

Analysis of home reading habits of higher secondary students from arts and science streams

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Abstract

The present research aimed to compare the home reading habit of students of two streams i.e. arts and science at higher secondary levels in Aligarh, State of Uttar Pradesh (India). The students of higher secondary level from ten schools were subjected. For the study purpose, 250 students from each of the two streams i.e. arts and science were randomly selected and administered a questionnaire to find out their responses on various items related to the diagnosis of their home reading habits. It can be concluded based on a comparison of two observations that textbooks and magazines reading habit at home was similar in students of two streams at a higher secondary level whereas, students of science stream had better fiction and nonfiction materials, newspapers and on Internet reading habit at home at this level.

Keywords: Aligarh, Education, Higher secondary, Home reading habits, Internet, Study habit.

Introduction

Reading has been the passion of the greatest personalities of all time. Human beings have been reading subsequently ages and thus words of knowledge have been passed from generation to generation. Abeyrathna and Zainab (2004) reported that the students continue their studies regularly outside school hours. This is mainly confined to textbooks and mainly carried out to acquire knowledge. The library is generally used to study or do homework rather than to borrow items to read at leisure. Most students indicated a positive attitude towards the library for providing them with the facility to carry out their studies or meet friends, but hardly use the services the library provides.

Agnihotri (2012) advocated that the students should be helped to be acquainted with the vocational implications of various school subjects. Carol (1977) suggested a procedure for using the think-aloud technique in the classroom. Reading habits, skills, and attitudes were found to result in

substantial incremental validity in predicting academic performance (Crede and Kuncel 2008). Reading habit and skill measure improvement in the prediction of academic performance more than any other non-cognitive individual difference variable examined to date and should be regarded as the third pillar of academic success. Need for achievement and reading habits are the significant variables, which contribute to better performances in pupils (Parveen 2011). Dixit (2011) reported a positive correlation between the readiness for the use of meta-cognition and academic achievement.

Gender differences in the reading habit of children are reported to be very much critical. A higher percentage of girls indulge in leisure reading compared to those boys (Abilock 2002). The boys prefer adventure and sports stories, while the girls enjoyed animal stories and stories about teenage problems (Simpson 1998). At the time when children read for their pleasure, it is presumed that they involuntarily and unconsciously improve their language skills. The habit of reading improved their reading skills. It helps broaden their experiences and knowledge.

The objectives of the present investigation included comparing the reading habits of the students of arts and science streams at higher secondary levels in Aligarh District of Uttar Pradesh (India).

Materials and Methods

Students of higher secondary level from ten schools of Aligarh district of State of Uttar Pradesh (India) were selected and classified into two groups based on their streams. For the study purpose, 250 students from each of two streams i.e. arts and science were randomly selected. Those were administered a questionnaire to find out their responses on various items related to the diagnosis of their home reading habits. They were requested to return the questionnaire along with their responses to the research workers as early as possible. The surveyor recontacted the respondents and tried to find their responses on the non-responded items. Responses to the questionnaire were classified into various meaningful categories and analyzed statistically using suitable statistical models (Snedecor and Cochran 1994).

Results and Discussion

The observations concerning the home reading habit of the students of the arts stream have been presented in Table 1. Most of the students of arts stream at higher secondary level had a good home reading habit. About 21 per cent of students were reading textbooks for 4 days per week, 20, 25 and 21 per cent of students were reading fiction, nonfiction materials, and magazines for 2 days per week and 19 and 21 per cent of students were

reading at least 1 day per week, respectively. Only 7, 14, 14, 6, 13, and 15 per cent of students were not reading textbooks, fiction, non-fiction materials, magazines newspapers, and the Internet in their homes. The major reason for this type of habit was because a huge number of students under this category were related to the rural and remote localities where fiction and non-fiction materials, magazines, newspapers, and Internet facilities were not properly and adequately available for them. Another reason was that most of the students in this locality were engaged in the hard work of their daily homely routine works. About 9, 4, 4, 7, 6, and 5 per cent of students were reading textbooks, fiction, and nonfiction materials, magazines, newspapers, and the Internet daily. Most of these students were belonging to urban localities where these facilities were available at a satisfactory mark.

Days per week	Textbooks	Fiction	Non-fiction	Magazines	News-papers	Internet
0	7	14	14	6	13	15
1	5	16	21	16	19	21
2	8	20	25	21	15	19
3	19	18	13	17	15	18
4	21	12	9	14	13	9
5	17	10	9	11	11	7
6	14	6	5	8	8	6
7	9	4	4	7	6	5

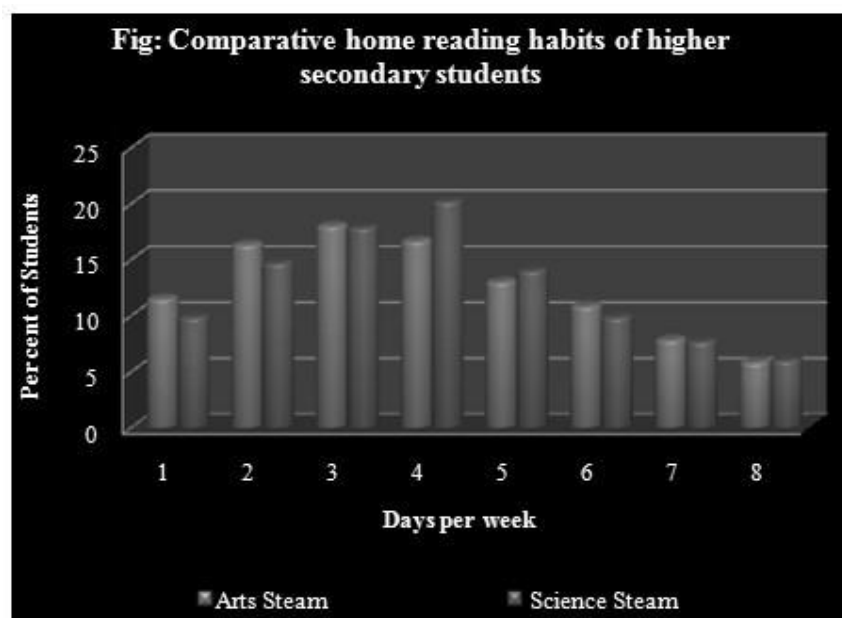
The observations concerning the home reading habit of higher secondary students in the science stream are presented in table 2. Most of the students in the science stream at this level had a good home reading habit. About 21 per cent of students were reading textbooks for 4 days per week, 20, 25, 17, and 22 per cent of students were reading fiction and nonfiction materials, newspapers, and on the Internet for 3 days per week, and 20 per cent students were reading magazines 2 days per week, respectively. Only 8, 12, 9, 7, 13, and 10 per cent of students were not reading textbooks, fiction, non-fiction materials, magazines newspapers, and the Internet at home. The major reason for this type of habit was because a huge number of students under this category were from rural and remote areas where fiction, nonfiction material magazines, newspapers, and Internet facilities were not properly and adequately available for the students. Another

reason was that most of the students in this locality were engaged in the hard work of their daily homely routine works. About 8, 5, 4, 7, 7, and 6 per cent of students were reading textbooks, fiction, and nonfiction materials, magazines, newspapers, and the Internet daily. Most of them were belonging to urban localities where those facilities were available at a satisfactory mark.

Days per week	Textbooks	Fiction	Non-fiction	Magazines	News-papers	Internet
0	8	12	9	7	13	10
1	9	18	14	15	14	18
2	16	16	21	20	15	19
3	20	20	25	17	17	22
4	21	12	13	15	13	10
5	10	10	9	10	11	9
6	8	7	5	9	10	7
7	8	5	4	7	7	5

Days per week	Arts Steam	Science
0	12	10
1	16	15
2	18	18
3	17	20
4	13	14
5	11	10
6	8	8
7	6	6
Total	100	100
F=0.01; P-value=0.93		

Table 3 and Figure demonstrated that the overall reading habits of secondary higher secondary students were non-significant (F value = 0.01 and P value = 0.93) in two streams i.e. Arts and Science. It appears based on the outcomes of the present investigation that reading habit is poorer in the students. Teachers (Wiesendanger 1994) and teacher librarians (Valari 1995) can help to improve their reading skills and attitude towards reading at home.



Conclusion

It can be concluded based on a comparison of present observations that textbooks and magazines reading habit at home was similar in the students of two streams at a higher secondary level whereas, the students of science stream had better fiction and nonfiction materials, newspapers and on Internet reading habit at home. The reading habit of the students need improvement and teachers and teacher librarians may be helpful in this regard for the students.

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