

# The Reading Interests of the Students in Relation To Their Gender and Locale

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**Abstract**— Reading is a treasure of knowledge. It is impossible to acquire full knowledge of various subjects within limited time. The reading interests of students depend upon his ability to schedule his time, to plan his study, the habits of concentration and mental review. Reading Interests of the students are essential to learning and fundamental to academic achievement. Therefore study the reading interests of graduate in relation to their gender and locale is conducted. The sample comprised 200 college students of B.A.- Part III (100 boys and 100 girls) of Sonapat district .The data was obtained by using Questionnaire on Reading Interests by Meenakshi (2003). Mix results are found regarding reading interest of urban and rural and Govt. and Private graduate students. There is significant difference between students of Government and Private Colleges. Private college students enjoy more reading than Government college students.

**Keywords:** Reading Interests, Relations, Gender impact, Locale

## I. INTRODUCTION

.Education is the process of developing the capacities and potentials of the individual so as to prepare that individual to be successful in a specific society. Interest plays an important role in directing and controlling human behavior. People whose jobs involve a lot of physical activities may prefer to spend their free time doing quiet relaxing activities, such as reading books or magazines or watching TV. These all interests or activities done by the individual not only help him in relaxation or passing time, but also help him to gather more information and ultimately provide him knowledge. The reading interests established during the academic years have a long lasting value that carries over into later life. According to Dave (1977), "Reading is an intellectual action which is possible only if a man has formed a habit of reading and practicing it since childhood."

Deb and Grewal (1990) found that home environment of the students and planning of schedule was significantly related to their academic achievement and also found significant relationship between study habits and academic achievement. Hughes-Hassel and Pradnya (2007) found a strong relationship between leisure reading and school achievement but the leisure reading habits of urban adolescents have rarely been studied. Magazines were the preferred reading material for both male and females, followed by comics and the internet.

Bhatt (2009) studied the impact of public library use on reading television and academic outcomes. It was found that for children in school, library use positively impacts homework completion rates. A simple cost-benefit exercise highlights the potential application of these results for local governments who fund these libraries.

So, there is a dire need to develop such reading interests among the students so that they could be achieved more. The reading interests in the long run affect the character building, mode of thinking and thus, develop the personality. So, there is an urgent need to investigate the reading interests of graduate.

## II. OBJECTIVES

1. To study the Reading Interests of urban and rural graduate students.
2. To study the Reading Interests of graduate students of Government and Private Colleges

## III. HYPOTHESES

HO1. There exists no significant relationship between the Reading Interests of urban and rural graduate students.

HO2. There exists no significant relationship between the Reading Interests of graduate students of Government and Private Colleges

Method

The present study is the survey type and descriptive in nature. So, Descriptive Survey method was used to conduct the present study.

## IV. SAMPLE

In the present study, a sample of 200 college students of B.A.- Part III (100 boys and 100 girls) of Sonapat district only, was taken. Students were selected from different government and non-government colleges on the basis of random sampling method.

## V. STATISTICAL TECHNIQUES USED

The responses given were noted, frequencies were counted. The frequencies were converted into percentage. It was decided to use the chi square test, to study the differences in the responses of the students and to test the difference between the reading interest Rural and Urban students and Government and Private college students.

## VI. TOOL USED

Questionnaire on Reading Interests prepared by Meenakshi (2003).

## VII. RESULTS

Table 1 showing to compare Urban and Rural Students on the question: What do you like to read at leisure?

Table 1 (a)

Sr.No.	Sources	Rural	Urban
1	Magazines	14%	22%
2	Newspapers	32%	20%
3	Journals	4%	10%
4	Books on general interest	43%	40%
5	Content related to the syllabus only	7%	8%

Table 1 (b)

Area	N	a	b	c	d	e	X <sup>2</sup>
Rural fo (fe)	100	14 (18)	32 (26)	4 (7)	43(41.5)	7(7.5)	X <sup>2</sup> =7.8*
Urban fo (fe)	100	22 (18)	20 (26)	10 (7)	40(41.5)	8 (7.5)	

\*Not significant at 0.05 level.

In table 1 (a), we can see that maximum of the Rural (43%) and Urban (40%) students prefer to read 'books on general interest'. 'Journals' have been the last choice (4%) for the Rural students and the last choice (8%) of Urban students has 'Content related to the syllabus only'. From table 1 (b) the computed value of X<sup>2</sup> at 4 df is not significant at 0.05 level. Hence, there is no significant difference between Rural students and Urban students regarding 'what do you like to read at leisure'.

Table 2 showing to compare Students of Government and Private Colleges on the question: What do you like to read at leisure?

Table 2 (a)

Sr.No.	Sources	Government	Private
1	Magazines	8%	18%
2	Newspapers	30%	32%
3	Journals	4%	6%
4	Books on general interest	56%	36%
5	Content related to the syllabus only	2%	8%

Table 2 (b)

Type	N	a	b	c	d	e	X <sup>2</sup>
Govt. fo (fe)	100	8 (13)	30 (31)	4 (5)	56 (41)	2 (5)	X <sup>2</sup> =18.84*
Private fo (fe)	100	18 (13)	32 (31)	6 (5)	36 (41)	8 (5)	

\*Significant at 0.01 level.

In table 2 (a), we can see that maximum of the Government (56%) and Private (36%) college students prefer to read 'books on general interest'. The least percentage preference(2%) has been bagged by 'content related to syllabus only' by Govt. College students; whereas in Private

college students, it is 'journals' (6%). The computed value of X<sup>2</sup> at 4 df is more than the required table value (13.277) to be significant at 0.01 level. Hence, there is significant difference between Government and Private College students regarding 'what do you like to read at leisure'.

Table 3 showing to compare Urban and Rural students on the question: What makes them get attracted towards a book?

Table 3 (a)

Sr.No.	Sources	Rural	Urban
1	Look / picture of the book	16%	6%
2	Name of the book	8%	10%
3	Author of the book	10%	4%
4	Content quality of the book	50%	60%
5	Fame of the book	8%	20%

Table 3 (b)

Area	N	a	b	c	d	e	X <sup>2</sup>
Rural fo (fe)	100	16 (12)	8 (9)	10 (7)	50 (55)	16 (18)	X <sup>2</sup> =6.76*
Urban fo (fe)	100	6 (12)	10 (9)	4 (7)	60 (55)	20 (18)	

\*Not significant at 0.05 level.

From table 3(a), we can see that maximum percentage of the Rural (50%) and Urban (60%) students attracted towards 'Content quality of the book'. Least percentage is got by 'name of the book', by Rural students (8%) and 'author of the book' by 4% Urban students. The computed value of X<sup>2</sup> at 4 df in table 3(b) is not significant at 0.05 level. Hence, there is no significant difference between the Rural and Urban students regarding 'what make you get attracted towards a book'.

Table 4 Showing to compare Students of Government and Private Colleges on the question: What makes them get attracted towards a book?

Table 4(a)

Sr.No.	Sources	Government	Private
1	Look / picture of the book	7%	16%
2	Name of the book	12%	8%
3	Author of the book	3%	10%
4	Content quality of the book	70%	50%
5	Fame of the book	8%	16%

Table 4(b)

Type	N	A	b	c	d	e	X <sup>2</sup>
Govt. fo (fe)							

	10 0	7 (11.5)	12 (10)	3 (6.5)	70 (60)	8 (12)	$X^2=14.08^*$
<b>Private fo (fe)</b>	10 0	16(11.5)	8 (10)	10 (6.5)	50 (60)	16 (12)	

\*Significant at 0.01 level.

Table 4(a) shows that maximum percentage has been bagged by 'content quality of the book', from both, the Government (70%) and Private college students (50%). Least percentage is got by 'name of the book' (8%) by Private college students and 'author of the book' by Govt. college students (3%). The computed value of  $X^2$  at 4 df in table 4(b) is significant at 0.01 level. Hence, there is significant difference between the Government and Private college students regarding 'what make you get attracted towards a book'.

Table 5 showing to compare Urban and Rural students on the question: Why do you like to read?

Table 5 (a)

Sr.No.	Sources	Rural	Urban
1	To learn new vocabulary	20%	24%
2	To enhance knowledge	46%	50%
3	To learn some moral values	15%	12%
4	To add to academic knowledge	7%	10%
5	To enjoy leisure time	12%	4%

Table 5(b)

Sr.No.	N	a	b	c	d	e	$X^2$
<b>Rural fo (fe)</b>	10 0	20 (22)	46 (48)	15 (13.5)	7 (8.5)	12 (8)	$X^2=5.38^*$
<b>Urban fo (fe)</b>	10 0	24 (22)	50 (48)	10 (8.5)	10 (8.5)	4 (8)	

\*Not significant at 0.05 level.

From Table 5(a), we can see that maximum percentage of the Rural (46%) and Urban (50%) students is given 'To enhance knowledge'. Least percentage is got by 'To add to academic knowledge' by Rural students (7%) and Urban students (10%). The computed value of  $X^2$  at 4 df in table 5(b) is not significant at 0.05 level. Hence, there is no significant difference between the Rural and Urban students regarding 'why do you like to read'.

Table 6 showing to compare Students of Government and Private Colleges on the question: Why do you like to read?

Table 6 (a)

Sr.No.	Sources	Government	Private
1	To learn new vocabulary	11%	9%

2	To enhance knowledge	41%	53%
3	To learn some moral values	20%	15%
4	To add to academic knowledge	20%	20%
5	To enjoy leisure time	8%	3%

Table 6(b)

Type	N	a	b	c	d	e	$X^2$
<b>Govt. fo (fe)</b>	10 0	11 (10)	41 (47)	20 (17.5)	20 (20)	8 (5.5)	$X^2=4.72^*$
<b>Private fo (fe)</b>	10 0	9 (10)	53 (47)	15(17.5)	20 (20)	3 (5.5)	

\*Not significant at 0.05 level.

Table 6(a) shows that maximum percentage has been bagged by 'To enhance knowledge', from both, the Government (41%) and Private college students (53%). Least percentage is got by both, 'to enjoy leisure time' (3%) by Private college students and by Govt. college students (8%). From table 6(b), the computed value of  $X^2$  at 4 df is not significant at 0.05 level. Hence, there is no significant difference between Government and Private college students regarding 'why do you like to read'.

Table 7 showing to comparing Urban and Rural students on the question: How much time do you spend on reading extra course material per week?

Table 7 (a)

Sr.No.	Time	Rural	Urban
1	Less than 1 hour	20%	28%
2	1 to 2 hours	40%	50%
3	2 to 3 hours	16%	10%
4	3 to 4 hours	14%	8%
5	More than 4 hours	10%	4%

Table 7(b)

Sr.No.	N	a	b	c	d	e	$X^2$
<b>Rural fo (fe)</b>	10 0	20 (24)	40 (45)	16 (13)	14 (11)	10 (7)	$X^2=8.02^*$
<b>Urban fo (fe)</b>	10 0	28 (24)	50 (45)	10 (13)	8 (11)	4 (7)	

\*Not significant at 0.05 level.

Table 7(a) shows that maximum percentage has been bagged by '1 to 2 hours', from both, the Rural (40%) and Urban (50%) students. Least percentage is got by 'more than 4 hours' by Rural students (10%) and Urban students (4%). The computed value of  $X^2$  at 4 df in table 7(b) is not significant at 0.05 level. Hence, there is no significant difference between the Rural and Urban students regarding 'how much time do you spend on the reading extra course material per week'.

### VIII. MAIN FINDINGS

There is significant difference between students of Government and Private Colleges. Private college students enjoy more reading than Government college students.

1. The selection of reading material has been quite similar in the Rural and Urban students. Rural students enjoy reading little more than Urban students.
2. The preference to the selection of reading material differ in Government and Private Collages students. More of the Private college students have been found to enhance their knowledge from their reading pursuits than Government college students. Yet both of them enjoy what they read, to the similar extent.
3. Both rural and urban students value content quality of the reading material, yet more of the urban students are attracted towards the fame of the book than rural students. Both rural and urban students like to read, in order to enhance their knowledge. Rural students spend more time to read extra course material than the urban students.
4. Private college students spend more time than Government college students, on reading extra course material. Government college students have more books in their personal collection than Private college students.
5. Urban students have more books in their personal collection than rural students. Rural students are more self motivated to read than the Urban students.
6. Government colleges students are more self motivated to read than Private college students. Government and Private college students have shortage of time to spare for reading
7. Both the rural and urban students have shortage of time to spare for reading. Rural students visit library than urban students, in order to get access to the extra course reading material. Most of the rural and urban students consider that their reading interests give new insight to lead a better life and in holding conversation better with others.
8. Most of the Government and Private college students consider that their reading interests give new insight to lead a better life and in holding conversation better with others. Government college students visit library more than Private college students, in order to get access to the extra course reading material.
9. 'Prizes for reading competitions' is given importance, more by urban students. Most of the rural and urban students consider that reading with friends in a group can make others read more. Rural and urban students prefer Hindi as a medium to read extra course content, but urban students prefer English as a second language more than rural students.
10. Government and Private college students prefer Hindi as a medium to read extra course content, Private college students prefer English as a second language more than rural students.

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