



A CASE STUDY OF READING INTERESTS OF BOYS & GIRLS AT SECONDARY LEVEL

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ABSTRACT:

A teacher's attitude is a very significant feature in improving a student's love for reading. Wherever possible, opportunities should be given to read for enjoyment in the classroom. This world provides each pupil an excellent opportunity to exploit his need to improve his reading skill. Reading becomes a habit when love to read and read when we have the free time. All educational activities are built upon Interests. Almost whole of life is a long continuous activity in the line of one's own interest. Whatever one does, he does for some kind of interest in it. An interesting work or activity means a lifeless burden. Thus interest is of great significance in education. One of the major difficulties in any scientific study of a commonly practiced process like reading is the lack of an adequate vocabulary.

KEYWORDS: *study interest, Reading skill, Problem .*

INTRODUCTION:

Any exploration into issues of libraries and children must begin by defining what is meant by "Child". The term has different meaning during different period and is almost never defined in contemporary writings. The primary focus on this paper is what are termed "Older Children". From nine to fourteen years, because research has demonstrated that the gender based differences in reading do not appear until the generally agreed age at which "Children" become "Young Adults". Another difficulty in doing research in this area is the paucity of published data on the methods used to promote reading, the characteristics of the children reached the number and types of books reading and the effect on reading ability and habits. Most published information on reading promotion is vague and general.

VARIABLES:

"Any measurable attribute of object, things or beings is called variables."

A variable is a characteristic that takes on different values or conditions for different individuals. There are two types of variables.

- 1. Dependent Variable:-** "A dependent variable one about which we make a prediction The dependent variable may mirror the measured changes on pupil performance attributable to the influence of the independent variable. In this research, dependent variable is; READING INTEREST
- 2. Independent Variable:-** "Independent variables are those which are manipulated by the experiment. Where an experiment is conducted, some variables are manipulated by experimenter and

others are measured from the subjects. The former variables are called "Independent Variables." In this research, the independent variables are; BOYS AND GIRLS

STUDY OBJECTIVE:

- I. To find out the reading interest in comprehension at literal level among boys & girls at secondary section.
- II. To find out the reading interest in comprehension at interpretative level among boys & girls at secondary section.
- III. To find out the reading interest in comprehension at both literal & interpretative level among boys & girls at secondary section.
- IV. To find out the reading interest in between boys & girls on the basis of literary area.
- V. To find out the reading interest in between boys & girls on the basis of desired topic.
- VI. To find out the reading interest in between boys & girls on the basis of news topic areas.

Hypothesis

- H₁. There is no significant difference in reading interests in comprehension at literal level among boys & girls at secondary section.
- H₂. There is no significant difference in reading interests in comprehension at interpretative level among boys & girls at secondary section.
- H₃. There is no significant difference in reading interests in comprehension at both literal & interpretative level among boys & girls at secondary section.
- H₄. There is no significant difference in reading interests in between boys & girls on the basis of literary area.
- H₅. There is no significant difference in reading interests in between boys & girls on the basis of desired topic.
- H₆. There is no significant difference in reading interests in between boys & girls on the basis of news topic areas.
- H₇. There is no significant difference in reading interests in between boys & girls.

ANALYSIS & INTERPRETATION

Measurement in education did not suddenly leap into existence. The logical way to being any research investigation is to start with hypothesis to obtain an appropriate sample of data in order to test the implication of the hypothesis may be in the nature of a general proposition or it may be specific query. A specific hypothesis is ordinarily to be preferred to a general one as the more definite and exact the thesis, the greater is the likelihood of a conclusive answer. No study can be better than the data on which it is based and the interpretation which they are given depends to a large extent upon their interpretation and conclusions in the light of established findings. This chapter of the dissertation deals with the results, their interpretation and discussion of reading interests of secondary section. Once the data are collected the investigators turn his focus of attention o their analysis and interpretation. Data becomes meaningless unless certain required statistical treatment is given to it, which is done through analysis and interpretation of the study. This is essential for scientific study and for ensuring that we have all relevant data for making contemplated comparison and analysis.

Analysis of data is nothing but a study of tabulated material in order to determine interest facts or meaning. It involves breaking down existing complex factors into simple parts and putting the parts together into simple new arrangements for the purpose of interpretation. The obtained data were

treated statistically by employing X^2_c [Chi-Square] to determine the significant difference between the means of two groups on the interest of secondary section student towards reading.

TABULATION OF DATA

Having being verified and classified; the statistical material is produced in the form of tabulation. In this way, classification is the main base of tabulation. As the classification, similarly the tabulation is performed. If the classification is all-rounder & complicated, the tabulation will be made similar to it. Thus, the collected material is made easier, brief & comprehensive through the tabulation by which it may be faciliabile in understanding easily. Thus, to arrange the facts successively I various lines & columns of table is called Tabulation. The following opinions of some scholars have been given below relating to the definition of Tabulation as given:-

- According to Kauner, "Tabulation is a successive and well arranged presentation of statistical fats to make them clear under consideration of some problems".
- In the words of Blair, "Tabulation is a successive arrangement I the form of lines and columns of data and extensive explanation".

Thus, the statistical analysis of above tabulation as under:

- Mean Value for maximum reading interest of boys and girls at secondary section.

GROUP	YES	MEAN VALUE
Boys	2647	64.56
Girls	2533	61.78

Thus boys scoring maximum reading interest than girls at secondary section.

- Mean Value for minimum reading interest of boys and girls at secondary section.

GROUP	NO	MEAN VALUE
Boys	1453	35.43
Girls	1567	38.22

Thus, girls scoring minimum reading interest than boys at secondary section.

According to Kerlinger, analysis is orderly breaking down of data into constituent parts in order to obtain answers to research question, where as W. Cook says, scientific interpretation seeks for relationship between the data of study and between the study findings of other scientific knowledge.

The two terms Analysis of Data & Interpretation of Data are complementary to each other. The end product of analysis is the setting up of certain general conclusions or goals while the interpretation with what these conclusions really means. It is only through interpretation that the researcher can expose relation and process that undertake in his finding. Interpretation is no doubt, a mechanical process. It calls for a critical examination of one's analysis in the light of all limitation of her data gathering. It is an important step of research procedure. In the present study the problem deals with the "A Study of Reading Interests of Boys and Girls at Secondary Section in the Field of Education". Related to this problem there are seven hypotheses. To test the significance of the hypothesis the raw data collected from 4 schools were tabulated and X^2_c [Chi-Square] were calculated with the help of them, on the basis of this significance or insignificance of the null hypothesis were found.

Analysis refers to splitting the whole into parts and interpretation involves synthesizing the relevant parts of the phenomena to explain the situation.

The analysis and interpretation of the data are conducted under the heading such as;

Analysis & Interpretation of Questionnaire for the Students

The process of analyzing the data has been done taking the alternative method of calculating the value of X^2 in the case of a (2x2) table. The formula for calculating the value of X^2 will be stated as follows:-

$$X^2 = \frac{N(AD - BC)^2}{(A+C)(B+D)(A+B)(C+D)}$$

where N means the Total Frequency, AD means the Larger Cross Product, BC means the Smaller Cross Product and (A+C), (B+D)

(A+B) and (C+D) are the marginal totals. The alternative formula is rarely used in founding out the value of Chi-Square as it is not applicable uniformly in all cases can be used only in a (2x2) contingency table.

This formula has been applied in this work. As there are responses of Yes, No and the variables like boys and girls, the Chi-Square test of independence in contingency table method has applied i.e. for calculating expected frequency the formula.

This work is to be study the reading interest of boys and girls of secondary section. This research was done on the four schools of Raipur. Self made questionnaire was used as a tool. According to Hypothesis, it was found that there was not any significant difference in reading interest process minimum reading interest in.

According to Hypothesis & it was observed that there were some significant difference in the reading interest of boys and girls I reading comprehension at both literal and interpretative level.

Hence, it is proved that the reading interest of boys and girls at secondary section have average reading interest. There are various other causes that prevent them from their better reading interest. There are also few facilitating environment in every school for the improvement in reading interest in school level. Thus in case of under achievers the reading interests of boy students were better than that of girl students.

In present research the topic 'A Study of Reading Interest of Boys & Girls at Secondary Section', Present research work is divided into five chapters. Each chapter was divided into sub-topics which were as under:-

Under this chapter by describing the background of the study, the term of interest & reading according to psychologist were also defined. Importance of reading is also stated in the chapter. Needs of the reading interest were also discussed, which is used in practice for a variety of reasons such as:-

- Reading and Literacy
- Opportunities for Reading.
- Feelings and Attitude towards Reading.
- The School Library.

The review of related literature is an essential backbone of research. It means to have a look on those researches which are already done related to the present study. This view presents the problem from several investigations who have analyzed children's interest on trade and text books. The purpose of this study was to discover the class and gender appropriate role models and instill socially acceptable values in both boys and girls. Under this chapter the objective of the study is to find out the truth about the reading interest of boys & girls at secondary section.

For making the researcher sensitized to certain relevant aspects of the problem and focus on specific issues and select more pertinent facts, Hypotheses should be made. For this 4 schools of Raipur would be selected. Out of four schools, total 200 students would be selected. This problem is limited only to comparison of reading interest of boys and girls at secondary section in the field of education.

The research work carried out related to this topic keeping the following few objectives. Under these objectives, we are considering few points such as;

- To find out the reading interest in comprehensive at literal level among boys & girls at secondary section.
- To find out the reading interest in comprehensive at interpretative level among boys & girls at secondary section.
- To find out the reading interest in comprehensive at both literal and interpretative level among boys & girls at secondary section.
- To find out the reading interest in between boys & girls on the basis of literary area.

- To find out the reading interest in between boys & girls on the basis of desired topic.
 - To find out the reading interest in between boys & girls on the basis on news topic area.
- The above objectives keeping in mind the present study is introduced with certain specific hypothesis because certain assumptions are essential to get meaningful facts. The assumptions are scientifically termed as “Null Hypothesis”.
- There is no significant difference in reading interest in comprehensive at literal level among boys & girls at secondary section.
 - There is no significant difference in reading interest in comprehensive at interpretative level among boys & girls at secondary section.
 - There is no significant difference in reading interest in comprehensive at both literal and interpretative level among boys & girls at secondary section.
 - There is no significant difference in reading interest in between boys & girls on the basis of literary area.
 - There is no significant difference in reading interest in between boys & girls on the basis of desired topic.
 - There is no significant difference in reading interest in between boys & girls on the basis on news topic area.
 - There is no significant difference in reading interest in between boys & girls.

Methodology is a way to systematically solve the research problem and to method. For the present study, the researcher has adopted descriptive research and survey method by interview schedule method in selected wards simple random method is applied here..

For every kind of research work some kind of instruments are used to collect the data and these instruments are called ‘Tools’ and for the present study, the researcher used a self-made questionnaire that can be used with large groups.

Self made questionnaire has been used in four schools of Raipur for data collection. The researcher has used self-made questionnaire, the questions were in ‘Yes/No’ form. The students were total to read the sentence carefully & selected one alternative that suit them. They have to tick ‘Yes/No’ selected by them.

Analysis is order by breaking down of data into constituent parts in order to obtain answers to research question. The two terms, Analysis of Data and Interpretation of Data are complementary to each other. The end product of analysis is the getting up of certain general conclusions, while the interpretation deals with what these conclusions really mean. Related to the present problem there are seven hypothesis the raw data collected from 4 schools were tabulated and X^2_c Chi-square were calculated with the help of the null hypothesis were found.

The following information is obtained concerning an investigation of four different schools of small size:-

HYPOTHESIS-1

There was no significant difference in the score value of reading interests in comprehension at literal level between boys & girls at secondary section. So, hypothesis is selected.

HYPOTHESIS-2

There was no significant difference in the score value of reading interests in comprehension at interpretative level between boys & girls at secondary section. So, hypothesis is selected.

HYPOTHESIS-3

There was significant difference at .01 levels for comprehension at both literal level & interpretative level between boys & girls at secondary section. So, hypothesis is rejected.

HYPOTHESIS-4

There was no significant difference in the score value of reading interests for comprehension at Literary Topic between boys & girls at secondary section. So, hypothesis is selected.

HYPOTHESIS-5

There was no significant difference in the score value of reading interests of desired topics between boys & girls at secondary section. So, hypothesis is selected.

HYPOTHESIS-6

There was no significant difference in the score value of reading interests of news topics area between boys & girls at secondary section. So, hypothesis is selected.

HYPOTHESIS-7

There was no significant difference in the score value of reading interests between boys & girls at secondary section. So, hypothesis is selected. Thus, from the above results it may be concluded that both boys & girls have average reading interests than that of their interested area.

From the above calculation, it may be calculated that the mean value of boys for 'Yes' response is 64.56 and for 'No' response is 35.43 and the mean value of girls for 'Yes' response is 61.78 and for 'No' response interest is average. It is found that entire sample reveals average study habits and interest of underachievers in secondary section student. There was no significance difference in mean interest of reading scores of under achievers of boys and girls students in various areas:-

- a) Comprehension at literal level.
- b) Comprehension at interpretative level.
- c) Comprehension at both literal and interpretative level.
- d) Literary area.
- e) Desired topics area.
- f) News topics area.

Thus, boys and girls both have equal reading interest than that of their interest area. Four schools showed better reading interest than that of their six topics area. Here boy students show better reading interest than that of girl students.

RESULT

The reading interest was conducted for a maximum frequency of equal number for both responses. Thus, the expected probability of each answer [Yes/No] is 0.5 in a sample of 200 students among which, 100 students were boys and 100 students were girls. 100 students would be expected to respond Yes, and 100 students would be expected to respond No.

Hence having a score of 6.64 or above was considered to have high reading interest and a score of 3.34 or below was considered to have low reading interest. In some hypothesis, there may be more than 3 questions. So, I used to conclude my conclusion according to their level of difference. Thus, it is found that the entire sample reveal average and equal reading interest of underachievers in secondary section students. There is no significant difference in mean of reading interest scores of under achievers of boy & girl students.

Both boys and girls have equal reading interest than that of their interested area. Four schools showed better reading interest than that of their six topics area. Here boy students showed better reading interest than that of girl students

CONCLUSION

People need to experience a match between their own reading interests and habits with specific personal feelings towards reading. The psychology of interest need to indicate a permanent mental disposition, a cause of attention, an aspect of attention, to guide pupils to achieve as optimally as possible in reading different books and topics.

It provides overview of leisure reading interest and habits among secondary school students in Raipur. The importance of reading, need of study, reading and literacy, the opportunities of reading, filling an attitude towards reading are discussed. This research also presents the problem and importance of the study, the objectives of the study, the hypothesis of the study, the significance and the limitations of the study.

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