



READING ATTITUDE AND INTEREST OF SECONDARY SCHOOL STUDENTS' IN RELATION TO GENDER AND LOCALITY

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Abstract

Reading is one of the most fundamental receptive skill a child needs to learn to succeed in life. Developing good reading habits is vital to child's everyday life which depends upon reading attitude and interest of students. The basic purpose of the study is to compare reading attitude and interest in relation to gender and residential status. The study adopted descriptive survey research. Stratified random sampling technique was used for selecting 200 students from 20 secondary schools. Percentage was used for analysis and interpretation of data. It is found that there were not any differences in the attitude of boys and girls. While compared to reading interest there is exist some variation in relation to gender. Again it is found that there is exist some variation in some aspects of reading attitude and interest in relation to locality

Keywords: Reading Interest, Attitude, Gender, Locality



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Introduction:

Reading opens the knowledge doors, illuminates the mind and makes the intellect sharper. To succeed in life, reading is one of the most fundamental skills a child needs to master. Developing good reading habits is important not only academically, but also in daily life for the future of children. Reading builds vocabulary. The more child reads, the more new words in his vocabulary will find their way. Reading allows terms and phrases that you do not use as part of everyday speech to be revealed. You are not only helping to train her to learn to read when you read aloud to your child, you are also introducing her to rich language that she would otherwise not hear, "says Susan Canizares, Ph.D., a language and literacy development specialist." Reading expands the depth of attention. Healthy habits of reading prepare kids for school. In their future classes, kids who spend a lot of time reading before entering school will have an easier time transitioning to the reading-focused learning environment. The early development of reading habits contributes to a lifelong enjoyment of books. It is more likely that children who start reading regularly from an early age will enjoy reading later in life. Reading promotes a desire for knowledge. Children with strong reading habits learn more about and grow an interest in other cultures and the world around them. Reading contributes to asking questions and finding answers, ensuring that every day, kids learn more. Imagination reads

flames, promotes learning and expands perspectives, expands the scope, helps to understand various people and places, promotes imagination and curiosity, helps to build a calm and positive mind, provides expertise in coping with complicated issues, develops writing skills, continues to focus, helps in emotional growth, increases self-esteem, helps to develop language

Related Literature Review

The Department of Education (2001) revealed that the activities that students do most after school or at leisure are, "Watching television, videos, VCDs, etc.", "Playing computer / electronic games". Listening to music, songs, radio, etc." or "Chatting with friends" are also common activities among secondary school students. Abeyrathna and Zainab (2004) discovered that reading tastes vary in gender and found that boys indulge less than girls in leisure reading. Boys liked stories of adventure and sport, while girls loved stories of animals and stories about the issue of puberty. Clark and Foster (2005) reported that girls reported more reading satisfaction than boys and were more likely to do so more often. Boys appeared to have more detrimental reading habits than children. Both boys and girls ranked themselves as readers who were equally proficient. The enjoyment of reading decreased with age, with primary pupils enjoying reading considerably more than secondary ones. More primary pupils than secondary students said they read every day outside school and had more positive attitudes towards education. Li-Bi Shen (2006) noted that more female students read newspapers and news online than male students. Male students read online more frequently than female students read Jokes and sports analysis. Nichole Lynnette Smith (2009) stated that gender, race or ethnicity, educational levels of parents, academic achievement or grades, and citizenship did not affect the interests of reading middle school students, thus demonstrating the null hypothesis when meaning was assessed at the level of .05. Ögeyik & Akyay (2009) shows that most students (73.8%) like reading and regard it as an important part of life. Most students tend to read books by foreign writers and Turkish authors. Kumar (2010) revealed that the students' motive for reading is to gain information and enhance general knowledge. Pehlivan, Serin and Serin (2010) suggested that interest-reading candidate teachers discriminate between gender and socio-economic status. Shafi & Loan (2010) shows that college students have a positive attitude towards becoming more dominant in reading with women. Students, regardless of gender, mostly learn their own reading habits and tend to read in the morning, at home, and in English. The findings indicate that males read more for knowledge and females read more for education. It also indicates that the majority of male students read about religion , politics and

literature, while most women choose religion, science & technology and literature. Abidin (2011) noted that online reading for knowledge purposes, especially in rural areas, is not widely used in Malaysian schools. Most students (66.86 percent) enjoy reading, where urban students (68.99 percent) are more than rural peers (65 percent), recorded Lone (2011). The difference is due to the lack of sufficient information centers and outlets in far-flung rural areas, and the lack of Internet facilities. While a good number of students use the internet for academic purposes, Onovughe (2012) reported that 52 percent spent less than two hours per day reading web pages. Aliu A. Hassan, Olaseni O. E and Mathew O.O (2012) stated that in terms of sex, boys and girls read differently, the proportion of boys (61.9 percent) studied is more than girls (38.1 percent). Interest in reading boys for vehicles, profession, music and travel increased, but for outer space decreased. Girls read more books than boys did, substantially. Florence (2012) revealed that the environmental factor forms the reading habit of students and the home that should be the foundation for laying down rudiment and passion for reading seems to be a militant factor against children imbibing good reading habits. The credentials of parents do not have a major influence on the provision of reading materials.

Rationale of Study

The school focuses on improving reading behaviours and the teacher is the main element in investigating all student learning activities. Students are typically more likely to read materials that interest them and, for this reason, teachers and librarians may play an important role in encouraging students' reading habits. When planning instruction and careful planning will help learners develop a positive attitude towards reading, teachers need to be mindful of the reading attitude and interest of students. When a student learns, he receives data and develops his information. Both the young and the old took enough time to read prior to the TV adventure. As in the behaviour of teenage agers, reading is now declining. Thus, the investigator aims to research the attitude and interest of secondary school students in reading.

Objectives of the Study

The objectives of the study are:

1. To compare the reading attitude and interest of boy and girl secondary school students.
2. To compare the reading attitude and interest of rural and urban secondary school students.

Research Questions

1. Do secondary school students ' reading attitude and interest vary with respect to gender?
2. Do secondary school students ' reading attitude and interest vary with the residential status?

Methodology of the Study

The present study is a descriptive survey type research. The researcher selected 10 students (5 boys and 5 girls) from 20 secondary schools (10 rural and 10 urban) of Cuttack district by using stratified random sampling technique. Questionnaire was for data collection. The collected data are entered in MS Excel 2007 with variables such as gender, region. All the items of questionnaire were quantified in terms of percentage to different responses.

Data analysis and Interpretation

Boys and girls were also asked to express their agreement and disagreement with nine attitudinal statements on a scale from 1 (strongly agree) to 5, as is shown in table-1.

Table No-1: Attitudes of boys and girls towards reading

Rating Statements	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Reading is more for girls than boys	28	38	25	35	17	7	22	14	8	6
Reading boring	1	2	3	4	24	14	33	39	39	41
Reading is hard	2	1	5	7	16	15	43	51	34	26
Reading is important	68	64	16	20	5	5	4	4	7	7
No interesting books	5	8	23	27	19	16	43	37	10	12
Reading outside school	32	20	41	55	7	11	11	11	9	3
Like libraries	22	27	51	54	11	10	7	6	9	3
Books as a present	40	40	32	53	12	7	11	0	5	0
Others Read better	6	9	25	15	19	13	32	54	18	9

(Number given in the table indicates Percentage)

The table no 1 reveals that 28% of boys and 38% of girls are strongly agree with the statement “Reading is more for girls than boys”, 22% of boys and 14% of girls are disagree with the statement “Reading is more for girls than boys. 39% of boys and 41% of girls are strongly disagree, 33% of boys and 39% of girls are disagree. 3% of boys agree and 4% of girls disagree with the statement “Reading is boring”. 34% of boys and 26% of girls are strongly agree, 43% of boys and 51% of girls are disagree, 5% of boys and 7% of girls disagree with the statement

“Reading is hard”. Both boys (68%) and girls (64%) strongly agreed that reading is important. Same percentage of boys and girls (4%) disagree with reading is important. 23% of boys and 27% of girls could not find the interesting book. 43% of boys and 37% of girls said that they get their interesting book. 41% of boys and 55% of girls read outside of school. 11% of boys and 11% of girls did not read outside of school. 22% of boys and 27% of girls strongly agreed that they like to go library. More boys (9%) than girls (3%) did not like to go library. 32% of boys and 54% girls disagree that others read better more boys (25%) than girls (15%) agreed that others read better.

Table No-2: Attitudes of Rural and Urban Students towards reading

Rating Statements	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	LOCALITY									
	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban
Reading is more for girls than boys	27	39	31	29	8	16	26	10	8	6
Reading boring	2	1	3	4	11	2	45	27	40	40
Reading is hard	1	2	6	6	4	27	55	39	34	26
Reading is important	66	66	17	19	2	8	4	4	11	3
No interesting books	6	7	24	26	7	28	56	25	8	14
Reading outside school	22	30	63	42	2	19	9	4	7	5
Like libraries	19	30	63	42	2	19	9	4	7	12
Books as a present	36	44	55	30	4	15	2	9	3	2
Others Read better	7	8	22	17	9	23	51	35	10	17

(Number given in the table indicates Percentage)

Further Table no 2 reveals that 27% of rural and 39% of urban student strongly agree with the statement that “Reading is more for girls than boys”. 31% of rural and 29% of urban students agree with the statement that “Reading is more for girls than boys”, 26% of rural and 10% of urban student disagree with the statement that “Reading is more for girls than boys”. 8% of rural and 6% of urban students strongly disagree with the statement that “Reading is more for girls than boys”. 45% of rural and 27% of urban students disagree with the statement “Reading is boring”. While 3% rural and 4% urban student agree that reading is boring. 34% of rural and 26% urban students strongly disagree and 55% of rural and 39% of urban students disagree with the statement that reading is hard. Equal portion of rural and urban student (6%) agree that reading is hard. Equal portion (66%) is important while 11% of rural and 3% of urban

student said reading is not important. 24% of rural and 26% of urban students could not find the interesting book. 56% of rural and 25% of urban student said that they get their interesting book. 58% of rural and 38% of urban student agree that they read outside of school every day while 16% of rural and 6% of urban student disagree that they read outside of school. 63% of rural and 42% of urban student likes to go library where as 9% of rural and 4% of urban students did not like to go library, 36% of rural and 44% of urban student strongly agree and 55% of rural and 30% of urban student agree with the statement that they like book as a present. Whereas, 2% of rural and 9% of urban students did not like book as a present. 23% of rural and 17% of urban students feels that other students read better than them. But 51% of rural and 35% of urban student disagree with the statement that other read better.

Table No-3: Preferred reading materials outside of class by boys and girls.

Sl. No.	Preferred Reading materials outside of class	Gender		Locality	
		Boys (%)	Girls (%)	Rural (%)	Urban (%)
01	Websites	31 (31)	8 (8)	9 (9)	30 (30)
02	Magazines	60 (60)	47 (47)	53 (53)	54 (54)
03	Fictions	50 (50)	38 (38)	52 (52)	36 (36)
04	Annuals	20 (20)	12 (12)	13 (13)	19 (19)
05	Emails	22 (22)	7 (7)	8 (8)	21 (21)
06	Catalogues	9 (9)	12 (12)	10 (10)	11 (11)
07	Cook books	16 (16)	24 (24)	19 (19)	21 (21)
08	Audio book	15 (15)	7 (7)	12 (12)	10 (10)
09	News paper	85 (85)	80 (80)	84 (84)	81 (81)
10	Joke	33 (33)	19 (19)	27 (27)	25 (25)
11	Graphic novels	25 (25)	29 (29)	33 (33)	21 (21)
12	Manuals Instruction	31 (31)	21 (21)	24 (24)	28 (28)
13	Poetry	55 (55)	56 (56)	62 (62)	49 (49)
14	Song lyrics	58 (58)	61 (61)	53 (53)	66 (66)
15	Encyclopedia	12 (12)	8 (8)	14 (14)	6 (6)
16	Books and magazines other than English	51 (51)	41 (41)	47 (47)	45 (45)
17	Teletext	70 (70)	50 (50)	56 (56)	64 (64)
18	Factual books	38 (38)	31 (31)	31 (31)	38 (38)
19	Comics	39 (39)	30 (30)	36 (36)	33 (33)
20	Text message	47 (47)	31 (31)	33 (33)	45 (45)
21	Plays	39 (39)	20 (20)	30 (30)	29 (29)
22	Posters/signs	39 (39)	35 (35)	40 (40)	34 (34)
23	Travel books	58 (58)	59 (59)	67 (67)	50 (50)
24	Books and magazines about TV programme.	31 (31)	20 (20)	22 (22)	29 (29)

Table no 3 reveals that 31% of boys and 8% of girls preferred websites, 60% of boys and 47% of girls preferred magazines, 50% of boys and 38% of girls preferred fictions, 20% of boys and 12% of girls preferred annuals, 22% of boys and 7% of girls preferred emails, 9% of boys and 12% of girls preferred catalogue, 16% of boys and 24% of girls preferred cookbooks, 15% of boys and 7% of girls preferred audio books, 85% of boys and 80% of girls preferred newspapers, 33% of boys and 19% of girls preferred jokes, 25% of boys and 29% of girls preferred graphic novels, 31% of boys and 21% of girls preferred manuals/instruction, 55% of boys and 56% of girls preferred poetry, 58% of boys and 61% of girls preferred song lyrics, 12% of boys and 8% of girls preferred encyclopedia, 51% of boys and 41% of girls preferred books and magazine other than English language, 70% of boys and 50% of girls preferred Teletext, 38% of boys and 31% of girls preferred factual books, 39% of boys and 30% of girls preferred comics, 47% of boys and 31% of girls preferred text messages, 39% of boys and 20% of girls preferred plays, 39% of boys and 35% of girls preferred posters, 58% of boys and 59% of girls preferred travel books, 31% of boys and 20% of girls preferred books and magazines about TV programmes outside of class for reading.

Further table no 3 indicates that 9% of rural and 30% of urban students prefers websites, 53% of rural and 54% of urban students prefers magazines, 52% of rural and 36% of urban students prefers fiction, 13% of rural and 19% of urban students indicated annuals, 8% of rural and 21% of urban students prefers emails, 10% of rural and 11% of urban students prefers catalogue, 19% of rural and 21% of urban students prefers cook books, 12% of rural and 10% of urban student preferred audio books, 84% of rural and 81% of urban students prefers newspaper, 27% of rural and 25% of urban students prefers jokes 33% of rural and 21% of urban students prefers graphic novel, 24% of rural and 28% of urban students prefers manuals, 62% of rural and 42% of urban students prefers poetry, 53% of rural and 66% of urban students prefers song lyrics, 14% of rural and 6% of urban students prefers encyclopedia, 47% of rural and 45% of urban students prefers books and magazines other than English language, 56% of rural and 64% of urban students prefers Teletext, 31% of rural and 38% of urban students prefers factual books, 36% of rural and 33% of urban students prefers comics, 33% of rural and 45% of urban students preferred text messages, 30% of rural and 29% of urban students prefers plays, 40% of rural and 34% of urban students prefers posters/signs, 67% of rural and 50% of urban students prefers travel books and 22% of rural and 29% of urban students prefers books and magazines about TV programme as a reading material outside of class.

Major Findings of the Study

- There were not any differences in the attitude of boys and girls. Most of the boys and girls agreed with the statement that reading is more for girls than boys. Reading is important, they read outside of school, they like to go library and they like to go library and they like book as a present. All the girls like book as a present where as 11% boys don't like book as a present. Most of the boys and girls disagree with the statement that Reading is boring, Reading is hard, and others read better than them.
- New papers were the preferred material read outside class for both boys (85%) and girls (80%). However, a greater percentage of boys than girls reported reading magazines outside of school. A greater portion of girls than boys also reported reading graphic novel, poetry song lyrics and travel books. By contrast a greater percentage of boys than girls stated reading websites, magazines, fictions, annuals, emails, jokes, manuals encyclopaedia, books and magazines other than English language, Teletext, comics and books and magazines about TV program.
- Most of the rural and urban students agree with the statement that reading is more for girls than boys, reading is important, reading outside of school, like going to the libraries and they do not mind getting a book as present. But the portion of rural students is more than the urban students. More rural students disagree with the statement that reading is boring, reading is hard and they do not get the interesting book than urban students.
- A greater portion of rural students than urban students preferred fiction (52%), newspaper (84%), Jokes (27%), Graphic novels (33%), poetry (62%), encyclopaedia (14%), travel books (67%) and posters (40%) as reading material outside of class. In contrast more urban students than rural students preferred websites (30%), annuals (19%), emails (21%), manuals (28%), song lyrics (66%), Teletext (64%), factual books (38%), text message (45%) and books and magazines about TV programme (29%) as reading material outside class.

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