

A CRITICAL ANALYSIS OF STUDENT ATTITUDES TOWARDS READING BOOKS IN PANDHARPUR LIBRARIES

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ABSTRACT

Over the last 15 years, researchers have become increasingly interested in students' motivation to read. Because reading is an exigent activity that often involves choice, motivation is crucial to reading engagement. This study looked to examine the impact of students' attitudes toward reading and their reading progress. The study targeted fourth grade students in an urban area such as pandharpur. The research examined the impact of students' attitudes toward reading and their ability to read, characteristics of good and struggling readers and the impact of parental involvement on student attitudes toward reading. Data was collected through analysis of questionnaire surveys, weekly quizzes, homework assignments, and book logs given to students and surveys given to parents.

Keywords: Student Attitudes, Reading Books, Pandharpur Libraries

I. INTRODUCTION

Examining student's attitudes toward reading is an important and essential part of assessing their reading progress. In turn, literacy development determines student's future success both in and outside of school. This study will examine students' attitudes about reading and the impact of students' attitudes on their ability to read. During the 2004-2005 school years, the researcher taught in an urban elementary school while completing a Master's Degree in elementary education. Typical characteristics of the students in school include poverty and single parent homes. The school placed great importance on the development of reading skills for these children as a means for helping them overcome poverty and live successful lives.

It is widely thought that attitudes affect a child's ability to succeed in reading, and that both parents/guardians play a key role in the development attitudes toward reading. Do students' attitudes impact their ability to read? Does parental involvement impact reading attitudes? In this study the researcher will interview students and parents to determine if attitudes toward reading impact student reading achievement.

Reading is a foundation for functioning in school and as a member of society. Student's literacy development determines their future successes in reading and writing. Given the critical importance of reading in today's society, it is important that students develop a positive attitude towards reading at a young age. Students understanding of the purposes for learning to read and developing a positive attitude toward reading are fundamental to their attitudes as adults. Reading attitude also fulfills a pivotal role in the development and use of lifelong reading skills. Students reading attitudes are of central concern to both educators and society at large. Reading attitudes has been defined as a system of feelings related to reading which causes the learner to approach or avoid a reading situation. Educators deal with the issue of attitude daily in the classroom and are constantly trying to find way in which they can improve their students' attitudes toward reading. Educators want to improve these attitudes and are asking for help in why this is a problem and how they can help solve it. The ability to understand the role of attitude in developing readers is important for two principal reasons. First, attitude may affect the level of achievement that

is ultimate attained by a given student through its influence on such factors as engagement and practice. Second, even for the fluent reader, poor attitude may occasion a choice not to read when other options exist. It is important to understand what factors influence attitude. The question of if the ability of the reader affects their attitude, often arises. Society is looking for ways to make our children more engaged in reading and attitude is one of the factors that play an important role in reading engagement. Ability is often a factor in the reading attitude of a child. It is important to look at the role that ability plays in reading attitude.

II. STATE OF DEVELOPMENT

Reading attitude has a critical role in the development and use of lifelong reading skills. Understanding the role of attitude in developing readers is essential to educators for two principle reasons: (a) attitude may affect the level of ability attained by a student through its influence on factors such as engagement and self-regulatory practices (Patrick, Ryan, & Kaplan, 2007) and (b) poor attitude may lead to the absence of reading when other options are available (Nippold, Duthie, & Larsen, 2005). Miller (2009) terms these students as underground readers. Although these students are gifted readers, they choose not to read because they see reading in school as totally disconnected from reading they would choose to do on their own. As a result, activities such as listening to music, watching television, playing video games or sports, and being on the computer are preferred (Nippold et al., 2005). Literacy, 'able to read and write,' is the optimal goal schools and educators hope to successfully instill in their students (Morrison, Bachman, & Conner, 2005).

Mental attitude, as defined by Blankson (2005), is a complex mental state that involves one's (a) feelings, (b) beliefs, (c) values, and (d) disposition to act in a particular way. These attributes make up and shape one's mental attitude, thus, affecting and controlling life's experiences. According to Ajzen (2005), attitude is defined as "a disposition to respond favorably or unfavorably to an object, person, institution, or event" (p.3). He says attitudes are expressed by describing the objects of experiences in evaluative forms. He further notes an attitude is typically not viewed as a good or bad feeling but as something that is positive or negative. He believes attitude is not seen as a matter of opinion. Rather, it is seen as the truth until someone can refute it with arguments or new facts. One of the most significant ideas in social psychology is that people don't divide their different attitudes into various cognitive compartments. Instead, beliefs, feelings, and decisions about how to behave are organized in more general structures. According to Ajzen (2005), this can be simplified by categorizing attitude-relevant responses into different subgroups by distinguishing between: (a) responses directed at others and responses directed at self, (b) behaviors performed in public and behaviors performed in private, or (c) actions and reactions. Being inaccessible to direct observation, attitude must be inferred from measurable responses. Beyond this requirement, there are no limitations on the kinds of verbal or nonverbal responses that can be considered.

Educators wanting to motivate or stimulate positive attitudes toward reading may choose to implement the Newspaper in Education Program (Sargent, Mwavita, and Smith, 2009). Since this approach appears to motivate both, it is appropriate for both genders. The Killeen Herald (Newspaper in the Classroom Work, 2009) outlines additional reasons to incorporate the paper as an instructional tool: (a) students feel important when using a text used by 'adults;' (b) newspapers bridge the gap between school and the real world; (c) newspapers have something to appeal to everyone's interest; (d) the information in the

newspaper is up-to-date; and (e) the newspaper documents history as it happens. Therefore, the newspaper should be a natural choice for the classroom (Sargent, Mwavita, and Smith, 2009) This model suggests that reading attitudes are a product of three main factors:

1. The general beliefs a reader has about the outcomes of reading; a reader judges the desirability of the outcome of his/her reading.
2. The readers motivation to meet others expectations and conform to them.
3. Specific past reading experiences.

Teachers can improve attitudes if they work to positively change these factors. By understanding a student's reading attitude and the factors by which the attitude is affected, teachers can work to improve the attitude. A teacher's main goal should be to encourage an active and involved reading attitude in each of his/her students (Sanacore, 2000).

By the time students reach middle school or junior high school, they are expected to have a handle on the basic skills of reading (GreatSchools Staff, 2012). Students must develop more difficult skills such as reading for speed and comprehension as well as interpreting texts. Just as they must adjust to multiple classes and more complicated assignments, adolescents must also adapt their reading skills. Content areas have their own vocabulary and structure. Thus, students shift from answering simple questions about content and plot to reading longer, more difficult texts that necessitate gathering and analyzing information. More difficult, content-rich materials include: novels, plays, textbooks, laboratory manuals, and technical texts. Students must learn to read lab reports in science classes while interpreting historical documents and understanding biographical information in history classes. According to Feldman (2012), adolescents' literacy skills are more difficult to improve due to attitude. Many adolescents have developed negative attitudes about reading when they've been struggling with literacy. The reading behaviors of middle school students are determined largely by their attitudes toward reading.

Because reading and writing are so heavily intertwined, SSR lends itself to writing at every grade level (Gardiner, 2005a). It provides a time for thinking. Students imagine a world outside of their own, creating and understanding new ideas, which is necessary for quality writing. Graham and Hebert (2011) conducted a study on students in grades one through twelve. The results revealed one potential means for improving students' reading is writing. Students in grades two through twelve comprehensions was enhanced when followed by a writing assignment. The results showed to be true for students in general as well as students who were weaker readers or writers. It also applied across expository and narrative texts and subject areas. Four types of writing activities were deemed effective: (a) extended writing, (b) summary writing, (c) note taking, and (d) answering/generating questions. Because reading is critical to students' success in and out of school, writing is a powerful tool that facilitates reading.

III. METHODOLOGY

It is believed that students' attitudes affect their motivation to learn and their willingness to persevere when tasks become difficult. Many researchers have suggested that attitude is a contributing factor in student achievement. This study focuses on students' attitudes toward reading.

A. Statement of the Questions

Do students' attitudes toward reading impact their ability to read? Does parental involvement have an impact on students' attitudes?

B. Subject

This study was conducted in one school in a large urban school district in Pandharpur. The school's population included 561 students. The majority of the students in the school came from low socio- economic families. Eighty percent of the students attending the school were eligible for reduced or free lunches. The subjects in this study included 20 fourth grade students in an inclusion classroom. Six of the 20 students participating in the study were special education students with Individualized Educational Plans (IEP). Nine of the students were females and 11 were males. The regular education teacher, the special education teacher, and the researcher, who was an intern teacher 15 hours per week while simultaneously completing graduate coursework. All three teachers in the classroom assisted students and worked together collaboratively to teach students throughout the school year.

C. Research

The researcher used a variety of tools including parental and student surveys and assessments of student performance to gather data about students' attitudes toward reading and the impact of their attitudes on reading development. The data was collected over a six-week period during the second half of the academic school year. The data collected enabled the researcher to analyze student growth and progress in reading over time.

D. Hypothesis Tests

A research hypothesis is a specific, clear, and testable proposition or predictive statement about the possible outcome of a scientific research study based on a particular property of a population, such as presumed differences between groups on a particular variable or relationships between variables. Specifying the research hypotheses is one of the most important steps in planning a scientific quantitative research study. A quantitative researcher usually states an a priori expectation about the results of the study in one or more research hypotheses before conducting the study, because the design of the research study and the planned research design often is determined by the stated hypotheses.

E. Research Questions

Research questions	Source 1	Source 2	Source 3
Determining Parental Involvement	Survey to Parents	Survey to Students	Homework Assignments
Determining Reading Attitudes	Garfield Survey	Reading Attitude Survey	Book Logs
Determining Reading Development	DRA Scores	Weekly Quizzes	Homework Assignments

To analyze the data, the participants were divided into "progress groups" based on the number of reading levels that they moved up over a period of time. There were three progress groups among the participants. Group A consisted of participants that did not move any reading, levels or moved up one reading level. The participants in group B

successfully moved up two reading levels. Finally, group C moved up three or more reading levels since the beginning of the academic school year. In this study Group A consisted of 4 participants, Group B consisted of 8 participants, and Group C consisted of 7 participants. Generalizations were developed comparing students' attitude and parental involvement within each progress group.

IV. DATA COLLECTION

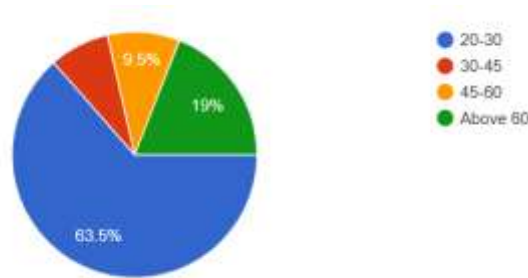


Figure 1 Age

Above Piktochart shows the Age wise distribution of respondents, which shows that 63.5% respondents from above age 60 and in between 30-45 we found lowest respondents.

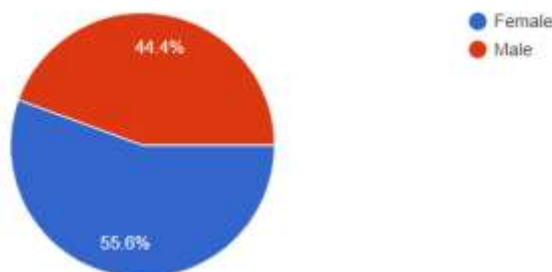


Figure 2 Gender

If we see Gender wise the female % is higher than male.

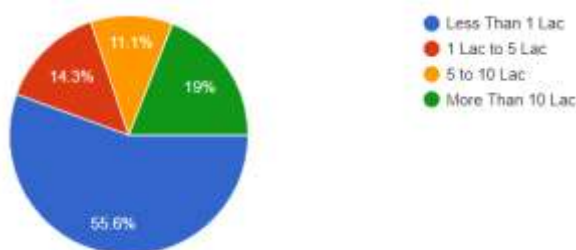


Figure 3 What is Your Monthly income?

If we compare by monthly income, we got highest percentage from less than 1 lac and lowest percentage is 11.1% for group of income in between 5 to 10 lacs

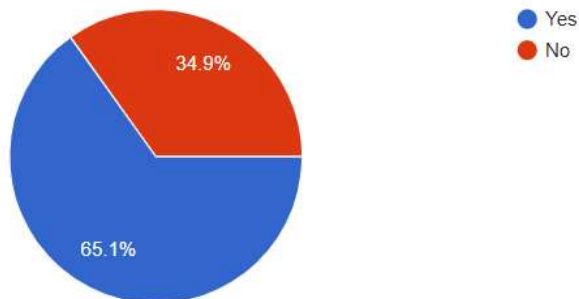


Figure 4 Did you Buy Any books Recently?

As per above graph if see category of buying books total 65% of people by books recently.

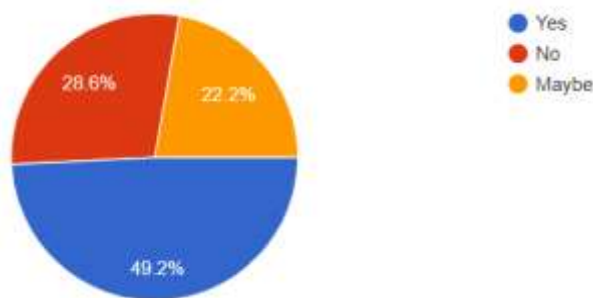


Figure 5 Does your parents motivates you for using public libraries

If we see the parent's motivation behind the using public libraries 49.2% people said yes in other end 28.6% people doesn't feel their parent motives them for using public libraries.

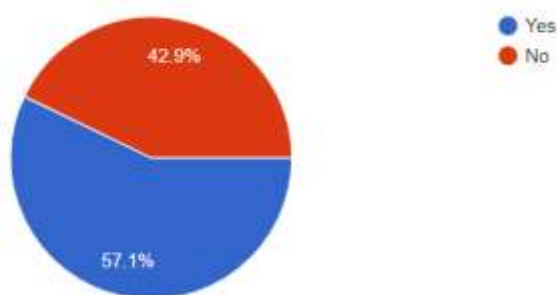


Figure 6 Do you think there should be more public libraries in Pandharpur

As per above graph 57% of people think that in particular in pandharpur they need more public libraries.

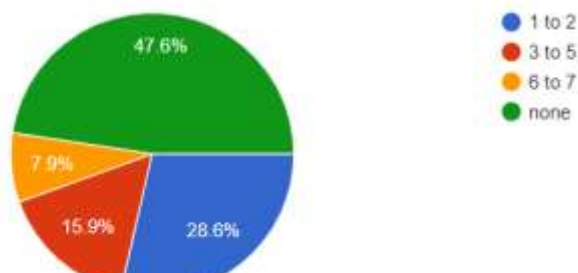


Figure 7 How many times you visit public library in a week

As Per Above Chart 47% People Does Not Visit Public Library in Single Week, As There Are Less 7.9 % People Went Library For 6 To 7 Times And 28% Of 1 To 2 People Visit Public Library in A Week

V. CONCLUSION

This Study Investigates Critical Analysis Of Student Attitudes Towards Reading Books In Pandharpur Libraries Data were collected through Gogole forms From the analysis of the findings a few key themes emerged including usage patterns, interaction and usability, effects on reading habits, and future scenarios of use. Visiting public library, people opinion on shod they need more public libraries. The investigation into what is Student Attitudes towards Reading Books in Pandharpur Libraries. The findings indicated , perticularly if we see the parents motivation behind the using public libraries 49.2% people said also 47% People Does Not Visit Public Library In Single Week in other end 57% of people think pandharpur need more public libraries. This study showed that students had a positive Atitude towards Reading Books in Pandharpur Libraries.

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