

CHAPTER II

REVIEW OF PREVIOUS STUDIES

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CHAPTER II

REVIEW OF PREVIOUS STUDIES

2.1 INTRODUCTION

A review of previous studies done of the subject selected for the study, always helps an investigator to have clear grasp of the concept, the methodology to be followed and to hypothesize on the outcome of the research. The second chapter was, therefore, devoted to the review of previous studies done abroad and in India both in the field of reading and reading interest and also the variables undertaken in the present study.

2.2 REVIEW OF PREVIOUS STUDIES
IN READING IN ABROADAbroad Studies

Although scientific research in reading is comparatively new, study in reading in one form or another seemed to be deeply rooted in centuries. Valentine as long back as 1844 studied the perceptual process in reading. Harris and Malquist pointed out that in 1878, Emile Javal, a French psychologist published the first account of systematic observation of eye movements during reading with the help of a mirror. Huey (1912) observed that research in reading originated in the laboratories of Europe as a consequence

of the curiosity of the psychologists to know the nature of word recognition in the process of reading. He gave the following table to show the approximate number of studies made in the area of reading.

TABLE 2.1
Studies Done During 1881-1957

Period	No.	Period	No.
1881 - 1890	2	1921 - 1930	764
1891 - 1900	12	1931 - 1940	1071
1901 - 1910	20	1941 - 1950	951
1911 - 1920	200	1951 - 1957	700+
=====		=====	

During the later part of the 19th century and the early years of 20th century, research in reading was mainly concerned with eye movement, perception of letters and words in the reading process. After Javal, Erdmann (1898) in Germany; Huey and Dearborn (1921) in U.S.A.; Baswell (1922); Gilbert (1959); and Tinker (1965) have given a detailed summary of researches done on eye movement in Reading.

Nila Banton Smith (1961) reviewed the researches done in Reading from 1910-1960, as follows:

Through the years upto 1910 only thirtyfour studies were reported in America. During 1910-1920, two hundred

accounts appeared on Reading, which mostly dealt with tests and school surveys.

The period extending from 1920-1930 is the most remarkable one. There were about 763 studies, most of which are concerned with - (a) silent reading, (b) individual differences in reading, and (c) remedial reading. During later part of this decade, 'reading readiness' - a new area in research in reading developed. Since 1930, there has been continuous interest of researchers on reading readiness which may be defined as the "composite characteristics that influence the ease or difficulty with which a child learns to read" (Harris and Malquist, 1973). Many researches were conducted on various factors that affect upon reading readiness of the children.

Researches during 1930-1940 in reading may be characterized as one of the extension and application rather than revelation and initiation. About 1,200 studies were reported during this period.

During the period between 1940-1950, which is famous as the atomic age - reading and atomic age became interactive. The war had two effects on reading - (a) investigating into number of researches and (b) discovery of a large number of illiterates. As a consequence researches during this period emphasized on - interrelationship among language and arts and relationship of reading to spelling,

5 handwriting, vocabulary and composition.

The years between 1950-1960 are the most exciting, in the sense that not only teachers, even commoners became aware of the need and importance of reading. About 1,000 studies were completed during this stage and experimental studies with tools in reading was started for the first time during this period.

Kenneth and Wayne (1974) reviewed the studies made on reading during the period from 1933-1973. The table 2.2 shows the number of studies completed during this period.

The study mentioned above included important areas of reading like - sociology, psychology, physiology and teaching of reading.

Sociology of Reading

Sociology of reading is primarily connected with relationship of reading with social values. The foundation of the sociology of reading was started, the moment man realized the significance of reading and writing as a means of communication and recording of social culture. However, it is only during the last more than three decades that critical thinking and intensive research in sociology of reading has been carried out, by various professional and academic groups.

TABLE 2.2

Studies Completed During the Period 1933-1973

Year	Studies	Year	Studies
1933	118	1953	91
1934	94	1954	123
1935	95	1955	84
1936	112	1956	94
1937	100	1957	116
1938	95	1958	96
1939	98	1959	118
1940	126	1960	120
1941	119	1961	101
1942	114	1962	148
1943	114	1963	112
1944	110	1964	188
1945	54	1965	139
1946	70	1966	115
1947	72	1967	143
1948	80	1968	165
1949	89	1969	153
1950	92	1970	122
1951	98	1971	179
1952	94	1972	223
		1973	324
Total study reviewed:			4895

Psychology of Reading

Research in psychology of reading started at about 1850 and continued throughout the ages, touching almost all mental aspects and its relation to the process of reading.

Physiology of Reading

It relates to researches done on the relation of bodily abilities like visual, auditory, articulatory, etc. with the process of reading.

Teaching of Reading

Researches on teaching of reading is very popular today. Under this category many researches were done centering on type, size, span of recognition, speed in reading, reading comprehension, etc.

2.3 REVIEW OF PREVIOUS STUDIES IN READING INTEREST IN ABROAD

Abroad Studies

Studies relating to reading interest have originated more than seventy years ago. In 1884, for the first time, an anonymous study appeared - "What do people read?" From then onward research in reading interest got impetus.

One of the earliest study giving developmental changes in reading interest was taken up by Terman and

Lima (1935), which asserted that, with the change in age and mental maturity children's interest in reading changes and that may be observed in their choices of books and reading materials. They studied developmental changes in the child of reading materials from ages before five to fifteen and concluded that developmental changes had positive effect upon reading interest of children.

Holy (1936) - studied reading interest of junior high school boys and girls and found that juniors had a wide range than seniors in reading magazine and newspaper items.

Mary Lazar (1937) undertook a study of 4,300 pupils in New York city to determine whether:

- (a) There is significant difference in reading interest of bright, average and dull children.
- (b) Do dull and retarded children had home surrounding not conducive to "achievement in readings or to literary interest"?
- (c) Are there marked sex differences in reading interest?

The findings were - (a) Bright groups had in general better environmental opportunities than dull group.
(b) Bright group from lower socio-economic status read

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inferior quality books, whereas bright children from high S.E.S. read superior quality. (c) Higher the percentage level, the larger the percentage having library cards.

Punke (1937) - studied the interest in reading newspaper and periodicals in boys and girls and observed that girls preferred romance, society and fashion part of the journal, whereas boys liked adventure, travel, mechanics and politics types of content.

Zeller (1941) - studied 2,052 girls and 1,995 boys and found that the factors of "action" and "humour" exerted the greatest influence on reading interest of junior high school students.

Wilson (1941) - studied kindergarten first and second grade level and found that children like "how to do it" books, comics, fairy tales, nature studies and adventure stories.

Jordan (1942) - in "high school journal" by analyzing a study by Lazar concluded that in intermediate grades "dull" boys like fairy tales, stories of school life, poetry and mystery whereas "bright" boys prefer adventure stories and science magazines.

Mary Rankin (1944) - studied circulation of books in eight public libraries and found that fictions are the most popular with both boys and girls.

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Witty and Moore (1945) - compared the reading interest of Negro and White children of grade four to six and observed that there is no difference in quality of reading but Negroes read 50 per cent less than the Whites.

Norvell (1946) and Anderson (1948) made similar studies to find out if there is sex difference in reading preference and observed that both sexes reacted favourably to adventure, humour, poems, stories, etc. However, boys ranked comic books, animal stories, fictions, biography and mechanical books, whereas girls prefer fiction, comic, biography, animal stories and music.

Woollener (1949) investigated into reading attitudes of young people and classified them in three groups. One is a tendency towards excessive reading as a result of emotional disturbance. The opposite is avoidance of reading with poor reading habits, which Woollener attributed to the results of personality problems. Normal interest in the third with balanced reading as a result of emotional poise.

Jones (1950) enquired into reading interest of college students and identified family background, social and economic status, intellectual level and previous experience as main determinants of reading interests and tastes of children.

Gunderson (1953) made a study in grade II, to

1 determine the particular qualities in books that appeal children and observed that "funny", "interesting", "exciting", "scary" are some common qualities given by children themselves.

Elizabeth Peterson (1955) surveyed the books, newspapers, and magazine interest of boys and girls to ascertain the amount, the range, the type and the level of voluntary reading to determine the relationship of voluntary reading to factors of sex, grade and intelligence and to obtain the pupils' opinion, concerning the nature of books. The findings were:

- (a) Reading interest was highest in grade VI and lowest in VIII.
- (b) All gave high ranking to books of adventure, mystery and human as well as animal stories.
- (c) Best sources of books was the school library.
- (d) Girls had greater interest in reading and owned higher proportion of library cards.
- (e) Significant differences in choice of subject matter was observed between boys and girls.
- (f) Bright group showed higher interest in reading.
- (g) Affirmative responses to use of books.

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(h) They find it difficult to name the titles of books.

(i) Reading is a highly individual affair.

In a deviation from usual interest study Vandament and Thalman (1956) investigated reaction of over one thousand children to types of fantasy. The sixth and tenth graders preferred story books, comics and magazines where achievement type of fantasy is associated.

Norvell (1958) conducted two studies - one on younger and the other on high school students. In older group, Norvell found few age or grade differences, but observed that sex was a highly significant factor in response to selections. Elements in stories favoured by boys were adventure, struggle, humour, courage, etc., whereas girls preferred stories of adventure, home and school life, romance, love, mystery, etc.

In lower groups, it was observed that children generally responded to selections frequently taught in schools. Witty (1959) also conducted extensive studies on reading interest of grade 3-6, and the results showed that both boys and girls showed first preference to fiction, adventure and mystery books.

During the period from 1961-1966, many teachers and researchers abroad conducted thorough investigation

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into both general areas of interest and specific book choices of children. Following generalizations can be made from the survey of research conducted by Wolfson (1960), Skelton (1961), Smith and Eno (1961), Peltola (1963) and Norvell (1966):

1. A very high percentage of boys in grade IV to VIII read comic books.
2. Children do more voluntary reading than many teachers.
3. Both sexes dislike stories containing obvious moralizing and extensive description.
4. Sex is a more important determinant of reading interest than age or intelligence.
5. Both sexes like animal stories, fantasy, science fiction, humour, biography of famous man, etc.
6. Girls, generally, have a wider range of interest than boys.

Vaughn (1963) conducted a very significant study on standard VIII children, whom he divided into three intellectual groups - bright, average and dull. Sex comparisons were also made.

The results showed that bright children chose

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adventure, mysteries, and science materials, whereas average prefer novels, detective stories, poetry and stories on home and school life. Dull students preferred fairy tales, detective stories, biographies, etc. Vaughn also studied preference of boys and girls towards different types of journals.

Shores (1964) conducted a study with high school students and found that they were interested in mysteries, science fictions, and fictional sports stories. Sex difference in interest was found to be significant and there was remarkable degree of consistency in reading interest from IV to XII graders.

In 1967, Olson and Rosen made a comparative study of reading interest of Negro and Caucasian students of IX grade and observed that Black students have stronger preference to current reading materials such as newspapers, magazines and topics like social relations, romance, humour, occupational areas than Whites.

Harris, Otto and Barret reviewed some studies related to reading interest, during the period from July 1st, 1967 to June 30th, 1968 and recorded the following findings:

1. Homes of above average readers provide more reading materials and gives greater stress on education.

2. Majority of students do free reading and their choice of reading material is very much influenced by friend's opinion.

During 1971-72, Wayne, Otto and others, while summarizing researches on reading interest, observed that first graders prefer fairy tales, animal stories and stories on T.V. characters as their best choices.

Another study of this period was by Lian Huang Chin (1973) who enquired into reading preference of 4th grade children in relation to sex and reading ability. The result showed significant difference in reading preference in boys and girls. As regards to reading ability, it was found that students' reading abilities are not related to reading preferences.

Chasen (1974) and Tibbetts (1974) ascertained the fact that sex is one of the most determinant factors of reading interest. Maria Pank Mertz (1975), on the other hand, observed that not only sex and age, but also influence of adult members and the child's self-conception affect his reading interest.

De Santi, Roger Joseph (1976) studied the reading strategies, habits and interests of adults people and found that factors like preference for location and time of reading affect their reading habit.

Powers, Rosemary Redditt (1977) investigated into self-reported reading media and other selected interest of students in grades 9-12. and commonalities among them and to compare them with Witty's (1961) findings. The results showed that both the sexes are more interested in fiction and dislike essays, plays and poetry. Regarding media, it was observed that movies, T.V. and radio played greater influence today and children devote more time to non-print medias.

Researches on reading interest upto the present age may be grouped into three categories. They are:

- (1) Researches on interest categories by age levels,
- (2) Researches on personal and institutional factors influencing reading interest, and (3) Researches on other factors influencing reading interest.

(1) Researches on Interest Categories
by Age Levels

A review of the researches done on this area reveals that the researches done on reading interest of pre-school children are very few and therefore results are inconclusive. It may be due to the fact that during this stage, interests are fleeting and reading interest does not stabilize until children can read of their own (Harris and Sipay, 1977).

Researches on reading interest of primary age

level is mainly based on listing out the types of stories, books, etc. liked by children. Sex does not seem to play a significant role during this period and therefore both boys and girls prefer same kind of books.

The age group of children in intermediate stage have definite and varied interest. Sex plays an important role in selection of types of reading materials. The most important finding about reading interest of this age level, is the tremendous range of individual differences both in amount of voluntary reading and in the specific interest that are expressed. Even in a group of children, who are similar in age, intelligence and cultural background, the range of individual preferences is tremendous.

(2) Researches on Personal and Institutional Factors Affecting Reading Interest

A number of factors seem to influence reading interest. But, it is difficult to separate which variables are operative and to what extent, they interact. Furthermore, there is doubt regarding the reliability of the instruments and techniques used to determine reading preferences. However, the most important personal factors affecting reading interests are - age, sex, intelligence, reading ability, attitude and psychological needs.

Age affects interests to a great extent. Researches revealed that children's preferences towards type of reading material changes with the change in age. By the

age of 13-14, adult interest seems to begin and the motivation for reading shifts from mere entertainment to self-understanding. Another interesting finding is that interest does not change in adult age group considerably, unless drastically affected by education and employment.

Of all personal factors, sex plays the greatest influence on reading interest. Even in primary grade, though not strong, sex difference are found in reading preferences (Martin, 1972). Sex was also the predominant factors in determining reading interest of intermediate graders (Klein, 1970; Bouchard, 1971 and Brown, 1971).

The relationship between intelligence and reading interest has not yet been clearly established. Researches showed that in general, bright children read more and varied than dull and average. The mentally slow child reads less and prefer lower standard books for his age (Lazar, 1937; Lewis and McGehee, 1940; and Thorndike, 1941).

Researches showed that reading ability is related to sophistication of interest, but it does not correlate directly with reading interests.

A small number of studies have been done on the influence of attitude on reading interests. However, Saul (1971) observed that there is positive relationship between reading interest and attitude. Perhaps with the advent of

reading attitude scales (Estes, 1971; and Ruwell, 1972) more researches will be done on this area.

One of the major determinants of reading interest is the satisfying of the psychological needs of the readers. There are many needs of which, the need to develop self-concept, intellectual needs, emotional needs, social and aesthetic needs, are important. No worth mentionable research had been done on this area.

Purves and Beach (1972) listed the following institutional factors that can affect upon reading interest:

- (a) Availability of books,
- (b) S.E.S. and ethnic background,
- (c) Peer, parent and teacher influence, and
- (d) T.V. and Movies.

Researches showed that availability of reading materials have positive affect on reading interest. To this, Schulte (1969) observed that reading is highest in children, when there are both classroom and school libraries.

Regarding S.E.S. most researches have concluded that S.E.S. factors do not significantly affect interest. There appeared to be little differences in reading interest of rural, suburban and metropolitan students.

Peer, friends, parents and teachers influence reading interest directly through recommendation and

indirectly by serving as models. Peers and friends play an important role in fifth graders in the selection of some books whereas T.V. and movie did not (Lawson, 1972).

Researches done on influence of T.V., movie, radio, etc. on reading interest revealed that as interest in these media increases, reading interest decreases (Harris and Sipay, 1977).

(3) Researches on Other Factors Influencing Reading Interest

Of the other factors influencing reading interests are: (a) Illustrations, (b) The reading of comics, and (c) The difficulty in the reading material itself.

(a) Illustrations - Marked change in the illustrations used in books have taken place in the last forty years. Amsden (1960) found that little children generally like more colourful illustrations. In case of older children, illustrations appear important only in so far as they clarify the content of the book.

Regarding comic reading, Whitehead (1971) observed that there was surprisingly evidence of extensive reading of comic in the age group of ten to fourteen years. The findings of Jenkinson (1940); Anderson (1968); Pugh (1969) and Hayes (1972) agreed with him.

Interest and difficulty are very much inter-

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dependent. Schnayelis (1967) showed that:

- (a) Interest in a selection may allow students of average ability to read and comprehend material that is above their measured ability level.
- (b) Low interest has negative effect on comprehension.
- (c) Comprehension of high ability students is less affected by interest, than the average ability students.

From all that has been discussed above, it is clear that a vast amount of work has been done abroad both in the area of 'reading' and 'reading interest'. But the scope of researches in reading done so far is greater than reading interest. In reading, starting from the nature of eye movement, upto all psychological, physiological, sociological conditions affecting reading were studied as variables. Whereas in reading interest, personal factors like age, sex, intelligence were studied by most of the researchers, and other factors like "institutional determinants" were neglected. Again, no case studies on factors affecting reading interest has been attempted so far. Many researches were carried out on reading interest of school going children, but only a few studies were done on reading interest of college going students and

adult members of the society. However, with the growing consciousness of the need and importance of reading interest among teachers, researchers, and even commoners; one may hope of researches on various new dimensions of reading interest in the near future.

2.4 REVIEW OF PREVIOUS STUDIES ON READING IN INDIA

In India, upto 1973 about seven hundred and twenty nine researches were carried out on different problems related to education. Of these only twenty eight studies were devoted to the area of reading (Buch, 1974). The second survey of research by Buch (1972-78) also revealed that the number of researches done on reading was far less in comparison to other problems of education. It may be observed, therefore, that so far reading is a neglected area in the field of educational research in India.

The researches done so far may be categorized under these three headings:-

1. Developing vocabulary in different languages.
2. Conducting various tests on reading.
3. Studying interests. (Buch, 1974, 1979)

Development of Vocabulary

Vocabulary is very essential for learning any language. Several studies were done on this area. Rukmani

(1960), Chandrasekhariah (1964), Tamhane (1965) studied basic vocabulary of children in Hindi, Kannada and Marathi respectively and came out with different results regarding number of spoken words.

Functional vocabulary of pre-school children in Tamilnadu was studied by Arunajatai and Srinivasachari (1968) and recognized 1,500 - 2,000 words.

Sharma (1972) and Shanker (1971) studied basic Hindi vocabulary in Haryana of standards IV and VI respectively and identified 1,627 words.

Basic Gujarati vocabulary was studied by Vakil (1955) of 11+ children, by Raval (1959) of 12+, by Lakdawala (1960) of 13+ children.

Paricha and Das (1959) studied the written vocabulary of class VI children. Keskar (1972) produced 3,500 words vocabulary for English teaching. In case of college students, recognition of vocabulary was done by Bernard (1966) and Chadda (1971).

Skill in reading is very much related to vocabulary. Narayanaswami (1969) inquired into Reading Comprehension of college level, whereas Parikh (1976) studied the factors affecting Reading Speed and Comprehension in school level and find out that factors like format, size of the letters, etc. had effect upon reading comprehension of children. Bina Kopper (1978) went a step further in

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this direction by studying the factors affecting reading comprehension in English and supplementing with a few case studies.

In the field of developing tools to measure reading skills, a limited number of studies were undertaken. Javil (1949) devised a test to measure linguistic ability of primary pupils, whereas Edwadia (1957) and Bhadrappa (1960) devised reading test in English for high school pupils. Bhagatwala (1958) devised a set of scale to measure silent reading abilities in classes VIII to XI, in secondary schools of Gujarat. Other tests in silent reading in English and Gujarati were constructed by Patel (1971) and Parekh (1973) respectively. Modi (1975) constructed and standardized a listening comprehension test for standard VIII pupils studying in Gujarati.

Ahuja and Ahuja (1974) tried to assess relationship between silent reading comprehension and silent reading speed; and oral reading comprehension and oral reading speed.

Krishnamurti (1971) prepared materials like pictures, charts, etc. to measure reading readiness of pre-school children. Results showed that children aged 4+ are ready to take reading instruction and girls fared better in the test than boys.

Despande (1973) tried to evolve a process of

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general improvement in methodology of evaluation of reading programme. The results showed that the total performance of experimental group was better than the control group. Patel (1976) and Patyal (1977) studied readability indices of science and geography material respectively of standard VIII and its effectiveness on reading comprehension.

In 1978, Pal tried to develop a reading oriented E.L.T. strategy. The results were:

- (a) Reading oriented E.L.T. strategy depends upon students' verbal intelligence and proficiency.
- (b) Reading instruction strategy could lead to improvement in reading comprehension.
- (c) Poor readers favourably responded to strategy based on perceptual skill, whereas high readers responded to advanced conceptualization and comprehension skill training.
- (d) Contextual presentation of the vocabulary and structured items were found to be an effective and practicable reading oriented E.L.T. strategy.

2.5 RESEARCHES ON INTEREST AND READING INTEREST

Interest is one of the basic factors that affect

reading as well as education. The following are some of the doctoral works carried on in this are - Manohar (1953) studied the reading interest of Marathi speaking boys and girls of secondary level in Bombay and Poona. The following are some of the interesting results:

- (a) Twenty per cent of boys and 12 per cent of girls did not borrow a single book from the library.
- (b) Fiftythree per cent of boys and 49 per cent of girls did not get required amount of books to read.
- (c) Boys read more historical, biographical and adventure stories and preferred books meant for adults, whereas girls liked fiction.
- (d) Only 9 per cent of children had home library.
- (e) As regards preferences, boys and girls in all standards preferred story books, the girls next choice was drama. Girls preferred poetry whereas boys preferred prose and both the sexes liked general knowledge book equally.

An attempt was also made to find out relationship between reading interest and cultural, economic and occupational background of the children.

Pande (1960) studied the interest pattern of the adolescent boys and suggested for corresponding improvement.

Naik (1963) studied reading interest of adolescents and adults, and developmental process of their interest. Some of the major findings were:

- (a) Newspapers were read more than any other materials.
- (b) Magazine reading increased with age.
- (c) Magazines were read only for recreation and it was mostly confined to regional languages.
- (d) The average book reading was higher in the age group 15-17.
- (e) Men read more than women.
- (f) Sports magazines were very popular upto the age of forty.
- (g) The reading maturity scale scores increased with age or educational level.

Bardhan (1965) studied interest of boys and girls with reference to elective courses of various streams like - humanity, science, technology and commerce.

Thakur (1966) inquired into reading interest of

secondary pupils and tried to find out the pattern of interests as well as differences on account of age, sex, economic condition, intelligence and academic achievement. Some of the important findings were:

- (a) No single general area or group of area of interest was discovered.
- (b) The most popular area of interest was story and least criticism.
- (c) Reading interest had relation with sex.
- (d) Intelligence, academic achievement and age determined the amount of interest in reading in both sexes.
- (e) Both boys and girls had high interest in stories, novels, but low in epics, one act play, satire, biography and criticism.

A survey of reading needs and interest of adults neo-literates in Mysore was made by Nagappa in 1966 and found out that there was a small but significant difference in reading needs and interests of specific groups among neo-literates. Religious materials are liked by all and women favour more books that concern family life and affair.

Patel (1967) studied recreational socio-cultural,

intellectual and occupational interest of high school students of Gujarat, whereas Singh (1967) investigated only educational and vocational interest to see if there is difference on account of sex, rural-urban origin, and relationship between educational and vocational interest.

A study of reading interest among college students was conducted by Badami and Badami (1970) and it reported that 60 per cent of the students were interested in novel, short story, while a few were interested in reading poems, essays, letters and science books.

Singh (1972) studied the interest pattern of school going boys and girls to work out their educational implication.

Sharma (1973) inquired into relationship between reading interest of high school students and the educational status of their family and observed that reading interests of children coming from different educational status - groups differ significantly.

Bhatia (1973-74) studied reading interests of students of English medium schools and found that:

- (a) Reading is a consistently favourite passtime with these children.
- (b) Interest in different types of literatures fluctuates from age to age. Adventure,

mysteries are popular whereas biography and books on travel are not popular.

- (c) News-papers and magazines are widely read by both the sexes.

Vishnoi, Kusumlata (1977) made a study of interest patterns of high and low achievers and the results showed that high achievers are more interested in science and crafts, whereas low achievers are interested in agriculture and household activities. However, both the groups had equal interest in fine arts, literature, outdoor and sports activities.

The above review of researches done in reading and reading interests showed that in comparison to researches are few in number and limited in scope. No worth mentionable experimental study has been done on different facets of reading and reading interest.

As far as the researcher's knowledge goes only six studies have so far been completed on doctoral level (Buch, 1979) in the area of reading interest. Most of these studies were concentrated on finding out reading preferences pertaining to books, newspapers, journals, etc. These studies failed to consider the factors like age, sex, S.E.S., intelligence, academic achievement etc., which affect reading interest to a great extent. The investigator therefore, wanted to inquire into reading interest of

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secondary level students, in relation to intelligence, S.E.S. and academic achievement.

2.6 REVIEW OF SOME STUDIES RELATED TO THE VARIABLES UNDERTAKEN

The investigator selected six variables namely - standard or grade; age; sex; S.E.S.; intelligence and academic achievement of the students for consideration, in the present study. Below are the review of some important studies related to these variables:

Standard (Grade) and Age:- Several studies were completed abroad to find out reading interest of pupils of different standards or grades. However, studies done on pre-primary pupils (age 3-6 years) seemed to be limited and incomplete, due to the fact that interest remain fleeting and does not mature during this stage. In India, as far as the researcher's knowledge goes, no study has been done yet on this group.

In the case of primary grade (age 7-10 years) children, researches showed that they prefer short stories on animal, fairy tales, nature studies, etc. However, ^{of} number/studies on this group are few, both in abroad as well as in India.

A large number of studies have been done on reading interests of secondary level (11-15 years old) students. This being the adolescent group attracted large number of

researchers like Holy (1936), Jordan (1942), Norvell (1946), Norvell (1958), Vaughn (1963), Shores (1964), Olson and Rosen (1967), Powers, Rosemary Reditt (1977). Most of these studies tried to find out the type of reading materials liked the best by children and also if there was any difference in the choice of the reading materials, due to sex difference of the children. The findings established that sex is one of the important determinant of reading interest among adolescent boys and girls.

In India, out of six studies on reading interest (extra-reading) four were conducted on secondary level students (Manohar, 1953; Naik, 1963; Thakur, 1966 and Sharma, 1973). These studies tried to locate the preference of boys and girls, towards different kinds of reading materials and literatures and to find out difference in preference on account of sex, age, economic condition, etc.

Study of reading interest among adult group (16 years and above) again is a neglected area both in India as well as in abroad. In India, studies by Nagappa (1966), Badami (1970) and De Santi, Roger Joseph (1976) are worth mentionable.

Sex

"One common thread running through most of the investigations of adolescent reading interests is that sex

is definitely a dominant force in young people's choices of reading material" (Olson and Ames, 1972). Researches revealed that sex difference in reading interest starts appearing just after the primary level and it is very strong in age group 11-15 years. Martin (1972) observed that, expressed reading interest of adolescent group were greatly affected by sex and race and less so by IQ and SES. Klein (1970), Bouchard (1971), Brown (1971), all asserted the fact that sex is the predominant factor in determining reading interest of intermediate graders.

In India, Manohar (1953), Naik (1963), Thakur (1966), Badami (1970), all observed that sex and reading interest are very much related.

S. E. S.

Most researches done abroad to see the affect of socio-economic status of parents on reading interest of children, concluded that S.E.S. factors did not significantly affect reading interest. Very little difference was observed in reading interest of children coming from high, middle and low socio-economic status groups. However, in case of ethnic group (with similar culture) there are differences in reading interest at all age levels with the widest difference occurring in the intermediate group (Lewis, 1970).

In India, out of the six studies on reading

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interests, none has taken S.E.S. for study as a variable. However, Sharma (1973) enquired into relationship between reading interest of high school students and educational status of their family and found that reading interest of students coming from different educational status group differ significantly.

Intelligence

Researches so far could not establish the relationship between reading interests and intelligence clearly. Lazar (1937), Thorndike (1941), Lewis and McGehee (1940) observed that mentally slow children read less and usually have preference which are slightly immature for their age. However, researches done on pupils of secondary level, found very little relationship between IQ level and reading interests of the students.

The sole study on doctoral level in India on reading interest, by taking intelligence as one of the variables, was done by Thakur (1965) and the results showed that intelligence determine the amount of interest in reading in boys as well as in girls.

Academic Achievement

The researches could not locate any significant study done abroad, to enquire into the effect of academic achievement on reading interest of the students. In India,

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Thakur (1966) studied academic achievement as one of the variables, in his study on reading interest, and observed that academic achievement determines the amount of reading interest in both boys and girls.

A review of previous studies done abroad as well as in India on Reading, Reading Interest and the variables undertaken in the present study were narrated in this chapter. The next chapter (Chapter III) shall be devoted to the discussion on Plan and Procedure (Methodology) of the study.

