1.1 Introduction. The process of teaching and learning in the class-room has been the subject of research, with sometimes contradictory results. Reading is an important activity from teaching and learning point of view. It is perhaps impossible to find a class-room where reading activity is not in process; because it is a well known fact that for the academic growth of learners, reading is the key to success. It is observed that those who fail in academic achievement usually have failed first in reading. Giordano Bruno\(^1\) pointed out, "if the first button of a man's coat is wrongly buttoned, all the rest are certain to be crooked. Reading is that first button in the garment of education."

In the seventeenth century Francis Bacon observed, "Reading maketh a full man."\(^2\) And since then the sentence has been often quoted as a maxim and has gone into the blood and bones of mankind. He enumerated many functions of reading.

\(^1\) Quoted in E.V. Dechant Psychology in Teaching Reading
H.P. Smith, New Jersey: Prentice Hall Inc. 1977, P.1

Reading is one of the most universal aspects of curriculum in all aspects of the total school programme. The field reading is moreover of a great research possibilities, it is observed in the stack of knowledge. The importance of reading in the modern schools is indicated by the amount of research that has been carried out in the past and present. Though in India the tendency to carry out research in this particular field has been started in the recent past, but in developed countries it is said, during the last seventy-five years this field has attracted the attention of researchers, and now it is the position that not a single problem has received more attention than that of the reading interest. Both teachers and researchers have sought to understand what reading is, how reading facility may be developed, and what adjustments in method and material must be made in order that all pupils may profit optimally from reading instruction.

The present study was closely related to the class-room teaching. In this study researcher has attempted to study the interest of the students in reading of poetry. For this purpose the preferences of the students were collected. In the process of acquiring the preferences the researcher has attempted to study whether the elements of the poems affect the pupils or not.

To highlight the main feature of the study it can be said that the present study has been carried out with an experimental approach, where as the general tendency of
available researches in the area of reading interest is to measure interests with the help of a survey approach.

1.2 The Statement of the Problem. The problem of the study was as under:

"A STUDY OF THE POETRY PREFERENCES IN HINDI OF THE HIGH SCHOOL STUDENTS IN RELATION TO SEX, INTELLIGENCE AND CREATIVITY."

The present study measured the relationship amongst sex, intelligence and creativity of the students and poetry preferences. Hence, the sex, intelligence and creativity were the independent variables and poetry preferences was dependent variable. The main effects of the independent variables and first order as well as second order interactive effects of the independent variables on the dependent variable poetry preferences have been measured with help of second order ANOVA technique for 2x2x2 factorial design.

1.3 Nature of the Problem. Any reading programme at secondary school level aiming at success must provide with material that is directly linked with the interests of the students. The objective however of such programme is to develop and refine the interests of the students. Teachers engaged in the task of such a programme are theoretically expected to know the present state of interests of the students, before implementing the reading interest programme. Teacher can never be certain that any one student has the same interest as the "average" student has.
The term interest is of a significant importance and hence, requires some clarification. In the psychological literature, interest is considered as an important aspect of personality. Getzels\(^3\) has formulated a functional definition of the term interest. "An interest is" he pointed out, "a characteristic disposition, organized through experience, which impels an individual to seek out particular objects, activities, understanding skills or goals for attention or acquisition." Thus it can be said that interest is a disposition or tendency which impels an individual to strive persistently for particular goals; and the behavior patterns displayed in seeking these goals may be regarded as interests.

As far as reading is concerned, "the term interest" as Dechant\(^4\) explained, can be considered into two dimensions - Interest in reading and reading interest." The present study examined interest in reading. Here the students were asked to show their preferences for poems within the given sets. According to stimulus – response theory, in the present study respondents were given stimulus poems, and respondents had to respond in


tune with their preferences. Respondents were restricted to respond in accordance with the given stimulus. As Cummins and Fagin⁵ suggested that interest is emotional involvement of liking or disliking which is associated with attention to some object. Interest is the set of attending, the tendency to give selective attention to something.

As the problem of the present study was not connected with the general reading interests of the students but it was closely confined to the interests in particular reading material. The study moreover deals with interests in particular reading material which did not examine isolately but in relation to sex, intelligence and creativity of the students. Hence, it is to be said that the experimental research strategy was more appropriate for the present study than any other research strategies. The problem itself inaugurates that the present study was not concerned with causality but with relationships among the poetry preferences on the one hand and sex, intelligence and creativity of the students on the other hand. The relationships had been measured in the following directions:

(i) Effects of the sex of the students on poetry preferences.

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(ii) Effects of the levels of the intelligence (IQ) of the students on poetry preferences.

(iii) Effects of the levels of the creativity of the students on poetry preferences.

(iv) One way interactive effects of the sex x IQ, Sex X Creativity and IQ x Creativity on the poetry preferences of the students.

(v) Two way interactive effects of the said variables on poetry preferences.

To measure all these five types of relationships researcher has selected 2x2x2 factorial design. The framing of the design presented in the Table-1.1

<table>
<thead>
<tr>
<th>Variables</th>
<th>Kinds of Variables</th>
<th>Nature of Variables</th>
<th>Levels of Variables</th>
<th>Explanation of the levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>Independent Variables</td>
<td>Organismic</td>
<td>2</td>
<td>Male/Female</td>
</tr>
<tr>
<td>Intelligence (IQ)</td>
<td>&quot;</td>
<td>Cognitive</td>
<td>2</td>
<td>High/Low</td>
</tr>
<tr>
<td>Creativity</td>
<td>&quot;</td>
<td>Cognitive</td>
<td>2</td>
<td>High/Low</td>
</tr>
<tr>
<td>Poetry Preference</td>
<td>Dependent Variables</td>
<td>Affective</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Table-1.1

VARIABLES : KINDS, NATURE AND LEVELS
Table-1.1 reveals that there were three independent variables. They had different kinds of nature and values. Sex among one of the three independent variables was organismic variable. As Edwards explained, "Organismic variables arise from ways in which organisms may be classified and from the observations and measurements of physical, physiological and psychological characteristics of organisms." Intelligence and creativity were variables of cognitive nature. The dependent variable of the poetry preferences was effective by nature.

From the discrimination point of view the independent variable sex and the dependent variable poetry preferences could be described as discrete variables. Edwards A.L. defined the characteristic of discrete variable such as, "values of a discrete variable are always exact." On the other hand the independent variables intelligence and creativity could be described as continuous variables.

Dayton has classified the variables according to controlling factor. There are two types of variables -


7 Loc, cit. p.7

(i) Mani?ipulated type variables
(ii) Selection type variables.

In the present experiment the independent variables were selection type variables.

1.4 Objectives. The main objectives of the present study were as under:

(1) To develop a Hindi Poetry Preference Scale (HPPS) to measure the poetry preferences of the students of standard X.

(2) To study the main and interactive effects of sex, Intelligence (I.Q.) and creativity upon the poetry preferences of the students of Standard X.

(3) To assess the differences in the magnitudes of the intercorrelations among the replications of the sets of the poems.

(4) To study the differences in the characteristics and contents of the poems.

(5) To ascertain the trends of poetry preferences for the poems of different groups of the students of Standard X.

(6) To explore rank orders for the preferences of the poems in HPPS.
To find out most and least preferred characteristics of the most and least preferred poems.

To study the effects of sex, I.Q. and creativity upon the preferences of the characteristics of the poems in HPPS.

1.5. **Hypotheses.** The following hypotheses were formulated for the present study.

1. There will be no significant difference in the poetry preference scores for the poem 1 depicting social problems of the boys and girls.

2. There will be no significant difference in the poetry preference scores for the poem 1 of the X students with high and low intelligence.

3. There will be no significant difference in the poetry preference scores for the poem 1 of the students with high and low creative levels.

4. There will be no significant interactive effect of sex and I.Q. of the students upon the preference scores of the poem 1.

5. There will be no significant interactive effect of sex and creativity of the students upon the preference scores of the poem 1.

6. There will be no significant interactive effect of the I.Q. and creativity of the students upon the preference scores of the poem 1.
(7) There will be no significant interactive effect of the sex, I.Q. and creativity of the students upon the preference scores of the poem 1.

(8) There will be no significant difference in the poetry preference scores for the poem 2 depicting Nationalism of the boys and girls.

(9) There will be no significant difference in the preference scores for the poem 2 of the students with high and low intelligence.

(10) There will be no significant difference in the preference scores for the poem 2 of the students with high and low creativity levels.

(11) There will be no significant interactive effect of sex and I.Q. of the students upon the preference scores for the poem 2.

(12) There will be no significant interactive effect of sex and creativity of the students upon the preference scores for the poem 2.

(13) There will be no significant interactive effect of I.Q. and creativity of the students upon the preference scores for the poem 2.

(14) There will be no significant interactive effect of sex, I.Q. and creativity of the students upon the preference scores for the poem 2.

(15) There will be no significant difference in the preference scores for the poem 3 depicting Feeling of Love of the boys and girls students.
(16) There will be no significant difference in the preference scores for the poem 3 of the students with high and low intelligence.

(17) There will be no significant difference in the preference scores for the poem 3 of the students with high and low creativity levels.

(18) There will be no significant interactive effect of sex and I.Q. of the students upon the preference scores for the poem 3.

(19) There will be no significant interactive effect of sex and creativity of the students upon the preference scores for poem 3.

(20) There will be no significant interactive effect of I.Q. and creativity of the students upon the preference scores for poem 3.

(21) There will be no significant interactive effect of sex, I.Q. and creativity of the students upon the preference scores for the poem 3.

(22) There will be no significant difference in the preference scores for the poem 4 depicting Human Relationship of the boys and girls.

(23) There will be no significant difference in the preference scores for the poem 4 of the students with high and low intelligence.

(24) There will be no significant difference in the preference scores for the poem 4 of the students with high and low creativity.
(25) There will be no significant interactive effect of sex and I.Q. of the students upon the preference scores for the poem 4.

(26) There will be no significant interactive effect of sex and creativity of the students upon the preference scores for the poem 4.

(27) There will be no significant interactive effect of I.Q. and creativity of the students upon the preference scores for poem 4.

(28) There will be no significant interactive effect of sex, I.Q. and creativity of the students upon the preference scores for poem 4.

(29) There will be no significant difference in the preference scores for the poem 5 depicting Nature of the boys and girls.

(30) There will be no significant difference in the preference scores for the poem 5 of the students with high and low intelligence.

(31) There will be no difference in the preference scores for the poem 5 of the students with high and low creativity.

(32) There will be no significant interactive effect of sex and I.Q. of the students upon the preference scores for poem 5.

(33) There will be no significant interactive effect of the sex and creativity of the students upon the preference scores for the poem 5.
(34) There will be no significant interactive effect of the I.Q. and creativity of the students upon the preference scores for the poem 5.

(35) There will be no significant interactive effect of the sex, I.Q. and creativity of the students upon the preference scores for the poem 5.

(36) There will be no significant difference in the preference scores for the poem 6 depicting upliftment of life of the boys and girls.

(37) There will be no significant difference in the preference scores for the poem 6 of the students with high and low intelligence.

(38) There will be no significant difference in the preference scores for the poem 6 of the students with high and low creativity.

(39) There will be no significant interactive effect of the sex and I.Q. of the students upon the preference scores for poem 6.

(40) There will be no significant interactive effect of the sex and creativity of the students upon the preference scores for poem 6.

(41) There will be no significant interactive effect of I.Q. and creativity of the students upon the preference scores for poem 6.

(42) There will be no significant interactive effect of the sex, I.Q. and creativity of the students upon the
preference scores for poem 6.

(43) There will be no differences in the magnitudes of the intercorrelations among the three replications of the sets of poems.

(44) There will be no significant rank correlation among the poetry preferences.

(45) There will be no significant differences among the preference ranks of the characteristics of the poems in HPFS.

(46) There will be no significant difference in the preference scores of the contents of the poems in HPFS.

(47) There will be no any definite linear trend in the preferences for poems of different groups of students.

1.8.8 The Questions. The following questions were arisen for the present study:

1. Are there any particular rank orders for the preferences of six poems?
2. Which characteristic of the most preferred poem will be most preferred by the students?
3. Which characteristic of the least preferred poem will be least preferred by the students?

1.6 Need of the Study. The study undertaken is needed basically because it deals with a really fresh problem of reading interest in addition there are different views that prove the worth-whileness of the study and they are of prime importance which
require special mention.

1.6.1 From Curriculum Point of View. Reading is the central point in the whole curriculum as well as the living life of an education such studies are of significant importance.

"As education goes, so go the life and future of a nation", say Broudy, Smith and Burnett. To paraphrase the same truism, one can say that "as is our education so is our nation". To repeat the truism in other way it can be said that quality of our nation depends on the quality of curriculum that runs in veins of formal educational institutions. Curriculum is nucleus of any formal educational process. It is the heart of educational enterprise. Report of the Education Commission has pointed out that, "Destiny of our nation is shaped in our class-room, where right type of curriculum is given to the right type of students through right type of teachers"

Looking at the vastness of the connotation and denotation of the term 'curriculum' any research done in the area of education touches curriculum directly or indirectly. Present study by acquiring poetry preferences of the students directly


touches to the important component of the curriculum. As Prof. Beeby says, "curriculum includes the statements of: (i) purposes and types of the pupils we want to produce for the nation (ii) content (iii) method of teaching (iv) evaluation."

Further the same author says, "curriculum can not be separated from education of teachers, text-book and other instructional materials, inspection policies, examination etc."

Smith, Stanley and Shores say that the curriculum of the school in any society implies a set of educational objectives a body of subject matter, a list of experiences.

These point of views show that the either subject matter or content is one of the most important component of curriculum. As language and literature is a subject and poetry is a valuable part of its content area.

Faunce and Bossing say, "the experience curriculum on the other hand, ensures learning by engaging only those activities that related to the real interests or needs of the pupils."


The present study attempts to find out real interests and needs in the area of the poetry content of the high school students.

1.6.2 To Provide Fundamental Data for Selection.

or From Syllabus point of view.

The task of planning a syllabus is primarily a task of selection. Just as in language teaching it is not only unreasonable but also impossible to aim at teaching 'the whole' of language for the simple reason that 'no one knows' the whole of a language. Similarly in planning literature course or, for that matter any course of study for a particular target group, it is necessary to have a process of selection. And as Pit Corder observes, "It is obviously desirable that this process of selection should be carried out systematically and according to some principles."

Since selection is the vital core of syllabus planning one must know clearly what the author means by selection. It is not simply picking up what one likes and rejecting what one does not like as in the case of selecting items for dress or food. One should define selection in the context of an educational process. The definition given by Henry Lehmann


in this context seems to the researcher to be quite helpful. He defines selection as, "the systematic evaluation of all alternatives in term of objective and constraints to select the one which is considered the most desirable." This means that selection is determined chiefly by objectives and constraints. But how many text-book editors vigorously tried to maintain these criteria. After a deliberate study of Indian Text books Kothari Education Commission remarked, "Unfortunately, text-books writing and production have not received the attention they deserve." The Commission sought in most of the school subjects, there is a proliferation of low quality, sub standard and badly produced books, particularly in regional languages. This has been due to a number of factors among which mention may be made of. One of these reasons, the malpractices in the selection is major. So to prepare a useful text book for a certain age group, there should be a good team which consists of subject specialists and class-room teachers. Class-room teachers project students' real interest in reading as well as their reading ability. But where there is reader's interest ignored by the editor, reader showed little interest in the book supplied him because he could neither read it with ease and comprehension nor derive the pleasure and profit he expected. It has been said that a man

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learns best when his interests are the keenest and his immediate needs determine his interests. Present study provides an account of students' interest in poetry. That might be fundamental data for the constructors of the syllabus.

1.6.3 From the Class-room Point of View. Climate of the class-room depends upon the interaction of students and teachers. In between them teaching material is playing important role. Teacher teaches with the help of the text book. At that time he faces so many problems regarding student's behaviour. Often the roots of the behavioural problems reach to the reading material and teaching method. When the students do not seek the material in which they are interested, they will not listen quietly. So it is necessary for the teacher to find out the field of the students' interests.

Lack of the interest is one of the major factors of the failure. There often seems to be a "substantial and marked relationship" between ability and interest. (Nemoitin)

If class-room teacher knows the field of the interest of the student, he can easily provide such activity for developing abilities.

Present study is a prime attempt to find out the students' interest in poetry.

1.6.4 From Reading Habit Point of View. Norvell\(^\text{18}\) noted that the reading habit is the most important academic aim of the school. It is well recognized that habits are formed through the repetition of some act that satisfies a motivating condition. Harlow\(^\text{19}\) is convinced that the key to human learning is motivation aroused by external stimuli. This has important implications for reading instruction. Certainly high interest value is as important as constant repetition and drill. Motivation flows from interest. Without interest there is usually no will to do, no drive to learn. Without motivation, the students simply will not develop into a mature reader. Present study is providing the data regarding the interest in poetry as well as characteristics of the poetry will help the teacher in the direction of formulating reading habit.

1.6.5 From Teaching Point of View. As far as class-room is concerned poetry is inevitably there from very beginning. It is


general observation that a child's first confrontation of language is the poem, when it is in cardle. Norvell\textsuperscript{20} found that in grades seven through twelve both sexes react favourably to adventure, humorous poems stories, poems and stories of patriotism. Chinu\textsuperscript{21} found that fourth grade boys preferred adventure fantasy, humour and poetry. Dave J.P.\textsuperscript{22} has studied Eight to ten grade Gujarati speaking students' poetry preferences. He found that only drama among all other literary forms of is more preferred than poetry, by the students. In this way researches show that students' attitude towards poetry is positive. But it is teacher's experience that student often hates the poetry in the class-room. There will be many reasons behind it but it is certain that there will be definite gap between the interest and ability of the student and reading material. Palmer\textsuperscript{23} says, "Give me a class of children under 13 (or even 14) 'Lycidas' to read and learn, and you are on the high-way to destroying the

\textsuperscript{20} G.W. Norvell, "Some Results of a Twelve-year Study of Children's Reading Interest", English Journal 35, (1946), pp 531-36.


\textsuperscript{22} J.P. Dave, \underline{The Teaching of English}. Arnold, 1972, p.132.

\textsuperscript{23} H.E. Palmer, \underline{The Teaching of English}. Arnold, 1972, p.132.
whole fabric of interest...the class as a whole will quietly
decided that poetry is something almost unnatural, and very
difficult and a loof. Therefore ; the students' interests
known by the teacher ; as well as by editor of the text book.
No doubt it will be much more helpful to the teaching as much
as fostering reading interest of the students. But generally
editor of the text book insists to confine his selection to the
works of great masters. Pattison has rightly observed,
"the reputation of work is irrelevant, it is the possibility
of securing a response that matters."

One can not think language teaching without literary
context. Cultural heritage is preserved by literature. Literature
can be classified into two major divisions prose and poetry.
Student learns language by prose and poetry. So the selection of
the literary pieces should be in accordance with its potential
readers' interest and comprehension ability.

From teaching point of view this study is more remarkable.
A good teacher is always in search of those teaching points which
can be more potential. Present study will help to such teacher
who is really in search of. It is very interesting to know why
poetry is liked or disliked. It is very beneficial to know the
teacher what characteristic of poem touches the students' heart
much. If teacher know that now he can teach poetry easily the

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24 Pattison B. "The Literature Lesson." Teaching English
as a Second Language. London : British Association of Teachers
of English. 1970, p.35
most complex form of the verbal art. In this study researcher has tried to find out most preferred characteristic of the poems and least preferred characteristic of the poem. These data will help the teacher directly in his poetry teaching.

1.7 Operational Definition of the Terms. An attempt has been made to define the principal terms of the problem as under:

1.7.1 Poetry Preference: The term has been considered in two ways:

(i) This behaviour refers to hearing, reading (Critically) appreciating and comparing all poems within a given set. The subjects had ranked all the poems according to their likings from most liked poem 1 to least liked poem 6 on the poetry preferences scales (HPPS).

(ii) After ranking all the poems, subjects had to concentrate their minds on the first ranked poem and after some reflection they were supposed to tick mark against the most appropriate characteristic according to their choices, shown with each poem, the process had last till the least liked poem of their choice.

1.7.2 Intelligence. The term was considered on the obtained scores on the Desai-Bhatt Group Intelligence Test.

1.7.3 Before to switch over the term creativity, it is necessary to explain the terms fluency and originality.
(i) **Fluency**: Relevant numbers of the responses to item of Creative Expression Test (CET) constructed by J.G. Dave.

(ii) **Originality**: Degree of statistical infrequency of responses in the group to an item of CET.

(iii) **Creativity**: Composite scores of fluency and originality in CET.

1.7.4 **High School Students**. The term high school students has been considered here as the tenth grade non-Hindi speaking students.

1.8 **Delimitations of the Study**. The present study consists of three types of limitations such as:

(1) **Physical delimitation**

(2) **Literary delimitation**

(3) **Psychological delimitation**

1. **Physical delimitation**. The experiment has been carried out on the sample of Std.X students studying in Bhavnagar District of Gujarat State.

2. **Literary delimitation**. The term 'poem' and 'poetry' are, in the area of poetics of varied interpretations. The terms carry so many characteristics; but looking to the present set of teaching of Hindi in Gujarat State, where the nature of the subject concerned is that of second language. The study has been restricted to the preferences of the students for the content of the poems under the study.
3. Psychological delimitation. There were so many psychological variables, but the present study was limited to Intelligence and Creativity of the students of both the sex.

1.9 Scheme of Chapterization. The whole thesis has been presented in VII chapters which are as under:

The second chapter presents the theoretical framework of the present study. In the first section of the chapter the nature and concept of variables have been discussed and in the second the relationships amongst the variables under the study.

The third chapter deals with the review of the related literature. The detail account of the past studies have been presented in this chapter.

The fourth chapter deals with the development of poetry preference scale. In the first section of the chapter the selection of the scale construction technique and the process of scale construction have been discussed and in second section pre-pilot and pilot work have been analyzed.

Chapter fifth deals with the planning and procedure of the study. In this chapter the design of the experiment, sampling method and tools for gathering data for the study and the process of the data-collection have been discussed in detail.
The sixth chapter of this study deals with the analysis and interpretation of the data.

Chapter seventh presents summary, conclusions and educational implementation of the present study.