

CONSTRUCTION AND VALIDATION OF READING HABITS SCALE

R. RAJESHKANNAN* & Dr. V. AMBEDKAR**

*Research Scholar, Department of Education, Annamalai University, Annamalai Nagar-608002.

** Professor & Co-Ordinator, (Education Wing, DDE), Annamalai University, Annamalai Nagar-608002.

ABSTRACT

In 'reading habit', we get two words 'read-ing' and 'habit'. Reading is an action of a person who reads and habit is a product of this action or learning. Like all other habits, the habit or read-ing in an individual develops during the course of time. ... Reading is a precise process. Reading is one of the most fundamental skills a child needs to learn to succeed in life. Developing good reading habits is vital to your child's future not just academically, but in everyday life as well. Reading allows for exposure to words and phrases that you might not use as part of normal speech. Reading occupies a pivotal role in the life of a man. Reading opens the doors of the treasures of knowledge. It is an important means of introducing the child to the world that surrounds him. It is the very foundation on which the edifice of the child is to be built. Reading is one of the most important components of our language and it is an essential tool for lifelong learning for all learners. In order to face the 21st century, education has to prepare these learners to adapt to social and technological changes that are taking place at an unprecedented rate. Education under these circumstances depends largely on language competency. In this context, reading especially is a resource for continued education, for the acquisition of new knowledge and skills, for gaining information through media, especially newspapers, books, radio, television, and the computers. It is the right time to measure the reading habits of high school students who are connected with it. As such there is no valid research tool to measure the reading habits of high school students. Hence the research attempted to develop a research tool for that purpose.

Key words: Reading Habits and High School Students

Introduction

“Reading is a man’s bulwark against loneliness- his window on life, his unending delight. It brings yesterday and tomorrow into now”. Reading provides experience through which the individual may expand his horizons of knowledge, identify, extend and intensify his interest and gains deeper understanding of himself, of other human beings and of the world. Reading has come to hold the most significant place in education as a means of communication in a highly literate society. Book is still very much part of people's lives in our modern society and in spite of the invention of the latest audio-visual materials, the book in its ordinary conventional form is still the most important means of communication ever invented. Thus the achievement of quality basic education calls for the development of good reading habits of both young and adult learners. Reading is a key to a wealth of experience that links people in a way far beyond distance or time. Reading is important for students in general in order to cope with new knowledge in a changing world – that of the technological age. The ability to read is at the heart of self education and lifelong learning. Reading is a very important issue which is not only about enjoyment but a necessity; the basic tool of education. Reading makes way for a better understanding of one’s own experiences and it can be an exciting voyage to self discovery. It is the art of interpreting printed and written words, the most effective process of conscious learning which influences the extent and accuracy of information, as well as the attitudes, morals, beliefs, judgement and action of readers (Panigrahi and Panda, 1996; Eyre, 2005).

Objectives of the Study

- To develop a research tool to measure the Reading Habits of high school students in Kalvarayan Hills.

Methodology

Reading Habits scale for high school students has been constructed by the investigator. A lot of literatures on Reading Habits, test construction procedures were used for the construction of the tool. The Reading Habits scale was constructed after having discussions with teachers of schools and colleges, psychologists and experts in the field of education.

The tool has been prepared on a five-point rating scale based on Likert's type. Initially, 100 statements were prepared in both Tamil and English. The scoring procedure for the tool with the option Strongly Agree is given 5, Agree is given 4, Undecided is given 3, Disagree is given 2 and Strongly Disagree is given 1. The minimum score for the tool is '62' and maximum score of the tool is 310.

Item analysis:

The model/draft tool prepared by the investigator was administered on a sample of 100 high school students. High school students were asked to mark their opinion among the given alternatives. Each statement has five alternative responses; namely Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. Scoring was done for all the statements.

Item analysis was adopted for the final selection of statements. The total scores were calculated separately and they were arranged in the descending order. The top 25% and the bottom 25% of scores alone were taken into account. The difference in means of the high and low groups for each item was tested for significance by computing the t- ratios. Items with 't' value of 1.96 and above were selected for the final tool. Thus, the final tool contains hundred items; the list of items with the 't' value is presented in Table. 1 - Split – half method was also used to find out the consistency of the test. It has been given in table 2.

Table - 1

Shows Item Analysis for Reading Habits

Statement Number	t	Selected/ Not Selected
1.	1.468	Not Selected
2.	6.538	Selected
3.	3.889	Selected
4.	2.840	Selected
5.	2.592	Selected
6.	0.910	Not Selected

7.	4.799	Selected
8.	2.391	Selected
9.	3.117	Selected
10.	4.879	Selected
11.	4.616	Selected
12.	4.482	Selected
13.	3.754	Selected
14.	2.657	Selected
15.	3.879	Selected
16.	4.660	Selected
17.	2.880	Selected
18.	2.813	Selected
19.	4.728	Selected
20.	2.971	Selected
21.	3.218	Selected
22.	1.516	Not Selected
23.	7.188	Selected
24.	1.221	Not Selected
25.	3.391	Selected
26.	2.438	Selected
27.	4.481	Selected
28.	5.634	Selected
29.	4.574	Selected
30.	1.204	Not Selected
31.	1.669	Not Selected
32.	1.005	Not Selected
33.	6.560	Selected
34.	2.348	Selected
35.	6.549	Selected
36.	5.678	Selected
37.	3.028	Selected
38.	3.220	Selected
39.	3.099	Selected
40.	3.988	Selected
41.	4.191	Selected
42.	3.613	Selected
43.	5.597	Selected
44.	2.270	Selected
45.	1.637	Not Selected
46.	2.581	Selected
47.	6.781	Selected
48.	8.778	Selected
49.	6.541	Selected
50.	0.795	Not Selected
51.	2.885	Selected
52.	3.503	Selected
53.	2.199	Selected
54.	3.808	Selected
55.	2.776	Selected
56.	1.614	Selected
57.	4.606	Selected
58.	4.780	Selected

59.	4.135	Selected
60.	2.855	Selected
61.	4.378	Selected
62.	1.286	Not Selected

Reliability

The reliability of test can be defined as the correlation between two or more sets of scores on equivalent tests from the same group of individuals. A test score is called reliable when we have reasons for believing the score to be stable and trust worthy. Stability and trust worthiness depend upon the degree to which the score is an index of “true-ability” free from chance error.

Test-retest (repetition) method was used to arrive the reliability of the tool. Repetition of a test is the simplest method of determining the agreement between the two set of scores; the test is given and repeated on the same group; and the correlation computed between the first and second set of scores. Given sufficient time between the two tests the administration results show the stability of the test scores. The value of correlation co-efficient shows that there is high positive degree of correlation between the two tests and are given in Table 3.6.

Table - 2

Shows reliability co-efficient of Reading Habits

S.No.	Method of Reliability	Values
1.	Test-retest (Repetition)	0.91
2	Split – Half	0.79

Validity:

The appropriateness, meaningfulness and usefulness of the specific inferences made form test scores. In research, if findings are to be appropriate, meaningful and useful, they need to be valid. The first essential quality of valid test is that it should be highly reliable. Besides, the content or face validity, the investigator intended to arrive intrinsic validity. Guilford (1950) defined the intrinsic validity as “the degree to which a test measures what it measures.” The square root of reliability gives the intrinsic validity. Therefore, the intrinsic validity of Reading Habits scale is 0.91.

Description of the Final Tool:

The final tool with 52 statements was prepared in both Tamil and English. The tool has been prepared on a five-point rating scale based on Likert's type. The scoring procedure for the tool with the option Strongly Agree is given 5, Agree is given 4, Undecided is given 3, Disagree is given 2 and Strongly Disagree is given 1. The minimum score for the tool is '52' and maximum score of the tool is 260.

Conclusion

This research tool focuses on gathering information about the reading habits of high school students. Reading habits of high school students the stage a vital role in effecting a change or otherwise it becomes an indicator for effecting a change. This research tool will be of immense use for the reading habits of high school students, which will throw light upon the reading habits of high school students. The present study has focused only on the main effects of psychological variables and demographic variables on reading habits of high school students. Future studies may be conducted to find out the interaction effect of psychological and demographic variables through appropriate methods. Reading habits of high school students is a very important element for human beings. Reading habits of high school students change well and young children will have reading habits which will create problems within the individual as well as with people who are living around him. The prolongation of reading habits results in psychological disorder and therefore for healthy living reading habits of high school students are an important psychological Phenomenon that every human being requires most.

References

- Asemi, A. (2005). Information Searching Habits of Internet Users: A Case Study on the Medical Sciences University of Isfahan, Iran, *Webology*, Volume 2, Number 1, April, 2005
- Balasundaram, S.(1991). A Survey of children's reading interest. *Singapore book world*,20.82-105
- Bignold, H. (2003). Gender difference and reading. *Journal of School Librarian*,Vol.50, no.3: 122-133.
- Bullent, Y. (2002). Reading and library usage habits of Turkish students in Austria. *Journal of IFLA*. Vol.28, no.2: 74-76.
- Beers, K. (1996). No time, no interest, no way, the three voices of literacy. *Journal of School Librarian*, Vol.42, no.2: 30-33.
- Cunningham, A.E. & Stanovich, K.E. (1998). What reading does for the mind? *American educator*. 22(1): 8-15

- Cheah, Y.M. (1998). Nurturing the Singapore readers. *Reading*, 32 (1): 33-34.
- Cosgrove, M.S.(2001). Students' view on the purpose of reading from three perspectives students teachers and parents. In proceeding of the 12th European reading conference. Ireland. Dublin
- Clark & Rudman, (1957). What we know about children's reading interests. International Reading Association Conference, New York: Scholastic Magazines: 23-25
- Eyre, G. (2005).The development and practice of literacy: A voyage of discovery.: <http://www.iasl-slo.org/ifla2005-eyre.doc> Accessed on 02/08/06
- Green, P. (2002). Teachers intervention in children's reading. *Journal of Child Hood Education*, Vol.46, no.3, pp. 147-149
- Gunasekara, P. Wijesiri. (2002). *Education in Sri Lanka.. An Overview*. Colombo: Deepani Printers: 22-24.
- Krashen, D. (1996). Comic book reading, enjoyment and pleasure reading among middle school students. *Journal of Reading Improvement*, Vol.53, no.1: 51-54.
- Lim, E. (1974). A study of reading habits and interests of 6 form students in English medium schools and their use of the school library facilities. M.Ed dissertation, Faculty of Education, University of Malaya.
- Magara, E. (2002). Application of Digital Libraries and Electronic Technologies in Developing Countries: Practical experience for Uganda, *Library Review*, 51(5): 241-255
- Panigrahi, C. & Panda, K.C. (1996). Reading interests and information sources of school going children: A case study of two English medium schools of Rourkela, India. Malaysia. *Journal of Library and Information Science* 1 (1), pp. 57- 65.
- Reyene, K. (1998). Persistence of reading disabilities. *American Educational Research*, Vol.28, no.4: 875-882
- Sangkaeo, S. (1999). Reading habit promotion in Asean libraries. 65th IFLA Council and General Conference, Bangkok, Thailand, August 20-August 28, 1999. <http://www.ifla.org/IV/ifla65/papers/091-114e.htm>

- Shen. L. (2006). Computer Technology and College Students' Reading Habits. Chia-nan annual bulletin, 32, pp. 559-572
- Wagner, S. (2002). The reading habits of teams. Journal of Reading Today, Vol.46: 3-4.
- Wijesuriya. 1995. Research on participation & performance in primary education. Colombo: Research Project, National Institute of Education, Sri Lanka: 16-20.

