



# A Study of Reading Habits of Secondary School Students in Relation to Certain Variables

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## 1. Introduction

Books are our never failure friends. The habit of reading books get lots of knowledge, creativity, experience etc. Everything you read fills your head with new bits of information, and you never know when it might come in handy. The more knowledge you have, the better-equipped you are to tackle any challenge you'll ever face.

Additionally, here's a bit of food for thought: should you ever find yourself in dire circumstances, remember that although you might lose everything else—your job, your possessions, your money, even your health—knowledge can never be taken from you.

The more you read, the more words you gain exposure to, and they'll inevitably make their way into your everyday vocabulary.

Being articulate and well-spoken is of great help in any profession, and knowing that Reading books is also vital for learning new languages, as non-native speakers gain exposure to words used in context, which will ameliorate their own speaking and writing fluency.

When you read a book, you have to remember an assortment of characters, their backgrounds, ambitions, history, and nuances, as well as the various arcs and sub-plots that weave their way through every story. That's a fair bit to remember, but brains are marvelous things and can remember these things with relative ease. In addition to the relaxation that accompanies reading a good book, it's possible that the subject you read about can bring about immense inner peace and tranquility.

## 2. Statement of Problem

A Study of Reading Habits of Secondary School Students in Relation to Certain Variables

## 3. Objectives of the Research

The main objectives of the present research are as under

1. To study the reading habits of secondary school students
2. To study the reading habits of secondary school students in relation to gender.
3. To study the reading habits of secondary school students In relation to area.

## 4. Variables of the Research

Sr.	Name of Variables	Types of Variables	Level
1	Gender	Independent	Boys, Girls
2	Area	Independent	Rural, Urban
3	Reading Habits	Dependent	---

### 5. Hypothesis of the Research

**Ho<sub>1</sub>** There is no significant difference between the mean score of boys and girls on reading habits inventory.

**Ho<sub>2</sub>** There is no significant difference between the mean score of students of Rural and urban area on reading habits inventory

### 6. Importance of the Research

1. This research will help students to improve their reading habits.
2. This research will help parents to improve their child's reading habits.
3. Educational implications of this research will guide parents, school and society.
4. This research will guide school to increase reading hour of their students.

### 7. Limitations of the Research

The limitations of the present research are as under

1. This research is limited to secondary school students of Himmatnagar City.
2. This research is limited to the secondary school students of year 2018-19 of Gujarati medium.

### 8. Population and Sample

All the students studying in secondary schools of Himmatnagar city are the Population of present research. From the population researcher has selected 100 students by stratified random sampling technique.

### 9. Tool of the Research

Researcher has used standardize tool prepared by Dr. Harsha Patel in guidance of Dr. M.L. Joshi sir. The reliability of this tool is 0.84 and the validity is 0.71.

### 10. Research Method

In present research the researcher has used survey method.

### 11. Statistical Techniques

In present research data had analysed by mean, standard deviation and t test.

### 12. Testing of Hypothesis

**Ho<sub>1</sub>** There is no significant difference between the mean score of boys and girls on reading habits inventory.

Group	Mean	S.D.	SED	t value	Significant level
Boys	15.12	5.28	1.25	0.89	Not significant
Girls	16.24	4.98			

From the above table we can see that t value is 0.89 which is less than table value at 0.05 level that is 1.96 so here null hypothesis is rejected. We can say that there is no difference in boys and girls in reading habits or they are equal in reading habits.

**Ho<sub>2</sub>** There is no significant difference between the mean score of students of Rural and urban area on reading habits inventory

Group	Mean	S.D.	SED	t value	Significant level
Rural	17.69	4.33	0.25	3.2	Significant at 0.01
Urban	18.49	3.98			

From the above table we can see that t value of rural and urban students is 3.2 which is more than table value at 0.01 level so here the null hypothesis is rejected. The mean score of urban area is higher than rural area so we can say that reading habits of students of urban area is higher than rural area.

### 13. Educational Implications

To increase reading habits following suggestions are suggested by the researcher

- Students must keep list of all great books that he wants to read.
- Always carry books whenever you go.
- Go and used book shop.
- Find books that really grip you and keep you going.
- Have a reading hour and reading day.
- Public libraries should be built by society so that more and more people can use it.
- The parents must force their child to read at least 10 pages a daily.
- Compulsory lectures of Library must arranged in time table.

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