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**AN EXPLORATION OF THE EFFECT OF
INSTITUTIONAL FACTORS ON THE DEVELOPMENT OF
READING INTERESTS OF AAU FIRST YEAR STUDENTS**

**A THESIS PRESENTED TO THE DEPARTMENT OF
FOREIGN LANGUAGES AND LITERATURE
INSTITUTE OF LANGUAGE STUDIES
ADDIS ABABA UNIVERSITY**

**IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS IN TEFL**

**BY
MENGISTU DINATO**



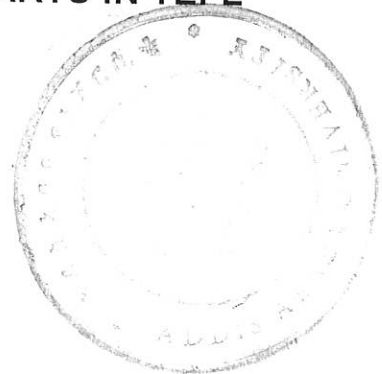
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ABSTRACT

This study is concerned with the exploration of the effect of institutional factors on the development of reading interests (RI) of First year students at Addis Ababa University (AAU), College of Social Sciences (CSS). The sample population of the study were 200 students, out of whom 100 were from rural background, while 100 from urban background.

To obtain the necessary information a questionnaire with 24 items that focus mainly on exploring the ways in which institutions influence students' RI, and the perception of students about the effect of institutions on their RI was constructed and administered to the students. A follow-up interview was also held with selected students to consolidate the information secured through the questionnaire.

The study showed that Freshman Students at AAU, CSS believe institutional factors have affected the development of their RI. It was also observed that students believe school and home factors have had the most effect on their reading interest development (RID), followed by community and peer factors, in that order. Nevertheless, the actual assistance students received from institutions indicated that peers contributed to their RID much more than did other institutions.

The major ways in which institutions influenced the development of students' RI were found to be through the provision of materials for leisure reading at home, school and community; through encouragement and help given by parents, language teachers and peers, and through setting leisure reader models.

The result of the study also revealed the difference between rural and urban students in terms of the contribution of assistance from home and community to their RID to be highly significant. The students from urban setting were better helped than were those from rural. On the other hand, the effect of assistance from school and peers showed no statistically significant difference between the two groups. A further finding was that students believe whether one is from a rural or an urban background has strong effect on individual's RID.

CHAPTER ONE

INTRODUCTION

1.1 Statement of the Problem

In this study the concept 'reading interest' has been operationally defined as the desire or want a person shows to the reading act. Like most of our other behaviors and our background knowledge, reading interest is developed over a period of time, and is a result of consistent reading and reading related activities. The exposure to reading and reading related activities is mainly created by institutions such as home, community, school environment and peer groups with which the individual has contact.

The teaching of reading skills in a foreign language, in our case English, in schools and higher institutions is basically for academic purpose, i.e., to enable the learners to extract the necessary information successfully from different written sources. It is obvious that the bulk of information needed, particularly in higher institutions, is obtained through reading. To extract the necessary information effectively the learners need to have a good reading ability.

The effort made to make students good readers could be more effective if learners are helped at different levels and by different relevant institutions, to develop their reading interest. This is because regular reading practice increases the individual's comprehension ability. In this regard, one of the problems the study investigated relates to the fact that the overall trend of teaching reading in English in Ethiopia seems to depend solely on what is provided in the classrooms. In other words, the awareness of the contribution of support different support different institutions can offer our students in developing their RI and thereby in developing

their reading skills, on the one hand, and the efforts made toward this end, on the other, appear to be low. For instance, the value of providing learners at different levels with different reading materials so as to develop their reading interest is not emphasized by many parents, language teachers and school administrators in Ethiopia. I found this problem worth investigating.

Studying the effect of institutional factors on the development of learners' reading interest is important in that it shows how the effect of each institution is reflected, and as to which institution bears more effect on students' reading interest development. Identifying these things clearly makes it easier to all concerned bodies to address the problems properly. Nevertheless, no local research has been made, as far as I know, concerning the effect of institutional factors on the development of students' reading interest. This is another problem that inspired me.

The purpose of this study was, thus, to explore the effect of the different institutional factors on the development of reading interest of first year students at the Addis Ababa University (AAU), College of Social Sciences (CSS). The study also tried to examine whether the effect of institutional factors on the development of students' reading interest varies depending on the geographical settings - rural/urban location. Therefore, the study was carried out to answer the following basic research questions:

1. Do first year students at AAU, CSS believe that institutional factors have affected the development of their reading interests?
2. Which of the institutional factors do these students think has had the most/least effect on their reading interests?

3. Do these students believe that being from a rural or an urban background has different effect on their reading interest development?

1.2 Importance of the Study

The development of an individual's reading interest can be affected by different factors. The factors could be personal or institutional. The personal factors include age, sex, reading ability, psychological needs, and aptitude, whereas the institutional factors include the availability of books and other reading materials at home, school and community; family's economic levels; the influence of parents, peers and teachers (Purves and Beach, 1972, cited in Mckenna, 1986). The focus of this study, however, was only on the institutional factors.

The findings of this study are hoped to be of some help to the following institutions and groups of people:

1. Educational institutions will get a deeper insight into the ways in which they could positively contribute to the development of learners' reading interest; for example, by establishing libraries and purchasing reading materials that satisfy the learners' reading interest.
2. Teachers, materials writers and syllabus designers will get the awareness as to how much they could contribute to the development of learners' reading interests and as to how they may work toward the desired goal.
3. Different governmental as well as non-governmental organizations may realize the contribution of public and village libraries, and work towards establishing them.
4. Parents may also get an insight into the issue and make the home environment foster the development of their children's reading interest.
5. Future researchers may find the study a springboard for further investigation.

1.3 Limitation of the Study

The study was based on the data collected from a limited number of students randomly selected from first year students at AAU, CSS. Due to time constraints and other inconveniences the students at the Faculty of Natural Sciences were not included. I am, however, aware of the fact that had the number of subjects been increased, it would have been more conclusive. Furthermore, I feel that it would have been more informative had I used more instruments in addition to questionnaire and follow-up interview. Financial and time constraints did not allow me to use observation of students' home, community and school conditions, and holding interviews with parents, school administrators and language teachers both in urban and rural areas. Nevertheless, despite these limitations, the study tried to answer some basic questions in relation to AAU first year students' reading interest and the institutional factors that affect it. Again, although the study considered first year students of AAU, CSS, it is hoped that the result would apply to students in other colleges and universities of Ethiopia.

1.4 Scope of the Study

The scope of this study is limited to randomly selected freshman students of AAU, CSS. First year students were chosen for the following reasons:

1. They are at the borderline between high school education and their future field of specialization. As compared to their past experience they do a lot of independent reading now. Thus, it was hoped that these students would reflect better on their reading interest in relation to the institutional factors that affected their reading interest.
2. They take English course which focuses, among other skills, on the development of reading skills. This gives them the opportunity to better evaluate their past reading

experience in light of the different institutional factors, and whether they have a real reading interest.

1.5 Definition of Terms and Abbreviations

The following terms and abbreviations have been used to mean:

AAU: Addis Ababa University

CSS: College of Social Sciences

Institution: Is an organization or a group in a society through which essential social activities are organized and social needs are met (Kuper and Kuper, 1996)

Parents: Any family member (father, mother, brothers and sisters, relatives, etc) who may help a child in different reading related activities.

***R:** Rural

Reading interests: A desire or love an individual shows towards the reading act in the belief he/she would get pleasure from reading.

RI: Reading Interest(s)

RID: Reading Interest Development

***U:** Urban

** Used in tables only*

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Reading and Language Teaching

Reading is one of the four major language skills in which all students who learn the language for academic purposes are expected to be as proficient as possible (Cornaldi and Oakhill, 1996). In a language teaching program, enabling language learners become proficient readers requires language teachers to take some basic actions. One of these actions is making learning to read an enjoyable exercise. This includes the use of interesting texts and giving the students in engaging and varied tasks. The other one is making the concept of "reading" itself clear to the students (Widdowson, 1978; Nuttall, 1982; Smith, 1997). While the first of these relates to what takes place in the classroom daily, and how the reading lessons are presented and what is used to facilitate the learning of reading, the second one relates to how reading is understood as a concept.

To make the concept of reading clear applied linguists have tried to define reading. The definitions given by authorities in reading have some points in common, despite the differences in focus. These common points relate to the fact that reading is a mental process, and that it involves an interplay between the information presented in the written material and the background knowledge of the individual who reads it (Williams, 1984; Carrel, 1988; Nuttall, 1996).

To see how this fact is reflected in the definition of reading, Smith defines reading as "extracting information from text" (1997: 99). Extracting information, according to him, is

selective depending on the purpose of the reader, and the relevance of the information the reader already has. Regarding the importance of the interplay between the visual information (written) and nonvisual information (background knowledge of the reader), for Smith the "basic skill of reading lies more in the nonvisual information that we supply from inside our head ... than what is in the print" (1997: 99).

Grellet's (1981: 7) definition of reading, which goes as, "reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it" is congruent with that of Smith in many aspects. The importance of background knowledge in reading implies that the teaching of reading should pay great attention to the background of the learners. Language teachers, therefore, need to have a clear understanding of this fact and address the problem students may face in the process of learning to read.

The background knowledge that readers use as a basis for comprehending information in the written sources is the result of the overall exposures and experiences they had from different institutions. From teaching reading point of view, the way in which a language teacher may address learners' background knowledge is by using materials that relate to their interest and experience (Smith, 1985: 140; Holdaway, 1980: 46).

English, which is a foreign language for Ethiopians, functions as a medium of instruction at secondary and tertiary levels. For students at these levels all educational materials are presented in English. Thus reading is the only means by which information could be extracted from these materials. The need for the reading skills is, therefore, very high, particularly at higher institutions. In connection to this Carrel says, "for many students

reading is the most important of the four skills ... particularly in English as a foreign language" (1988: 1). Similarly, Jordan observes the role of reading in the general academic performance of students as, "the biggest requirement for students in universities where English is a foreign language" (1997: 50). This view is accepted to apply to our context, too (Taddele, 1990; Atkins, Hailom and Nuru, 1996). In studies conducted in relation to the place of reading in learning English as a foreign language Alvarez, Boca and Bruton (1993) and Ostler (1980, cited in Jordan 1997) found that both secondary and university students needed reading ability most. This implies that our language teachers, at all levels, should strive their best to improve their students' reading ability. One of the means to achieve this objective is helping the learners develop reading interest.

2.2 The Relationship between Reading Interest and Reading Ability

Reading interest can be understood as an inclination for a reading act, or considering reading as an enjoyable activity. In other words, it is a love and desire an individual shows towards the reading act in the belief he/she would get pleasure from reading. An individual who has a high reading interest may read regularly for enjoyment, getting information and pastime. Driven by reading interest such readers read materials written on various topics frequently and widely. This in turn contributes to the development of their general knowledge of the world. Moreover, it familiarizes them with the different styles in which writers present their messages. These experiences give them more advantage when they learn to read or read for other purposes (Nuttall, 1982: 194; Smith, 1985: 5; Norton, 1997: 138).

McCormic and Pressley (1997: 267) describe the relationship between reading interest and reading ability improvement saying, "one of the reasons good readers are proficient readers is that they read so much. A great deal of reading permits practice of reading to the point of

automaticity." This shows that reading interest is a driving motivational force that leads to improvement in reading proficiency. People who are interested in reading persevere with reading. Those with intense interest in reading even dare to read materials that are beyond the range of their language proficiency (Aebersold and Field, 1997: 30-40). The studies made by Renninger (1992) and Schiefele (1996) (both cited in Wigfiel and Guthrie, 1997) also indicated that interest in the reading materials enhanced comprehension of students, provided that other variables such as general knowledge and general intelligence were controlled. In other words, students who had comparable general knowledge and intelligence, but different RI were used and those who were interested in the reading materials performed better.

From the above discussion we can see how important reading interest is in the development of students' reading proficiency. But how does the reading interest of individuals develop? The development of individuals' reading interest is highly determined by the different institutions in which the individual grows up.

2.3 Institutional Factors Related to Reading Interest

Reading interest of learners can be affected by different institutional factors. Knowing the institutional factors that bear influence on the development of learners' reading interest is an important step in the process of facilitating the teaching of reading for our students. If the ways in which these institutional factors affect students' reading interest are identified, they will help all concerned bodies to take the necessary measures to solve the problems in question.

The major institutional factors that are believed to bear effect on the development of learners reading interest development are related to home, community, school and peers. These are the institutions with which the students have some sort of contact for short or long time. All reading and reading related activities in these institutions can have their own influences on the development of students' reading interest. The ways in which influences are exerted differ from institution to institution.

2.3.1 Home Environment

Home is an immediate environment to which the child is first exposed. All literacy related activities that take place at home can bear their influence on the development of children's reading interest. The effect of such activities becomes apparent when the reading interest of children who grew up in a literate family is compared with that of children who grew up in an illiterate family.

A child who has been born to a literate family has a lot of opportunities to help him/her develop interest in reading. Some of the advantages such children may get are that literate parents may assist their children to read different materials; they may read different stories to their children; they may tell their children the story they got from reading and the children may become inspired watching the parents practicing reading regularly. In addition to these, because the awareness of the importance of reading is high in a literate family, there may be found different reading materials. Therefore, apart from the reading related activities, the presence of the reading materials at home plays its own role in signifying the value of reading (McCormic and Pressley, 1997; Aebersold and Field, 1997). Besides, as literate parents have positive attitude towards reading, they may be more willing to buy reading

materials for their children. They may even help their children in selecting materials that appeal to their interest.

However, regarding the role of coming from a literate family, one point need to be remembered. Although the presence of different reading materials at home is an advantage, children who have grown up in a literate family or in an environment full of books and other reading materials should not be necessarily expected to be interested in reading. The children must be given support in order to become interested in reading. In relation to this Smith says, "Reading is not 'caught' from exposure to print, like an infection" (1997: 108). According to him, inexperienced readers cannot become familiar with the registers of written language unless someone in the family reads to them until they can read for themselves.

Furthermore, in addition to familiarizing children with peculiarities and conventions of written language registers, reading stories to children gives them the insight that interesting stories come from printed marks in books (Smith, 1997: 112). The studies conducted by Southgate, Arnold and Johnson (1981) in relation to children's reading interest development suggested that children's personal reading becomes an established habit well before the age of 10 years. Thus they recommend that children should receive unqualified encouragement to develop a reading habit both at home and school. They also indicated that the atmosphere at home has an early and deep-seated influence on children's attitude toward reading (1981: 168).

On the other hand, although homes of illiterate parents cannot provide the above type of help, there are some ways in which they may help their children develop reading interest. For

example, telling different oral traditions such as stories, tales, legends and myth may cause the children to be eager for information (Harste, Woodward and Burke, 1984: 174). The children who are told such oral traditions try to comprehend the stories as much as possible so that they could retell them to their peers or other people later. Furthermore, they develop interest in getting similar information from reading materials.

2.3.2 Community Environment

Different authorities tried to define the term community in different ways. But the definition by Crow (1966) is more comprehensive and suits well the context of this study. According to him, community is "our immediate neighborhood, the group with whom we associate, the town in which we live, the area by which we are surrounded, or the people by whom we are controlled or influenced" (1966: 484). As an institutional factor in the development of children's reading interest, a community can either promote or retard the reading interest of children. The community's contribution in this regard is mainly attributed to the provision of different print in the community. The presence of environmental print such as labels, notices, advertisements, names of organizations, streets, shops, etc.; public/village libraries, bookshops and news vendors can all arouse the interest to read in the hearts of the children (Arnold, 1996; McCormic and Pressley, 1997: 270).

Communities also provide students with a set of varied life experiences that shape their individual bases of knowledge. As readers they incorporate the knowledge and values of their community into their own prospective. The child who grew up in a community with varied community experiences will have richer background knowledge to draw on when he/she reads (Aebersold and Field, 1997). Thus, the experiences of students who grew up on farms, in urban ghettos, in small towns and in inner cities will differ greatly.

The other way in which a community influences the reading interests of students is through the value it attaches to reading. If reading is valued as one of the important human experiences, the attitude of children towards reading will be positive. Aebersold and Field's (1997: 8) observation which says , "... in a community where reading is highly valued the community members will take great pains to promote reading" magnifies this fact. In this regard what would the effect of setting of origin (urban/rural) be on the development of reading interest of first year students at AAU, CSS? And which form of assistance from community do these students think is more helpful to the development of their reading interest?

2.3.3 The School Environment

As compared to other institutions, school is an establishment where the teaching of reading is carried out as part and parcel of the whole instructional undertaking. All schools strive to equip their learners with the skills of reading. However, all of them may not make their learners succeed in learning reading in the same degree. This is mainly due to the wide discrepancy that exists between schools regarding the quality and quantity of facilities and the qualification of teachers who teach reading (language teachers). For example, a school which has a standard library with wider collections and ample space to read in, and a well trained language (reading) teachers will influence the development of learners' reading skills as well as their reading interest much more than a school which is ill-equipped with regard to these facilities.

Although the provision of different reading materials for classroom use as well as for library use is a very important pre-condition in developing students' RI, it is the teacher who plays

the major role in creating reading interest in the students. Reading interest does not emerge from the blue. Especially for students who do not have any opportunity of developing reading interest at their home or community, a school is the only place where they can get that chance (Southgate, Arnold and Johnson, 1981: 160). Teachers can create reading interest in their students using different strategies. But Smith (1997) underlines the importance of the following two: availability of interesting materials that make sense to individual learners, and an understanding and more experienced reader as a guide. The reality in schools is that the person who can do the selection of interesting materials and who can be taken as experienced reader-guides are mainly language teachers. The use of interesting materials and the presence of a reader- guide is recommended so as to make learning to read easy for students. As reading can be learnt only by reading, if the students find it sensible and interesting, they will have good appetite for reading (Nuttall, 1982; Smith, 1997).

Other activities reading teachers use to promote students' interest in reading include reading aloud interesting stories in the classroom, arranging visits to public libraries where the students can read interesting materials they choose, allowing free access to appropriately and adequately stocked class and school libraries (Southgate, Arnold and Johnson, 1982; Mulcahy, 1991). Regarding the role teachers can play in making learners get interested in reading Nuttall has a slogan, "Readers are made by readers" (1982: 192). The quotation highlights the fact that students can become readers if they are properly helped by those who are themselves readers -- in this case in schools it is no body other than language teachers. In light of this, how much do language teachers in Ethiopia try to get their students interested in reading? In what ways do they try to help them to this end? The study will try to answer these questions.

2.3.4 Peers

Steinberg (1996: 139) describes peers as "the other children with whom the child spends most of his/her free time - at lunch, during free periods, and so on." Peers influence each other because of the intimacy they have. In their daily interaction they exchange all sorts of information. The information could be academic or non-academic. The relatively long time they pass together (in school as well as outside school) gives them more chance to influence each other. Consequently, a child is influenced by peers more than by his/her parents. For instance, Steinberg states peers' influence on children's overall academic performance as:

Our research indicates that peers shape student achievement patterns in profound ways, and that in many respects friends are more powerful influences than family members are. For a large number of adolescents, peers - not parents - are the chief determinants of how intensely they are invested in school and how much effort they devote to their education (1996: 138)

Similarly, Wepner (1991) states that starting from early adolescence students begin to shift their allegiance away from the family, and more towards their peer group. The above discussion shows how strong the influence of peers is on its members. However, the fact that the influence could be positive or negative should not be forgotten.

In relation to the development of reading interest, whether the peer group has a positive attitude to reading or not matters a lot. For example, a student who ends up in being a member of a peer group that likes reading, has a better chance of developing reading interest. On the contrary, if one joins a peer group that is allergic to reading, he/she may develop a negative attitude to reading, and may not get out of that orbit even in the future. Becoming a lifelong reader may, therefore, be affected by peers either positively or

negatively. In relation to this, what does the effect of peers on the development of AAU First year Students' reading interest look like?

2.4 Previous Researches Related to Institutional Factors Affecting Reading Interest

Studies that were conducted on the effect of institutional factors on the development of learners' reading interest are scanty. However, most studies that focused mainly on reading interests and preferences raised some points regarding the effect of different institutions on the development of students' reading interests. These researches can be seen in two categories - those conducted outside Ethiopia and in Ethiopia.

2.4.1 Outside Ethiopia

Regarding the effect of institutional factors on the development of learners' reading interest, the amount of researches, as well as the institutional factors considered are limited. Among the research findings reported, most of them are on the effect of TV on students' reading interest development. To see some of them Witty (1966) and Barth and Swiss (1976) (both cited in Wagner, 1980) conducted a study on how home environment can affect learners' reading interest. They studied whether TV can have influence on students' reading interest development. The study indicated that students' reading interest increased for books that were covered by TV. Similarly, Hamilton (1975, cited in Potter, 1981) showed that learners' reading interest for serialized books (those presented on TV as a serial) increased three times over those on customary topics. Again, Busch (1978, cited in Wagner, 1980) conducted a study on students who were polled from grades 2 - 12. About 80% of the population reported that they had watched at least one TV program that caused them to read a book.

Concerning the effect of language teachers on the development of students' reading interests, Gentile and McMillan (1977) conducted a research. Their study indicated that if a language teacher is poor him/herself in reading ability, he/she will affect the learners' reading skills and reading interests development greatly. According to them, such teachers do not emphasize the importance of reading, they do not give adequate and enlightening reference for further study, they do not challenge the students' thinking by questions or insights concerning the learners' reading experience. On the other hand, a teacher who is a critical reader him/herself may use different activities and strategies to improve learners' reading ability and to promote their reading interests.

Early literacy activity has its own role in the development of children's reading interests. In relation to this, Sulzby and Teale (1991, cited in McCormic and Pressley, 1997) studied the effect of pre-school storybook reading on the reading interest development of children. They found that children who experienced frequent and high-quality storybook reading in their pre-school years are more likely to be interested in reading later.

2.4.2 In Ethiopia

There are some local studies that were made on reading interests. Some of them were on the reading interests of high school and university students. Two of them dealt with the reading interests and habits of adults. Except the two which are independent studies by AAU staff (Birhanu and Martz), all of them are studies conducted by graduates of B.A. and M.A. degrees at AAU.

Although these studies were made basically to identify the reading interests of the subjects, they somehow shed light on some of the institutional factors that are related to the

development of reading interest. For example, Martz (1971) carried out a survey on the reading interest of 1111 grade 12 students drawn from six government schools in Addis Ababa. The survey indicated that about 75 percent of the students had books at their homes. Regarding the source of reading materials students wanted to read, school libraries were reported to be the major source (630 students), friends, the second (511 students), Foreign government reading rooms, the third (434 students) and homes, the last (285 students). Generally, 60% of the respondents said they had access to the books they wanted to read. (NB: the sum could be more than 1111 as one student can choose more than one of the options)

Tamene (1992) also studied the leisure reading of AAU students. This study included students from different departments of the CSS, drawn from 2nd - 4th years. In a similar way, Abdu (1993) studied the reading preferences of grade 11 students polled from government schools (both academic and technical and vocational) in Addis Ababa. In relation to the effect of institutional factors on the reading interests, both of the studies indicated that students' field of study did not affect the students reading interests and preferences. Moreover, Abdu's study showed that culture affected learners' reading interests in relation to some topics.

Other local works that were concerned with reading interests, habits and preferences include Solomon (1991), Seza-arax (1999) and Birhanu (1999). All of them answered some questions that reflect the effect of institutions on reading interest. In connection with this, Solomon tried to identify whether English language teachers of grade 11 used some activities that may promote learners' reading interest. All the responding teachers reported that they

used no activity for this purpose. On the other hand, Seza-arax, who studied the reading habits of ECA (Economic Commission for Africa) staff, found that the introduction of the Internet and Intranet service in the offices positively affected the reading behavior of the staff. According to her, fifty percent of the subjects reported that they read more after the introduction of the Internet facility than they used to (1999: 28). Birhanu also studied the reading interests of the residents of Bahir Dar. His subjects were those with a minimum of high school education (12 completes). He tried to identify as to which source the readers get materials from. Accordingly, 51% of the respondents reported friends to be the first; libraries, the second; and purchase, the third source. Likewise, Abdu (1993: 5) and Seza-arax (1999: 27) indicated friends to be the major source of reading materials.

All the above studies were conducted mainly to identify the subjects' reading interests, preferences and habits. The effect of institutions on the development of individual's reading interests were raised only by a few questions included. However, the current study focuses entirely on the effect of institutions on the development of learners' reading interests, and the ways in which they bear influence.

CHAPTER THREE

METHODS OF THE STUDY

3.1 Description of Samples

The subjects of the study were sampled from first year students at AAU, CSS. Out of the total of 968 students registered for the second semester, according to Freshman Program Coordinating Office, 240 students (24%) were selected for the study. Half of the selected students were those from rural background and the other half from urban background.

3.1.1 Selection of Sections

Among the 26 Freshman English sections, two sections (sections 5 and 8) were excluded because they had been used for the pilot study. Of the remaining 24 sections, 11 (46%) were selected for this study. The selection of sections was based on convenience sampling. Because I had to make a minimum of three visits to each section to get both background information about the students, and the main data for the research I had to make sure that the instructors were willing to allow me use some of their class time. It required a great deal of cooperation and patience on the part of Freshman English instructors. Before my visits to the classes I talked to the instructors and got permission.

The background information gathered in the first visit was on whether the students' setting of origin was rural or urban. This information was important because one of the research questions tries to answer whether students from rural and urban backgrounds have the same perception regarding the effect of institutions on their reading interest development. In order to make the groups balanced in terms of subjects studied, identifying students as rural and

urban was important. This was so because the lesson learnt from the pilot study indicated that the number of students from rural areas was less than that of students from urban areas.

The students were given slips (see Appendix C) on which to fill the required information. Names of towns, zones and villages were included to see what the geographical distribution of the selected students looks like from both groups. Regarding the rural-urban distinction, the students were given explanation based on the definition of rural/urban in Ethiopian context. According to the Central Statistical Authority (1998: viii) urban centre is defined as "a locality with 2,000 or more inhabitants." In fact, there are other measurements such as the economic activities the inhabitants are engaged in. For example, Statistical Abstract (1999: 18) says that in order to call an area urban, the majority of the inhabitants must engage in a non-agricultural activity. However, I used population size as the measurement in my explanation. I did so because I thought this measurement would be easily perceived by students than any other measurements of urban/rural distinction.

The place where one "grew up" was explained to be understood as the place in which the students passed most of their time starting from their childhood. For example, students who were born in rural areas and attended their primary school there, but attended high schools in towns were told to consider the place they grew up as rural, because that is the where they passed most of their childhood time.

3.1.2 Selection of Students

Selection of subjects was made based on the information obtained through the slips. Because the number of students who reported they grew up in rural areas was limited, they were all selected. On the other hand, the selection of students from urban background was made using

random sampling. The number of students selected from rural and urban background in each section was equal. The total number of students selected from each section was determined by the number of students from rural background. That is to mean, if, for example, the number of students from rural background is seven in a section, all of them will be chosen and seven students from urban background will be chosen randomly by picking every third name after their names have been alphabetically ordered. In sections where the number of students from rural background was ten to thirteen, students from urban background were selected by picking every second name. Generally, every effort was made to maintain the possibility of every urban student's chance of being selected.

In all the sections the questionnaires were administered and collected by myself. The table below shows the number of students in the sections selected and the number of students selected for the study.

Table A: Number of Freshman Students enrolled in the selected sections for Semester II and the number of students selected from each section for the study

Sections	Enrollment in Semester II (2000-2001)	Selected for the Study		
		Rural	Urban	Total
1	37	9	9	18
2	35	11	11	22
11	38	13	13	26
12	37	9	9	18
13	37	11	11	22
14	38	13	13	26
16	37	12	12	24
17	37	7	7	14
21	37	12	12	24
23	36	10	10	20
25	38	13	13	26
Total	407	120	120	240

3.2 Data Collection

The instruments used for data collection were questionnaire and follow-up interview. Both of the instruments contained questions that I believed would elicit important information regarding the effect of institutions on the development of students' reading interest. The language level of first year students was taken into account, and care was taken to achieve effective communication in the construction of questions. Based on the feedback from the pilot study some questions were rephrased. The questionnaire for piloting had a question that asked the students to list items or part of them they found difficult to understand. On the other hand, to get the respondents informed of the purpose of the study, the questionnaire included a cover page that explains the purpose.

3.2.1 Design of the Questionnaire

In order to achieve the set objectives, a questionnaire consisting of 24 questions was constructed. The questions were concerned mainly with the perception of the students about the effect of different institutions on the development of their reading interest; the ways in which the institutions influence students' reading interest development; the reading interest inventory of students (what topics they are interested to read on); students' practice of using reading as a free time activity and other reading related activities.

The questions were of different format. Most of them were close-ended, while three questions which were hoped to elicit the perceptions of students better were made open-ended. Some of the questions required the students to indicate their responses in a ranking order. The Likert scales with five points was used for two questions (they had subdivisions) for which it was found to be more appropriate than other formats.

The list of topics presented to students to identify the reading interest inventory of their parents and to indicate topics most often presented on electronic media have been selected from topics widely used in reading interest surveys. However, some topics have been included or excluded based on my own observation and experience. For example, topics such as thriller, modern fantasy, horror, fairy tales and mysteries have not been included in the list from which students were asked to choose because I thought these topics may not be familiar to most of the students. On the other hand, topics such as gender, human right, crime and agriculture have been included in the list of topics presented on electronic media (radio and TV). They were included in the list because I felt these topics have some coverage in these media in our country.

3.2.2 Administration of the Questionnaire

The questionnaire was first piloted using 20 students randomly selected from two Freshman English Sections. The responses of these students were analyzed and interpreted. The result of the pilot study suggested that some items be modified. Therefore, some items were rephrased and one item (question number 6) was changed from a rank ordering format to a Lickert Scale format. It was done so because the response obtained in a rank order proved difficult for interpretation (see Appendix F).

From the 240 questionnaire papers distributed only 211 (88%) were returned. 17 students from urban and 12 students from rural areas did not return the questionnaire. 200 questionnaire papers of the returned were used for the final analysis. 11 were discarded because three of them did not have the last page, and eight of them had incomplete responses.

3.2.3 The Geographical Distribution of Students

The geographical distribution of students from urban background that were used for the final analysis can be seen in three categories: those from Addis Ababa, those from capital cities of former regions ('kifle hager') and current regional states ('kilel'), and those from towns in a lower administrative structures. The basis for this distinction is the assumed quality of institutional facilities that may exist. Accordingly, the number of students from Addis Ababa was 27, from capitals of former regions and current regional states was 39, and from towns in a lower administrative structure was 34.

The geographical distribution of students from rural background was also identified. However, because it is highly wide spread across the country, it has been indicated in terms of Regional States of the FDRE (Federal Democratic Republic of Ethiopia). Thus, among the 100 students used for the final analysis, 40 students were from the rural areas of Amhara (Region 3), 36 were from Oromiya (Region 4), 14 were from Southern Nations and Nationalities, 7 were from Tigray (Region 1), 1 from Afar (Region 2), 1 from Somalia (Region 5), and 1 from Benishangul-Gumuz (Region 6). However, despite the above categorizations the analyses were made based on the responses of all students in each group (100 students from rural and 100 students from urban)

3.2.4 Interview

The purpose of the follow-up interview was to verify the validity to the responses of the questionnaire. A semi-structured interview format was used in which effort was made to probe more deeply to obtain important information. This kind of interview is considered especially useful in studies where in-depth interviewing cannot be carried out for all respondents (Gall, Borg and Gall, 1996:307). The follow-up interview was held with eight

students. Although my plan was to interview 12 students (six from each group), due to the interruption of classes I was not able to find all the selected students. The selection of the students was based on the slight inconsistencies in the responses to some of the questions in the questionnaire. So it was hoped that the interview would help me check whether such inconsistency in the responses of some of the students was by mistake while filling in the questionnaire or due to the actual absence or presence of the points in question

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Ways in which Institutions Affect Students' Reading Interest Development

The development of students' reading interest (RI) is affected by institutions in different ways. Effort was made to explore the various ways in which institutions could contribute to the development of children's RI. The questionnaire had different questions in relation to this. The ways in which each institution affected students' RID will be treated one by one.

4.1.1 Presence of Reading Materials

The presence of reading materials is the basis for the development of an individual's reading interest. Reading materials could be obtained from different sources. However, this section deals, mainly, with the presence of such materials at home. In connection with this, there were three items (1, 2, and 3). For item 1, out of 200 students 177 (88.5%) said they were able to find at least one of the following materials (books, magazines, newspapers or scriptures) at home. But 23 (21.5%) of them said there was no such material at their home to be read for non-academic purposes.

The materials reported to be most available were books and scriptures followed by newspapers and magazines. From the 23 students who said there was no such material at home, 19 of them were from rural background, while only four were from urban background.

TABLE 1: Reading Materials Available at Students' Home

Reading Materials	Respondents		
	Rural	Urban	Total
Books	54	71	135
Magazines	19	45	64
Newspapers	35	61	96
Scriptures	52	71	123
None	19	4	23

As can be seen from Table1, the result indicates that students from urban background had better chance to get materials that could be read for non-academic purposes. The pattern of responses for each type of materials was similar for students from rural and urban backgrounds. For example, books and scriptures were indicated to be the most available, while magazines the least by both groups. It seems to conform with the reality in our country regarding the type of reading materials found at home. Due to the relatively high rate of literacy in urban areas the majority of students from urban area had reading materials at their home. That could be attributed to the presence of one or more adult family members who practice leisure reading.

In relation to the type of reading materials available, the responses appear to be realistic. For instance, if we take magazines, since the publication and distribution of local magazines is relatively a recent phenomenon, they are not found in many homes. Besides, the practice of buying magazines (both local and foreign) is low due to economic and cultural reasons.

A follow-up interview was held with selected students to verify the validity of the results of the questionnaire. The results indicated that some inconsistencies observed in the questionnaire were merely by mistake. For example, some students who said there were no reading materials to be read for non-academic purposes, responded to a contingency question that requires answer only from those who have reading materials at home. Otherwise, the

responses of the follow-up interview consolidated the findings of the questionnaire in many ways. The details will be seen in the different sections of this chapter. In relation to the type of non-academic materials students were able to find, of the eight students interviewed seven of them said they got one or more type of the reading materials mentioned either at their home, in their community, and from their friends, while only one said he did not get any. This shows that the majority were able to get some non-academic reading materials from one or more of the institutions in their surroundings.

It was also noted that out of the 23 students who said there were no materials to be read for non-academic purposes, 19 were from rural areas. This suggests that in such homes the only things to be read are students' textbooks and exercise books. From our experience, we know that in most homes where the parents are illiterate finding non-academic reading materials is very unlikely. This could be attribute^d to the existing high rate of illiteracy in rural areas (66%) (UNDP in Kassahun, 1997:2). Thus, students in such homes may equate reading only with academic reading.

The finding concerning reading materials conforms with that of Martz (1971: 2) in which 75% out of 1111 grade 12 students in Addis Ababa indicated that there were books at their homes. (Note: in the table above the sum of responses in each group (rural/urban) exceeded the actual number of students because one student can tick for more than one material).

The students were also asked whether the reading materials at their homes were freely accessible to them (item 2). Out of 177 students who said there were reading materials at home 97 (54.8%) reported they had the access, whereas 80 (45.2%) said they had no access.

The ones who said they had no access were also asked the reasons for their being unable to use the reading materials at home (item 3). 60 students (75%) out of 80 said the materials were not available to them, while 20 (25%) said they were told not to touch the reading materials.

This shows that the presence of different reading materials at home cannot necessarily imply that they are accessible to children, as they wanted. In some homes the reading materials may not be available to children for various reasons. Keeping the reading materials in a place where children could not get them easily is one way. Some parents deny their children access to the reading materials because they feel the children may tear the materials. In other instances, some parents consider allowing children to use spiritual books inappropriate. Therefore, children are warned, particularly at their early ages, to keep themselves away from the materials. This practice blocks the chance of exploring, discovering and getting inspired to read on the part of the children.

In relation to this, the students were asked to mention other reasons, if there were any that made them unable to use the reading materials at home. Although only few students responded to this question, the reasons they provided indicated that in some homes the problem was not lack of access to the materials. For instance, two students said that they were not allowed to read anything other than their lessons. Similarly, one student said that he/she did not use the materials due to lack of interest in reading them, while another student said, "My elders thought my behavior might change when reading the materials." The responses to the interview also consolidated the above result. Among six students who had reading

materials at home, one student said she was not allowed to read materials other than her school subjects.

TABLE 2: Accessibility of Reading Materials at Students' Home

Groups	Respondents		
	Yes	No	Total
Rural	36	45	81
Urban	61	35	96
Total	97	80	177

The overall response indicated that among the students who said they had no access to reading materials at home, the majority were those from rural background -- 45 (56.3%) out of 80. On the contrary, from the 97 students who said they had free access to the reading materials at home, 61 (62.9%) were those from urban background (see Table 2). This seems to suggest that parents in urban areas are more positive to their children's engagement in reading. This may be attributed partly to parents' awareness of the importance of reading practice and partly to what takes place in the community as a whole. How the students perceive the contribution of the reading materials to the development of their RI will be seen in Section 4.3.1.

4.1.2 The Presence of Electronic Media

Electronic media (radio and TV) can play their own role in arousing RI in children and adult through the various topics they cover. What the children/students listen to and/or watch may serve as a background information for their reading and push them to engage in reading. In connection with this the students were asked if there were electronic media at their homes (item 7). 109 (54.5%) out of 200 said their homes had radio, while 66 (33%) said their homes had both radio and TV. The rest 25 (12.5%) said their homes had none of these media. The

interview also indicated a similar result. Of eight students interviewed seven said their homes had either of these media, while one said his home did not have either.

TABLE 3: Electronic Media Available at Students' Home

Electronic Media	Respondents		
	Rural	Urban	Total
Radio	65	44	109
TV	-	-	-
Both	12	54	66
None	23	2	25
Total	100	100	200

The result indicated that 87.5% (175 = 109 (for radio) + 66 (for TV)) of the respondents had access to the electronic media. The fact that TV is accessible to 66 respondents, out of which 54 (81.8%) were those from urban areas, indicates the low distribution rate of TV in rural areas. The cause for this may not be only technological. Although we know that the transmission of Ethiopian TV program cannot be received in some parts of the country due to absence of receiving devices, the major reason seem to be economic. It is only a small portion of the society that can afford buying a TV set. In relation to radio, even though it is relatively cheaper, in a rural home where the breadwinner is illiterate, getting even a radio is very much unlikely. Among the 25 students who said there were no electronic media at their home, 23 of them were from rural background. The reasons for this could be both economic and educational.

To see which topics the students think are presented most often on these media, they were asked to put in rank order the top ten topics by choosing from the list given (item 8). The purpose of the item was to see how far the topics covered by media most often are similar or different from those on which students are most interested to read on (see Section 4.5).

Accordingly, current affairs, music, drama, sports, advertisement, politics, health and health problems, agriculture, love stories, and crime were listed to be the top ten topics most often presented on these media, from first to tenth. These topics were chosen to be the top ten based on the total number of students who chose the topics. Although the students were asked to indicate their choice in rank order and they did so, determining the priority based on rankings alone became confusing. This was because no topic, except current affairs, came out strongly to take a particular rank order based on the number of respondents in one column (columns for 1st, 2nd, 3rd, etc).

To make the point clear, let us see the rank ordering of some topics. For example, the topic ranked first by the majority was current affairs. It was ranked first by 99 students, second by 27 students, and third by 8 students. Another topic to be ranked first by the majority was music. It was ranked first by 20 students, second by 34 students, and third by 33 students. Likewise, politics, which received the next highest number of respondents (for the first column) was ranked first by 17 students, second by 20 students, and third by 16 students. When the ranking was made in this way the disparity between the number of respondents was wide. But when the total number of students who chose a given topic was used the disparity between the consecutive ranks was minimal. For example, current affairs was chosen by 160, music by 158 and drama by 150. This indicates that considering the total number of respondents is a more reliable measurement than the number of respondents in each column of rank. For further information refer to Appendix D . (This procedure was also used for other items that required ranking of topics). The ranking by each group (rural/urban) showed a slight difference.

Nevertheless, as can be seen from Table 4, the number of respondents from rural background was lower than that of respondents from urban background for nine of the topics. It was only for one topic (love stories) that the number of respondents from rural background exceeded that of respondents from urban. This difference might be attributed to the fact that students in rural areas pay much attention to such stories transmitted on radio because they use it as one of the main means of recreation. But students from urban areas don't seem to pay much attention to it. This could be because they have more options as means of recreation.

TABLE 4: Topics Most Often Presented on Electronic Media

Topics	Respondents						Grand Ranking
	R	Ranking	U	Ranking	Total	%	
Current Affairs	73	1 st	87	1 st	160	80	1 st
Music	71	3 rd	87	1 st	158	79	2 nd
Drama	70	4 th	80	3 rd	150	75	3 rd
Sports	72	2 nd	72	4 th	144	72	4 th
Advertisement	62	5 th	81	2 nd	143	71.5	5 th
Politics	51	6 th	72	4 th	123	61.5	6 th
Health & Health Problem	39	9 th	51	5 th	90	45	7 th
Agriculture	40	8 th	46	6 th	86	43	8 th
Love Stories	46	7 th	39	8 th	85	42.5	9 th
Crime	33	10 th	41	7 th	74	37	10 th
Science & Technology	31	11 th	38	9 th	69	34.5	
Gender	25	12 th	36	10 th	61	30.5	

From Table 4 we can see a difference in ranking made by the two groups. One of the things we need to take into consideration here is that the response of students from rural background is based on mainly what is presented on radio, while that of students from urban is based on both radio and TV.

4.1.3 Parents' Reading Practice

Parents' reading practice is one of the conditions at home that contributes to the development of students' RI. For a reading practice to take place literacy is the first criterion. In this regard the students were asked to indicate whether the family members (father, mother, brothers and sisters, and other adult family members) were literate (item 13).

TABLE 5: Students' Parents who were Literate

Parents	Respondents		
	Rural	Urban	Total
Father	42	77	119
Mother	23	62	85
Brothers and Sisters	68	87	155
Other Adult Family Members	19	40	59
None	23	4	27

The table shows that brothers and sisters are literate family members in most homes, both in rural and urban areas. Fathers and mothers took the second and third positions, respectively. This reflects the reality in our country. Since illiteracy is still a dominant feature of this nation, it is no wonder that there are more literate boys and girls than there are fathers and mothers. The responses also indicated that the number of literate parents in urban areas is by far greater than that in rural areas. In addition, out of the 27 students who said none of their family members were literate, 23 of them were from rural areas. From this we may infer that the presence of literate parents contributed more to the RID of students in urban areas than those in rural.

This fact was also reflected in the response students gave to the question which asked whether their parents practiced reading for pleasure (item 14). Out of 173 students, who

reported that their parents were literate, 77 were from rural background, while 96 were from urban. Of the 77 students from rural background (see Table 5), only 36 (46.8%) said their parents practiced leisure reading, while 41 (53.2%) said theirs didn't. On the other hand, out of 96 students from urban background who reported their parents were literate, 70 (72.9%) said their parents practiced reading for pleasure, whereas 26 (27.1%) said theirs didn't.

The low rate of leisure reading in rural areas could be related, above others, to the scarcity of interest arousing reading materials. In most parts of the country, especially rural areas, reading materials such as newspapers and magazines as well as other publications are not available, as they are wanted. In addition to this, reading culture itself is lower in rural areas than it is in urban areas.

Parents' leisure reading could have double advantage. The first one is that parents who read for pleasure set good models for the children in that they signify that reading is an enjoyable activity. The second advantage is that the materials parents read for pleasure could be a resource for the children to practice reading for pleasure. From this point of view, the response of students for item 13 in the above paragraphs in which 67 (38.7%) of the total population (173) said their parents didn't practice reading for pleasure suggests that these students were devoid of the above advantages.

There were also two items (17 and 18) that relate to the contribution of illiterate parents to the development of students' RI. For the question which asked the students the ways in which their illiterate parents contributed to the development of their RI (item 17) the majority responded negatively. For instance, one student put his/her experience as, "They [parents] say

'you had better stop reading and do this. What you are reading will not be your lunch or breakfast even for one day'" (the bracket is mine). This was a good representative response regarding the negative impact of illiterate parents on the development of students' RI. Only a small portion of students emphasized the contribution illiterate parents made to the development of their RI by buying reading materials and telling oral traditions.

In a similar way, item 18 asked the students whether their illiterate parents told them oral traditions. Accordingly, 78 (56 (R) and 22 (U)) responded positively, whereas 12 (8 (R) and 4 (U)) responded negatively. This would appear to match the reality in most rural settings. In illiterate societies telling oral traditions to children is used as means of transmission of knowledge and wisdom that has been handed down from generations. Apart from its instructive value, it is also considered a means of recreation when the family members gather around hearth at night. But in urban settings these needs are met by other means. For instance, transformation of knowledge is carried out by schools, and listening to radio, watching TV and films, going to different recreation centers are used for recreation.

The number of students who responded positively to item 18 exceeded the number of students who reported their parents were illiterate in Table 5. Presumably, this might have happened because in some homes some of the adult family members may be illiterate, while others literate. It is likely that the illiterate family members might have told the children oral traditions.

Item 16 asked the students to indicate the top ten topics on which their parents read most often. The response showed fiction, history, sports, poetry, society and culture, biography,

spiritual writings, friendship, science fiction, and politics/environmental protection to be the top ten topics from first to tenth. This ranking was based on the total number of respondents. However, the ranking based on the number of respondents from the groups (rural/urban) was different, except for society and culture, and politics. Both rankings were included for the purpose of comparison. For further information refer to Appendix E.

TABLE 6: Topics on which Parents Read Most Often (As reported by students)

Topics	Respondents						
	R	Ranking	U	Ranking	Total	%	Grand Ranking
1. Fiction	24	2 nd	57	1 st	81	40.5	1 st
2. History	18	5 th	50	2 nd	68	34	2 nd
3. Sports	24	2 nd	38	3 rd	62	31	3 rd
4. Poetry	24	2 nd	33	6 th	57	28.5	4 th
5. Love Stories	21	3 rd	36	4 th	57	28.5	4 th
6. Society & Culture	17	6 th	34	5 th	51	25.5	5 th
7. Biography	16	7 th	31	7 th	47	23.5	6 th
8. Music	19	4 th	28	9 th	47	23.5	6 th
9. Spiritual Writings	28	1 st	17	14 th	45	22.5	7 th
10. Friendship	17	6 th	24	11 th	41	20.5	8 th
11. Science Fiction	14	8 th	26	10 th	40	20	9 th
12. Politics	11	9 th	28	9 th	39	19.5	10 th
13. Environmental Protection	18	5 th	21	13 th	39	19.5	10 th

The difference was very wide for four of the topics: spiritual writings, animal stories, marriage and family life, and environmental protection. This seems to imply that there is RI difference between parents in rural areas and those in urban areas. Especially, the difference regarding spiritual writings, environmental protection and animal stories is very wide. These topics were ranked 1st, 5th and 7th by rural students against 15th, 13th and 14th by urban students, respectively (see Table 6 and Appendix E). In fact, in rural areas reading spiritual writings seems to be practiced by most of the followers of different religions than it appears in urban areas. Probably the lack of reading materials on other topics of interest in rural areas might have contributed to this. Likewise, the issue of environment and animals is much more

near to the life of parents in rural areas than it is to those in urban areas. For instance, regarding environment, it will not be surprising if the daunting change occurring to the forests, wild life, soil, water, etc., in their surrounding worry them and consequently lead them to reading on this issue. May this difference be reflected in the RI of the students in the same way?

4.2 Institutions and Forms of Assistance They Provide to Students' RID

As it was mentioned earlier, the institutions considered to have contribution to the development of students' RI are home, school, community and peers. Although many people may have the understanding that these institutions might have some impact on students' RID, the different ways in which the influences are exerted do not seem to be clear to the majority. To make this point clear, the questionnaire had one item, which contains a list of assistance that may be offered to the students by each institution. This item (item 6) asked the students to value the help of each form of assistance in their RID using a Likert scales. The purpose of this item was to see how the students value the contribution of such assistance, and to see whether the effect institutions had borne on the development of students' RI shows statistically significant difference between students from rural and urban backgrounds. The response of students concerning the kinds of assistance they got from each institution and the degree to which the assistance contributed to the development of their RI was elicited using the Likert scale with five points. The values of the ratings were from very high (5) to very low (1) (see Appendix F).

Although the response to the item was secured using the Likert Scale, for the purpose of discussion the responses have been presented in three categories. Because all of the statements about the assistance were worded positively, the responses to the first two

columns (very high and high) were considered 'high', to the third column (uncertain) was considered 'average', and to the last two columns (low and very low) were considered 'low'. Then the responses under the two categories -- high and low -- were compared to see how the students valued the contribution of each assistance from the institutions. The comparison between each assistance from each institution was also made using the responses under the category 'high'. The percentages of responses were calculated against each rating (see Appendix F). Using the responses indicated in both frequency (fr.) and percentage (%), we can compare the reactions of students to the effect the institutions had borne in their RID. The analysis was presented in the above way because I believed the comparison of the reactions of the two groups would be more simple and clear this way than it would be in another way. For better understanding of the effect of institutions on students' RID let us see the contribution of assistance from the institutions one by one.

4.2.1 Home

The forms of assistance students could get from home for the development of their RI are many as compared to assistance from other institutions. In their response the majority of the students valued the contribution of all forms of assistance from home to be low. Although the contribution of all forms of assistance from home were valued to be high by less number of respondents, it is still possible to see as to which assistance from home received more number of respondents who valued the contribution to be high. The comparison was made after total responses of both groups under high and low categories have been summed up out of 200%. Accordingly, the contribution of 'getting encouraged seeing parents reading (item 6.1.4)' was valued to be high by 63 students (72.18%). Next came 'buying children non- academic reading materials they want to read (item 6.1.5)' (60 = 69.23%), followed by 'helping children to read different non-academic reading materials (item 6.1.1)' (60 = 68.06%),

'asking the children to tell them (parents) what they (children) had read (item 6.1.6) ' (48 = 55.75%), 'telling the children about what they (parents) had read (item 6.1.3)' (46 = 52.69%). For further information refer to Appendix F.

The difference between the percentages of respondents for the above forms of assistance is narrow. With regard to this, the form of assistance which was valued to have contributed very low was 'reading different non-academic materials to children (item 6.1.2)' (only 21 = 23.98%). On the other hand, the difference between the contribution these forms of assistance provided to the development of RI of students in both groups (rural and urban) became apparent. All forms of assistance from home, but two, were valued high by almost half less number of students from rural than those from urban background. On top of this, 23 students from rural background reported they got none of these assistance against six (6) from urban background.

To see whether home factors affected the RID of students from rural and urban background differently a t-Test procedure was used. The contribution of assistance from home to students' RI showed statistically highly significant mean difference (at .05 level, $df = 169$) (see Table 7). Students from urban background showed better mean in assistance they received from home that facilitated their RID than did students from rural background.

TABLE 7: Descriptive statistics for the effect of institutional factors on students' RID

Institution	Group	N	Sum	Mean	SD	df	t _{obs}	t _{crit}	P value
Home	R	77	1054	13.69	5.60	169	3.02*	1.97	< .01
	U	94	1534	16.32	5.72				
School	R	94	1430	15.21	4.82	190	1.46	1.97	> .05
	U	98	1389	14.17	5.02				
Community	R	86	591	6.87	2.89	181	3.61*	1.97	< .01
	U	97	821	8.46	3.05				
Peers	R	92	917	9.97	3.27	189	0.37	1.97	> .05
	U	99	970	9.80	3.00				

***significant at .05 level, nondirectional (p < .01)**

Generally, the above result could be attributed to the presence/absence of reading materials, literate parents, awareness of the contribution of RI to children's overall academic performance, in general, and reading skills development, in particular, on the part of parents. The result of the interview also indicated that the different forms of assistance from home helped the development of students' RI. Encouraging children to read and buying non-academic reading materials to them came out to be the major forms of assistance.

4.2.2 School

School is an institution, which offers more assistance to children's RID next to home. Unlike the case with home, the contribution of all forms of assistance from school, save one (the availability of reading materials at school library) was valued high by more number of students from rural background than those from urban. As opposed to other forms of assistance from school, the availability of reading materials in school library was indicated to have contributed high more to students from urban backgrounds. This implies that schools in rural areas are less equipped in this regard. However, as compared to the contribution of assistance from home, assistance from school were valued to have contributed high to the development of students' RI by more number of respondents from both groups.

From the assistance schools offer to the development of students' RI, the contribution of 'encouragement language teachers give to students to read different materials other than their textbooks (item 6.2.1)' was valued to be high by the majority (96 = 100.09%), followed by 'the availability of different materials to be read in school library (item 6.2.5)' (89 = 92.55%). What came in the third place was 'telling students about the interesting books they (teachers) had read (item 6.2.4)' (72 = 75.21%). 'Giving different reading assignments outside language textbooks (item 6.2.3)' (63 = 65.85%) was fourth and 'reading interesting stories to students in language class (item 6.2.2)' (61 = 63.72%) was fifth, in terms of their contribution to the development of students' RI (refer to Appendix F).

The responses in the first and second rank order seem to reflect the reality in our country. From my own experience as a student as well as a language teacher I know that most language teachers urge their students to read different materials. However, their purpose may not necessarily be to get the learners develop their RI. It is rather to get the learners improve their linguistic knowledge of the language in question. In this connection, when asked what the main purpose of language teachers was in encouraging students to read different materials, some interviewees said it was to get the students improve their linguistic knowledge than develop interest in reading. However, despite this fact, the students indicated that this practice contributed much to the development of their RI.

Similarly, in many schools, school libraries serve as sources of reading materials. Students who don't have non-academic reading materials at their home and community as well as those who found what they have at their disposal inadequate can use the school library as the major source. The responses of the interview also consolidated this finding. It is an encouraging

sign that these and other forms of assistance from school help the students develop interest in reading.

Another interesting point about school libraries is that their contribution to the development of students' RI was valued high by more respondents from both groups. Moreover, the result of the t-test indicated the difference between the two groups in terms of the effect of school on the development of students' RI to be insignificant (see Table 7). In this connection, the effort language teachers in Ethiopia make in order to help learners develop RI, and the techniques they employ to this end could be an interesting area of study.

4.2.3 Community

Concerning the contribution of assistance from community to the development of students' RI, 'the help given to children by religious leaders to read scriptures (item 6.3.3)' was indicated to have contributed high by 78 (85.68%), followed by 'the presence of bookshops, libraries, news vendors, etc (item 6.3.2)' (45 = 47.97%). The presence of environmental readings (notices, names of organizations, streets, buildings, etc., advertisements) (item 6.3.1)' (41 = 43.46%) was in the third place (see Appendix F). Except the assistance by religious leaders, which was valued equally by almost equal number of students from both groups, the other two forms of assistance from community received very low response from students with rural background. Besides, out of 17 students who said they got none of such assistance, 14 were from rural background. This result seems to reflect the reality in our country. Due to absence of kindergartens in rural areas and the acute scarcity of them in urban areas, most Ethiopian children are taught how to read first by religious leaders in their community.

Further more, facilities such as public libraries and environmental readings are more available in urban areas than in rural. Consequently, the effect of community factors on the development of students' RI showed statistically highly significant mean difference between the two groups (see Table 7). Students from urban background were better assisted than were those from rural background.

4.2.4 Peers

In relation to the effect of peers on the development of students' RI, the students were presented with three forms of assistance from peers. Unlike the contribution of assistance from other institutions, the contribution of all forms of assistance from peers were valued to be high both by more number of students, and by almost equal number of respondents from both groups (see Appendix F). For example, 'telling each other about what they had read (item 6.4.1)' was reported to have contributed high by 114 (119.38%), 'giving one another the reading materials they had read (item 6.4.2)' by 95 (99.56%) and 'reading some materials together (item 6.4.3)' by 89 (93.44%). This implies that the influence of peers on students' RID operates almost equally irrespective of their setting of origin. This finding agrees with that of Abdu (1993: 52) in which the majority of respondents reported that they got reading materials from their friends. Nevertheless, a difference was observed on the number of respondents who said they got no assistance from peers. Out of nine students, eight were from rural background, while one was from urban. This disparity may be related to the relatively low leisure reading practice and less physical contact the students have (unlike in urban areas, in rural areas students have very low chance of meeting each other frequently because of the dispersed location of their residences) in rural setting. Birhanu's (1999) study also indicated a similar finding. According to his study 51% of the readers relied on

individuals (friends, acquaintances, and anybody willing to lend books) as a primary source for books to read.

In general, according to the response to item 6, it seems that assistance from peers did contribute more to the development of students' RI than assistance from other institutions. The institution, whose assistance was believed to be high next to that of peers was school, followed by home and community, respectively. Nevertheless, this response appears to contradict the response given to item 22, in which the students indicated that school had had a great effect on the development of their RI followed by home, community and peers, respectively. The difference between responses to the two items (6 and 22) could be assumed to have come due to the nature of the questions. Item 6 was specific in nature in that the ways in which institutions could affect students' RID were presented in the form of specific assistance. On the other hand, item 22 was general in nature in that it asked the students to rank order the four institutions according to the contribution they might have made to the development of their RI (refer to Table 11 and Appendix F).

4.3 Students' Perception of the Contribution of Institutions to their RID

There were nine items, (4, 5, 9, 15, 19 and 21-24) which were meant to measure the perception of students about the effect of institutions on the development of their RI. The institutions may bear their effects in various ways. How the students perceive the effect different institutions may bear on their RID is important to compare their roles.

4.3.1 The Contribution of Reading Materials and Electronic Media

Items 4 and 5 were concerned with the effect of reading materials, whereas item 9 was with that of electronic media. Item 4 asked the students whether the presence of reading materials

at home helped them to be interested in reading. Out of 177 students who said there were reading materials at home (refer to Table 1), 162 (91.5%) responded positively, while 15 (8.5%) did respond negatively.

TABLE 8: Perception of students about the contribution of reading materials and hearing oral traditions to their RID

Items	Respondents								Grand Total
	Yes				No				
	R	U	T	%	R	U	T	%	
4. Did the presence of reading materials help you to be interested in reading?	71	91	162	91.5	10	5	15	8.5	177
19. Did the practice of hearing oral traditions help you become interested in reading?	50	20	70	89.7	6	2	8	10.3	78

From the table we can see that the presence of non-academic reading materials helped students' RID to a great extent. However, some students may not take the advantage of the presence of non-academic reading materials to the development of their RID. It could be due to lack of encouragement from parents, absence of reader models, or lack of free time. The result from the interview also confirmed the above finding. Among the six interviewees who had non-academic reading materials at home five reported that their presence helped them to be interested in reading, while one doubted its contribution.

The students were also asked to rate the degree of help of reading materials at home to the development of their RI (item 5). Accordingly, out of 162 students who reported that the presence of reading materials helped them to be interested in reading 85 (52.5%) rated the degree of help to be high, and 72 (44.4%) rated it to be average. But 5 (3.1%) rated it to be low (refer to Table 9).

TABLE 9: Rating of the degree of help of reading materials, electronic media and Parents' leisure reading to students' RID

Items	Respondents																Grand Total
	High				Average				*Uncertain				Low				
	R	U	T	%	R	U	T	%	R	U	T	%	R	U	T	%	
5. Reading materials	38	47	85	52.5	31	41	72	44.4	-	-	-	-	2	3	5	3.1	162
9. Electronic Media	37	59	96	54.9	-	-	-	-	26	28	54	30.9	14	11	25	14.2	175
15. Parents' leisure reading practice	15	16	31	29.2	19	42	61	57.5	-	-	-	-	8	6	14	13.3	106

*Applies to item 9 only

The response in the above table shows that the great majority of students believe the presence of reading materials at home is an important condition in the development of their RI. If different reading materials are there at home, they will benefit the children in two ways. Firstly, they will inspire the children to practice reading. Secondly, most likely, literate adults in the home as well as others that happen to visit that home may read some of the materials. These people may serve as reader models. This is possible only if different reading materials are readily available at home.

In a similar way, out of 175 students who reported there were electronic media at home (see Table 3), 96 (54.9%) rated the contribution of media to the development of their RI to be high. On the other hand, while 54 (30.8%) indicated that they were not certain of the effect, the remaining 25 (14.3%) rated it to be low (refer to Table 9, item 9). This implies that the effect of electronic media on the development of students' RI is relatively low as compared to that of reading materials. The role radio and TV play in this connection is through presenting topics of children's interest fully or partly so that students become eager to read more on the area. The narration presented on Sunday nights and Monday mornings on the National Radio

is a good example. The responses to the interview highlighted the effect of radio in this respect. Accordingly, four of the interviewees reported that the electronic media helped the development of their RI, while three said they don't think so. The former indicated that they read some literary works being initiated by the narration on the National Radio. One student said his home did not have both electronic media.

The fact that the effect of reading materials is direct might have contributed to this result. For example, if a child/student finds a reading material on a topic he/she likes to read at home, he/she can pick it up and continue reading right away. But the effect of electronic media is indirect in this respect. For instance, if one likes a topic presented on electronic media and wants to read more, he/she should get it in the written form, in which case he/she may succeed or fail. Furthermore, it may possibly be inferred that the contribution of electronic media on the development of students' RI was less than that of reading materials because of the contents presented on these media. In this regard, comparing the contribution of radio to the development of students' RI with that of TV would be another area of investigation.

4.3.2 The Contribution of Parents

Apart from buying reading materials and encouraging children to read, parents may bear influence on the development of students' RI by setting models of leisure readers, and if they are illiterate, by telling oral traditions. Two items (15 and 19) were included to measure the perception of students about the contribution of these practices.

Regarding the contribution of parents' practice of reading for pleasure to the development of students' RI (refer to Table 9), out of 106 students who reported that their parents practiced reading for pleasure, 31 (29.2%) and 61 (57.5%) rated the contribution to be high and

average, respectively, while 14 (13.3%) rated it to be low. On the other hand, out of 78 students who reported that their illiterate parents told them oral traditions (see section 4.1.3.), 70 (89.7%) said that hearing oral traditions helped them to get interested in reading, whereas 8 (10.3%) responded negatively (refer to item 19 in Table 8).

The above results would appear to indicate that parents' practice of leisure reading and telling oral traditions contributed to the development of students' RI. However, the number of students who responded to the questions positively showed that parents' leisure reading contributed much to the development of RI of students from urban background, whereas hearing oral traditions contributed much to students from rural background. This may not be surprising because leisure reading and telling oral traditions are practiced widely in urban and rural areas, respectively. It also may be associated with the relatively high literacy rate and better access to reading materials in urban areas than in rural areas.

4.3.3 The Effect of Setting of origin

Concerning the effect of setting of origin on the development of students' RI, there was one item (21.2). This item (21.2) and item 21.1(which would come later) were worded negatively. Therefore, the responses under 'disagree' and 'strongly disagree' were considered positive, while those under 'strongly agree' and 'agree' were considered negative. The statements were worded negatively because other items related to the perception of students about the effect of institutions on the development of their RI were worded positively. Item 21.2 asked the students to rate the extent to which they agree to the statement using a Lickert scale with five points. The focus was on the role an individual's setting of origin (rural/urban) may play in the development of his/her RI. Out of 200 students 160 (80%) valued the effect positively,

whereas 23 (11.5%) did value it negatively. The remaining 17 (8.5%) responded they were not certain of the effect.

TABLE 10: Perception of students about the effect of institutions in general, and

setting of origin on their RID Items	Respondents												
	Negative				Neutral				Positive				Grand Total
	R	U	T	%	R	U	T	%	R	U	T	%	
21.1 Effect of institutions (home, school, community) on students' RID	30	26	56	28	9	10	19	9.5	61	64	125	62.5	200
21.2 Role of setting of origin on students' RID	13	10	23	11.5	10	7	17	8.5	77	83	160	80	200

From the table we can see that the students strongly believe that setting of origin is an essential factor in the development of their RI. This appears so because the assistance institutions offer to the development of children's RI are determined, by and large, by their settings. Thus, the facilities institutions in urban setting can provide are not equal to what those in rural setting can provide. The difference between the number of respondents from rural and urban background who valued the effect positively was also small.

4.3.4 The Effect of Institutions in General

Four items in the questionnaire ((21.1, 22, 23, 24) were concerned with measuring the perception of students about the effect of institutions in general on the development of students' RI. The main purpose of these questions was to check the validity of responses given to all questions in other sections.

For item 21.1, which asked the students to rate their agreement concerning the contribution of conditions at home, school and community to the development of their RI, 125 (62.5%) of the students responded positively, while 56 (28%) did respond negatively. The rest 19 (9.5%) said they were uncertain of the effect (refer to Table 10). The result indicated that the

majority believe that home, school and community conditions play much role in the development of students' RI. This conformed to their responses given to other items (refer to Tables 8 and 9).

Another item in this section (22) asked the students to rank order the four institutions in the study according to the degree of their effect on the development of their RI. Accordingly, school, home, community and peers were ranked from first to fourth in that order. The ranking is the same in terms of the total number of respondents in the first column in the ranking and the grand total. Moreover, when the number of rural and urban students who ranked the institutions first was considered separately, the ranking remained the same except peers and community for urban students. It appears that the perception of students from both groups is almost the same concerning the degree of effect the institutions had on their RID.

TABLE 11: An institution which has had a great effect on students' RI

Institution	Respondents												Grand Total	Grand Ranking
	1 st			2 nd			3 rd			4 th				
	R	U	T	R	U	T	R	U	T	R	U	T		
Community	17	8	25	19	20	39	33	30	63	12	22	34	161	3 rd
Home	22	35	57	27	30	57	20	17	37	10	5	15	166	2 nd
Peers	11	9	20	10	9	19	8	12	20	49	40	89	148	4 th
School	49	54	103	30	23	53	17	21	38	3	-	3	197	1 st
None	1 (R) + 2 (U)												3	-

As it was mentioned in section 4.2.4, there seems to be a contradiction between what the students assume the institutions had contributed to the development of their RI, and what the institutions had actually contributed. However, with the data at hand, it is not possible to attribute this discrepancy to any other factor than the way the questions (6 and 22) were presented.

Effort was also made to check whether the students think they could have developed a different RI had they grown up in a different institutional environment than their own (item 23). 132 (66%) responded positively, while 68 (44%) responded negatively. This result appears to agree with the response to item 21.1 (see Table 10). This is to mean that if it is believed that the conditions at home, school and community can affect the development of individual's RI, it follows that the difference in these institutions will result in the development of different RIs.

The students who said they think they would have developed a different RI had they grown in a different institutional environment were asked to explain why they thought so (item 24). Their explanations were informative and interesting. However, for the purpose of discussion, only representative responses were considered. The points students highlighted in their responses were, by and large, related to the availability of reading materials at home, school and community, the availability of free time, awareness and attitude of parents and community members towards reading, presence of leisure readers (peers or otherwise) as models, origin of setting, and parents' economic conditions and level of education.

One thing that came out apparent in the responses of students was focusing on institutional environments opposite to their own. Thus, while those who think they had a positive institutional support to the development of their RI explained they wouldn't have got that opportunity had they grown up in a different environment, those who did not get such support explained they would have got a better opportunity had they grown up in a different environment. For instance, one student said, "I would have got more access to reading

materials if I had grown in a literate family." Another student said, "If my home and school were in city, they would have books." Still another said, "I would not have seen anyone as a model for reading books if I had grown in a different home."

In relation to parents' attitude to reading, one student said, "If you are from a rural area, parents will be angry at you if they find you reading because they want you to help them in house work and field work...." Similarly, while one student justified his belief saying, "I may not be loaded by different work in my free time," another one said, "If I was born in urban area, because of less work load I can use free time for reading."

4.4 Students' Practice of Reading as a Free Time Activity

The practice of using reading as a free time activity is one of the basis for the development of our RI as well as a manifestation of RI. The purpose of the items in this section (10, 11, 12) was to see whether reading was used as a leisure activity and the extent to which it was practiced. For the item which asked the students whether they practiced leisure reading (item 10) 155 (72 (R) and 83 (U) = 77.5%) responded positively, while 45 (28 (R) and 17 (U) = 22.5%) responded negatively. This shows us that reading is practiced as a free time activity more by students from urban background than those from rural. The factors that contributed to this could be the inadequate provision of leisure reading materials, lack of leisure reader models and free time in rural areas.

As to the time they spend on leisure reading per week (item 11), out of 155 students, 102 (65.8%) said they read, on average, for less than 8 hours per week. In fact, most of them (40.6%) said they read for less than 4 hours per week.

TABLE 12: Hours students spent per week on leisure reading

Hours/Week	Respondents			
	Rural	Urban	Total	%
Up to 3 hrs/w	36	27	63	40.6
4 - 7 hrs/w	12	27	39	25.2
8 - 11 hrs/w	14	11	25	16.1
12 - 15 hrs/w	7	11	18	11.6
16 and above hrs/w	3	7	10	6.5
Total	72	83	155	100

The result would seem to suggest that a few number of students read for relatively longer hours per week. The difference in hours spent in reading for pleasure is not that much for students from rural and urban background, except for the first two options (up to 3 hrs/w and 4 - 7 hrs/w). Whether the low rate of leisure reading is due to lack of free time or reading materials, or convenient place, or the combination of all of them need be assessed for the future.

4.5 Students' Reading Interest Inventory

One item in the questionnaire (item 20) was used to identify students' RI in terms of topics. The purpose was to see if the effect of institutions was reflected on their RI inventory. The question required the students to list down the topics they are interested most to read on. Some students listed up to ten topics, whereas others listed less than that. Because responses were distributed over many topics, the number of respondents for most topics became lower. The top ten topics were selected based on the number of respondents who chose them. The response indicated fiction to be the first topic students are most interested to read on (109 = 54.5%). The second was love stories (91 = 44.5%) and third was spiritual writings (78 = 39%). The rest were history, sports, poetry, biography, politics, friendship, and humor/comedy, from fourth to tenth in that order. Nevertheless, the ranking was different for the two groups, except for the first three topics.

Table 13 shows topics ranked from first to tenth based on the total number of respondents, and those that were within the rank from first to tenth by each group. Because each student was asked to list his/her own topics, the total and percentage are independent for each topic, i.e., it was computed out of 200 students. For more information see Appendix G. The response to the interview also consolidated this finding. Fictions, love stories, sports, detective stories, society and culture, science and technology, spiritual writings, health and health problems, science fiction and politics were indicated to be the topics on which the interviewees used to read. Most of these topics are among the top ten topics students are most interested to read on. However, one student reported that he was not selective regarding topics. He said he had read materials on every topic he managed to get. Asked as to why he was not selective, he said the materials he got were limited. This shows that preference to topics comes when the reader has wider options. Another student said he doesn't remember occasions in which he had read materials other than his school subjects.

TABLE 13: Topics students are most interested to read on

Topics	Respondents						Grand Ranking
	R	Ranking	U	Ranking	T	%	
1. Fiction	48	1 st	61	1 st	109	54.5	1 st
2. Love stories	39	2 nd	52	2 nd	91	45.5	2 nd
3. Spiritual writings	33	3 rd	45	3 rd	78	39	3 rd
4. History	24	5 th	37	4 th	61	30.5	4 th
5. Sports	25	4 th	35	5 th	60	30	5 th
6. Poetry	25	4 th	29	7 th	54	27	6 th
7. Biography	15	8 th	30	6 th	45	22.5	7 th
8. Politics	13	10 th	27	8 th	40	20	8 th
9. Friendship	20	6 th	18	10 th	38	19	9 th
10. Humor/Comedy	5	16 th	30	6 th	35	17.5	10 th
11. Society & Culture	16	7 th	14	12 th	30	15	
12. Animal stories	15	8 th	13	13 th	28	14	
13. Environmental Protection	14	9 th	5	17 th	19	9.5	

As can be seen from Table 13, there seem to be more similarity between the reading interest of the two groups. However, there is also a difference. The difference is wider particularly with three topics: humor/comedy, environmental protection, and detective stories. Presumably, this difference is due to the familiarity of the students to the topics which are more pertinent to their setting of origin. For example, environmental protection was chosen by more number of students from rural than those from urban background. This could be so because the students from rural areas have more knowledge and life experience to the wider environment and the change affecting it than those from urban background. In this regard, the RI of students agreed with that of parents (see section 4.1.3). This result seems to agree with that of Abdu (1993:81) which indicated that Grade 11 Students in Addis Ababa showed a negative attitude towards materials related to environmental protection.

On the other hand, students in urban areas have better exposure to written materials on humor/comedy and detective stories. Moreover, the access to theaters, films, and even information about complex criminal acts in big town could make these students more interested in these topics than those in rural areas. This difference appears to conform with the response for item 21.2 in section 4.3.4.

When we compare the topics students are most interested to read on with those frequently presented on electronic media, and those parents read on most often, there is much similarity between the topics students said their parents read on most often and those they are most interested to read on. The similarity between topics presented on electronic media and topics students are most interested to read on is very low (see Table 4). From this we may infer that

the effect of electronic media in this regard was low as compared to that of parents' reading practice.

As mentioned in the previous sections, out of seven interviewees who said there were electronic media at their home, two of them doubted the contribution of media to their RID. But all of the interviewees who had non-academic reading materials at home reported that they helped their RID. This seems to agree with the response they gave to items 5 and 9 (see Table 9)

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

In this study an attempt was made to explore, analyze and describe the effect of institutional factors on the development of RI of freshman students at Addis Ababa University, College of Social Sciences. Besides the effect of institutions (home, school, community and peers) the study tried to look into the role students' setting of origin (rural/urban) might have played in the development of students' reading interest.

To achieve the set objectives, the data was elicited through questionnaire and a follow up interview administered to the students. Generally, the study revealed that the students believe the institutions have affected the development of their RI, although the effect of institutions differed in degree. In other words, the findings indicated that assistance offered by some institutions helped the development of students' RI more than did the assistance offered by other institutions.

The two dominant forms of assistance from the institutions were found to be supplying reading materials of students' interest and encouraging the students to practice leisure reading. Further more the findings implied that conditions in institutions such as home, school and community can enhance the learning of reading skills on the part of students by creating reading interest in them. The other implication for language teaching is that language teachers, in additions to their role in teaching reading skills, could be strong agents of

creating (developing) RI in their students. The above points being general observations on the results of the study, the following conclusions are made in specific terms.

5.1 Conclusions

- 5.1.1 Home is one of the institutions from which students got a lot of support for the development of their RI. The findings indicated that most homes provided the students with reading materials. The materials most available were books and scriptures (see Table 1). Regarding the contribution of the reading materials to the development of students' RI the study indicated that a great majority of students (96.9%) believed the help the materials offered was average and above (see Table 9 and section 4.3.1). Nonetheless, the effect home factors had on the development of students' RI showed significant difference (at .05 level) between the two groups. Assistance from home contributed more to students from urban background than to those from rural (see Table 7)
- 5.1.2 Parents contributed to the development of students' RI in various ways. Although the assistance parents provided in this regard was valued to be high by less than half of the respondents, it is an encouraging sign that most forms of assistance parents provided helped the development of students' RI (see Appendix F).

The study indicated that the assistance parents provided in the form of setting leisure reader models and in the form of buying non-academic reading materials contributed much to RID of students. On the contrary, assistance in the form of reading children different non-academic materials contributed very low.

- 5.1.3 Schools contributed more to the development of students' RI than homes. Among the assistance from school, encouragement language teachers gave to students to read materials other than their textbooks, and the provision of leisure reading materials by school libraries were reported to have contributed much students RID. On the other hand, giving different reading assignments out of textbooks did contribute the least (see Appendix F). Furthermore, there was no statistically significant difference between the two groups in terms of the contribution of assistance from school to students' RID (see Table 7)
- 5.1.4 Community contributed insignificantly to the development of students' RI as compared to other institutions. Except the assistance by religious leaders, other forms of assistance (environmental readings, and bookshops, public libraries and news vendors) were not available in most communities (see Appendix F). Like the case with the effect of home factors, community factors contributed more to the RID of students from urban background than those from rural. The difference was highly significant at .05 level (see Table 7).
- 5.1.5 There was some gap between students' perception of the effect of institutions on their RI and what the institutions actually contributed (see Appendix F and Table 11). The students believed that schools have had a great effect on their RI, while peers the least. However, despite this belief, the actual assistance they got from peers was found to have contributed very highly to the development of the RI of a great majority of students (see Appendix F). The effect of peers on students' RID was similar among the two groups. The difference between the two groups was, therefore, insignificant (see Table 7)

- 5.1.6 The students strongly believe that being from rural or urban background has much role to play in the development of their RI (see Table 10). The facilities the institutions provide to the development of students' RI are highly affected by the setting in which the institutions are located. Thus, in most cases, institutions in urban setting provided better assistance to the development of students' RI than did those in rural setting (see Tables 1, 2, 3, and 5).
- 5.1.7 The students believe that institutional factors have affected the development of their RI (see Table 10). Most of the students (62.5%) believed that the effect of conditions at home, school and in the community play much role in the development of their RI.

5.2 Recommendations

On the basis of the findings the following recommendations have been made:

- 5.2.1 The availability of reading materials and electronic media, and the leisure reading habit of family members contribute a lot to the development of students' RI. These conditions are available in some homes, but absent in others. In line with this, parents, particularly those whose homes lack these conditions need to persevere much to make the home environment conducive. To this end, apart from providing reading materials and setting reader models they should read stories to their children and help them to read (specially before they begin reading by their own), tell the story about what they read and ask the children about what they had read.
- 5.2.2 Interest in reading is not attained by effort made for a short period of time at a particular point in one's life. It needs rather a consistent practice through out. However, in some homes children are denied free access to reading materials, specially at early stages, and free time for leisure reading. They are either forced to

engage in other activities in their free time or required to dwell on their academic subjects only. In order to help the children develop interest in reading and thereby improve their reading skills and the general academic performance, children should be allowed free access to reading materials at home, and be given free time for leisure reading all the time.

- 5.2.3 In most communities conditions that favor the development of RI are scarce. One of the conditions a community can provide is the provision of reading centers (libraries). The establishment of libraries in communities can compensate for what the children/students were not able to find at homes or schools. Therefore, community members and other concerned organizations should try to establish public and village libraries where children can get different materials for leisure reading.
- 5.2.4 The development of RI requires guidance from experienced readers. Language teachers can be potential candidates in this case. In fact, two conditions need to be fulfilled in relation to this. These are giving the necessary orientation to language teachers about the importance of creating RI in students during their training, and including materials that might be used for RID purpose in the syllabus. Therefore, language teacher training institutions should contribute their share in raising the awareness of their trainees in this respect. Similarly, syllabus designers should select and incorporate appropriate reading materials in the syllabuses for different levels.
- 5.2.5 As a result of the change in educational policy of the country, currently primary education is conducted in vernaculars. Since most of the vernaculars had not been in use for written communication, there may not be reading materials in vernaculars to read for pleasure. Thus, the Ministry of Education and Regional States Educational

Bureaus should work out means of producing original materials and translations in the vernaculars that may be used for leisure reading.

- 5.2.6 English is used as a medium of instruction in Ethiopia starting from grade seven in some regions and grade nine in others, and in higher institutions. Thus, proficiency in English is very important for the success of our students in their academic career. To benefit from the effort made towards developing our students' RI in this respect, students should be provided with reading materials written in English. Especially, materials meant for leisure reading, if they are ones written in English and on theme peculiar to Ethiopian cultures, they will have great power to inspire the students to practice reading widely.

The recently published storybooks by one Ethiopian and one foreigner are encouraging beginnings. These storybooks -- *The Bicycle Girl*, and *The Lioness*, by Michael Daniel (1999) and *The Five Sisters* by Elizabeth Laird (1999) are all on theme familiar to Ethiopian students. The Ministry of Education must encourage such endeavors and devise ways in which such materials could be available in all schools.

- 5.2.7 School libraries are major sources of reading materials for students in most communities. However, the number of reading materials meant for leisure reading seem to be limited in most school libraries. Therefore, school administrations should allocate appropriate budget for the purchase of materials for leisure reading.

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APPENDIX A

Questionnaire

Dear respondents,

The purpose of this questionnaire is to gather data for a study leading to an M.A. in TEFL (Teaching English as a Foreign Language). This study aims at exploring the effect of different institutions on the development of reading interests of AAU Freshman students. It tries to identify the degree to which each institutional factor affected the development of the subjects' reading interest.

The information you provide through this questionnaire will be kept confidential and it will be used for academic purpose only. Therefore, please be honest and feel free to provide genuine information. Your contribution to the success of this study is highly appreciated.

Thank you!
Mengistu Dinato

Instructions: Read the questions carefully and indicate your choice by putting "✓" in the space(s) provided following each choice. Where you have more than one choice, indicate the choices in their priority order.

Example: Which of the following is your native tongue?

Amharic _____ Oromifa _____ Tigrigna ✓ _____

To choose more than one alternative;

Which of the following languages do you speak?

Oromifa 1 Amharic 2 Tigrigna _____ English 4 Arabic 3 _____

Part I: Students' Background Information

Place where you grew up.

1.1 Urban 1.2 Rural

Part II: Students' perceptions of the role of institutions in their reading interests development, ways in which institutions bear influence, and students' reading interest inventory.

Instructions: Some of the questions require you to indicate your choices by putting a tick mark "✓" in the space(s) provided, while others require you to write your own complete answers or give the list of topics. Still others require you to put your answers in a rank order.

1. Which of the following reading materials were you able to find at your home to read for non-academic purpose (pleasure)? You ^{can} tick more than one, if applicable.
 - 1.1 Books
 - 1.2 Magazines
 - 1.3 Newspapers
 - 1.4 Scriptures (Bible, Koran)
 - 1.5 None
2. If the above reading materials were present at your home, was it possible for you to use them as you wanted, starting from your childhood?
 - 2.1 Yes
 - 2.2 No
3. If your answer to No.2 is 'No', what were the reasons?
 - 3.1 The books and other reading materials at my home were not available to me.
 - 3.2 I was warned not to touch these materials in the pretext I may tear them.
 - 3.3 Other (if any) _____
4. Did the presence of these materials help you to be interested in reading?
 - 4.1 Yes
 - 4.2 No
5. If your answer to No.4 is 'Yes', how do you rate the degree of help of these materials in the development of your reading interest?
 - 5.1 High
 - 5.2 Average
 - 5.3 Low
6. Below are different institutions and the assistance they offer to the development of students' reading interest. Rate the contribution of each of the assistance. The values are:
very high = 5; high = 4; uncertain = 3; low = 2 and very low = 1.
If the assistance do not apply to you, tick against "None of the above".

Institution	Type of Assistance		Rating				
			V. High	High	Uncertain	Low	V. Low
6.1 Home	6.1.1	My parents helped me read different non-academic materials.					
	6.1.2	My parents read me different non-academic materials.					
	6.1.3	My parents told me about the story they had read.					
	6.1.4	I got encouraged seeing my parents reading.					
	6.1.5	My parents bought me non-academic reading materials I wanted.					
	6.1.6	They asked me to tell them about what I had read.					
	6.1.7	None of the above.					
6.2 School	6.2.1	My language teachers encouraged me to read different materials other than the textbook.					
	6.2.2	My language teachers read me interesting stories in class.					
	6.2.3	My language teachers gave me different reading assignments out of the textbook.					
	6.2.4	My language teachers told me about the interesting books they had read.					
	6.2.5	The school library had different materials to be read for pleasure.					
	6.2.6	None of the above.					
6.3 Community	6.3.1	There were environmental readings (e.g. advertisements, notices, names of organizations, streets, etc.)					
	6.3.2	There were bookshops, public library (IES), new vendors, etc. in my community.					
	6.3.3	There were religious leaders who helped me to read scripture.					
	6.3.4	None of the above.					

Institution	Type of Assistance		Rating				
			V. High	High	Uncertain	Low	V. Low
6.4 Peer group	6.4.1	My age groups told me about what they had read.					
	6.4.2	They gave me the materials they had read.					
	6.4.3	My age-groups and I read some materials together.					
	6.4.4	None of the above					

*"Parents" in this study represents father, mother and other adults family members.

7. Which of the following electronic media was available at your home?

7.1 Radio ____ 7.2 TV ____ 7.3 Both ____ 7.4 None ____

8. What were the topics most often presented in these media? From the list given below choose at least the top ten topics, and write them from the most frequent to the least frequent in the spaces given below the list.

- | | |
|--------------------------|--------------------------|
| Current affairs | Advertisement |
| Sports | Society and culture |
| Music | Science and technology |
| History | Agriculture |
| Human right | Family planning |
| Crime | Biography |
| Environmental protection | Marriage and family life |
| Politics | Poetry |
| Drama | Animal stories |
| Love stories | Other(s)(specify) _____ |
| Gender | _____ |

Health and health problems

1st _____ 2nd _____ 3rd _____ 4th _____
5th _____ 6th _____ 7th _____ 8th _____
9th _____ 10th _____

9. If your answer to No.7 is not 'none', how do you rate the effect of the media (radio and TV) on the development of your reading interest?

9.1 High ____ 9.2 Uncertain ____ 9.3 Low ____

10. Did you practice reading as a free time activity?

10.1 Yes ____ 10.2 No. ____

11. If your answer to No.10 is 'Yes', on average, how many hours per week did you read for pleasure?

- 11.1 Upto 3 hrs/w _____ 11.4 12-15 hrs/w _____
11.2 4—7 hrs/w _____ 11.5 More than 16 hrs/w _____
11.3 8—11 hrs/w _____

12. If your answer to No.10 is 'No', what were your reasons?

- 12.1 I engaged in other activities (e.g. playing games, watching TV, swimming, gardening, etc.) in my free time. _____
12.2 I didn't have free time at all. _____

13. Are your parents literate? Tick for those who are literate.

- 13.1 Father _____ 13.2 Mother _____ 13.3 Brothers and sisters _____
13.4 Other adult family members _____ 13.5 None of them _____

14. If your answer to No.13 is not "none of them", did they practice reading for pleasure?

- 14.1 Yes _____ 14.2 No _____

15. If you parents practiced reading for pleasure, how do you rate the contribution of this practice to the development of your reading interest?

- 15.1 High _____ 15.2 Average _____ 15.3 Low _____

16. If your answer to No.14 is 'Yes', what were the topics on which your parents read most often? (indicate the top ten in their priority order (the most frequent first, the least frequent last).

- | | |
|--------------------------|-------------------------------|
| Adventure stories | Poetry |
| Society and culture | Marriage and family life |
| Research and technology | History |
| Politics | Sports |
| Love stories | Friendship |
| Environmental protection | Animal stories |
| Detective stories | Humour/comedy |
| Spiritual writings | Science fiction |
| Music | Biography |
| Poetry | Other (if any, specify) _____ |
| Fiction | _____ |

Health and health problems

- | | | | |
|-----------------------|------------------------|-----------------------|-----------------------|
| 1 st _____ | 2 nd _____ | 3 rd _____ | 4 th _____ |
| 5 th _____ | 6 th _____ | 7 th _____ | 8 th _____ |
| 9 th _____ | 10 th _____ | | |

17. If your parents are illiterate, were there ways in which they influenced your reading interest? Specify.

18. If your parents are illiterate, did they tell you oral traditions such as legends, stories, tales and myths?

18.1 Yes _____ 18.2 No _____

19. If your answer to No.18 is "Yes", did the practice of hearing oral traditions help you get interested in reading?

19.1 Yes _____ 19.2 No _____

20. What are the topics you are most interested to read on? List them below. (It is not necessarily from the list given for questions 8 and 16).

1st _____ 2nd _____ 3rd _____ 4th _____
 5th _____ 6th _____ 7th _____ 8th _____
 9th _____ 10th _____

21. Rate the degree to which you agree/disagree with the following statements. Tick (✓) your choice. The values are:

Strongly agree = 1; Agree = 2; Uncertain = 3; Disagree = 4; Strongly Disagree = 5)

Statements		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
21.1	The effect of conditions at home, school and community on the development of an individual's reading interest is not much.					
21.2	Whether an individual is from a rural or urban background doesn't have much role to play in his/her reading interest development.					

22. Which of the following institutions, do you think, has had a great effect on the development of your reading interest? (Indicate in a rank order)

- 22.1 Peers _____
 22.2 School environment _____
 22.3 Home environment _____

22.4 Community environment _____

22.5 None _____

23. Do you think you could have developed a different reading interest if you had grown up in a different home, school and community than your own?

23.1 Yes ____ 23.2 No ____

24. If your answer for No.23 is 'Yes', why do you think so?

--	--

APPENDIX B

Interview Questions

1. Before you joined the University what type of non-academic materials did you read most often, Newspapers, Magazines, Books or Scriptures?
2. Where did you get these materials from?
3. Were the materials at your home freely accessible to you as you wanted to use them?
4. In the materials you read which topics did interest you most?
5. If there were non-academic materials to read at your home, do you think their presence helped you to like the reading practice?
6. Did electronic media (radio and TV) at your home help you to be interested in reading? (Can you cite examples in which radio or TV caused you to read a certain book or other material?)
7. Did your parents (father, mother, brothers and sisters) contribute anything to the development of your reading interest? How?
8. What things at your school and community did contribute to the development of your reading interest?
9. Did your language teachers (Amharic or English) contribute to your reading interest development? How?
10. Did your age groups have any effect on the development of your reading interest (positive or negative)?

APPENDIX C

Slip for Background Information

Provide the information required below. Use a "X" mark to indicate whether you grew up in an urban or a rural area.

Full name: _____

Place where you grew up:

a. *Urban _____ Name of Town: _____

b. Rural _____ Name of Zone and Village: _____

* **Urban:** *In Ethiopian context, it is a locality where 2000 and above people live.*

APPENDIX D
Topics most often presented on electronic media

Topics	Respondents																				Total	Grand Total	Ranking	
	1 st		2 nd		3 rd		4 th		5 th		6 th		7 th		8 th		9 th		10 th					
	R	U	R	U	R	U	R	U	R	U	R	U	R	U	R	U	R	U	R	U				R
Current Affairs	41	58	14	13	4	4	4	4	4	3	1	-	2	1	1	2	1	1	1	1	73	87	160	1 st
Music	11	8	12	22	16	17	11	10	11	10	1	3	1	4	4	3	2	5	2	4	71	87	153	2 nd
Drama	5	-	7	6	11	8	6	5	14	15	6	17	6	13	7	7	4	4	4	5	70	80	150	3 rd
Sports	1	7	12	4	17	7	16	12	4	11	9	10	3	7	2	6	2	5	6	3	72	72	144	4 th
Advertisement	6	10	12	16	5	12	12	11	5	7	7	5	2	9	4	1	3	3	6	7	62	81	143	5 th
Politics	12	5	8	12	3	13	2	13	4	10	3	3	7	6	3	4	3	4	6	2	51	72	123	6 th
Health & Health Problems	2	2	2	2	3	3	1	5	6	2	4	9	1	5	7	6	4	6	9	11	39	51	90	7 th
Agriculture	1	1	3	2	3	5	3	1	5	5	6	9	8	7	3	6	6	7	2	3	40	46	86	8 th
Love Stories	-	2	5	6	3	6	5	2	6	6	3	8	7	4	5	-	6	3	6	2	46	39	85	9 th
Crime	-	1	3	3	3	2	3	4	1	1	5	3	2	3	7	7	7	7	2	10	33	41	74	10 th
Science & Technology	-	-	-	3	1	2	-	6	7	4	4	2	3	4	10	7	2	7	4	3	31	38	69	11 th
Gender	-	-	-	-	-	1	2	1	2	5	2	6	4	6	4	5	6	9	5	3	25	36	61	12 th
Family Planning	-	-	1	-	2	2	4	1	1	1	5	5	5	2	4	4	6	4	6	4	33	23	56	13 th
History	1	-	1	1	3	3	-	4	2	4	5	1	5	4	3	4	4	4	3	2	27	27	54	14 th
Environmental Protection	-	1	2	1	-	-	2	1	2	3	5	1	4	4	5	7	7	3	3	4	29	25	54	14 th
Human Rights	2	-	-	-	1	4	3	2	1	-	-	2	3	2	2	3	5	3	1	4	18	20	38	15 th
Poetry	-	-	1	-	1	-	1	2	-	1	3	2	4	3	3	2	3	3	1	2	17	15	32	16 th
Biography	1	-	-	-	-	-	-	1	2	1	-	2	1	2	-	2	-	6	3	1	7	15	22	17 th
Marriage & Family Life	-	-	1	-	-	-	-	3	2	-	-	1	1	2	-	1	-	1	3	3	7	11	18	18 th
Animal Stories	1	1	-	-	-	-	-	1	-	-	1	-	3	-	-	-	2	-	2	-	9	2	11	19 th

APPENDIX E

Topics on which parents read most often (as reported by students)

TOPICS	Respondents						
	Rural	Rank	Urban	Rank	Total	%	Rank
Spiritual writings	28	1 st	17	15 th	45	22.5	7 th
Fiction	24	2 nd	57	1 st	81	40.5	1 st
Love stories	21	3 rd	36	4 th	57	28.5	4 th
Poetry	24	2 nd	33	6 th	57	28.5	4 th
Sports	24	2 nd	38	3 rd	62	31	3 rd
Environmental protection	18	5 th	21	13 th	39	19.5	10 th
Society & culture	17	6 th	34	5 th	51	25.5	5 th
Research & technology	12	9 th	23	12 th	35	17.5	12 th
History	18	5 th	50	2 nd	68	34	2 nd
Music	19	4 th	28	9 th	47	23.5	6 th
Politics	11	10 th	28	9 th	39	19.5	10 th
Detective stories	7	11 th	30	8 th	37	18.5	11 th
Marriage & family life	12	9 th	14	15 th	26	13	14 th
Science fiction	14	8 th	26	10 th	40	20	9 th
Biography	16	7 th	31	7 th	47	23.5	6 th
Animal stories	16	7 th	18	14 th	34	17	13 th
Friendship	17	6 th	24	11 th	41	20.5	8 th
Adventure stories	7	11 th	17	15 th	24	12	15 th
Humor/comedy	5	12 th	21	13 th	26	13	14 th

APPENDIX F

Frequencies and Percentages of the Contribution of Assistance from Institutions to Students' RID

Institution	Item	Group	Very High (5)		High (4)		Uncertain (3)		Low (2)		Very Low (1)		Total		Total High (200%)	Total Average (200%)	Total Low (200%)
			Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	%	%	%
H O M E	6.1.1	Rural	10	12.99	8	10.39	9	11.69	16	20.78	34	44.15	77	100	68.06	20.20	111.74
		Urban	18	19.15	24	25.53	8	8.51	25	26.60	19	20.21	94	100			
	6.1.2	Rural	3	3.90	4	5.19	10	12.99	20	25.97	40	51.95	77	100	23.98	25.74	150.06
		Urban	5	5.32	9	9.57	12	12.77	30	31.91	38	40.23	94	100			
	6.1.3	Rural	6	7.79	10	12.99	10	12.99	18	23.38	33	42.85	77	100	52.69	34.27	113.02
		Urban	9	9.57	21	22.34	20	21.28	25	26.60	19	20.21	94	100			
	6.1.4	Rural	10	112.99	12	15.58	13	16.88	11	14.29	31	40.26	77	100	72.18	30.71	97.11
		Urban	14	14.89	27	28.72	13	13.83	21	22.34	19	20.22	94	100			
	6.1.5	Rural	12	15.58	11	14.29	9	11.69	11	14.29	34	44.15	77	100	69.23	28.71	102.06
		Urban	18	19.15	19	20.21	16	17.02	18	19.15	23	24.47	94	100			
6.1.6	Rural	8	10.39	12	15.58	10	12.99	27	35.06	20	25.98	77	100	55.75	36.40	107.85	
	Urban	9	9.57	19	20.21	22	33.41	20	21.28	24	25.53	94	100				
S C H O O L	6.2.1	Rural	29	30.85	20	21.28	13	13.85	16	17.02	16	17.02	94	100	100.09	30.16	69.75
		Urban	20	20.41	27	27.55	16	16.33	18	18.37	17	17.34	98	100			
	6.2.2	Rural	15	15.96	19	20.21	19	20.21	22	23.41	19	20.21	94	100	63.72	42.66	93.62
		Urban	7	7.14	20	20.41	22	22.45	30	30.61	19	19.39	98	100			
	6.2.3	Rural	18	19.15	18	19.15	14	14.89	19	20.21	25	26.60	94	100	65.85	28.16	105.99
		Urban	8	8.16	19	19.39	13	13.27	27	27.55	31	31.63	98	100			
	6.2.4	Rural	15	15.96	25	26.60	18	19.15	27	28.72	12	12.77	94	100	75.21	34.46	93.53
		Urban	13	13.26	19	19.39	15	15.31	28	28.57	23	23.47	98	100			
	6.2.5	Rural	16	17.02	24	25.53	18	19.15	19	20.21	17	18.09	94	100	92.55	34.46	72.99
		Urban	23	23.47	26	26.53	15	15.31	17	17.35	17	17.35	98	100			
C O M M U	6.3.1	Rural	6	6.98	3	3.49	14	16.28	23	26.74	40	46.51	86	100	43.46	33.81	122.73
		Urban	12	12.37	20	20.62	17	17.53	23	23.71	25	25.77	97	100			
	6.3.2	Rural	4	4.65	8	9.30	11	12.79	22	25.58	41	47.68	86	100	47.97	34.44	117.59
		Urban	11	11.34	22	22.68	21	21.65	24	24.74	19	19.59	97	100			
	6.3.3	Rural	19	22.09	21	24.42	9	10.47	8	9.30	29	33.72	86	100	85.68	25.93	88.39
Urban		23	23.71	15	15.46	15	15.46	22	22.69	22	22.69	97	100				
P E E R S	6.4.1	Rural	24	26.09	31	33.70	14	15.22	15	16.30	8	8.69	92	100	119.38	32.39	48.23
		Urban	22	22.22	37	37.37	17	17.17	15	15.15	8	8.09	99	100			
	6.4.2	Rural	19	20.65	28	30.43	13	14.13	20	20.74	12	13.05	92	100	99.56	40.39	60.05
		Urban	17	17.17	31	31.31	26	26.26	18	18.18	7	7.08	99	100			
	6.4.3	Rural	17	18.48	29	31.53	15	16.30	18	16.57	13	14.13	92	100	93.44	37.51	69.05
Urban		6	6.06	37	37.38	21	21.21	17	17.17	18	18.18	99	100				

APPENDIX G
Topics Students are Most Interested to Read On

TOPICS	RESPONDENTS					
	Rural	Ranking	Urban	Ranking	Total	Ranking
Fiction	48	1 st	61	1 st	109	1 st
Love stories	39	2 nd	52	2 nd	91	2 nd
Spiritual Writings	33	3 rd	45	3 rd	78	3 rd
History	24	5 th	37	4 th	61	4 th
Sports	25	4 th	45	5 th	60	5 th
Poetry	25	4 th	29	7 th	54	6 th
Biography	15	8 th	30	6 th	45	7 th
Politics	13	10 th	27	8 th	40	8 th
Friendship	20	6 th	18	10 th	38	9 th
Humor/Comedy	5	16 th	30	6 th	35	10 th
Society and Culture	16	7 th	14	12 th	30	11 th
Music	11	12 th	18	10 th	29	12 th
Animal Stories	15	8 th	13	13 th	28	13 th
Science Fiction	10	13 th	16	11 th	26	14 th
Newspaper	12	11 th	13	13 th	25	15 th
Detective Stories	5	16 th	19	9 th	24	16 th
Science & Technology	12	11 th	8	15 th	20	17 th
Environmental Protection	14	9 th	5	17 th	19	18 th
Current Affairs	8	14 th	11	14 th	19	18 th
Magazine	6	15 th	11	14 th	17	19 th
Marriage and Family Life	10	13 th	6	16 th	16	20 th
Drama	6	15 th	6	16 th	12	21 st
Human Rights	8	14 th	3	18 th	11	22 nd
Health and Health Problems	6	15 th	2	19 th	8	23 rd
Crime	3	18 th	3	18 th	6	24 th
Advertisement	4	17 th	-	-	4	25 th
Agriculture	1	19 th	1	20 th	2	26 th

DECLARATION

This thesis is my original work and has not been presented for a degree in any other university and that all sources of material used for the thesis have been duly acknowledged.

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