) and teachers (15.62 per
cent) come next in order. While friends are inspiring 5.82
per cent of the students, neighbours (0.61 per cent) and
relatives (0.51 per cent) have little to inspire them.

B. Relationship of Reading Interest
   with Standard, Age, Sex, S.E.S.,
   Academic Achievement and Intelligence

1. Relationship with Standard

There is no significant relationship of reading
interest with standards. Though there is increasing tendency
of the reading interest scores with the advance of standards.
The mean reading interest scores of standards VIII, IX and

X were found to be 73.94, 74.85 and 75.16 respectively against the mean reading interest score of 74.63 for the total population. The coefficient of correlation as obtained from correlation matrix is 0.066, which is significant at .05 level. However, the results of the 't' test did not show significant difference between the mean reading/scores for the three different standard groups. The high value of correlation coefficient might be due to lack of uniformity of age level in the three standards, as students of different ages were mixed up in each of the three standards.

2. Relationship with Age

There is a negative relationship of reading interest with age within the variable age group of 12 to 15 years and above. With the advance of age from 12 years there is a decreasing tendency of reading interest. The mean reading interest scores of the three age groups - 12-13 years, 14+ years and 15 years and above are 75.02, 74.97 and 73.62 respectively. The coefficient of correlation between age and reading interest is -0.067 which is significant at .05 level. The 't' test, however, indicates no significant difference between the mean scores of the low age group and the middle age group, as well as between the mean scores of the middle age group and the high age group. The 't' value between the age groups low and high is significant at .05 level. The reading interest of the

students reaches a peak value at the age around 12 to 13 years and then starts to decline with the advance of age. At higher age level the range of choice of reading materials may be narrowed down bringing down the quantitative value of reading interest.

3. Relationship of Reading Interest with Sex

There is no difference in the reading interest between boys and girls of the standards VIII to X i.e. the secondary school stage, and as such there is no relationship of reading interest with sex. The mean reading interest scores for boys and girls in the sample were found to be 74.66 and 74.61, compared to the mean score of 74.63 of the population. The correlation coefficient between sex and reading interest is -0.003, which is not significant. The 't' value on the difference of means for the two groups is 0.09 which is also not significant at the given degree of freedom of 677.

Sex difference may influence the choice of reading materials but the quantum of reading interest at the same educational level and age level is practically the same for both boys and girls.

4. Relationship of Reading Interest with S.E.S.

The present study shows that there is certain relationship quite significant between socio-

economic status of the students and their reading
interests. The mean reading interest scores of the three
SES groups - high, middle and low - are 75.39, 75.38 and
72.10 respectively. The coefficient of correlation between
the SES and reading interest is -0.149 (codes assigned
to SES groups - high = 1, middle = 2 and low = 3), signifi-
cant at .01 level. The 't' test results show that the
difference between the means of reading interest scores of
the high and middle groups is not significant and those
between the middle and low groups as well as between the
high and low groups are highly significant (at .01 level).

The high and middle SES groups are at the same
level as far as the reading interest is concerned. This may
be due to the fact that the availability of reading
materials, environment for reading and attitude towards
extra-reading do not differ much for these two groups.
The low SES group may have some disadvantage in these
factors.

5. Relationship of Reading Interest
   with Academic Achievement

There is a significant relationship between
academic achievement and reading interest. Higher the
level of academic achievement higher is the reading
interest. The mean reading interest scores for the three
academic achiever groups - high, average and low are

76.90, 74.66 and 71.64 respectively. The coefficient of correlation between academic achievement and reading interest is -0.204 (the coding for the groups being high = 1, average = 2 and low = 3). It is significant at .01 level. The 't' test results also show that the differences of the means between the groups high/average, average/low and high/low are all significant at .01 level.

Academic achievement is, thus, an influencing factor in the development of reading interest.

6. Relationship of Reading Interest with Intelligence

The results of the present study show that intelligence levels of the children have influence on their reading interests. The mean reading interest scores for the three intelligence groups - high, average and low - are 75.49, 71.52 and 70.41 respectively. The correlation co-efficient between the intelligence and reading interest is -0.171 (the intelligence groups being marked as high = 1, average = 2 and low = 3). It is significant at .01 level. The results of the 't' test show that the 't' values between the high and average group as well as between the high and low groups are both significant at .01 level; whereas the 't' value between the average and low groups is not significant. Thus, there is no significant differ-ence between the reading interests of average intelligence group and low intelligence group. The results of the tests

might have been influenced by the factor that the popula-
tion samples in the three intelligence groups were not
                    low
balanced - the intelligence group having a very small

number (18) compared to the average group (127) and high

group (534). Hence, intelligence of the children can be

assumed to have influence on the development of reading

interest in them.

5.13 IMPLICATIONS OF THE PRESENT STUDY

The findings of the present study can be of great

help to the teachers, parents, school librarians and also

to the producers and publishers of juvenile literatures as

well as the research scholars in this field.

There is no need to emphasize, the value and

importance of developing interest in extra-reading

(reading materials other than the text books), particularly

in adolescent boys and girls, as it serves them manifold

benefits. It is, therefore, the duty of the teachers, to

suggest children the books of their real interests, to

provide them with reading materials of their preference

in the classroom library and also to keep an hour separate-

ly every week to have discussion on the book liked best

by the children. Besides these an occasional book fair,

an organization of a book club in the school, under the

supervisions of the teachers will be very helpful for

developing interest in children to different kinds of

reading materials. In order to fulfil these "most wanted" duties, the teachers must have first hand knowledge of students' expressed interest for different types of stories, novels, plays, biographies, newspapers, journals, etc. The findings of the present study may help in this direction to a large extent.

Like the teachers, it is one of the fervent duty of the parents too, to encourage children for extra-reading, and provide them with suitable reading materials at home. The findings of the present study regarding children's preference towards the types of literatures, journals, etc. and also the quality content of a book liked best by children may help parents in selecting reading materials for their inmates.

In the school, the librarian is sometimes at a loss as to how to satisfy the young readers by supplying the books of their real interest and choice. The findings of the present study on factors like what kinds of books they like, what are the qualities inherent in a particular series of books that attract them most, etc. may help the librarian in discharging his or her duties satisfactorily.

The producers and the publishers of the children's literature may be greatly benefitted by some findings of the present study. It is a common complaint that there is dearth of juvenile literature in India, and

whatever is available is not upto the standard, nor they cater to the actual need and interest of adolescent boys and girls. The findings of the present study may enlighten the persons concerned regarding the types of books, journals and other literatures like novels, plays, biographies, etc. liked best by children. Another important revelation is the qualities in a book that are very much sought after by the children, and thus these findings may provide guidelines for producing, publishing and marketing juvenile literature, in India.

Last but not the least, the researchers and workers in the field of reading interest may be helped greatly by some of the important findings on reading interest, and its correlation with various dependent variables and also the significance of difference in reading interest among different variable groups (age group, sex group, intelligence, S.E.S. group, etc.) of this study, while probing deeply into various areas of reading interest of children and adult as well.

5.14 SUGGESTIONS FOR FURTHER RESEARCH

Reading and Reading interest are generally neglected; but these are fertile areas in the field of educational research in India. There is a big scope for further research in this area. The following are some of the suggestions for further research in this field:

1. Studies can be taken up on reading disabilities and its effect on personality development of the children.

2.. Studies can also be taken on positive and constructive effect of reading on personality development.

3. Researches may be taken up on individualized reading programme.

4. A study may be taken on the role of interest as a motivating factor in reading development.

5. Researches can be undertaken on remedial teaching of reading.

6. The effect of the present innovations in education on teaching of reading may be an interesting subject for study.

7. Study in various kinds of satisfaction values (like entertainment, escape from reality etc.) gained from reading.

8. A psychological study may be taken on "Reading Interest as a Bibliotherapy" for handling delinquent children.

9. Study to inquire into reading interests of university youths and adult members of the

society can be taken up.

10. Study into elements of a book that makes it interesting for the children.

11. An inquiry into reading preferences of children in relation to reading ability and comprehension.

12. The impact of the parents' reading interest on reading interest of children may be an interesting study.

13. Researches on the influence of the Radio, T.V. and movie on reading interest of children.

14. Studies may be undertaken on the impact of peer and peer group on development of reading interest in teenagers.

15. Case studies may be undertaken to probe deeply into the factors that affect on children having highest reading interest on one hand and the lowest in the other extreme.

5.15 CONCLUSION

Interest may be innate as well as acquired. It is that mental disposition which makes one aware of a

particular object or a class of objects and consequently leads to focussing of consciousness over it.

Reading interest is an acquired interest, a result of education, experience, training and exposition to various reading materials, etc. Hence the more the exposition to varied reading materials the more the development of reading interest.

The need and importance of reading interest in one's life is in fact very great. It is more the so for the growing boys and girls. In the fast changing world and society of today where there is explosion of knowledge due to tremedous development of science and technology, a child will lose his pace without extra knowledge from various sources besides text book education.

Therefore, it is the duty of all concerned, teachers, parents, guardians and the adult members of the society at large to focus attention at developing reading interest in children.

In the school, the teachers should provide children with at least one period a week for extra-reading. He or she m can also arrange free discussion with groups of students on a particular book or writer wherein the children should be encouraged to give their opinions freely.

There should be enough reading materials in the library of varied types suiting the interests and needs of children of different age groups. The school can also have class libraries managed by the teacher and students themselves. Wall display of book covers may also encourage students for extra-reading.

The government as well as public can, from time to time arrange book fair or book exhibition which may encourage students very much for extra-reading. The government should provide financial help for producing and publishing juvenile literatures and see that cost of books is within the reach of average Indian. Thus, a combined effort on the part of the government, public and school authority may help greatly in increasing reading interest in children and thereby to expand their mental horizon and outlook towards life.

One very regretable fact is that in our country uptil now reading and reading interest have not been given due status in education as well as in the field of research. In school besides being a part of language teaching, reading should form a separate sibject by itself and all possible efforts should be made to develop proper reading interest in children.

Research in the area of reading and reading interest should be intensified. In depth studies into

different facets and factors of both reading and reading
interest may reveal very significant and interesting
results. Therefore, it is high time that proper emphasis
is given in these areas and researchers engaged in the
field of education pay more attention towards them.