



ORIGINAL RESEARCH PAPER

EDUCATION

READING HABIT OF RESIDENTIAL AND NON-RESIDENTIAL SECONDARY SCHOOL STUDENTS: A COMPARATIVE STUDY

KEY WORDS: Reading habit, Residential schools, Non-residential schools

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ABSTRACT

Language is the dress of thought and the acquisition of language is the gift of Gods to mankind and mankind alone. Reading makes a man full. It sharpens our mind reading the most powerful, means for developing our personality as well as to achieve our goal Reading helps us since our childhood to old age. The person's interest in reading depends on the books as well as his intellectual and cultural development, depends on the literature which he reads.. The students of non-residential school get ample opportunity for language exposure and other related institution. But the students of Residential school get only limited exposure to language at same time we can keep a suitable language environment there using their community living style. Thus, Reading Habit is a precious one to cultivate and has been the subject of investigation in education, journalism, library science, psychology and literature.

Statement of the Problem

The present study is entitled as 'reading habit of residential and Non-residential secondary school students: A comparative study'

Variables of the Study

Criterion variable. The criterion variables selected for this study is Reading habit

Classificatory variables. The classificatory variables selected for this study are:

Residential schools, Non-residential schools

Objectives of the Study

1. To find out the level of reading habit of Residential secondary school students
2. To find out the level of reading habit of Non Residential secondary school students
3. To compare the reading habit of Residential Secondary School Students and Non Residential secondary school students

Hypotheses of the Study

1. There exist different level of reading habit in Residential secondary school students
2. There exist different level of reading habit in Non Residential Secondary school students
3. There exist significant difference in reading habit among residential and Non Residential Secondary school students

Method of study.

Normative survey method was used for the study Sample.

A sample of 400 secondary school student were selected using stratified random sampling technique Tool used for the study.

The investigator constructed a Reading Interest Inventory .

Statistical techniques used.

1. Descriptive Statistical Techniques
2. 't' test

Statistical analysis of the data

As the initial step of analysis the mean , median ,mode, standard deviation , skewness and kurtosis were calculated. This will help the investigator to ensure that the sample possess all the essential qualities of a good distribution .The summary of the preliminary analysis is given in the Table 1

Table 1 Summary of the Descriptive Statistics of the Scores of Reading Interest Inventory of Residential and Non residential Secondary School Students

Category	N	M	M _d	M _o	SD	S _k	K _u
Non-residential	200	25.99	26.00	35.00	8.64	-0.007	-1.12
Residential	200	32.57	33.50	34.00	5.50	-0.852	1.92

Table 1 revealed that the obtained value of mean ,median ,mode for non-residential school students is 25.99,26.00, and 35.00 respectively . The standard deviation of the distribution is 8.64 .The skewness for the distribution is-.007 and kurtosis is -1.12. There is not much difference in the value of mean ,median ,and mode of the distribution which shows the score of the Reading Interest Inventory of non-residential secondary school students the value of skewness is -.007 at the level of curve is negatively skewed. The value of kurtosis -0.007, hence platykurtic. Mean, median and mode and merely same so it can be assumed that sample distribution approaches to normality.

Comparison of Reading Interest of Residential Secondary School Students and Non Residential secondary school students .To find the whether there exists significant difference in the means scores of Reading Interest of residential and non-residential secondary school students test of significance of difference(t-test) was employed. Details of the analysis are presented in Table 2

Table 2 Test of Significance of Difference in the Mean Scores of Reading Interest Inventory

Variable	Group	N	M	SD	CR	p
Reading Interest	Residential	200	32.57	5.59	9.06	0.00
	Non-residential	200	25.99	8.66		

From the Table 2 it is clear that the t value obtained for Residential and Non-Residential secondary school students is 9.06 and p value 0 .00 which less than 0.05. Hence there exists significant difference in the mean score of Reading Interest Inventory of residential and non-residential school students.

Major Findings of the Study

- 1 The study shows that the residential secondary school students have more reading interest than non residential secondary school students
- 2 There exists significant difference in the mean score of Reading Interest Inventory of residential and non-residential secondary school students.

Educational implications

The present study gives an idea about the level of reading interest of the residential and non- residential secondary school students .learners may know the level of their reading interest and engage to more language activities to increase the proficiency in language and reading habit . Residential and non residential secondary school students should be provided equal opportunities for the exposure to the reading and language identification of major programmes for developing language ability and reading interest and its implementation in school with a proper planning

Variable - Reading Interest Inventory	
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will do better.

The findings of the study reveals that medium of instruction have differently effect on the reading interest of residential and non residential secondary school students .It is the duty o educational administers to restructure the field of education in order to develop reading interest .

Conclusion

The academic environment of residential school should be improved so that the learners get wide exposure to the world of reading interest .The teachers should take initiative in conducting programmes like debates and situational incidents for speaking and allow language labs and book reviews. these always helps to improve reading interest .language lab and language clubs in school where the students will get opportunity to exercise on the ability will help to acquire reading interest

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