

CHAPTER
THREE

Chapter 3

Research Design and Methodology

3.1 The Sample

The sampling unit of this study consists of teenage school-going students between the ages of 16-18 years. For the purpose of this study a sample of 120 students were chosen randomly.

Since this study is a comparison of reading habits and interest of teenagers in a rural and urban school, the sample consists of 60 students between the ages of 16-18 years from an urban school and 60 students between the ages of 16-18 years from a rural school, inclusive of five students each from the two separate schools for an interview session.

However, due to insufficient time and resources, there is a limitation of size, whereby the sampling unit consists of only one school in the urban setting and one school in the rural setting.

The sample for the urban setting was chosen from a co-educational school in Kuala Lumpur , whereas, the sample for the rural setting was chosen from a co-educational school in Chaah, Johor. In both these schools, Bahasa Malaysia, which is the first language, is the medium of instruction.

It must be noted here that the sample consists of students of various ethnic background. This is because the study does not compare reading habits and interest of students according to race.

3.2 The Measurement Instrument

Two main methods were employed to collect data. The instruments for this study are questionnaires and interviews.

3.2.1 The Questionnaire

Most of the items in the questionnaire were of the close ended type. However, there were some items in the questionnaire which were of the open ended type. These items include checklists and items requiring rank ordering of response.

The questionnaire is divided into four parts. Items in the questionnaire cover the following sections:

Part 1

The first part of the questionnaire aims to find out the biodata of the respondents. This includes finding out personal details of respondents such as geographical location of home, educational background and language used at home.

This part also covers social economic status of respondents and their home environment. The items on social economic status include educational background of parents, occupation of parents and family's monthly income. The items covering home environment of respondents include number of occupants at home, number of occupants who are literate in English, type of reading materials found at home, reading facilities at home, access to reading materials at home and the person responsible in encouraging reading at home. Respondents would also state approximately how much is spent on buying reading materials such as books, magazines and newspapers for the past six months.

This part would enable the researcher to discover how much value is placed on reading and factors that influence students to read.

Part 2

The second part of the questionnaire aims to find out students' newspapers reading habits and interest. Items in this section include identifying newspaper readers, reasons for not reading newspapers among the non-readers, from where are these newspapers obtained, length of time spent reading newspapers in a day and identifying their favourite section of the newspapers.

With this information, the researcher would be able to discover students' reading interest and habits with regards to newspapers.

Part 3

This part aims to find out students' magazine reading habits and interest. Items in this section include identifying students who are readers of magazines, reasons

for not reading magazines among the non readers, from where are the magazines obtained, length of time spent reading magazines in a week and preference of types of magazines (i.e. entertainment, fashion, sports, comics etc.).Based on the information, the researcher hopes to discover students' reading interest and habits with regards to magazines.

Part 4

The final part of this questionnaire aims to find out students' book reading habits and interest. Items in this section include finding out whether students are book readers or non readers, reasons for not reading books, where are the books obtained from, length of time spent on reading books in a week and criteria for selecting a book.

The last item in this questionnaire deals with finding out students' other leisure activities. Information from the questionnaire would enable the researcher to analyse the data in order to answer research questions.

3.2.2 Interview

Interviews were carried out with 5 students each from the two different schools. Questions for the interview were based on their reading habits and interest.

Some of the questions asked during the interview session are teenagers hobbies, their feelings about reading, how important is reading to them, their reasons for reading, what or who motivates them to read, how often do they go to the library and their purpose of visiting the library.

The interview would enable the researcher to identify teenagers' attitudes, opinions and values placed on reading. The information obtained would explain how teenagers valued reading, their preference of reading compared to other leisure activities and the level of satisfaction obtained from reading.

3.3 Administration

Questionnaires were distributed to respondents chosen at random. Questionnaires were distributed by the respective class teachers during English lessons. Students

were able to take the questionnaires home to be completed and returned the next day. This is because it was felt that students need sufficient time to go through the questions.

Interviews were conducted after school hours by the researcher, after obtaining approval of the respective schools Headmasters. Each of the interviews was conducted on a one to one basis. Interviews were conducted after all questionnaires have been distributed and collected.

Respondents were assured of confidentiality. Respondents were not required to write down their names on the actual questionnaires.

Both questionnaires and interviews were carried out with proper administration and approval by their respective school Headmasters.