

**STUDENTS' READING HABITS IN 1 AB SCHOOLS OF
DEHIOWITA EDUCATIONAL ZONE, SRI LANKA.**



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OF THE REQUIREMENTS FOR
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Thesis
entitled

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SCHOOLS OF DEHIOWITA EDUCATIONAL ZONE, SRI LANKA**

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ABSTRACT

This study aimed to study the reading habits of grade 10 students in 1AB schools of Dehiowita education zone, Sri Lanka and to identify what the relationships are between the related factors and students' reading habits. The population consisted of a total of 847 students while 275 students were selected for the sample by using multi stage random sampling. The grade 10 students of 1AB schools were chosen as informants. Data collections were conducted through 275 questionnaires and 12 individual interviews with key informants.

The study found that there was no relationship between students' gender, family income level, reading environment, library service and library resources, and students reading habits. There were relationships between students' hobbies, literacy skills for both first language (Sinhalese) and second language (English), parents' educational level, parents' support, school activities, teaching learning methods, library activities, and students' reading habits.

It is recommended that schools conduct reading promoting activities to introduce fun and leisure reading, cultivate a reading culture, and maintaining a well organized and resourced library. Furthermore it is recommended that parents support their children by being a model, providing reading materials and, mostly by creating a reading environment at home. Development of reading habits as a lifelong competency and lifelong learning tool is needed as a nation.

KEY WORDS: READING HABITS/1AB SCHOOLS/SRI LANKA

102 pages

CONTENTS

	Page
ACKNOWLEDGEMENTS	iii
ABSTRACT	iv
LIST OF TABLES	v
LIST OF FIGURES	vi
CHAPTER I INTRODUCTION	1
1.1 Background and rationale of study	1
1.2 Research questions	5
1.3 Research objectives	5
1.4 Research hypothesis	5
1.5 Scope of the study	6
1.6 Research contribution	6
1.7 Operational definitions	7
1.8 Research conceptual framework	9
CHAPTER II LITERATURE REVIEW	10
2.1 Education System of Sri Lanka.	10
2.2 School Types of Sri Lanka	13
2.3 Theories Relating to Reading Process.	13
2.4 Theory of Literacy.	15
2.5 Reading Habits	17
CHAPTER III RESEARCH METHODOLOGY	36
3.1 Research Design	36
3.2 Population and Sample	37
3.3 Research Instruments	39
3.4 Data Collection	42

CONTENTS (cont.)

	Page
3.5 Statistics and Data Analysis	43
CHAPTER IV RESULTS	44
4.1. General Information.	45
4.2. Factors Affecting to Reading Habits	50
4.3. Content Analysis of Interview Findings	64
CHAPTER V DISCUSSION	70
5.1 Students' Reading Habits	71
5.2 Students' Personal Factors	71
5.3 Students' Family Factors	73
5.4 School Factors	77
5.5 School Library Factors	79
CHAPTER VI CONCLUSION AND RECOMMENDATION	83
6.1 Conclusion	83
6.2 Recommendations	85
BIBLIOGRAPHY	88
APPENDICES	94
BIOGRAPHY	102

LIST OF TABLES

Table	Page
3.1 Distribution of Students in Schools of Dehiowita Educational Zone	37
3.2. Sample Distribution of Students in Dehiowita Education Zone	39
4.1. Reading Habits of the Students	45
4.2. Students' Personal Factors	46
4.3. Students' Family Factors	47
4.4. Mean and Standard Deviation on School Factors	48
4.5. Mean and Standard Deviation on School Library Factors	49
4.6. Relationship between Students' Gender and Reading Habits	51
4.7. Relationship between Students' Hobby and Reading Habits	52
4.8. Relationship between Students' Literacy Skills for first language (Sinhalese) and Reading Habits	53
4.9. Relationship between Students' Literacy Skills for second language (English) and Reading Habits	54
4.10. Relationship between Students' Family Income Level and Reading Habits	55
4.11. Relationship between Parents' Educational Level and Reading Habits	56
4.12. Relationship between Parents' Support and Reading Habits	57
4.13. Relationship between School Activities and Reading Habits	58
4.14. Relationship between Reading Environment and Reading Habits	59
4.15. Relationship between Teaching and Learning Methods and Reading Habits	60
4.16. Relationship between School Library Activities and Reading Habits	61
4.17. Relationship between Library Resources and Reading Habits	62
4.18. Relationship between Library Services and Reading Habits	63
4.19 Basic Information of Interviewees	64

LIST OF FIGUERS

Figure	Page
1.1 Conceptual framework	9



CHAPTER I

INTRODUCTION

1.1 Background and Rationale of the Study

There is increasing awareness in the world that reading is of fundamental importance in the life of the individual citizens. Almost everywhere we turn; we can find books, articles and research reports on issues related to reading and reading problems. Many studies have been undertaken focusing on the various aspects of reading, including reader's characteristics, interests and habits.

It is clear from the results this study that Botswana children's reading habits and culture is not encouraging. The results indicate that only 36.7% the children read on a daily basis. The results as well confirmed this population only engage in reading just for examination purposes and not so much for personal development, fun, or to be well informed. The results also reveal that textbooks are the most significant reading material. This is not surprising since it was evident from the results that the participants read mostly if they had examinations. Their concentration on reading textbooks/novels and lecture notes as given top priority attest to the fact. (Tella, 2007)

In order to become recreational and life-long readers, students need the opportunity to practice and develop their literacy skills in relaxed and enjoyable environments. Activities such as group discussions, storytelling, leisure reading, literacy games and other such reading-based interactions can foster youths' interest and motivation to read. Research shows that after school programs successfully provide such activities.

In one study of after school programs, teachers said that one-third of participating children developed a greater interest in recreational reading and earned better grades. Teachers in Manchester, New Hampshire, reported that 63% of students participating in the Y.O.U. after school program developed an interest in recreational reading. The Katmai Boys & Girls Club started a Reading Club one afternoon a week in Naknek, Alaska. During the 45 minutes of Reading Club, students are read to by

staff and volunteers and have the opportunity to read age-appropriate books to themselves. Students develop reading comprehension skills and are exposed to a “fun” reading experience which encourages a lifetime love of reading. (Report on after school alliance, 2001)

Considering worldwide literacy rates, it is different from country to country. Countries such as America, Singapore and Cyprus achieved 100 percent literacy rate while lowest rates in Mali 36 percent for males and 23 percent for females. Therefore studying reading habits is different to country to country (World Children Report, 2007).

In the Sri Lankan context, there have been a number of studies in strengthening the present educational system. 'Achieving excellence, providing equity and equality through a modernized system of education that will create a generation of human citizens, equipped to face the challenges of the 21st century and presentations, promotion and propagation of culture of Sri Lanka (Edelson & Malone, 2002). According to this mission statement, new programs, new curricular and new educational facilities are being offered. Despite these improvements in education both qualitatively and quantitatively, most students seem to read only for examination purposes. They do very little supplementary reading or engage in reading for pleasure. Unfortunately, little is known about the reading habits and interest of Sri Lankan students. However, educators generally agree that as a nation, Sri Lanka does not fully realize the importance of reading.

In recent years, there is concern, that there is no serious attempt to develop the reading habits of children. Clearly there is a need for research studies in this area so that a more accurate picture can be obtained. It is necessary to focus attention on creating a new awareness in reading, particularly considering the addiction to television and computers, especially among the younger generation in Sri Lanka.

A teacher's attitude is a very significant feature in improving a student's love for reading. Wherever possible, opportunities should be given to read for enjoyment in the classroom. This would provide each pupil an excellent opportunity to exploit his need to improve his reading skills (Jon, 1998). It has been aware that there are many factors affecting reading habits of students: Since independence in 1948, the

government of Sri Lanka has made education one of its highest priorities and policy that has yielded excellent results in the last 50 years. Through its laissez faire social policies and strategies, the number of schools has increased over 50%, the number of students 400%, and the number of teachers increased more than 300% This growth had been especially rapid in secondary schools. In 1996/1997, Sri Lanka had a student population of 4.1 million who were enrolled in primary and secondary schools. Teachers made up the largest government work force out side the plantation industry and the country has achieved a high literacy rate of 91.8% as a whole and 94.3% in respect of males and 91.8% in relation to female population. (School Census 1998, Ministry of Education Sri Lanka)

Literacy rate of Sri Lanka is the 96% according to the School Census 2008. Although it is the highest rate of the South Asia, there are some differences regional wise, province wise and gender wise. Female literacy levels remains slightly low during 2001- 2005 as the General Parity Index (GPI) is less than one. This is affect by the low female literacy in Nuwara Eliya, Badulla, (Uva province) and Rathnapura (Sabaragamuwa Province) districts with their large concentrations of plantations and in Monaragala district, the most economically and socially disadvantaged district in the country.

In Sri Lanka, the National Library and Documentation Service Board (NLDB) is one of the institutions which are committed to develop reading habits among school children in Sri Lanka. The NLDB survey (2002) has shown that reading habits of the students appear to be poor. The school libraries are in a poor condition, books are old and in had condition and not inviting enough to stimulate reading. Reading habits and interests are operationally stated in terms of the frequency of reading different type of materials (Such as magazines, novels, comic books and newspapers).

Gunasekara (2002) studied reading problems in secondary schools in Sri Lanka and found that there are three major factors that hinder the promotion of reading habits of students. Firstly, students prefer to listen and chat to reading. Secondly, reading resources are inaccessible due to insufficient school libraries. Thirdly, lure of

electronic media, such as television has an effect on reading performance and has become an issue of growing concern as regard the decline in reading.

Furthermore, the reading done by students seems to be limited to examination purposes and there is a lack of supplementary reading materials and reading for pleasure and knowledge. Considering the importance of reading as an essential tool for life-long learning, it is essential to identify the ways of improving reading habits and interests among students in Sri Lanka.

This study aims to gather and analyse relevant data which will provide the necessary information, so that a description of the reading activity of students in 1AB schools in Dehiowita Educational Zone, Sri Lanka can be obtained and inferences on the readership pattern between variables concerning the habits of reading can be made. This study examines factors related to reading habits and interests among 1AB school students in Sri Lanka. It also investigates the extent of the relationship between those factors and students' reading habits and interests. The significance of this study lies in its collection of empirical evidence regarding the actual reading habits and interests among 1 AB school students who are in grade 10

The school is the centre in promoting reading habits and the teacher is the key factor who investigates all activities of student learning. Usually students are more willing to read materials that interest them and for this reason teachers and librarians, could play a significant role in promoting reading habits among students. It is hoped that this study will create awareness among teachers on the individual needs of students of diverse background, varied habits, interests, attitudes, and motivation towards reading. Teachers need to be aware of students' reading attitude when planning instruction and careful planning can help learners develop a positive attitude towards reading.

The exploratory study aims to investigation reading habits and interests of student in 1AB schools in Dehiowita Educational Zone, Sri Lanka. This zone is situated in Sabaragamuwa province, Sri Lanka and it is the geographically largest educational zone which consists of largest number of schools as well. The Zone is consisted of 9 1AB Schools, 33 IC Schools, 93 Type 2 Schools, and 87 Type 3 Schools. There are 600 1AB schools in Sri Lanka, 44 1AB schools in Sabaragamuwa

province & 9 1AB schools in Dehiowita Educational Zone. (School census: 2002)
This research is carried out on 9 1AB schools in the zone.

1.2 Research Questions

1.2.1 What are the levels of reading habits of Grade 10 students in 1AB schools in Dehiowita Educational zone in Sri Lanka?

1.2.2 What are the relationships between related factors and students' reading habits of grade 10 students in 1AB schools of Dehiowita Educational Zone, Sri Lanka?

1.3 Research Objectives

1.3.1 To study reading habits of grade 10 students in 1AB schools of Dehiowita Educational Zone, Sri Lanka.

1.3.2 To identify relationship between related factors and students' reading habits of grade 10 students in 1AB schools of Dehiowita Educational Zone, Sri Lanka.

1.4 Research Hypothesis

1.4.1 There is a relationship between students' reading habits and students' personal factors.

1.4.2 There is a relationship between students' reading habits and students' family factors.

1.4.3 There is a relationship between students' reading habits and school factors.

1.4.4 There is a relationship between students' reading habits and school library factors.

1.5 Scope of the study

The central issue of this study focuses on students reading habits. The study includes 275 students in grade 10 of 1AB schools in Dehiowita educational Zone. There are many factors relating to reading habits for examples students' personal factors, family factors, lifestyle of the students, teaching learning methods of the school, students' attitudes towards reading & library services of the school. However this study focuses on personal factors, family factors, school factors and school library factors that have an impact on students' reading habit. The data collection was carried out during October 2010.

1.6 Research contribution

This study is to investigate the development of students' reading habits through students' personal factors, students' family factors, school factors and school library factors in 1AB schools in Dehiowita Educational Zone, Sri Lanka. The research contributes following study benefits:

1.6.1 It is expected to provide policy forming guidelines to improve the reading habits of students in 1AB schools in Dehiowita Educational Zone, Sri Lanka.

1.6.2 It is expected to promote reading habits as a life-long learning instrument to students of 1AB schools in Dehiowita Educational Zone, Sri Lanka.

1.6.3 Findings from this study can be used to improve students' reading habits of other similar educational zones.

1.7 Operational Definitions

Students are refers to those who are studied in Grade 10, 1 AB schools in Dehiowita Educational Zone.

Students' reading habits defined as interesting of the students to read in each day at least three hours.

1 AB schools defined as Schools with classes up to grade 13 including all Advance Level Streams which are arts, commerce and science streams.

Students' personal Factors defined as Gender, Literacy skills are considered as individual factors.

Gender is defined as the sex of students which are male and female.

Hobby is defined as activity students frequency are involved in their free time.

Literacy skills defined as ability to comprehensive reading and writing.

Students' family factors defined as family income level, parents' educational level and parents' support.

Family income level defined as the present all receivables which include parents' salaries and other receivables.

Parents' educational level defined as the highest educational level the parents obtained. It is divided into never went to a school, below G.C.E. (O/L) (General Certificate of Education -ordinary level), G.C.E. (O/L) (General Certificate of Education -ordinary level), G.C.E. (A/L) (General Certificate of Education – Ordinary Level), Bachelor's Degree or upper.

Parents' support defined as books buying for students, introducing library, encourage reading by giving an example, providing reading environment at home.

School factors defined as school activities, learning spaces and teaching and learning methods.

School activities defined as the activities which are held in school to improve reading.

Reading environment defined as the reading spaces and facilities provided to the student to reading by the school.

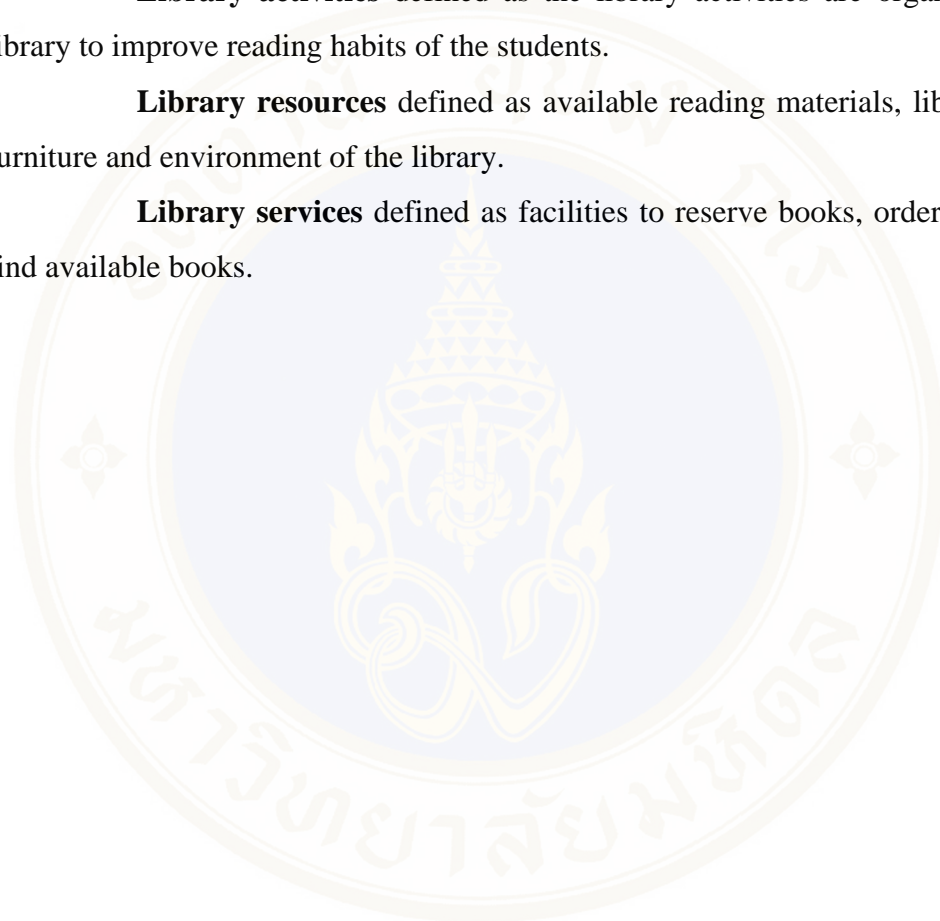
Teaching and learning methods defined as the teaching leaning methods which are used in the classroom.

School library factors are defined as library resources, library activities and library services.

Library activities defined as the library activities are organized by the library to improve reading habits of the students.

Library resources defined as available reading materials, library spaces, furniture and environment of the library.

Library services defined as facilities to reserve books, order new books, find available books.



1.7 Conceptual Framework

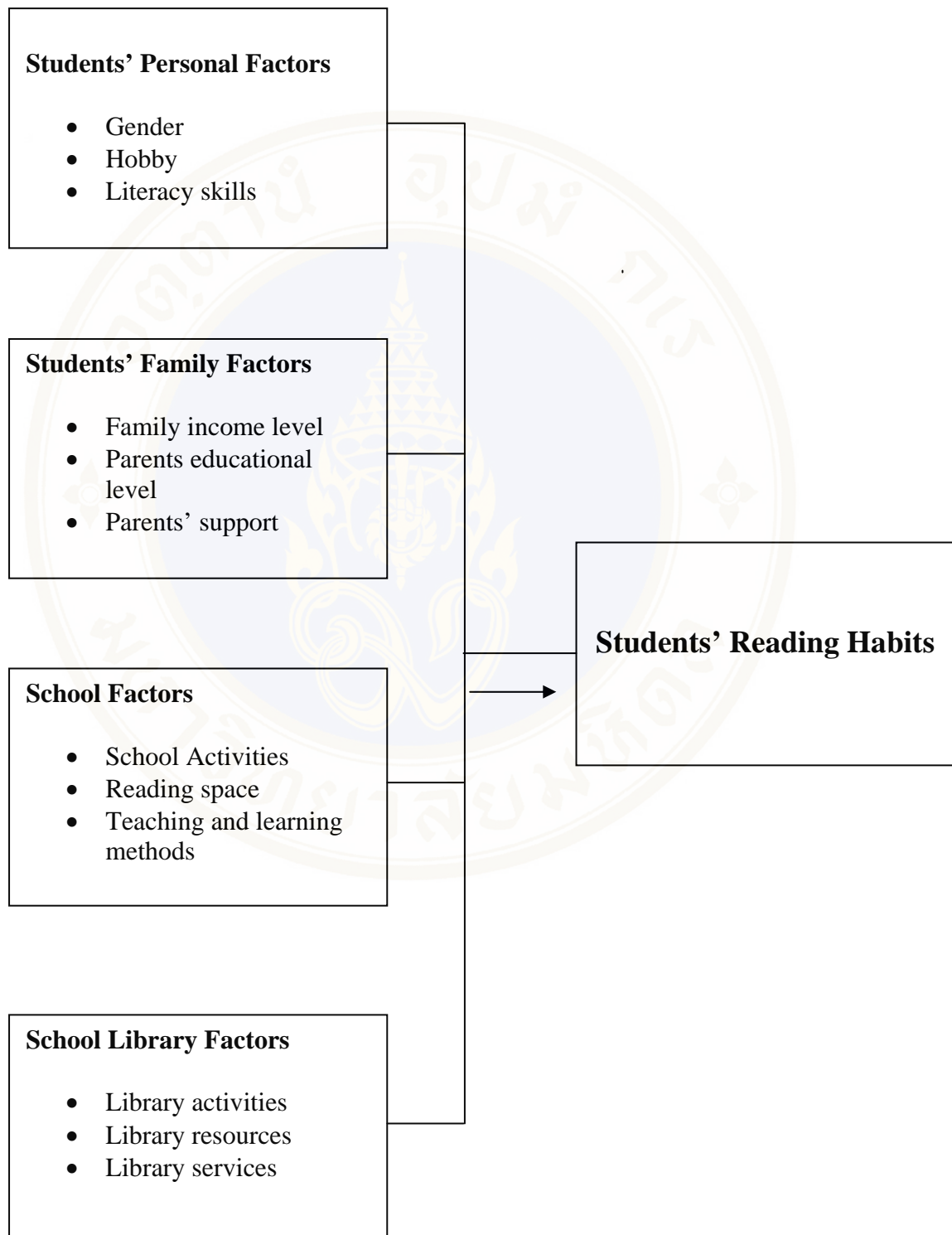


Figure 1.1 Conceptual framework

CHAPTER II

LITERATURE REVIEW

This research was a study of students reading habits in 1 AB schools of Dehiowita Educational Zone, Sri Lanka. There are various theories regarding to the reading habits. The aim of this chapter is to review theories relating to the framework and also previous related studies. This chapter is divided to sub sections as follows.

- 2.1 Education System of Sri Lanka
- 2.2 1 AB Schools in Sri Lanka
- 2.3 Theories Relating to Reading Process
- 2.4 Theory of Literacy
- 2.5 Reading Habits
 - 2.5.1 Students' Personal Factors
 - 2.5.2 Students' Family Factors
 - 2.5.1 School Factors
 - 2.5.1 School Library factors

2.1 Education System of Sri Lanka

Education in Sri Lanka has a long history dating back to 300 BC. Western education became ingrained into Sri Lankan society with the integration of Sri Lanka in to the British Empire. Education in Sri Lanka falls under the control of both the Central Government and the Provincial Councils, with some responsibilities lying with the Central Government and the Provincial Council having autonomy for others. The Constitution of Sri Lanka provide for education as a fundamental right. Sri Lanka's population has a literacy rate of 96%, higher than that expected for a third world country and it has the highest literacy rate in South Asia and overall, one of the highest literacy rates in Asia.

It is believed that the Sanskrit language was brought to the island from North India as a result of the establishment of the Buddhism in the reign of King Devanampiya Tissa from the Buddhist monks sent by Emperor Asoka of India. Since then the education system evolved based around the Buddhist temples and Pirivenas (monastic colleges), the later primarily intended for the education of clergy (even to this day) and higher education. Evidence of this system is found on the Mahawamsa and Dipavamsa, the Chronicle of Lanka that deals with the history of the island from the arrival of Prince Vijaya and his followers in the sixth century BC.

With the outset of the colonial expansion in the island, first in the coastal provinces and then interior, Christian missionary societies become active in the field of education. The Church's monopoly of education in the island ended following the Colebrooke Commission set up by the British administration.

In 1938 the education system in Sri Lanka was made free following the granting of universal franchise in 1931. The late Hon. Dr. C. W. W. Kannangara took the initiative in establishing free education when he was the Minister of Education. Under this initiative the government established Madhya Maha Vidyalayas (M.M.V. - Central Colleges) that were scattered around the island to provide education to all. The medium provided was either in Sinhala or Tamil.

In 1942 a special committee was appointed to observe the education system and among the suggestions that followed, the following still play an important role:

- Make available to all children a good education free of charge, so that education ceases to be a commodity purchasable only by the urban affluent.
- Make national languages the media of instruction in place of English so that opportunities for higher education, lucrative employment open only to small number of the urban affluent, would become available to others as well.
- Rationalize the school system so that educational provision is adequate, efficient and economical.
- Ensure that every child is provided with instruction in the religion of his/her parents.

- Protect teachers from exploitation by managers of schools.
- Make adequate provision for adult education.

After independence, the number of schools and the literacy rate of the people substantially increased. According to the Ministry of Statistics, today there are approximately 9,830 public schools serving close to 4,030,000 students, all around the island.

During the colonial times, late national heroes like Anagarika Dharmapala together with foreigners like Colonel Henry Steel Olcott and Madame Blavatsky of the Buddhist Theosophical Society installed Buddhist schools to foster Sinhala students with an English education rich in Buddhist values and also in order to bring Buddhism to life, at a time, it was slowly fading away from the people. Most of these schools were established in the capitals of the major provinces of Sri Lanka. The first of these were Ananda College (formerly English Buddhist School), Colombo; Dharmaraja College (formerly Kandy Buddhist High School), Maliyadeva College (formerly Kurunegala Buddhist Institution), Kurunegala; Kingswood College, Kandy; Mahinda College, Galle, Musaeus College, Colombo; which were followed decades later by Visakha Vidyalaya (formerly Buddhist Girls College), Colombo; Nalanda College, Colombo; Mahamaya Vidyalaya, Kandy. Sri Lanka also has many catholic schools such as St. Joseph's College, St Bridget's Convent, St Peter's College, St. Benedict's College in Colombo and St Anthony's College in Kandy.

Many schools were built in the post colonial era. However, the established schools who had their origins in the colonial era dominate social life in Sri Lanka mainly due the network of old boys and old girls.

Several superficial changes to the school system took place in the post independence era by successive governments; these include the change of the primary medium of education to the national languages, nationalization of private schools and the introduction of national/provisional school system.

Sri Lanka's education structure is divided into five parts: primary, junior secondary, senior secondary, collegiate and tertiary. Primary education lasts five to six years (Grades 1-5) and at the end of this period, the students may elect to write a national exam called the Scholarship exam. This exam allows students with

exceptional skills to move on to better schools. After primary education, the junior secondary level (referred to as middle school in some schools) lasts for 4 years (Grades 6-9) followed by 2 years (Grades 10-11) of the senior secondary level which is the preparation for the General Certificate of Education (G.C.E) Ordinary Level (O/Ls). According to the Sri Lankan law, it is compulsory that all children go to school till grade 9 (age 14) at which point they can choose to continue their education or drop out and engage in apprenticeship for a job or farming. However, the Ministry of Education strongly advises all students to continue with their studies at least till the G.C.E Ordinary Level. Students who are pursuing tertiary education must pass the G.C.E O/Ls in order to enter the collegiate level to study for another 2 years (grades 12-13) to sit for the G.C.E Advanced Level. On successful completion of this exam, students can move on to tertiary education, there for the GCE A/Ls is the university entrance exam in Sri Lanka (Education for All, 2008) (Proposals for a National Policy Framework on General Education in Sri Lanka, 2003) (<http://en.wikipedia.org>, 2010).

2.2 School Types of Sri Lanka

Schools are classified into 4 types in Sri Lanka 1 AB schools, 1C schools, Type 2 schools, Type 3 schools

- Type IAB schools refer to schools that offer classes up to G.C.E. (A/L) in all subjects, namely Science, Commerce and Arts.
- Type IC schools with classes up to G.C.E. (A/L) in Commerce and Arts only.
- Type 2 schools with classes up to G.C.E. (O/L) only.
- Type 3 schools with classes up to grade 5 only.

2.3 Theories of Reading Process

In the past, reading simply was implied to extract visual information from any given codes or systems. However, thereafter, reading became much more complex and involved the understanding of a whole text composed of written signs.

There are two conflicting theories about the process of reading. The first theory deals with reading as a linguistic process. In this theory, reading is defined as both linear and phonological and it is based on the formation of sounds. These bits of sounds are then linked together and converted into larger “comprehensive units.” Gradually, only after putting all the various sounds together, is an understanding of the terms and of the unit achieved.

The bottom-up theory that is language based theory can be best applied to new, beginning and some mediate readers. In these cases, all the reading is literal and after putting sound to different signs, these readers eventually advance to larger units and complexes of sounds (Farzaneh, 2009).

The second theory considers reading as a visual semantic process. Everything – whether pictures, phrases or whole sentences – is taken in at the same time, so there is no act of deconstructing words into syllables or smaller units. After having been exposed to these groups of signs, the reader manages to form a direct pathway between sign and sense, and as such is bypassing sound altogether. This means that the sound formations are not necessary anymore and readers directly recognize those words at sight, which makes for fluent adult reading.

This occurs mainly with people who read frequently; they become more fluent at reading through constant practice and exposure to signs and groups of words. Hence, they can minimize sound and maximize sense, being able to focus more on the meaning. It becomes for them easier to grasp a difficult text because they would use up less time on the very act of reading and instead concentrate on the semantic aspects. In fact, both theories are correct since they each point to a different level of reading competence. The first one applies to new and elementary readers who need to use the phonological process, while the second theory applies to fluent readers who use the visual semantic process and focus more on the meaning than the sounds of words.

As a result, it becomes clear that the more one reads the better one gets at it. Fluency is the degree with which one is already familiar with the words and one is able to take in more information at a time. This allows each person to have more time to digest the information and focus on meaning, thus fluent readers are able to understand more complex and more difficult texts in a quicker fashion (Farzaneh, 2009).

Reading is probably one of the most researched topics in education and the primary focus of instruction at the elementary levels. There were many theories of reading and different reading programs. The topic of reading was of great social importance because it pertained to the issues of literacy and intelligence. From a learning perspective, reading is closely related to many other cognitive processes or domains including: attention, concept formation, imagery, language, memory, and perception (Chall, 1967) (Kamil, Pearson, & Barr, 1976).

Gibson & Levin (1975) outlined a theory of reading based upon principles of perceptual development that included: distinctive features, invariant relations in events, higher order structures, abstraction ignoring irrelevant information, peripheral mechanisms, and reduction of uncertainty. These principles are largely based upon the information pickup theory of J.J. Gibson. Gibson & Levin emphasize that a theory of reading must account for the different types of reading (e.g., enjoyment versus learning) as well as significant differences between beginners and mature readers.

Resnick & Weaver (1979) provided a comprehensive examination of the issues associated with learning to read including, significance of decoding, the nature of reading skills, the relationship between reading and language, factors that interfere with learning to read, and the acquisition of reading competence. The general model that emerged from many different analyses is that early stages of reading depend upon letter-sound correspondence with increasing importance upon semantic-linguistic aspects over time.

The cognitive "stages" theory of Piaget is relevant to the development of reading ability as well as the social development theory of Vygotsky and the constructivist theory of Bruner. Thorndike applied his connectionism framework to reading comprehension as did Schank and his script theory. The functional literacy theory of Sticht is also highly relevant to reading skills.

2.4 Theory of literacy

The practice of literary theory became a profession in the 20th century, but it has historical roots that run as far back as ancient Greece (Aristotle's *Poetics* is an often cited early example), ancient India (Bharata Muni's *Natya Shastra*), ancient

Rome (Longinus's *On the Sublime* and Horace's *Ars Poetica*) and medieval Iraq (Al-Jahiz's *al-Bayan wa-l-tabyin* and *al-Hayawan*, and ibn al-Mu'tazz's *Kitab al-Badi*), and the aesthetic theories of philosophers from ancient philosophy through the 18th and 19th centuries are important influences on current literary study. The theory and criticism of literature are, of course, also closely tied to the history of literature.

The modern sense of "literary theory," however, dates only to approximately the 1950s, when the structuralist linguistics of Ferdinand de Saussure began strongly to influence English language literary criticism. The New Critics and various European-influenced formalists (particularly the Russian Formalists) had described some of their more abstract efforts as "theoretical" as well. But it was not until the broad impact of structuralism began to be felt in the English-speaking academic world that "literary theory" was thought of as a unified domain.

In the academic world of the United Kingdom and the United States, literary theory was at its most popular from the late 1960s (when its influence was beginning to spread outward from elite universities like Johns Hopkins and Yale) through the 1980s (by which time it was taught nearly everywhere in some form). During this span of time, literary theory was perceived as academically cutting-edge, and most university literature departments sought to teach and study theory and incorporate it into their curricula. Because of its meteoric rise in popularity and the difficult language of its key texts, theory was also often criticized as faddish or trendy obscurantism (and many academic satire novels of the period, such as those by David Lodge, feature theory prominently). Some scholars, both theoretical and anti-theoretical, refer to the 1970s and 1980s debates on the academic merits of theory as "the theory wars."

"By the early 1990s, the popularity of "theory" as a subject of interest by itself was declining slightly (along with job openings for pure "theorists") even as the texts of literary theory were incorporated into the study of almost all literature. As of 2004, the controversy over the use of theory in literary studies has all but died out, and discussions on the topic within literary and cultural studies tend now to be considerably milder and less acrimonious (though the appearance of volumes such as *Theory's Empire: An Anthology of Dissent*, edited by Nathan Parker with Andrew Costigan, may signal a resurgence of the controversy). Some scholars draw heavily on

theory in their work, while others only mention it in passing or not at all; but it is an acknowledged, important part of the study of literature.

2.5 Reading Habits

The reading habits of the children have long been a matter of much interest to educators, parents, librarians, publishers, and other stakeholders. An understanding of reading habits and preferences of the children would help them to take necessary measures for promoting reading among children (Majid, 2007). It is widely acknowledged that the life-long habits of reading can best be included and nurtured at the early age. With increasing on children to perform well, it is not surprising that children often associate books with learning school work school projects and passing examination (Cheah, 1998).

Reading is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practices, development, and refinement (www.Wikipedia.org/reading process).

It is important to encourage the reading habit so that people grow mentally and fulfil their potential at every level from village to university. Neither a subsistence farmer nor a graduate chemist can fulfil his or her potential without the cognitive growth that comes from reading widely and people will not read further than their immediate needs if they are not given the reading habit. Such growth is every person's right and will benefit the country economically as well as benefiting the individual personally.

The majority of the students (32.69%) spend 1-2 hours on reading per day. The average time students spend on reading is 1.90 hours daily. The data on the basis of region shows that majority of rural students (38.61%) spend 1-2 hours on reading per day whereas most of urban students (35.44%) spend 2-3 hours on reading in a day. The average time rural and urban students spend on reading is 1.81 hours and 2.02 hours per day respectively. The variation is possible due to many reasons like low

level of literacy in rural areas; lack of healthy reading tradition and so on. The need is to overcome the problem of illiteracy and develop a healthy reading culture in the country especially in rural areas. Moreover, the students should develop a time table to spend their time on different activities like playing games and sports, electronic media and print media. The students should always spend its share on academic and non-academic reading without any fall (Lone, 2011).

Shan's study (2006) on 'found that college EFL students' reading habits changed from paper-based to internet-based reading. 83.9% of students read online information often everyday and 69.3% of them read emails everyday. In contrast, only 31.4% of them read newspapers, and 33.1% of them read magazines often everyday. The top 8 things students do online daily are checking emails (100%), listening to music (96.8%), chatting with friends (96%), using MSN (95.2%), reading online information (88.7%), viewing online photo albums (85.5%), using Yahoo messenger (76.6%), and shopping online (54%). Students read more online news, emails, sales information, movie review, and fashion news than any other information. As to the topics of interest, the ranking sequence that students indicated is entertainment, news and media, computer and internet, recreation and sports, references, arts and humanities, and health. The results also indicated that gender, age, education, CJEE scores, employment status, online hours, and college students' reading habits are related.

It is revealed that the students mostly read for education (43.49%) followed by information (40.23%) and recreation (11.39%). The region wise data depicts that rural students read more than urban for education (47.50% versus 38.92%) and urban students read more than rural for information (43.04% versus 37.78%) and recreation (13.29% versus 9.72%). The students of both the categories do not have positive attitudes towards recreational reading as majority of students read for education. This could possibly be due to pressure from their parents and teachers to improve their academic performance. The steps should be taken to encourage them for recreational reading as well. Reading is a basic skill for lifelong learning and lifelong reading can be established through leisure reading (Lone, 2011).

2.5.1 Students' Personal Factors.

Majid's study (2007) found out that boys were less avid readers than girls. As compared to 57.8 percent girls, only 36.3 percent of the boys were reading daily for fun. Another trend was observed where as compared to 13 percent girls, over one quarter of the boys said that they read for fun during school holidays. It was curricular activities.

Coles & Hall's study (2002) confirmed the same results that children's reading habits are highly gendered and become only more so as students move into adolescence. Furthermore he mentioned that Boys are more likely than girls to have problems with basic literacy, girls tend to read more fiction than boys and girls tend to perform better when writing at length than do boys.

Chiu & McBride-Chang (2006) also completed a study about girls and boys from 43 different countries around the world and their scores in reading. They found that girls scored better than boys in all 43 countries. The difference between the scores of the boys and girls was significant in all countries except for Peru and Roman

Geske & Ozola (2008) stated that the facts about the distinction of reading literacy between boys and girls and notable literacy problems in rural schools. Girls always have better results in reading literacy. In group A there are about twice as many girls than boys (65% of girls and 35% boys), the opposite proportion is observed in group Z, where there are 37% of girls and 63% of boys. 50% of students from group Z go to rural schools and those of small towns, but only 20% study in capital city. 6% of group A study in rural schools, while 58% in Riga- the capital city

Shukla & Rajesh, (2006) stated that the very important finding of the survey was that by the age of nine boys and girls have significantly tastes; girls still read fairy tales while many boys have rejected them. Both boys and girls of ten to eleven liked adventure stories involving group activity but boys showed a preference for wider and rougher adventure. Girls liked store set against a family back ground which dealt personal relationships and reflected their need to love and be loved.

Ennemoser & Schneider, (2007) studied the impact of television viewing on the reading habits of 332 German children, ages 6–12, and their parents over a four-year period. They reported that heavy television viewing, an average of 117

minutes per day, resulted in lower progress in reading over time when compared with those students who watched less television.

(Neuman, 1982) who examined the impact of television on the reading choices of children ages 9–11, found that students who watched more television and read less tended to choose lower quality books to read.

On the other hand, in an earlier study Schramm, Lyle, and Parker (1961) found that children who had access to television did not read any more or less than those without television.

The provocative question, “Can you be a teacher of literacy if you don’t love to read?” prompted Gomez (2005) to explore her own question, “Why would you be a teacher of literacy if you don’t love to read?” Through her informal research to answer her own question, Gomez sought to continue the conversation on reading habits and attitudes of teachers. She decided to learn more about her graduate students’ literate selves by giving them a writing assignment to complete in class. They were asked to share their memories of themselves as readers, to list the people who read to them, to recall adults and others who read in plain view in the home, and to recall their elementary and secondary reading experiences. Students were also asked to write what it means to be literate to have a literate self. The only students to embrace the assignment were those love-to-read students whose literate selves could be characterized as people who love to read. Other students noted that reading for pleasure was not a part of their literacy memories. Some recalled the difficulties in learning to read. It was stated that these students did not know how to approach reading that they didn’t have good reading strategies and rarely made personal connections to text. Their literate selves could be characterized as people who view reading as a task to be mastered.

Gallik, (1999) conducted a study to reveal some evidence to either dispute or support the assumption that a positive relationship exists between the amount of time spent in recreational reading and academic success. The sample of students consisted of those enrolled in four sections of a first-year composition class and three upper level writing classes at a small, private liberal arts college. It is developed a survey entitled, “Recreational Reading Habits of College Students” that consisted of questions about demographics, participation in special programs (honours or support

program for students with learning disabilities), and recreational reading. Data was gathered from 139 usable surveys 77 completed by women and 62 completed by men. While classes are in session, 63% of the respondents report reading 2 hours or less each week. Only 13% of the students surveyed report 6 or more hours of recreational reading per week while class is in session. Conversely, 48% of students reported reading 2 hours or less each week while on vacation (break from college), and 25% of students reported reading more than 6 hours. Using Pearson product-moment correlations, it was found an insignificant correlation between cumulative grade-point average and pleasure reading while classes were in session. However, a weak but statistically significant correlation was found between cumulative grade-point average and time spent reading for pleasure during vacations. No statistically significant differences were found due to student classification, gender, or participation in special programs. However, a significant difference was indicated when age was compared to reading during vacations older students read more than younger students. When asked, "If you had more free time, would you read more?" 76% of respondents answered yes. And yet, almost half of the respondents (48%) read only 2 hours per week even during vacations. It was found that pleasure reading by itself is not a strong predictor of achievement in college. However, the positive relationship that this study found between cumulative grade-point average and recreational reading has these implications, knowledge of students' recreational reading habits may be helpful in making prediction about future academic success, students who spend more time reading have, better academic skills and these skills help them succeed academically, and time spent in recreational reading could indicate that an individual has the ability for sustained attention and concentration leading to academic success.

2.5.2 Students' Family Factors

Many low-income parents underestimate the amount of reading and writing they are involved in as part of their daily lives (Lynch, 2008), which provides a model for children of print use in the home literacy environment. It must be noted as well, that unlike many parents from low income groups, many middle-class parents have the opportunity to converse with other professionals such as teachers, and these

professionals may help to shape the parent-child interactions in literacy events (Lareau, 2002). Therefore, parent-teacher communication is an important factor to consider in young children's reading development.

Access to books is an environmental factor strongly related to children's literacy development (DeTemple, 2001). Differences in the accessibility to books in the home have been noted among families from low and middle class families (Neuman & Celano, 2001). Nevertheless, there are many other forms of print that can support children's literacy development. Research by Purcell-Gates (1996) and Lynch (2008) on the types and functions of print materials in the homes of low-income families revealed that many children have diverse experiences with print beyond storybooks that can contribute to their early literacy knowledge, such as reading/writing the alphabet, message reading, and interactions around functional print in the lives of their families.

Majid, (2007) found out that important aspects of the home environment include the availability of reading material and educational resources. Homes that make such resources available convey to children the expectation that learning to read is a desirable and worthwhile goal.

In developing countries, parents with little or no literacy skills are an obstacle to promoting reading to children (Elley, 1996: Greaney, 1996). Conducting family literacy programs which help parents to improve both their parenting (e.g. provide readings about parenting and parenting education) and literacy skills (e.g. adult education), so that they can provide children with early reading may address this (Schwartz, 1999) Educating parents in literacy skills may change their attitudes towards the value of reading and enhance reading promotion to children.

Jegede, (1997) opined that many parents can help their children show significant improvement in reading and that parents interest can increase the child's achievement. Hill, (1989) notes that children learn best when they sense that they are part of a caring community such as the parent.

Bettuzzi, (2010) stated that if parents want their children to do well in school they should make reading a priority for the entire family. Furthermore he suggested making reading as a family thing, creating a reading area at home, reading together with all family members and reading on the go.

Gomez, (2005) identified that her students were aware of the irony of their instructing students' parents in ways to help develop literacy in their children while they did not follow their own advice to better their literate selves.

Ramandeepkaur, (April/May 2003) was discussed same results that importance of outside reinforcement such as parents and teachers .He mentioned that contrary to the common stereotype, many young adults does enjoy reading in their free time. Furthermore, their reading habits are positively influenced by outside reinforcement, mainly from parents and educators.

Social resources, including the quality of the parent-child relationship, are important for children's literacy development (Wasik, 2004: Bus, Belsky, IJzendoorn, & Crnic, 1997) found that the quality of interactions in storybook reading between mother and child was dependent on the security of the parent-child relationship. That is, high quality book reading (such as initiating interactions around the meaning of pictures or text) depended on the interactional context where less secure relationships between parent and child resulted in fewer meaningful interactions. Furthermore, parents who themselves do not read frequently are less likely to initiate conversations to make texts enjoyable or to find ways of making them comprehensible for young readers (Bus, Leseman, & Keultjes, Joint book reading across cultures: A comparison of Surinamese-Dutch, Turkish-Dutch, and Dutch parent-child dyads, 2000) Parents' beliefs about literacy development also play an important role in the socialization of children into literacy (McNaughton, 2006). Parents hold many ideas about how children learn to read (Evans, Shaw, Moretti, & Bell, 2001) that may be influenced by how they learned to read themselves. Some parents have explicit developmental views about children's literacy development, for example, that children will learn to write their name before they attend school, engage in interactions with storybooks, or write the alphabet and understand the spacing of letters on a page (McNaughton, Kempton, & Turoa, 1994)

A research showed that students who discussed with parents about their studies and their favourite reading achieved higher than who do not. (Mullis, Martin, Gonzales and Kennedy, 2003)

2.5.3 School Factors

John Herman (1988) examined the reading levels of students in post-secondary institutions and had similar findings. He found that no-one in his sample of teachers from the in service College could read independently at grade ten levels and only one student from Gaulim Teachers College could do so. Of the sample of national high school students at Sogeri only 8% could read at grade ten level. It must be noted however that his samples were very small.

A more recent study with a much larger sample, however, shows similar results. McLaughlin investigated the reading levels of 90 teachers applying for the B.Ed programme at U.P.N.G. and found that only 27% of them could read independently at grade ten levels (Mohok-McLaughlin, 1990).

The most depressing picture of all, perhaps, is painted by Julie Mohok-McLaughlin in her study on community school teachers' reading levels. (Mohok-McLaughlin, 1990) She found that of teachers doing pre-service courses at four colleges in Papua New Guinea only 11% could read at grade ten level and that of a sample of teachers doing in-service courses at the In-service College in Port Moresby, only 5% could read at grade ten level. As she said in July 1990 when presenting these findings at the TESLA Conference in Lae: "Things are sliding towards the impossible."

The findings from Majid (2007) showed the majority (62%) of the students said that most of the time they read to get better grades in their tests and examinations. Improving language skills was another reason often cited by the respondents for reading non – study related books. It appeared that academically - related reasons such as better grades and improving language skills were the main motives for leisure reading and only a limited number of the students were reading for relaxation.

According to Mour (1977) a love of reading can be instilled in children with the help of role model adults. Teachers who are interested in reading and who are eager to read will be better examples for students than others. The most remarkable emphasis on instilling reading habits by teachers in the related literature is that those without reading habits and a love of reading have serious difficulties in instilling reading habits in students (Tarabishi, 2002).

Brassell, (2003) found out that ways to motivate his students to read, admitted his own dislike of reading and embarked on a journey with his students to change his personal attitudes and habits. Brassell asked his students what would get them to read more and recorded their feedback and posted it on a poster at the front of the room. From that, the class along with Mr. Brassell voted on their five most important reading privileges and agreed to begin the program the next day. Mr. Brassell also promised the class that a new reading privilege would be added every week if the students really read during the newly constructed reading period. The class and Mr. Brassell agreed to a contract containing the following, we will read whatever we want during free reading time, Mr. Brassell will read stories to us twice a day, we will listen to music during our free reading time, we can read wherever we want and with whoever we want, and we will have more sport books. Brassell discusses the successes and challenges of the new system and reports that a number of additional privileges were added including students sharing books that their parents had read to them, creating posters and games to illustrate books that they had read, and inviting guest readers to read with the class. Most importantly, Brassell made a choice to read when his students read. He states, "What I discovered as a teacher was something I had never known as a student: the joy of reading." Brassell made several discoveries about reading, it was the best way to calm his students' nerves as well as his own, it did not have to be a highly structured, intensive activity to be beneficial, and it was one of the best ways to improve students' attitudes toward school and class work. Brassell closes his reflection by stating that this experience totally transformed his reading habits and that his only regret as a teacher was that he did not allow more time for reading and sharing books. Brassell's testimonial is proof of the social nature of reading and the power of viewing it as a collective endeavor. It is also encouraging to realize that the attitudes and habits of teachers who do not read personally can be authentically changed. But the most important aspect of Brassell's program with his students was his choice to become a fellow reader with his students. It is also obvious that the five reading privileges the class agreed upon represent their desire to develop a more aesthetic stance.

Coles & Hall's study (2002) studied futhermore about teachers' role on developing reading habits. He stated that by broadening the definition of what a good

reader (or writer) is and including classroom readings beyond “stories,” teachers can help students to see themselves as good readers and writers and hence become more successful in their in school literacy practices.

Morrison, Jacobs, and Swinyard, (1999) indicated that younger teachers used recommended instructional practices more than the older teachers. An inverse relationship between reader and years of teaching experience was found in that teachers with fewer years experience employed these literacy instructional practices more than the teachers with more years of teaching experience. Finally, the question that most interested the researchers about the relationship between teachers as readers and their uses of recommended literacy instructional practices showed a positive relationship. Teachers who see themselves as readers are likely to use recommended literacy instructional practices in their classrooms. Another significant finding from this research was that teachers who more frequently use recommended literacy instructional practices also have more favourable opinions about books and reading. This research says because there was a positive relationship between teachers who read personally and their use of recommended literacy instructional practices, teachers should read personally in their lives, make time for reading, and share books with children in a variety of ways. While this research showed that younger teachers were more likely to use recommended instructional practices, it also showed that this group of teachers was less likely to read personally. This seems to contradict the ultimate findings of the study. It may be that younger teachers’ use of recommended literacy instructional practice may have more to do with their recent academic training than the affects of their personal reading. Additionally, one reason older teachers were more likely to be readers than younger teachers may have something to do with fewer demands placed upon them from family responsibilities. Older teachers may have also had time to develop more established habits of personal reading. No matter the demands of personal life, teachers should acknowledge the impact of their choices regarding personal reading and should develop dispositions reflective of a literacy teacher committed to best practice.

It has also been argued that traditional methods of teaching, which are based on a single textbook, are much less effective than a book-based approach. This

means that, instead of the traditional method of reading, the pupils should come in contact with many different kinds of books that are relevant to them (Elley, 2001)

It is apparent that teachers affect the aesthetic stance of students' reading experiences. Since it is only logical that classroom instruction is driven by teacher beliefs the notion of the "Peter Effect" is worth noting. Teachers who do not transact with text themselves cannot guide or encourage students to enter into a relationship with text. While Applegate and Applegate were careful to note that teachers who are unenthusiastic readers may still employ best practices in their classrooms, they make the point that even literature circles and book clubs may take on a more efferent stance when led by teachers who view reading as a more efferent practice. Even these methods that evoke a more aesthetic stance in readers are not fail proof if the teacher is not an engaged reader. While the emphasis of legislative initiatives is still on more measurable traits, cultivating engaged readers should be the priority of literacy educators. If students are engaged in reading, they will read more and likely become better readers (Applegate & Applegate, 2004).

It was highlighted did not particularly focus on the role of the teacher in student motivation, and states that researchers were constantly reminded of the important role of the teacher because children in the studies made so many comments about the motivating influence of their teachers. Interestingly, in some classrooms almost every student mentioned the teacher while in other classrooms the teacher was rarely mentioned. The notion of the teacher as an explicit model necessitates modelling that goes beyond sustained silent reading. Teachers who are explicit models share their own reading experiences so that students understand how reading enriches their lives. (Gambrell, 1996)

The study investigated the hypothesis that teachers must be confident, avid readers and writers in order to be effective reading and writing teachers. In the literature review contrasting findings were presented regarding the degree to which teachers' personal reading and writing practices affect their teaching. The purpose of this study was to investigate how teachers describe themselves as readers, writers, and teachers of both. Attention is devoted to exploring whether, how, and why these teachers do or do not acknowledge relationships between their personal reading and writing and their teaching of these subjects. The four fourth-grade teachers who

participated in the study were those named as exemplary reading and writing teachers by their school administrators (Brooks, 2007).

A study stated that the relationship between literary experiences, reading attitudes and behaviours of elementary pre-service teachers and their ability to help students solve mathematics word problems. A personal reading profile was administered to 129 pre-service teachers at the beginning of the college course Literacy I, and participants continued in the study until completion of Literacy III. Qualitative research methods were used with questionnaires and formal interviews of selected participants providing the main sources of data. Researchers' personal journals of interactions with participants served as secondary data sources. Eight students were selected for interviews based on their questionnaire responses and classroom interaction with researchers. Each of the eight interviewees recounted their earliest literacy experiences and named the most influential person(s) in their literacy development. Some of these eight proclaimed themselves as enthusiastic readers while others admitted struggle and disinterest. The students stated the older they became, the less time they spent in leisure and informational reading. Most stated that the rigor of academic requirements and involvement in extra-curricular events limited the amount of time that could be devoted to pleasure reading. Data also suggests that instructional reading practices may have also framed the adult reading attitudes and habits of these students. Three themes emerged from the analysis of observation notes of these students teaching math lessons: 1) those who claimed to read regularly engaged students in comprehension strategies during math instruction, 2) active readers were more likely to check vocabulary understanding, and 3) non-active readers were likely to rely on key word strategies for solving word problems or to match specific vocabulary to certain mathematic operations. Data also reveals that these pre-service teachers as a whole do not devote time to reading. While study participants claim reading is important and display positive attitudes toward reading, their teaching practices and habits indicate otherwise (Sulentic, Beal, and Capraro, 2006).

Gomez, (2005) suggests two obstacles that keep teachers who do not read for pleasure from developing a disposition toward pleasure reading, a lack of time for pleasure reading and a lack of frame of reference for adult genres. Gomez asserts that many of her students don't know how to read for pleasure. She recommends that

teachers be encouraged to reflect on their own literacy histories, to consider their schools' view of literacy, and to consider pathways toward their own reading enjoyments. Gomez believes the reason why one would choose to be a teacher of literacy when she doesn't enjoy reading is because that teacher is on a path of self-discovery and a journey of reconciliation between her public and personal literate selves.

Gambrell, (1996) stated that the role of motivation in literacy development. She briefly reviewed some of the research that has led to the current interest in motivation, described her own work with colleagues in the Literacy Motivation Project at the National Reading Research Centre, and discussed six research-based factors that appear to be related to increased motivation to read. She asserted that the most important goal of reading instruction is to foster the love of reading and that teachers play a critical role in helping students develop into readers who read for pleasure and information. Seeking to answer the question, "How do we create an environment in which this student will be motivated to read?" It was conducted motivation studies with first, third, and fifth graders. The first-grade studies involved the implementation of the Running Start (RS) program, a classroom-based motivation program, designed to support the literacy development of first graders by providing them with high-quality children's literature and more opportunities to read at school and home. In this first study 7,000 children, 4,000 parents and 320 teachers from 49 schools in 9 states participated in the program. Schools included urban, suburban, and rural settings with diverse populations and economic backgrounds. Participants responded to pre- and post test surveys designed to assess the effects of the program. The results revealed increased motivation for reading in those first graders and parents who participated in the program. Three subsequent studies followed investigating whether such a program would be successful in low-literacy achieving schools, whether a motivational reading program is worth the time and effort, and how the motivational reading program affected the classroom culture. The third- and Teachers' Reading Habits fifth-grade motivational studies used the Motivation to Read Profile (MRP) and interviews to determine elementary students' motivation to read. The survey revealed that while most elementary students value reading, many do not view reading as a positive activity or one given high priority.

The third-grade students reported they valued reading more highly than did the fifth-grade students. The analysis of the interviews revealed four factors associated with motivation to read: access to books in the classroom, opportunities to self-select books, familiarity with books, and social interactions with others about books. It was reported that the research conducted in their Literacy Motivation Project suggests that classroom cultures that foster reading motivation are characterized by a teacher who is a reading model, a book-rich classroom environment, opportunities for choice, familiarity with books, social interactions about books, and literacy-related incentives that reflect the value of reading.

2.5.3 School Library Factors

A study of Oxenham (1980) suggested that to foster such a reading habit and forge the link between people with basic literacy skills and the libraries, it is necessary for the libraries to reach out to the people. Librarians will have to take the books to the people rather than waiting for the people to come to the books if they really want the people to read. It is also necessary to provide material that is easy enough to be enjoyable so that people want to read. Librarians must learn to step out of their secure domains and get closer to the grass roots. If we give people what they want, rather than what we think they should have, they will start reading. Then the literacy skills will grow and yield fruit rather than wasting away for lack of use.

Another survey of education department of Hong Kong, 2001 identified that easy access to reading materials is one of the important factors in cultivating reading habits in students.

Tella (2007) has done a research on “Children Reading Habits and Availability of Books in Botswana Primary Schools: Implications for Achieving Quality Education” in year of 2007. The researcher found that Botswana primary school pupils do not have good reading habits and have a culture with only 36.7% of them reading on a daily basis; and that of these, most read only textbooks just for the purpose of passing examinations. Those Botswana children (53.3%) read only for 1-2 hours daily; while it was also evident that some even read less than an hour per day. Results further showed that no difference was observed in the perception of Botswana pupils about the availability and accessibility of reading materials in their various

schools. Furthermore, it was revealed that the pupils depend largely on the notes given by their teachers as the major source of reading material based on inadequate availability of books. Inadequate book availability, lack of interesting children's literature, and watching television are identified as factors hindering pupils from developing reading habits. Furnishing primary schools libraries in the country with recent books, getting parents to develop an interest in reading for their children to emulate coupled with the idea that children's literature should be made available in all primary schools constitute the major suggestions as measures to overcome the problem so that the achievement of quality basic education in the country would not be a mirage. Recommendations based on the results of the study for parents, teachers, schools, mass media and the government are highlighted.

In a brief review of writing research Krashen (1984) reports five studies that show a correlation between pleasure reading and competence in writing and only one that does not. While it is not possible to come to any firm conclusions on the grounds of co relational studies that may have many uncontrolled variables, it does seem reasonable to believe that increased practice in reading will help performance in written language.

Leone and Kargbo, (2010) pointed out that indeed the school librarian should acknowledge the part he plays in promoting reading in school and in fostering the children's ability for life-long learning. In this regard the librarian should be an enthusiastic and skillful reader himself. He or she should have an enthusiasm and a knowledge to work and share ideas with teachers, school authorities, parents and interested members in the community in promoting reading in school so as to put the right reading material into the right hands and at the right time. It was recommended that librarians should play the roles beyond their regular roles in library. They should work collaborated with the teachers in each levels to decide what should be best for the students to read. They also should get to know the community where school was located to stay in touch with the locals and parents of the students and also to learn about the community's problems. Consequently, they will help him relate the problems of the school library in the local community and how best he could approach the problem by promoting reading in school or arranging the library activities to cultivate reading habits for the students and other children in the community.

Krolak, (2005) identified the role of libraries in her article called “The role of libraries in the creation of literate environments” Literacy for Life that was the dynamic creativity and potential as well as the challenges for the involvement of libraries in creating literate environments for lifelong learning. It also showed that investing in books and libraries was at the heart of educational reform, literacy enhancement and sustaining literacy skills for life, leading subsequently to development and poverty reduction. By providing equitable access to information for all, libraries encourage critical citizenship in a global democratic society. If policy- and decision makers recognise the value of literacy and libraries and the need to have a population that not only can read but will read, they must be willing to commit scarce resources towards the support of libraries. With sufficient investment and support, libraries will have a major positive impact on the achievement of Education for All and the Millennium Development Goals.

According to Krolak, (2005), roles of library in promoting reading and literacy included an active and central role in promoting reading and combating illiteracy amongst the local communities.

According to Ryyänen, (1999), libraries were especially important now when the whole idea of education was stressing more and more independent learning and acting. All citizens must be able to find and use information. It was the key raw material however it would be a zero resource, if there were no access points to it and if documents were in chaotic order.

Atuti, (2008) mentioned that public libraries should be aware therefore that, as custodians and providers of information, they played a special role in society, in shaping community aspirations as well as serve as a vehicle for socio-economic development. Nations that will not embrace invest and preserve information for posterity will perish for lack of knowledge.

To foster such a reading habit and forge the link between people with basic literacy skills and the libraries, it is necessary for the libraries to reach out to the people. Librarians will have to take the books to the people rather than waiting for the people to come to the books if they really want the people to read. It is also necessary to provide material that is easy enough to be enjoyable so that people want to read. Librarians must learn to step out of their secure domains and get closer to the grass

roots. If we give people what they want, rather than what we think they should have, they will start reading. Then the literacy skills will grow and yield fruit rather than wasting away for lack of use.

Small & Snyder (2008) have done a research on the impact of New York's school libraries on student achievement and motivation. In this study they discussed library usage level of students. It is gratifying that more than two-thirds of student respondents reported visiting their SLMC (school library media centres) at least once a week (20 percent visit the SLMC daily). The fact that almost three-quarters of student respondents use their SLMC to do research (the most frequent use) acknowledges the important role the SLMC plays in providing resources and services that support this use (Small & Snyder, 2008).

Library provides a comfortable space for students to work, provides them a place to investigate new ideas, and that access to the library helps them to work more efficiently. Students at the Sseke Secondary School reported that the majority of their classes have some library-related component for which they must visit the library frequently and use library materials not easily attained elsewhere. They also reported that the library helps take some of the stress out of learning because they can use the library's textbooks and not have to worry about buying their own (which most students cannot afford), and that the library supports their efforts to learn about more about the world. Students from Kitengesa said the library allows them to investigate further information given to them in class by their teachers, and in some cases, to verify the accuracy of this information for them. The students also indicated that they understood that not every school has a library, and that having one is something special (Dent, 2006). On the other hand a survey of reading habits of students in Hong Kong stated that students would spend more time on reading if reading activities are actively promoted and a reading atmosphere created in schools. And it is mentioned further that easy access to reading materials is one of the important factors in cultivating reading habits in students.

In this study Dent, (2006) identified student who have positive attitudes regarding library usage and reading habits had higher classes in their examinations. The data also revealed that Kitengesa students who visited the library more often had higher class positions than those who did not visit the library as much; this was a

pattern that was repeated across all four classes. In S2 for instance, the student ranked 10th out of 49 students visited the library 21 times between January 2005 and July 2005. On the other hand, the student ranked 46th had only 3 library visits. In S3, the student ranked 8th out of 34 visited the library 71 times, compared to the student ranked 33rd, who did not visit the library at all. The students in S4 all had a substantial number of library visits. The student in the 5th position out of 39 visited the library 83 times, and the student in the 32nd position visited the library 16 times. The students' reading preferences were also investigated for determining the reader profiles among the participant students. An interesting point in this respect appeared that most of the students prefer reading the books of Turkish and foreign authors and they mostly like reading in foreign language which is not in line with the former study by Kiray (2002).

Most of the students (73.8%) like reading and consider it as an indispensable part of life (98.4%). While nearly half of the students (49.2%) borrow books from library, 58.3% buy books for reading. But most of those who borrow books from library (72.7%) cannot find available books they are looking for. In addition, more than half of the students (63.6%) learn about the book before reading it. Nearly half of the students prefer reading texts through the internet (42.2%) and follow up book reviews (46.5%). 48.1% students choose a book for reading by taking formal features of the book, and 91.4% do not prefer reading only best sellers (Ogeyik & Akyay, 2009).

Large volume and range of interesting reading materials are key factors for reading program success (Elley, 1996). Materials should match the audiences' interests and abilities, and relate to their lives. The books should cover a wide variety of subjects. It is important that young children be exposed to colourful materials such as well-illustrated stories and posters and pictures. Teachers, students and parents should be involved in the book selection process to ensure that the books are suitable for student's level (Guth & Pettengill, 2005). Schools should not focus on building collections that only cover curriculum materials. These materials can decrease children's interest in leisure reading and dilute the original intention of a reading program.

This chapter included review theories relating to the framework and also previous related studies. The following chapters would be dedicated to the process of data collection in 1 AB schools in Dehiowita education zone regarding the level of students reading habits and relationship between related factors and students reading habits.



CHAPTER III

RESEARCH METHODOLOGY

This study focused on the study on students' reading habits of Dehiowita educational zone and adopted a descriptive servery design. Both quantitative and qualitative methods were used. Quantitative were primarily used because the study intends to collect data from the students. Qualitative were used to gather more in depth information through focus groups. This chapter presented as follows.

3.1 Research Design

3.2 Population and Sample

3.2.1 Population

3.2.2 Sample

3.2.3 Sampling Methods

3.3 Research Instruments

3.4 Data Collection

3.5 Statistics and Data Analysis

3.1 Research design

This research was designed to mixed method. The quantitative approach, questionnaire were used to collect data from 275 students of 1AB schools in Dehiowita Educational Zone, Sri Lanka. Qualitative approach, focus group interviews were used to collect data from selected 12 students. Confirmation of questionnaire results & filling the information gap were expected by the conducting focus group interview.

3.2 Population and Sample

3.2.1 Population

The population of this study were the students of 1AB schools in Dehiowita Educational Zone. This study focused on grade 10 students of 1AB schools. All 1 AB schools of the zone were selected to sample number of 8. The population was 847 students in 10 1AB schools of Dehiowita Educational Zone, Sri Lanka. Table 3.1 shows the population and how they distributed among the schools of the Dehiowita Educational Zone.

Table 3.1 Distribution of students in schools of Dehiowita Educational Zone.

No	School name	Number of students in grade 10		
		Male	female	Total
1	Waharaka M.V.	33	32	65
2	Rajasinghe M.M.V.	96	82	178
3	Dehiowita National School	49	75	124
4	Thalduwa Bauddha M.V.	43	36	79
5	Sirisaman M.M.V.	89	75	164
6	Yatinyanthota M.M.V.	50	41	91
7	Sri Selananda M.V.	42	39	81
8	Siriwardana M.V.	34	31	65
Total		436	411	847

Ministry of Education, Sri Lanka. 2009

3.2.2. Sample

Multi stage sampling methods were used to select the sample. The selection of school sample was according to school type category. Therefore, only 1 AB schools in Dehiowita educational zone, Sri Lanka were taken into consideration and the total number of 1 AB schools is 8.

The sample group were chosen by using Taro Yamane's formula (1967) to obtain the sample size of sampling students.

$$n = \frac{N}{1+N(e)^2}$$

n = Sample size

N = Population size

e = Error of sample groups at the level of 0.05

When instead in the formula, the sample size were as follows.

$$n = \frac{847}{1+847x(0.05)^2}$$

$$n = 271$$

According to the Taro Yamane's formula, the sample size was 271 students. But the sample size was increased to 275 students to increase the appropriateness of the study.

Table 3.2 shows the samples in the research and how the proportion samples from each school in Dehiowita Educational Zone.

Table 3.2 Sample distribution of students in Dehiowita Education Zone

No	School name	Number of students in grade 10			Sample of students in grade 10		
		Male	Female	Total	Male	Female	Total
1	Waharaka M.V.	33	32	65	11	10	21
2	RajasingheM.M.V	96	82	178	31	27	58
3	Dehiowita National Sch	49	75	124	16	24	40
4	Thalduwa Bauddha M.V.	43	36	79	13	12	25
5	Sirisaman M.M.V.	89	75	164	30	24	54
6	Yatinyanthota M.M.V.	50	41	91	16	14	30
7	Sri Selananda M.V.	42	39	81	14	12	26
8	Siriwardana M.V.	34	31	65	11	10	21
Total		436	411	847	142	133	275

3.3 Research Instruments

A questionnaire and a focus group interview were used to collect data from the students.

Questionnaires were used as main instrument to collect data from the students of grade 10 in Dehiowita Educational Zone, Sri Lanka. Focus group interviews were planned to collect additional data.

The questionnaire was developed from literatures reviewed by the researcher and verified by the advisory team. The questionnaire was divided into four parts according to the conceptual framework.

Part 1 Students' personal factors included to survey individual factors which were gender, hobby and literacy skills (for both Sinhalese and English).

Part 2 Family factors included to survey family factors which were family income level, parents' educational level and parents' support.

Part 3 School factors included to survey school factors which were school activities, reading environment and teaching and learning methods.

Each of the items used the 5 – point Likert scale to measure the degree of level of the performance. Each item will score from 1 to 5. High scores on the scale represent high performance. Participants were requested to examine each item and used the scale below to mark their level of ability in performing the task.

Level of agreement	Score
Strongly Disagreed	1
Disagreed	2
Neutral	3
Agreed	4
Strongly Agreed	5

The level of performance was considered from the score of the answers and was classified into 5 levels according to the Best criteria (1977) as follows:

Lowest performance level	meant the score was in between 1.00 – 1.80
Low performance level	meant the score was in between 1.81 – 2.60
Moderate performance level	meant the score was in between 2.61 – 3.40
High performance level	meant the score was in between 3.41 – 4.20
Highest performance level	meant the score was in between 4.21 – 5.00

Part 4 School library factors included to survey school library factors which were Library activities, Resources, Services.

Each of the items used the 5 – point Likert scale to measure the degree of level of the performance. Each item will score from 1 to 5. High scores on the scale represent high performance. Participants were requested to examine each item and used the scale below to mark their level of ability in performing the task.

Level of agreement	Score
Strongly Disagreed	1
Disagreed	2
Neutral	3
Agreed	4
Strongly Agreed	5

The level of performance was considered from the score of the answers and was classified into 5 levels according to the Best criteria (1977) as follows:

Lowest performance level	meant the score was in between 1.00 – 1.80
Low performance level	meant the score was in between 1.81 – 2.60
Moderate performance level	meant the score was in between 2.61 – 3.40
High performance level	meant the score was in between 3.41 – 4.20
Highest performance level	meant the score was in between 4.21 – 5.00

The English statements in the questionnaire were translated to Sinhalese by the researcher.

There was two interviews guide lines. One was for the students who do not read more and the other was for the students who read more books. The students who do not read more and student who read more were identified by the scheming of the questionnaire.

3.3.2 Quality of the research instrument

The questionnaire was test for the quality the following ways.

3.3.2.1 Checked the content validity of questionnaire through the review from thesis advisors and improve the statement to have the content in line with the conceptual framework.

3.3.2.2 Checked the reliability by testing the review and improve questionnaire with the 30 students who were not included in the sample group, but had qualification similar to that the samples. The results were analysed to search for confident value by using the formula of Cronbach's alpha coefficient. The reliability was measured though computer software and the value of reliability were 0.812.

3.4 Data Collection

Data was collected through 275 questionnaires with students in grade 10 at 1 AB schools in Dehiowita education zone, Sri Lanka. Initially, the researcher asked permission from Zonal Director of Education, Dehiowita by sending the letter of permission issued by Mahidol University. Then it was informed to the principals. Parents' permissions were asked by the principals.

The researcher collected data from 275 students. The sample of students was selected according to the proportion of student number in each school. This representative sample was drawn randomly.

The researcher distributed questionnaires to the students at their classrooms with the permission of principal and the class teachers. After collecting questionnaires, the researcher verified and checked if all items are completely filled in.

The researcher then found more information from the interview with a 12 students from 2 selected schools. The focus group interviewees were selected by tagging after examining questionnaire. The information acquired from the interview was aimed to support or fulfil what was not included in the questionnaire.

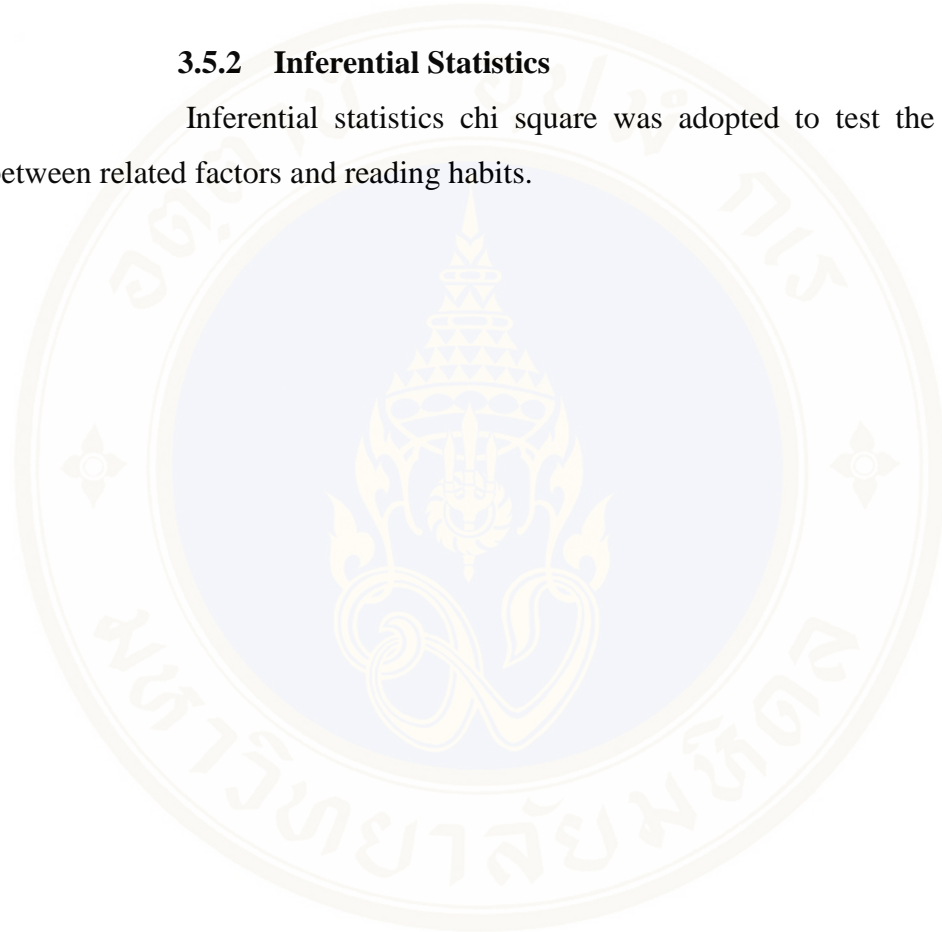
3.5 Statistics and Data Analysis

3.5.1 Descriptive Statistics

Descriptive statistics such as Mean, Standard Deviation, Frequency and percentage was used in presenting information collected from the questionnaire.

3.5.2 Inferential Statistics

Inferential statistics chi square was adopted to test the relationship between related factors and reading habits.



CHAPTER IV

RESULTS

The study aimed to examine the reading habits of 1AB schools' students in Sri Lanka. To explore the situation of reading habits of 1AB school children, 4 factors which were obtained from literatures were analysed. The research relied on both qualitative and quantitative methods. Quantitative data were measured by questionnaire for grade 10 students of 1AB schools in Dehiowita Educational Zone. The sample group was consisted of 275 students who were selected randomly. Questionnaires were distributed to 275 students who were selected randomly as sample group of the study. Those students were from 8 different schools in Dehiowita zone.

The researcher sought permissions from each school principle to access to the classrooms and distributed questionnaires to students. Students were requested to spend half an hour to fill in the questionnaire individually. After that the researcher collected the completed questionnaires therefore, rate of responses and completion rate was 100%.

The findings from questionnaires were analysed using statistical computer software by frequency, mean, standard deviation and chi square. Chi square was used to study the relationship between dependent variable and the independent variables. The results from interviews with selected 12 students were interpreted through content analysis. This chapter was set to present the findings as follows.

4.1. General Information

4.2. The relationship between factors and reading habits

4.2.1 Students' personal factors

4.2.2 Students' family factors

4.2.3 School factors

4.2.4 School library factors

4.3. Content analysis of interview findings

4.1 General Information

Table 4.1: Reading Habits of the Students

(n=275)

Performance (per day)	Frequency	Percentage
Less than an hour	26	9.45
1-2 Hours	172	62.55
3 Hours	51	18.55
More than 3 hours	26	9.45
Total	275	100.00

The reading habits of students were measured in term of time spending in reading. The table 4.2 shows frequency of students reading habit. The majority of students (62.5%) read 1-2 hours per day. 51 students (18.5%) read for 3 hours per day. Only 26 students (9.5%) read more than 3 hours. However, no student was reported never read.

Table 4.2: Students' Personal Factors

(n=275)

Factors	Frequency	Percentage
Gender		
Female	133	48.36
Male	142	51.64
Hobbies		
Reading	154	56.00
Other (watching TV, music, sports)	121	44.00
Literacy level for first language (Sinhalese)		
61-100(good)	163	59.27
41-60(fair)	88	32.00
Equal or less than 40(poor)	24	8.73
Literacy level for second language (English)		
61-100(good)	78	28.36
41-60(fair)	84	30.55
Equal or less than 40(poor)	113	41.09
Total	275	100.00

The table 4.2 shows students' personal factors which were studied relating to students' reading habits. It shows that from a total of 275 students, majority of students which 142 male students (51.64%) and 133 of female students (48.36%). The literacy level was measured by the students' marks of language subjects on last school term test. The majority of students' literacy level of first language (Sinhalese) was good which was in between 61- 100 marks. It was 59.27% and 163 students. 32% of students were fair which was in between 41 – 60 marks. The majority of students' literacy level of second language (English) was poor which was equal or less than 40 marks. It was 41.09% and 113 students. 30.5% of students were fair which was in between 41 – 60 marks.

Table 4.3: Students' Family Factors

(n=275)

Factor	Frequency	Percentage
Family Income Level		
Less than Rs.5000	20	7.27
Rs. 5,000 – 10,000	82	29.82
Rs. 10,001 – 20,000	84	30.55
Rs. 20,001 – 30,000	59	21.45
More than Rs. 30,000	30	10.91
Parents' Educational Level		
Never went to school	1	0.36
Less than O/L	30	10.91
O/L	81	29.45
A/L	130	47.28
Degree or upper	33	12.00
Parents' Support for Reading		
No support	1	0.36
Fairly support	130	47.28
Highly support	144	52.36
Total	275	100.0

The table 4.3 shows students' family factors which were studied that had related students' reading habits. The majority of parents 84 (30.5%) earned between Rs 10,001-20,000, followed by 82 (29.8%) of parents who earned Rs. 5,000 – 10,000. Most of parents 47.3% have studied up to G.C.E. Advance Level. 59.3% of parents have studied at least G.C.E. Advance Level. There was only one parent of this sample who had never gone to school. It was 0.4% of the sample. The majority of the parents (52.3%) highly supported their children to develop reading habits while only one parent reported no supported.

Table 4.4: Mean and Standard Deviation on School Factors

(n=275)

Statements	Mean	S.D.	Performance Level
1. My school arrange activities to promote reading	3.96	0.84	High
2. School reading activities improve my reading skills	3.84	0.80	High
3. My classroom has a reading corner	2.02	0.95	Low
4. There are many reading spaces where can be read outside the library.	3.35	1.18	Moderate
5. My teachers always assign me to read extra reading materials	4.12	0.75	High
6. It is needed to find information from reading extra books for school assignments	4.58	0.70	Highest
Total	3.64	0.49	High

Note: 1.00-1.80 =lowest, 1.81-2.60=low, 2.61-3.40=moderate, 3.41-4.20-high, 4.21-5.00 = highest

Table 4.4 shows that “It is needed to find information from reading extra books for school assignments” was at the highest performance level. “My school arrange activities to promote reading”, “school reading activities improve my reading skills” and “my teachers always assign me to read extra reading materials” were at high performance level while “there are many reading spaces where can be read outside the library” was at moderate performance level and “my class room has a reading corner” was at low performance level. Among school factors the highest mean score was stated by “It is needed to find information from reading extra books for school assignments” with a mean score of 4.58. Followed by “My teachers always assign me to read extra reading materials” with a mean score of 4.12 and “my school arrange activities to promote reading” with a mean score of 3.96.

Table 4.5: Mean and Standard Deviation on School Library Factors

(n=275)

Statements	Mean	S. D.	Performance Level
1. My school Library arrange activities to promote reading	3.28	1.034	Moderate
2. School library reading activities improve my reading skills.	3.27	0.971	Moderate
3. There are adequate amount of good books in the school library.	3.41	1.095	High
4. Daily newspapers and magazines are available in the school library.	4.35	0.735	Highest
5. Enough reading spaces are available in the school library.	3.61	1.053	High
6. The library environment is attractively organised and maintained quiet place to read well.	3.38	0.918	Moderate
7. Library services impress the students.	4.03	0.778	High
8. Book borrowing from school library is popular service of the students.	4.02	0.848	High
9. Request service is available in the school library.	3.77	0.986	High
10. School library services are satisfied the students.	4.05	0.999	High
Total	3.72	0.521	High

Note: 1.00-1.80 =lowest, 1.81-2.60=low, 2.61-3.40=moderate, 3.41-4.20-high, 4.21-5.00 = highest

Table 4.5 shows that “Daily newspapers and magazines are available in the school library” was at highest performance level while “there are adequate amount of good books in the school library”, “enough reading spaces are available in the school library”, “library services impress the students”, “book borrowing from school library is popular service of the students”, “request service is available in the school library”

and “School library services are satisfied the students” were at high performance level. And “my school Library arrange activities to promote reading”, “school library reading activities improve my reading skills” and “the library environment is attractively organised and maintained quiet place to read well” were at moderate performance level. Among school library factors the highest mean score was stated by “daily newspapers and magazines are available in the library” with a mean score of 4.35. Followed by “school library services are satisfied the students” with a mean score of 4.05 and “library services impress the students” with a mean score of 4.03.

4.2. Factors relating to reading habits

There were four main factors and three sub factors under each main factor which were obtained from literatures were analysed namely students personal factors, students’ family factors, school factors and school library factors.

Students’ gender, students’ hobby and students’ literacy skills were studied under students’ personal factors. Family income level, parents’ educational level and parents’ support were studied under students’ family factors. School activities, reading environment and teaching and learning methods were studied under school factors. Library activities, library resources and library services were studied under school library factors.

In this study it could be intended to find out whether there were significant relationship between related factors and students’ reading habits.

4.2.1 Students' personal factors

Table 4.6: Relationship between students' gender and reading hours.

(n=275)

Students' Gender	Reading Habits				Total
	Less than an hour	1-2 Hours	3 Hours	More than 3 hours	
Male	12 (9.01)	82 (61.65)	26 (19.55)	13 (9.79)	133 (100.00)
Female	14 (9.86)	90 (63.38)	25 (17.21)	13 (9.55)	142 (100.00)
Total	26 (9.45)	172 (62.55)	51 (18.55)	26 (9.45)	275 (100.00)

χ^2 - 0.251, p-value – 0.969

Table 4.6 illustrates the comparison of students' reading habits and students' gender. According to the table, there was no statistically significant difference between students' gender and students' reading habits with chi square value of 0.251 and p value of 0.969. According to the table, it could be understood that the majority of students were female in the selected sample and among them, most read 1-2 hours per day.

Table 4.7: Relationship between students' hobby and reading habits.

(n=275)

Students' Hobby	Reading Habits				Total
	Less than an hour	1-2 Hours	3 Hours	More than 3 hours	
Reading	5 (3.27)	99 (64.71)	33 (21.57)	16 (10.46)	153 (100.00)
Other(watching TV, music, sports)	21 (17.21)	73 (59.84)	18 (14.75)	10 (8.20)	122 (100.00)
Total	26 (9.45)	172 (62.55)	51 (18.55)	26 (9.45)	275 (100.00)

χ^2 - 16.280, p value – 0.001* *significant at level 0.05

Table 4.7 illustrates the relationship between reading habits and student hobby. According to the table, there was statistically significant difference between students' hobby and reading habits with chi square value of 16.280 and p value of 0.001 at significant level 0.05. Majority of students' (153) reported their hobby was reading. Among them, most (64.71%) read 1-2 hours per day.

Table 4.8: Relationship between students' literacy skills for first language (Sinhalese) and reading habits.

(n=275)

Literacy Level First Language (Sinhalese)	Reading Habits				Total
	Less than an hour	1-2 Hours	3 Hours	More than 3 hours	
61-100	7 (4.29)	111 (68.63)	31 (19.02)	14 (8.06)	163 (100.00)
41-60	13 (14.77)	49 (55.68)	16 (18.18)	10 (11.36)	88 (100.00)
Less than 40	6 (25.00)	12 (50.00)	4 (16.67)	2 (8.33)	24 (100.00)
Total	26 (9.45)	172 (62.55)	51 (18.55)	26 (9.45)	275 (100.00)

 χ^2 - 16.000, p value – 0.014* *significant at level 0.05

Table 4.8 shows the relationship between the students' reading habits and students' literacy skills for first language (Sinhalese). According to the table, there was statistically significant difference between students' literacy skill of first language (Sinhalese) and students' reading habits with chi square value 16.000 and p value of 0.014 at significant level 0.05. The majority of students (163) had good literacy level of the first language (Sinhalese) which was in between 61-100. 111 students who had good literacy skills (Sinhalese) read for 1-2 hours per day.

Table 4.9: Relationship between students' literacy skills for first language (English) and reading habits.

(n=275)

Literacy Level Second Language (English)	Reading Habits				Total
	Less than an hour	1-2 Hours	3 Hours	More than 3 hours	
61-100	2 (2.78)	54 (75.00)	11 (15.28)	5 (6.94)	72 (100.00)
41-60	6 (6.67)	58 (64.44)	20 (22.22)	6 (6.67)	90 (100.00)
Less than 40	18 (15.93)	60 (53.10)	20 (17.70)	15 (13.27)	113 (100.00)
Total	26 (9.45)	172 (62.55)	51 (18.55)	26 (9.45)	275 (100.00)

χ^2 - 16.673, p value – 0.011* *significant at level 0.05

Table 4.9 shows that the relationship between the students' reading habits and students' literacy skills of second language (English). According to the table, there was statistically significant difference between students' literacy skill of second language (English) and students' reading habits with chi square value 16.673 and p value of 0.011 at significant level 0.05. The majority of the students (113) had poor literacy level of second language (English) which was less than 40. 60 students of those who had poor literacy skill in English read for 1-2 hours per day.

4.2.2 Students’ family factors

Table 4.10: Relationship between students’ family income level and reading habits.

(n=275)

Family Income Level	Reading Habits				Total
	Less than an hour	1-2 Hours	3 Hours	More than 3 hours	
Less than Rs.5,000	4 (20.00)	12 (60.00)	2 (10.00)	2 (10.00)	20 (100.00)
Rs. 5,000 – 10,000	5 (6.06)	53 (64.63)	16 (19.55)	8 (9.76)	82 (100.00)
Rs. 10,001 – 20,000	10 (11.95)	53 (63.09)	16 (19.01)	5 (5.95)	84 (100)
Rs. 20,001 – 30,000	5 (8.48)	35 (59.32)	11 (18..64)	8 (13.56)	59 (100.00)
More than Rs. 30,000	2 (6.67)	19 (63.33)	6 (20.00)	3 (10.00)	30 (100.00)
Total	26 (9.45)	172 (62.55)	51 (18.55)	26 (9.45)	275 (100.00)

$\chi^2 - 7.392$, p value – 0.831

Table 4.10 shows that the relationship between students’ family income level and students’ reading habits. According to the table, there was no statistically significant difference between students’ family income level and students’ reading habits. It was understood that the majority of students’ (84 students) family income level was at medium level in between Rs. 10,000 – 20,000.

Table 4.11: Relationship between parents' educational level and reading habits.

(n=275)

Parents' Educational Level	Reading Habits				Total
	Less than an hour	1-2 Hours	3 Hours	More than 3 hours	
Never went to school	0 (0)	1 (100.00)	0 (0)	0 (0)	1 (100.00)
Less than O/L	4 (13.33)	20 (66.67)	4 (13.33)	2 (6.67)	30 (100.00)
O/L	16 (19.75)	45 (55.56)	15 (18.52)	5 (6.17)	81 (100.00)
A/L	5 (3.85)	79 (60.77)	29 (22.31)	17 (13.07)	130 (100.00)
Degree or upper	1 (3.33)	27 (81.52)	3 (9.09)	2 (6.06)	33 (100.00)
Total	26 (9.45)	172 (62.55)	51 (18.55)	26 (9.45)	275 (100.00)

χ^2 - 25.066, p value – 0.015* *significant at level 0.05

Table 4.11 shows that the relationship between students' reading habits and parents' educational level. According to the table, there was statistically significant difference between parents' educational level and students' reading habits with the chi square value of 25.066 and p value 0.015 at significant level 0.05. The majority of students' parents qualified in G.C.E. A/L examination (130 students), 60.77% of students in this group read 1-2 hours per day.

Table 4.12: Relationship between parents' support and reading habits.**(n=275)**

Parents' support	Reading Habits				Total
	Less than an hour	1-2 Hours	3 Hours	More than 3 hours	
No support	0 (0.00)	0 (0.00)	0 (0.00)	1 (100.00)	1 (100.00)
Fairly support	17 (130.77)	79 (60.76)	25 (19.23)	9 (6.92)	130 (100.00)
Highly support	9 (6.25)	93 (64.58)	26 (18.06)	16 (11.11)	144 (100.00)
Total	26 (9.45)	172 (62.55)	51 (18.55)	26 (9.45)	275 (100.00)

χ^2 - 14.457, p value – 0.025* *significant at level 0.05

Table 4.12 shows that the relationship of students' reading habits and parents' support. According to the table, there was statistically significant difference between students' parents' support and students' reading habits with the chi square value of 14.457 and p value of 0.025 at significant level 0.05. Students whose parents showed highly support read for long hours. The majority of 144 students had highly support from parents, most students of (93 students) this group read for 1-2 hours per day.

4.2.3 School factors

Table 4. 13: Relationship between school activities and reading habits

(n=275)

School activities	Reading Habits				Total
	Less than an hour	1-2 Hours	3 Hours	More than 3 hours	
Rarely	3 (21.43)	5 (35.71)	4 (28.57)	2 (14.29)	14 (100.00)
Sometimes	5 (25.00)	13 (65.00)	1 (5.00)	1 (5.00)	20 (100.00)
Often	18 (7.47)	154 (63.90)	46 (19.09)	23 (9.54)	241 (100.00)
Total	26 (9.45)	172 (62.55)	51 (18.55)	26 (9.45)	275 (100.00)

χ^2 - 13.485, p value – 0.036*

*significant at level 0.05

Table 4.13 illustrates the comparison of students' reading habits and school activities. According to the table, there was statistically significant difference between school activity and students' reading habits with the chi square value of 13.485 and p value of 0.036 at significant level 0.05. The majority of students participated in school activities that were arranged to improve students' reading habits. Most students of this group (63.90%) read 1-2 hours per day.

Table4. 14: Relationship between reading environment and reading habits

(n=275)

Reading Environment	Reading Habits				Total
	Less than an hour	1-2 Hours	3 Hours	More than 3 hours	
Poor	16 (11.59)	85 (61.59)	24 (17.39)	13 (9.42)	138 (100.00)
Fair	8 (10.00)	49 (61.25)	15 (18.75)	8 (10.00)	80 (100.00)
Good	2 (3.51)	38 (66.67)	12 (21.05)	5 (8.77)	57 (100.00)
Total	26 (9.45)	172 (62.5)	51 (18.55)	26 (9.45)	275 (100.00)

 $\chi^2 - 3.369$, p value – 0.761

Table 4.14 illustrates the comparison of reading habits and students' reading environments. According to the table, there was no statistically significant difference between reading environment and students' reading habits. However, the majority of informants (138 students) regarded the poor reading environment at schools.

Table 4.15: Relationship between Teaching Learning Methods and Reading Habits

(n=275)

Teaching learning methods	Reading Habits				Total
	Less than an hour	1-2 Hours	3 Hours	More than 3 hours	
Poor	2 (25.00)	3 (37.5)	0 (0.00)	3 (37.5)	8 (100.00)
Fair	24 (9.34)	161 (62.65)	50 (19.46)	22 (8.55)	257 (100.00)
Good	0 (0.00)	8 (80.00)	1 (10.00)	1 (10.00)	10 (100.00)
Total	26 (9.45)	172 (62.55)	51 (18.55)	26 (9.45)	275 (100.00)

χ^2 - 13.152, p value – 0.041* *significant at level 0.05

Table 4.15 illustrates the relationship between teaching learning method and students' reading habits. According to the table, there was statistically significant difference between teaching learning methods and students' reading habits with the chi square value 13.152 and p value of 0.041 at significant level 0.05. It was implied that the majority (257) of students rated teaching learning methods at fair level fair teaching learning methods. Most students from this group (162) read 1-2 hours per day.

4.2.3 School library factors

Table4. 16: Relationship between library activities and reading habits

(n=275)

Library activities	Reading Habits				Total
	Less than an hour	1-2 Hours	3 Hours	More than 3 hours	
Rarely	10 (14.49)	45 (65.23)	7 (10.14)	7 (10.14)	69 (100.00)
Some times	7 (18.42)	19 (50.00)	7 (18.42)	5 (13.16)	38 (100.00)
Often	9 (5.36)	108 (64.29)	37 (22.02)	14 (8.33)	168 (100.00)
Total	26 (9.45)	172 (62.55)	51 (18.55)	26 (9.45)	275 (100.00)

χ^2 - 13.152, p value – 0.041* *significant at level 0.05

Table 4.16 shows the relationship between school library activities and students' reading habits. According to the table, there was statistically significant difference between library activity and reading habits with the chi square value 13.152 and p value 0.041 at significant level 0.05. The majority (168) of students participated in library activities to promote reading habits often. Most students (64.29%) of this group read 1-2 hours.

Table 4. 17: Relationship between library resources and reading habits

(n=275)

Library resources	Reading Habits				Total
	Less than an hour	1-2 Hours	3 Hours	More than 3 hours	
Less	2 (10.00)	10 (50.00)	4 (20.00)	4 (20.00)	20 (100.00)
Medium	5 (8.33)	36 (60.00)	13 (21.67)	6 (10.00)	60 (100.00)
High	19 (9.74)	126 (64.62)	34 (17.44)	16 (8.20)	195 (100.00)
Total	26 (9.45)	172 (62.55)	51 (18.55)	26 (9.45)	275 (100.00)

 $\chi^2 - 3.963$, p value – 0.682

Table 4.17 shows the relationship between school library resources and students' reading habits. According to the table, there was no statistically significant difference between school library resources and students' reading habits. However, the majority of students (195 students) considered high library resources at school.

Table 4. 18: Relationship between library services and reading habits

(n=275)

Library services	Reading Habits				Total
	Less than an hour	1-2 Hours	3 Hours	More than 3 hours	
Low	0 (0.00)	8 (80.00)	1 (10.00)	1 (10.00)	10 (100.00)
Neutral	5 (15.63)	19 (59.37)	5 (15.63)	3 (9.37)	32 (100.00)
High	21 (9.01)	145 (62.23)	45 (19.31)	22 (9.45)	233 (100.00)
Total	26 (9.45)	172 (62.55)	51 (18.55)	26 (9.45)	275 (100.00)

 $\chi^2 - 3.443$, p value – 0.752

Table 4.18 shows that the relationship between school library services and students' reading habits. According to the table there was no statistically significant difference between school library services and students' reading habits. The majority of 233 students reported that library services at high level.

According to the findings from the questionnaire, the majority of students' (65.55%) reading habits were 1-2 hours per day. However no one reported that never read. And there were statistically significant difference between students hobby, literacy skills for both Sinhalese and English, parents' educational level, parents' support, school activities, teaching leaning methods library activities and students' reading habits at the significant level of 0.05. There were no statistically significant difference between students' gender, family income level, reading environment, library resources, library services and students' reading habits at significant level 0.05.

4.3 Content analysis of interview findings

Interviews were conducted to collect more in depth data regarding students' reading habits and to confirm the data from questionnaires. Even though focus group had been planned to conduct qualitative data, it was difficult to do so since the informants were not available at the same times. Therefore individual interview was employed with each student. Among 8 schools 12 students in 2 schools were selected by their class teacher to participate in the interviews. Table 4.14 summarised the characteristics of the informants.

4.19 Basic information of interviewees

Name ¹	Gender	Grade	School ²
1.Ganga	Female	10	Parakum Central College
2.Nimesha	Female	10	Parakum Central College
3.Tharindu	Male	10	Parakum Central College
4.Deemantha	Male	10	Parakum Central College
5.Nilushi	Female	10	Parakum Central College
6.Sasanka	Male	10	Parakum Central College
7.Hansini	Female	10	Abhaya National School
8.Deedtha	Male	10	Abhaya National School
9.Indunil	Male	10	Abhaya National School
10.Rumal	Male	10	Abhaya National School
11.Randula	Male	10	Abhaya National School
12.Raveena	Female	10	Abhaya National School

¹ Providing anonymous, all informants' names were changed in order to protect their identity and privacy.

² Providing anonymous, all informants' school names were changed in order to protect their identity and privacy.

Attitudes towards reading

According to the informants, all agreed that reading were very important to develop their performance. Several reasons were given. The reasons included that they read because they wanted to expand their knowledge beyond the contents they learned in class. The students believed that they would understand their lessons completely through reading:

“World is changed rapidly today, we need to update new knowledge day by day, minute by minute, I believe that reading provide good solution to update new knowledge” (Deemantha, Parakum C.C)

Another student viewed that he wanted to read the whole text book and other books even though they were not assigned because:

“We can have additional information though reading. For some subjects the text books provide extract of some books. It is very important to read the entire book to have clear idea. For some subjects text books provide information in one side, we can have knowledge on many sides of the mater though extra reading. For all subjects we can have good understanding though reading” (Hansini, Abhaya N.S.).

There were some students who viewed reading as fun activity they enjoyed doing in their free time. Besides, it created the topic to discuss with a group of friends who shared the same interest. As one of them stated,

“I love to read mysterious story. I have road all books of Sudath Rohana and Kulasena Ponseka. I am so curios to know what happen in next. When I finish one book I share with all my friends and I like to discuss with them. I enjoy mysterious story so much.” (Tharindu,Parakum C.C)

“I enjoy with reading very much. When I have a book, I read it till end. At that time I don’t even feel hungry or sleepy, I just wanted to finish it. My reading speed is also very good. I can read very quickly comparing to my friends” (Raveena,Abhaya N.S.)

There were some students who viewed reading is important but they do not enjoy reading.

“I do like to play with my friends, I don’t want to spend my evening with reading, normally I read at night not in evening. It is so fun playing cricket with my village friends.” (Indunil,Abhaya N.S)

“I love to play computer games. I can spend my whole day with my computer. Reading is well, but I interested more computer games and suffering internet. When I need some information for school projects, it is so easy to get that information from net. And the output is very attractive and colourful.” (Sasanka,Parakum C.C)

Some students were not interested in reading. Even though teachers, parents always supported them to read and assured that reading was very important and essential for students some students were not motivated to read. Others had other hobbies which were more interested than reading. As one of them stated;

“I do not like to read at all. I can not understand why I should read that boring books. My parents and teachers always force me to read. It is a real trouble for me. I like outdoor activities such as music, dancing, and sports than reading.”(Nimesha, Parakum C.C)

Even though almost all informants agreed with that reading is important, there were only one student who read whole news paper daily, read one weekly magazine continuously or read one extra book per a week. Researcher identified that most of students read only their text books and story books.

Reading at home

Informants were experienced reading at home. Almost all parents encouraged their children to read at home. Most of parents have identified as reading is a key tool of education. They believed that to have good education, children should have good reading habits. But of parents encouraged them to read school text books and related materials. Reading other than school curriculum and fun reading was discouraged by most of them. According to the Ganga from Parakum central college;

“My mother likes so much see me with a book at home. But she always asks me to read school text books and related materials only. If I read other book, she asks me not to waste time with unnecessary things. She wants me to get good results in examinations which are high competitive.”

Some students had supportive home environment to school studies as well as fun reading too. As Raveena from Abhaya national school stated;

“My mother likes reading very much. She buys daily news papers and few magazines regularly. There is a small library at my home. There are many books that collected by my parents. My parents, my brother and me we spend our evening to read something. After reading I discuss with my mother and father regarding the content. That discussion helps me to have different ideas. It is so fun reading. I have been familiar with reading since my childhood.”

Some students knew that reading was very important but they did not realise the consequence. Because they did not have reading environment at home. Their parents were not well educated. They worked as casual workers or labours. They never read but rather watched television regularly. Therefore their children watched television most of the time. As one student stated;

“My father & mother both work as labours in a rubber estate. They went to school only up to grade 8. Actually I’ve never seen them reading. They don’t buy books for me; they may be not having enough money to do so. And they don’t know what I need too”
(Deeptha,Ahaya N.S.)

Almost all students agreed with that their parents support to read. Parents support in different ways of reading. Researcher identified that most parents encourage their children to have better grades in their examinations rather than fun reading or leisure time reading. Since there is a big completion of general education in Sri Lanka, parents need to achieve academic targets by their children rather than developing life long competency of reading.

School Reading Activities

According to informants most of schools conducted some activities to promote reading habits. But it was not often. It was once a year as well as same programme repeated in most time. The event was carried on for a period of month when they dedicated to a month of literatures. Many students viewed the event successful in promoting reading habits. As Nilushi from Parakum central college stated;

“I attended to a reading camp conducted by the school last year. There was a visiting lecturer who is very good in literature. He introduced us few good books and we had a discussion on literature. I have got great experience with that programme. I feel that my mind is opened to a new world”

Most of schools did not arrange reading activities often. As all students mentions it was once a year and the same kind of programme in most time. As well as all students do not have a chance to participate with them only few selected students. However students’ expectations of the programmes were high.

Teacher Encouragements on Reading

Most of informants were agreed with that if teachers asked to read something students read it most times. Some subjects need extra reading by their curriculum. But some do not need. As well as some teachers ask students to extra reading and give more assignments which are needed more extra reading. Some teachers’ teaching methods are different and they do not encourage extra reading. Some of responses are as follows;

“We have a very good language teacher who has very good talent in literature. Her class is very active and interesting. Her teaching method is totally different. She introduced new books to read and teach us how to select good books too. I think that I got interesting on reading though her lessons.”(Hansini, Abhaya National School)

“I can’t say that my teachers help me to select books or any other support. They teach us the text books and gave some assignments. And mostly focuses on examinations. I do not remember that they have assigned any books to read recently.” (Nimesha, Parakum Central College)

It could be identified that most teachers focused of academic achievement of their students. Although all teachers encouraged students to read mostly only subject related books. There was not open discussion about literature or good books in the schools. But students’ expectations and contribution were high.

School Library Condition

Most of students stated that school library was not a comfortable place to read. The libraries were not well maintained and not filled with sufficient books. As Nilushi from Parakum central college stated;

“There are no sufficient books in our school library. When I need to find some book for my school assignment, it is very rare to find in my school library. So I am totally fed up with that library”

It was found out that the school libraries were not provided comfortable place to read since most of them were not arranged attractively and not clean well. As well as they were not updated with new books.

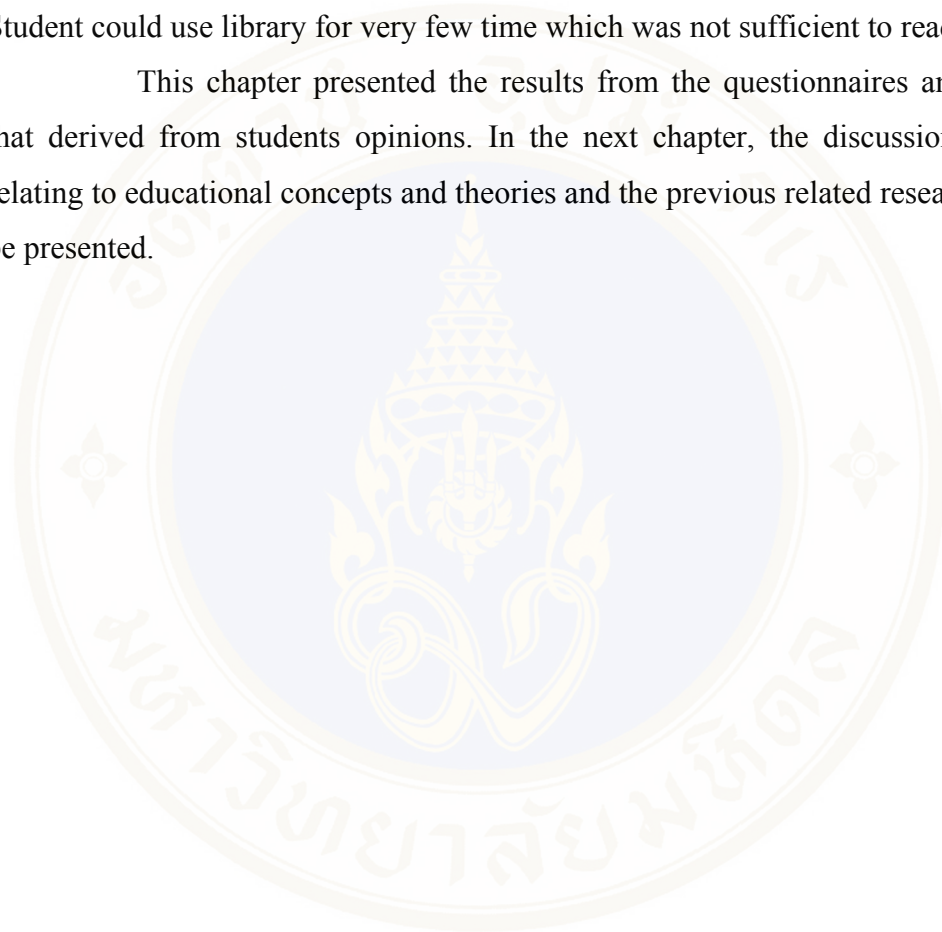
Librarians’ Attitudes and Support

Most of students not satisfied with the library service of the school. As some of them stated;

“Service our school library is very poor. We can’t find a book there any time. The order of arranging books is not good at all. As well as we can not access there time that we want. We have only one period for the library it is only 40 mints for a week. We are not allowed to go to library other times. There are very tuff rules and regulations too. The librarian is also a very tuff in her service. I wish to have good service from library than the present.”(Randunu from Abhaya National School)

It was found out that most of libraries were not have qualified librarians as well as they were not well trained. School libraries were not active and live places to read. They were not providing good reading material source for children. Although they conducted few programmes to develop reading very rarely, those were also not attractive and providing new things to students. The access to library was not easy. Student could use library for very few time which was not sufficient to read.

This chapter presented the results from the questionnaires and interview that derived from students opinions. In the next chapter, the discussion on results relating to educational concepts and theories and the previous related researches would be presented.



CHAPTER V

DISCUSSION

This research aims at studying about reading habits of students' of 1AB schools in Dehiowita Education Zone, Sri Lanka and to identify and find the relationship of factors that affected students reading habit. The factors included family factors, school factors, and school library factors. The data was collected from 275 grade 10 students from 8 schools of 1AB school type in Dehiowita Education Zone, Sri Lanka. In this chapter, the results obtained from the survey questionnaires were statistically analysed and discussed with the interview results. The organization of the chapter as follows,

- 5.1 Students' reading habits
- 5.2 Students' personal factors
 - 5.2.1 Gender
 - 5.2.2 Hobby
 - 5.2.3 Literacy skills
- 5.3 Students' family factors
 - 5.3.1 Family income level
 - 5.3.2 Parents educational level
 - 5.3.3 Parents support
- 5.4 School factors
 - 5.4.1. School activity
 - 5.4.2 Reading environment
 - 5.4.3 Teaching and learning methods
- 5.5 School library factors
 - 5.5.1 Library activities
 - 5.5.2 Library resources
 - 5.5.3 Library services

5.1 Students' reading habits

It was found out that the majority of students (62.5%) read one to two hours per day. Some were reported only a few minutes reading per day. None was reported never read. A similar study conducted by Abeyrathna & Zainab (2004) identified that the majority of students (53%) indicated reading between 1 to 2 hours every day. Similarly Tella (2007) study focused on children reading in Botswana and found that 36.7% of the children read on a daily basis only. It was found that most pupils read because it is a skill for life, it helps them find out what they want/need to know and because it is fun and half the sample enjoyed reading either very much or quite a lot and rated themselves as proficient readers. The majority of pupils indicated reading every day or once/twice a week and reading a diverse range of materials outside class, which included texts other than books. When asked specifically about fiction preferences, adventure, comedy and horror/ghost stories were the most frequently chosen types Clark & Faster's (2005). This study based on United Kingdom and the pupils were acknowledged that reading habit should be improved as life long habit. It was understood that reading habits should be promoted as a tool of life long learning process. Majority of students focused on curriculum related reading. It should be explored as a life long reading habits.

5.2 Students' personal factors

Students' personal factors included students' gender, students' hobby and students' literacy skills. Gender was not related to students' reading habits. Hobbies and literacy skills of both (Sinhalese and English) languages were related to students reading habits.

5.2.1. Gender

The research found out students' gender was not related to reading habits of students in 1 AB schools in Sri Lanka. The interview findings confirmed the results, even though there was different interest in gender wise such as girls were more interested in story books and novels while boys were interest in mysterious stories. However, the result of this study was not consistent with most of previous research

findings and reports. While various previous researches focused on relationship of gender and reading habits for an example, Chiu and McBride-Chang (2006) also confirmed the results from a study about girls and boys from 43 different countries around the world and their scores in reading. According to the U. S. Department of Education, in the 2007 Nation's Report Card for reading, girls' reading scores differed significantly from boys reading scores. In the same year Majid (2007) found out that boys were less avid readers than girls. Coles & Hall's study (2002) stated that Boys more likely than girls to have problems with basic literacy, girls tend to read more fiction than boys and girls tend to perform better when writing at length than do boys.

5.2.2 Hobby

The findings showed that students' hobby was related to reading habits of students. Interview findings also supported that students read at least a little time per day, no student reported never read. According to the interview findings most boys liked outdoor activities than reading, but they allocated at least a little time for reading. It could be understood that the reading was part of his school assignment. One student stated that;

"I do like to play with my friends, I don't want to spend my evening with reading, and normally I read at night not in evening. It is so fun playing cricket with my village friends then reading." (Indunil, Abhaya N.S)

Reading is believed as a tool of life-long learning and every child should learn to read and learn to like reading in their schooling time. A previous survey conducted by education department of Hong Kong found out that reading habit was affected by how children spent their leisure and after school time. The study showed that the activities that students were interested in included, watching television, videos, VCDs, playing computer/electronic games, listening to music, and hanging out with friends. Surprisingly, reading was not listed as popular activity in that study.

5.2.3 Literacy skills

The findings of the study showed that literacy skills of students for both languages were related to the reading habits of students. In this research sample, majority of students were good in literacy of first language while poor in second

language. According to socio economic data of Sri Lanka in year 2010 literacy rate of people over 15 years, it was showed that literacy rate for male was at 92.7 percent and 89.1 percent for female. According to the literacy rate of the country and the questionnaire results of the sample, lack of literacy was not a barrier to read for the students. Interview findings were consistent with the quantitative result. All students of the interviewed sample had literacy skill at least their first language while they were in deferent compressive levels. It could be understood that the majority of the Sri Lanka were literate. However, they were not encouraged to read while reading habit was not culturally nourished among Sri Lanka people nationwide. The findings suggested that the government should advocate on reading habit as it moves to life-long learning society. The reading activities should be promoted.

5.3 Students' family factors.

Students' family factors included family income level, parents' education level, and parents' support. Family income level and parents' support were not related to the students' reading habits while parents' education level was related to the students' reading habits.

5.3.1 Family income level

The findings showed that family income level was not related students' reading habits. According to the Department of Census and Statistics of Sri Lanka per the month of data collection – October 2010, the district poverty line that minimum expenditure per person per month was the Sri Lankan Rupees 3,254 and national figure was the Sri Lankan Rupees 3,178. The majority of parents 84 (30.5%) in the sample earned between Sri Lankan Rupees 10,001-20,000 that were middle income level. In Sri Lankan context, buying books for extra reading was not popular among school students. Most of students read from libraries both school libraries and public libraries as well as most of temples provide library facilities. And the selected sample was included only 1 AB schools that were in high resource level when comparing to other school types in the zone. It was understood family income level was not related to students' reading habits while reading materials were available in many sources

such as school libraries, public libraries. The interview supported the questionnaire findings. Regarding reading material, most informants often found reading materials from the school, library and they share some reading materials such as news papers with their neighbours. Only some students admitted that it was difficult when they looked for their favourite story book. As well as some students from high income families read well since family were provided with reading material at home. This encouraged students to read more. Majid (2007) found out that homes that make resources such as books, magazines and news papers available convey to children the expectation that learning to read is a desirable and worthwhile goal.

5.3.2. Parents education level

It was shown that parents' education level was related to the students' reading habit. It could be implied that higher support led to longer reading hours and also improved reading habits of students. The majority of the parents included in the study were well educated; however there was only one parent who never went to school. For this factor, the findings from interviews also supported the questionnaire results. It was identified that well educated parents supported their children to read and nourished reading habit in them, it could be understood that well educated parents were a role model and facilitated reading habit, that included the opportunity to access to good books and provided a reading environment. Raveena was a student came from well educated parents, she stated that;

“My mother likes reading very much. She buys daily news papers and few magazines regularly. There is a small library at my home. There are many books that collected by my parents. My parents, my brother and me we spend our evening to read something. After reading I discuss with my mother and father regarding the content. That discussion helps me to have different ideas. It is so fun reading. I have been familiar with reading since my childhood.”

There was high literacy rate in Sri Lanka according to the social economic data in year 2010. But most of developing countries still did not achieve that much of literacy rate. Therefore those communities faced to a huge issue. Parents cannot read, therefore they are unable to teach children to read, and then children become illiteracy. Circle is continuing. Elley & Greaney (1996) stated that in developing countries,

parents with little or no literacy skills are an obstacle to promoting reading to children. Schwartz (1999) suggested that conducting family literacy programs which help parents to improve both their parenting (e.g. provide readings about parenting and parenting education) and literacy skills (e.g. adult education), so that they can provide children with early reading may address this. Educating parents in literacy skills may change their attitudes towards the value of reading and enhance reading promotion to children. His suggestions were address the primary level of the problem. In Sri Lankan context it was passed that period. Even though parents have literacy skill they may not known that how to encourage their children, not provided reading environment or not provided good source of reading materials. Interview findings were confirmed that issue. Some students know that reading was very important but they did not have incentive to read since they had no reading environment at home. Their parents were not well educated. They worked as casual workers or labours. They never read something but watching television regularly. Therefore their children also used to watching television mostly. As one student stated;

“My father & mother both work as labours in a rubber estate. They went to school only up to grade 8. Actually I’ve never seen them reading. They don’t buy books for me; they may be not having enough money to do so. And they don’t know what I need too” (Deeptha,Ahaya N.S.)

5.3.3 Parents’ support

According to the findings, parents’ support was related to the students’ reading habits. It was found that the majority of the parents highly supported their children to develop reading habits. However, 1 parent (0.4%) did not support the their child to develop reading habits. Parents’ role in developing their children’s reading habit is very significant at all. One of famous young writer who write 20 books in her age 17 years stated;

“From the moment I was born, I was surrounded by books. My mom read to me every day, long after I was old enough to read on my own. I associated reading with love and security. Because of that constant contact with books, and the joy I associated with it, I always had a book in my hands. Every time I read a book, or a book was read to me.” (Carney, Winkler, Oliver, Thaler, & Louis, 2011)

In developing reading habits of students, the parental role was significant. The findings of the study confirmed the previous studies. Jegede, (1997) stated that

many parents can help their children to show significant improvement in reading and that parents interest can increase the child's achievement. Hill (1989) noted that children learn best when they sense that they are part of a caring community such as the parent. In the more recent work of Bettuzzi (2010) it showed that if parents wanted their children to do well in school they should make reading a priority for the entire family. Furthermore he suggested making reading as a family thing, creating a reading area at home, reading together with all family members and reading on the go. Reading Today (April/May 2003) was discussed same results that importance of outside reinforcement such as parents and teachers. It was mentioned that contrary to the common stereotype, many young adults does enjoy reading in their free time. Furthermore, their reading habits were positively influenced by outside reinforcement, mainly from parents and educators. Therefore, students in this study were encouraged to reading. But they mainly focused on academic related reading, not on leisure reading or fun reading. Students read only for the examination and assignment purposes. However, the reading for leisure was not been a concern in the study. Ganga from Parakum central college was stated;

“My mother likes so much see me with a book at home. But she always asks me to read school text books and related materials only. If I read other book, she asks me not to waste time with unnecessary things. She wants me to get good results in examinations which are high competitive.”

It was necessary to understand that Sri Lankan education system was very competitive and academic oriented. According to the university grant commission of Sri Lanka, 20,122 students admitted to the universities in year 2009. In the same year 269,000 candidates sat for the Advanced Level examination and of which 142,381 students have passed the Exam. It would be less than 10 percent of the total number of students who sat for the exam would have the chance of entering a University. To face this challenge students should be more academic oriented and study very hard. Therefore parents mostly focus on academic and curriculum related reading.

5.4 School factors

School factors included school reading activities, reading environment, teaching learning methods. School activities and teaching learning methods were related to the students' reading habits. Reading environment was not related to the students' reading habits.

5.4.1 School activities

School activity was related to the reading habits of students. Majority of students agreed with the school reading development programmes. Interview findings were confirmed the qualitative results. Some mentioned about reading development programmes. However, none experienced such programme but some experienced this kind of program. Students discussed about competitive study discouraged them to read. Reading most of the time included only reading for assignment and examination. As Nilushi from Parakum central college stated;

“I attended to a reading camp conducted by the school last year. There was a visiting lecturer who is very good in literature. He introduced us few good books and we had a discussion on literature. I have got great experience with that programme. I feel that my mind is opened to a new world”

In addition, it was found that most of schools did not arrange reading development activities often. It was taken place only once a year as well as same programme repeated in most time. The event was carried on for a period of one month when they dedicated to a month of literatures. However not all students were allowed to participate in the event. Only few were selected to attend. But students' expectations of the programmes were high. Many students viewed the event as successful in developing reading habits. Henri, Warni, Angel (2007) studied that the importance of reading activities. The study was stated that the purpose of reading promotion was to provide channels for students to connect to reading programs and activities. Conducting potentially large activities like reading club meetings and competitions, or similar programs like reading guidance programs can encourage students' participation in reading activities and draw their attention to the importance of reading. Promotion can also involve competitions. For an example, the Battle of the

Books, which began in the United States in the early 1990s conducted by America's Battle of the Books, 2006.

5.4.2 Reading environment

Research findings indicated that the school reading environment was not related to students' reading habits. School reading environment was included class room reading space and reading spaces outside classroom & the library. Class room reading space was scored lowset mean value 2.02 and out side learning space was scored mean value 3.35. Interview findings were consistent with the quantitative data. Most students stated that there was no comfortable place to read at classroom. It could be identified that no school provide a place at class room to read. Most of students stated that school were not provided place to read other than library. But some of students used quit places to read and conduct group discussion on their school projects. Reading environment were not in most of schools. Creating reading environment and reading culture is important in the school. Providing reading space is a major part of that. It was identified that students waste their time of intervals sometimes during two classes, sometimes without classes. It is great to provide some places to self reading and providing reading materials for those places are added an additional value.

5.4.3 Teaching and learning methods

It was found out that teaching learning methods were related to the reading habits of students. Among all 12 factors teaching learning methods were scored highest mean value of 4.35. Findings of interviews were consistent with quantitative data. Students were more interested in reading the teachers encouraged them in reading. Some subjects need extra reading according to the curriculum such as language subjects and history. But teacher can encourage students in various ways such as introducing new books, discussing about books with students. Teachers' role in developing reading habits is very important. As one student stated;

"We have a very good language teacher who has very good talent in literature. Her class is very active and interesting. Her teaching method is totally different. She introduced new books to read and teach us how to select good books too. I think that I got interesting on reading though her lessons."(Hansini, Abhaya National School)

It could be identified that most teachers focused on academic achievement on their students. Although all teachers encouraged students to read mostly only subject related books. There were few teachers who encouraged students on leisure reading and fun reading. Students' expectations and contribution were high. If teacher asked to read something students were keen to find that material and to read. The findings were agreed with reviewed literature. Alligton (1994) and Rudull (1995) mentioned that given what we knew about reading encouragement the challenge to the teacher was to create classroom environments that promoted engaged reading. Not a child's acquisition of the habit of engaged reading. Coles & Hall (2002) studied futhermore about teachers' role on developing reading habits. He stated that by broadening the definition of what a good reader was and including classroom readings beyond "stories," teachers can help students to see themselves as good readers and writers and hence become more successful in their in school literacy practices. It has also been argued that traditional methods of teaching, which were based on a single textbook, were much less effective than a book-based approach. It could be implied that instead of the traditional method of reading, the pupils should come in contact with many different kinds of books that are relevant to them (Elley, 2001)

5.5 School library factors

School library factors were divided to three factors. School library activities, School library resources and school library service. School library activities was related to students' reading habits while School library resources and library services were not relating to students' reading habits.

5.5.1 Library activities

The library reading activities were relating to the students' reading habits. This was consisted with previous researches as we as findings of interviews. On the contrary, a survey of reading habits of students in Hong Kong conducted by education department (2001) stated that students would spend more time on reading if reading activities are actively promoted and a reading atmosphere created in schools. The qualitative data suggested that libraries did not conduct reading development

activities. Such activity was arranged once a year and students were motivated very much to participate. The students admitted that the reading development event was not popular among students. It suggested the policy makers should concern reading habit in national protocol. The activities must be implemented in school plan and curriculum structure. It also was needed to plan activities innovatively and conduct often.

5.5.2 Library resources

It was found out that library resources were not related to reading habits of students. There were four questions to measure this factor. Quality and quantity of the books, daily news papers and magazines, library arrangements were them. Surprisingly availability of daily news papers and magazines was scored highest mean value. Actually when considering about a library daily news papers and magazines are not very important. But in the school context of Sri Lanka, students have only 40 minutes per week to use the library. Student can not read a book within that limited time. Therefore students used the library mostly for reading news papers and magazines. They have the facility of lending books. They read books by lending not at the library. Therefore it is important to develop reference section as a paper reading and lending section with more news papers, magazines and short readings. And the lending section should be flexible should allow more books and many more days. Interview findings also confirmed that. As Rupal from Abhaya National School mentioned;

“Our library has many books which I like to read. Some of them are valuable and very expensive. Most of them are only for reference. But I can’t read those kinds of books in one day. If I read a part, I can’t find the same book again in next day. So it is needed to transfer those books to lending section as there is no usage at reference section.”

There was another issue that most of students mentioned lack of reading materials in the school library. School libraries were not update with new books and were not arranged attractively. It was difficult to find a book sometimes. Students were disappointed in most time in finding a book. This was badly affected to interest of reading. The previous research findings were indicated same results. Adenyinka Tella (2007) was mentioned that inadequate book availability, lack of interesting children’s literature, and watching television are identified as factors hindering pupils

from developing reading habits. Furnishing primary schools libraries in the country with recent books, getting parents to develop an interest in reading for their children to emulate coupled with the idea that children's literature should be made available in all primary schools Another survey of education department of Hong Kong, (2001) identified that easy access to reading materials was one of the important factors in cultivating reading habit in students. It was very important to providing reading materials according to the student age groups, students' interest of literature with many varieties. A recent study confirmed that Materials should match the audiences' interests and abilities, and relate to their lives. The books should cover a wide variety of subjects. It was recommended that young children should be exposed to colourful materials such as well-illustrated stories and posters and pictures. Teachers, students and parents should be involved in the book selection process to ensure that the books are suitable for student's level (Guth & Pettengill, 2005).

5.5.3 Library services

It was found out that school library service was not related to students' reading habits. The findings from interview also confirmed the quantitative result. According to the most of students services of most school libraries were very poor. It was found out that most of libraries were not have qualified librarians as well as they were not well trained. School libraries were not active and live places to read. Libraries were not allowed students to enter freely. Student could use library for very few time which was not sufficient to read. And it was shown that usage level of school libraries were very lower. Most of libraries were closed at many times due to unavailable of adequate human resources. Students' leisure reading at library was limited by tough rules and regulations of the school libraries. There were many previous researches mentioned the importance of the library service. Ryyänen (1999) stated that libraries were especially important now when the whole idea of education was stressing more and more independent learning and acting. All citizens must be able to find and use information. It was the key raw material however it would be a zero resource, if there were no access points to it and if documents were in chaotic order.

It was found out that, students hobby, literacy skills for both Sinhalese and English, parents' educational level, parents' support, school activities, teaching leaning methods library activities were not related to reading habits of students according to the quantitative data. It was consistent qualitative data. Students' gender, family income level, reading environment, library resources, library services were not related to reading habits of students. The findings were confirmed by qualitative data found from the interviews. According to the both quantitative and qualitative findings teaching learning methods was the highest related factor.

This chapter discussed the research findings from both qualitative and quantitative approaches and related studies. The discussion was relay/based on the educational context of the zone and the country.

The following chapter would conclude the study and include the suggestions and recommendations of the findings and provide recommendation for future studies.

CHAPTER VI

CONCLUSION AND RECOMMENDATION

This research aimed to study reading habits of students' of 1AB schools in Dehiowita Education Zone, Sri Lanka and to study research variables which are students' personal factors, students family factors, school factors, school library factors. This chapter concludes the overall study and recommendations to develop reading habits among school students in Sri Lanka and to recommendations for further studies. This chapter includes;

6.1 Conclusion

6.1.1 Students' personal factors

6.1.2 Students' family factors

6.1.3 School factors

6.1.4 School library factors

6.2 Recommendations

6.2.1. Recommendation for schools

6.2.2. Recommendations for parents

6.2.3. Recommendation for policy makers

6.1 Conclusion

This study focused on studying students' reading habits of 1 AB school in Dehiowita zone, Sri Lanka and studying research variables which were students' personal factors, students' family factors, school factors, school library factors. It was explored students' reading level and relationships between factors and students' reading habits.

The study was conducted in mixed method. Quantitative approach was employed through questionnaires to survey overall results. Qualitative approach was

employed though individual interviews focused on confirming the qualitative results and getting more in depth data.

The study included the population of 847 grade 10 students in 1AB schools of Dehiowita education zone, Sri Lanka. The sample was included 275 students who were selected through multi stage sampling method. The data were analysed by using descriptive statistics such as frequency, percentage, mean and standard deviation. Chi square was used to identify relationships between related factors and the students' reading habits.

The findings of the study were summarised as follows; the majority of students read 1-2 hours per day followed by 3 hours per day and more than 3 hours per day. However, no student was reported never read.

6.1.1 Students' personal factors

Out of 275 students of the sample 142(51.6%) students were male and 133 (48.4 %) students were female. Gender was not related to students' reading habits. Majority of students' hobby was related to the students' reading habits. The literacy level was measured by the students' marks of language subjects on school term tests. The majority of students' literacy level of first language (Sinhalese) was good while second language (English) was poor. Literacy skills of both languages were related to students' reading habits.

6.1.2 Students' family factors

The majority of parents earned between Rs 10,001-20,000, followed by Rs. 5,000 – 10,000 and family income level were not related to students' reading habits. Most of parents have studied up to G.C.E. Advance Level followed by G.C.E. Ordinary Level examination. There was only one parent of the sample who had never gone to school. And parents' educational level was related to the students' reading habits. The majority of the parents highly supported their children to develop reading habits. However, only one parent did not support to develop reading habits of their child and parents' support was related to students' reading habits.

6.1.3 School factors

Among school factors the highest mean score was stated by “It is needed to find information from reading extra books for school assignments” with a mean score of 4.58. Followed by “My teachers always assign me to read extra reading materials” with a mean score of 4.12. School activities and teaching and learning methods were related to the students’ reading habits and reading environment was not related.

6.1.1 School library factors

Among school factors the highest mean score was stated by “Daily newspapers and magazines are available in the library” with a mean score of 4.35. Followed by “School library services are satisfied the students.” with a mean score of 4.05 and “Library services impress the students” with a mean score of 4.03. Library activities was related to the reading habits of students while library resources and library services were not related.

6.2 Recommendations

It was found that almost all students read in daily basis. But interview revealed that most of students read for the purpose of examinations and assignments. It is important to develop reading habits for knowledge, reading for fun and leisure reading.

6.2.1 Recommendation for the school

1. It is recommended to school to conduct reading promoting activities for to introduce fun and leisure reading. The activities should be conducted often at least once a month and innovative. It was discovered that effectiveness of reading promoting activities was very high. But most of programmes were on same structure. Therefore it is highly recommended to plan reading promoting programmes innovatively.

2. It is recommended to cultivate a reading culture in the school. Academic staff should be the model persons and ambassadors. Teachers' role is vital. Children should be introduced literature in their early primary classes.

3. It is recommended to restructure the teaching learning methods. It should be included more readings in classroom teaching learning process.

4. Maintaining well organised and resourced library is highly recommended for every school. Library can be produced a good reading material source for the students. Maintaining high quality service, obtaining adequate resources, providing comfortable reading environment and fulfilling students' reading needs are very important.

5. It is recommended to acknowledge the parents on how to support their children to develop reading habits by being a model, providing reading materials at home, mostly creating reading environment at home. Providing reading environment at home is highly recommended.

6.2.2 Recommendation for parents

1. Introducing books and other reading materials to the children in their childhood.

2. Maintaining reading environment at home and being a modal to their children to read.

6.2.3 Recommendation for policy makers

1. Establishing international level library with all resources, services and newest technology in education zonal level is recommended. Every students of the zone can be easily access to this library and should be located to central place.

2. It is recommended that making a policy decision to promote reading habits of students as a life long competency and life long learning tool.

3. Revise rules and regulations on school library and guide to school principals to maintain effective library is highly recommended.

4. Conducting national level programmes to explore reading is recommended for the ministry of education.

5. Conducting continuous teachers' training programmes to develop teachers' reading habits and to aware that how to develop reading habits though classroom teaching and learning.

6.2.2 Recommendations for future research

1. Qualitative approach should be taken as the key method. It should be identified the issue in micro level and should be study more in depth. It should be study based on the social and environment context since the issue is differ place to place.

2. An action research with a class consists of 40 students. It should be joined teachers, parents, librarians of the school library.

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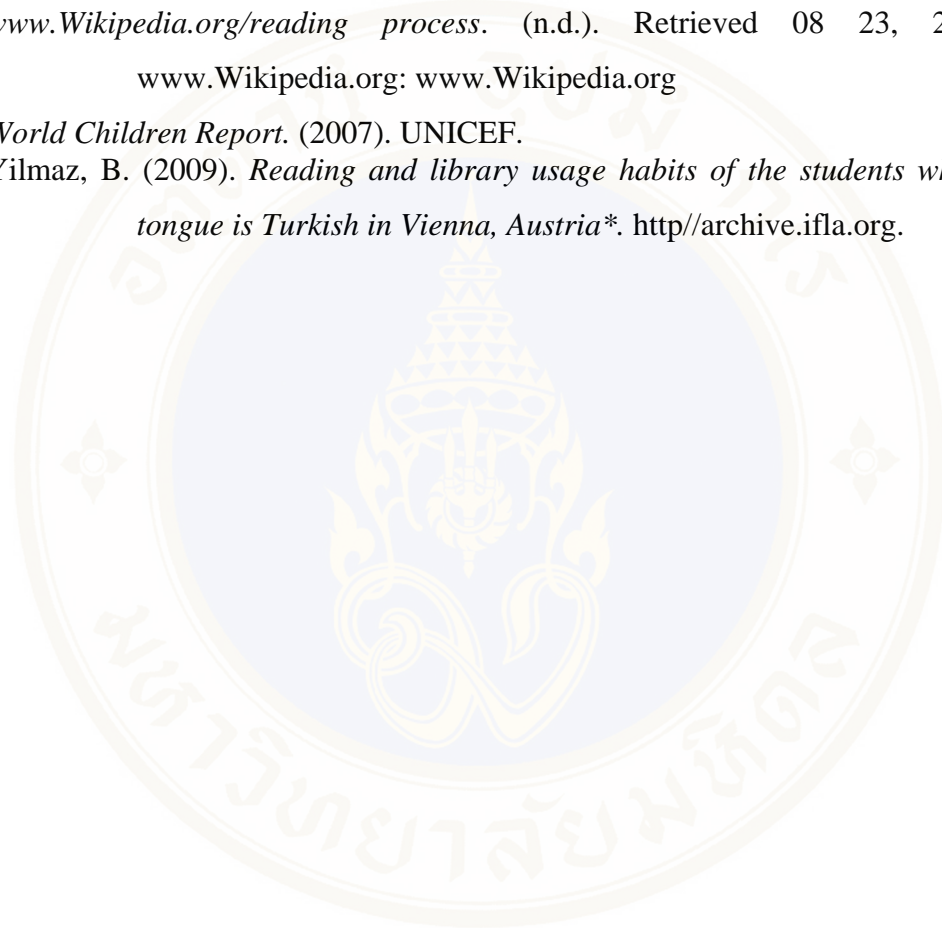
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RESEARCH QUESTIONNAIRE
STUDENTS' READING HABITS IN 1 AB SCHOOLS OF
DEHIOWITA EDUCATIONAL ZONE, SRI LANKA.

Directions

These questionnaires are to study about the reading habits of students in 1 AB schools of Dehiowita Education Zone in Sri Lanka. This study is under the responsibility of Miss N.D. Hettiarachchi, a Master's degree student in Educational Management, Mahidol University, Thailand. You are kindly requested to respond to the statements directly to your experiences. Your responses are of great important as this survey forms important part of a study.

The results can be recommendations and guide line for school principals to improve reading habits of students with the purpose of improving the quality of education as a whole. This questionnaire composes of four parts:

Part 1: Students' Personal Factors

Part 2: Students' Family Factors

Part 3: School Factors

Part 4: School Library Factors

Your kind assistance on completing questionnaires and return them on time is highly appreciated and the researcher would like to thank you for your commitment

Part 1: Students' Personal Factors

Instructions: Please tick (✓) in the box provided or fill in where appropriate.

1. Gender

a) Female

b) Male

2. What is your hobby?

a) Reading

b) Other (specify).....

3. Literacy Skill Level

(According your last term Marks)

Literacy Skills	Good 61- 100	Fair 41-60	Poor (=<40)
First language(Sinhalese)			
Second language(English)			

4. How many hours do you read for a day?

a) Never

b) Less than one hour

c) 1-2 hours

d) 3 hours

Part 2: Students' Family Factors

1. Your average monthly family income?

- a) Less than Rs. 5, 000
- b) Between Rs. 5,000 - 10,000
- c) Between Rs. 10,000 – 20,000
- d) Between Rs. 20,001 – 30,000
- e) More than Rs. 30,001

2. What is the educational level of your parent or guardian who supports your studies?

- a) Never go to school
- b) Below G.C.E. (Ordinary Level)
- c) G.C.E. (Ordinary Level)
- d) G.C.E. (Advance Level)
- e) Bachelor Degree or Higher

3. What is the Parent supports for your reading

- a) No any supports
- b) Some supports
- c) High supports

Part 3: School Factors

Instructions: You are requested to examine each item and use the scale below to mark level with a tick (✓).

5	4	3	2	1
Highest	High	Moderate	Low	Lowest

STATEMENTS	Level of Agreement				
	5	4	3	2	1
School Activities					
1. My school arrange activities to promote reading					
2. School reading activities are affect my reading skills					
Reading Space					
3. My class room has a reading corner					
4. There are many reading spaces where can read outside the library					
Teaching Learning Methods					
5. My teachers always assign me to read extra reading materials					
6. It is needed to find information from reading extra books for school assignments					

Part 4: School Library Factors

Instructions: You are requested to examine each item and use the scale below to mark level with a tick (✓).

5	4	3	2	1
Highest	High	Moderate	Low	Lowest

STATEMENTS	Level of Agreement				
	5	4	3	2	1
Library Activities					
1. My school Library arrange activities to promote reading.					
2. School library reading activities improve my reading skills.					
Library Resources					
3. There are adequate amount of good books in the school library.					
4. Daily newspapers and magazines are available in the school library.					
5. Enough reading spaces are available in the school library.					
6. The library environment is attractively organised and maintained quiet place to read well.					
Library service					
7. Library services impress the students.					
8. Book borrowing from school library is popular service of the students.					
9. Request service is available in the school library.					
10. School library services are satisfied the students.					

RESEARCH INTERVIEW GUIDE LINE – GROUP 01
A STUDY OF STUDENTS READING HABITS IN 1 AB SCHOOLS OF
DEHIOWITA EDUCATIONAL ZONE, SRI LANKA.

- 1) What would you do in your leisure time?
- 2) Do you read a lot?
- 3) What kind of your favourite books?
- 4) Do your family members read?
- 5) What would be the main reason to read?
- 6) How much do you spend on the books per year?
- 7) How many books did you read in last year?
- 8) Do you often find the new books in your school library?
- 9) Do you often participate the activities arranged by your school library?
- 10) Do you read news papers daily?

RESEARCH INTERVIEW GUIDE LINE – GROUP 02
A STUDY OF STUDENTS READING HABITS IN 1 AB SCHOOLS OF
DEHIOWITA EDUCATIONAL ZONE, SRI LANKA.

- 1) What would you do in your leisure time?
- 2) What do you think about reading?
- 3) Have you ever read a book apart from text books?
- 4) Do your parents read in leisure time?
- 5) Do your parents buy news papers, magazines or books for you?
- 6) What prevent you from reading?
- 7) What do you want from school to support you to read more?
- 8) How do you feel towards your school library?
- 9) How do you think your school library should be improved?
- 10) What kind of reading activities you would recommend?

BIOGRAPHY

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