

## RELATIONSHIP BETWEEN STUDENTS READING INTERESTS AND SELF-REGULATED LEARNING AT GRADUATION LEVEL: A COMPARISON OF SCIENCE AND ARTS STUDENTS

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### ABSTRACT

The study under research is about the Relationship between Reading Interest and Self-Regulated Learning at Graduation Level. It presents the comparative study of science and arts students. With the boom in education and the emerging skills and techniques to enhance and facilitate learning at students' end, different skills like reading and self-regulation are the call of the day. The study shows if the students use these skills and if they have any relationships with each other. This study was quantitative in nature. The study population includes all the graduating students from different universities in the Sahiwal district. The study population included students from Okara University, Sahiwal University, and BZU Multan. The data was collected from the participants through convenient sampling. The survey technique was opted to collect data from the participants. During research, it was found that there is a significant relationship between reading skills and self-regulated learning. It was found that art students have comparatively better reading interests and self-regulated skills than science students.

### 1. INTRODUCTION

Reading capability is known as a key to success in the academic life of Students who spend more time reading are considered to perform better in their academic lives. Reading capability and reading attitude are resilient signs of imminent academic success, according to Kush and Watkins (1996) and Wigfield and Guthrie (1997), and enduring reading. Reading anything that fits one's desires is reading interest. The major philosophy of teaching reading should instill a desire for reading in students. Interests can be both an intrinsic ability and also adapted according to the need of the situation, as Harackiewicz, Durik, Barron, Linnenbrink-Garcia, and Tauer (2008) highlighted two types of interest, "individual interest which resides within the person and is enduring; whereas the second is the situational interest which is environmentally triggered and may not be enduring

(Hidi & Renninger, 2006). Reading plays a pivotal role in keeping students attached to their academic and social roles, and that is why Rubin (2002) stated that "reading is a combined process that involves affective, everlasting, and cognitive domains". Reading capability is necessary for students as information is presented in text all over the world in the form of books, magazines, newspapers, and websites, including print, to deliver information to the reader. Books have always been regarded as the living imaginative world that can talk to its readers; that is why Pullman (2004) viewed book reading as a 'conversation rather than a lecture'. Reading is essential to carry on massive amounts of information in society, according to IRA (2004), and youngsters have the right to read a wide range of charmed reading material, receive individual support in reading troubles by specialists, respond

to their challenges; finally, home and community support to build the skill and inspiration to read and to achieve advanced levels of knowledge necessary for their success. Reading can open doors of development and growth in every aspect of an individual's life; Holden (2004) viewed "reading as a significant doorway to one's growth and to social, financial and community life". Students having a basic understanding of reading can integrate new knowledge into previous knowledge. Reading habits can bring change in a variety of students' characteristics, including classroom behavior, learning capability, subject interests, and learning skills, including self-regulated learning. Self-regulated learning refers to a person's ability to understand and control one's learning environment. Self-regulation abilities include goal setting, self-monitoring, self-instruction, and self-reinforcement (Schraw, Crippen, & Hartsley, 2006). It should not be confused with any mental ability. It is a self-directed process and set of behaviors where learners alter their mental abilities into skills (Zimmerman, Bonnor, & Kovach, 2002) and habits through a developmental process (Butler, 2002) that come out of guided practice and feedback (Paris & Paris, 2001).

### **1.1 Statement of the Problem**

Students' achievement can be a product of many learning skills. They can learn better if they indulge their interests in reading or better if they self-regulate their learning skills. It is a general perception that most of the students at the graduation level just read to pass the examination and not for understanding, awareness, enjoyment, or to cultivate their imaginations. Reading can influence students' classroom behavior, learning capabilities, and subject interest. Several studies have been conducted, but only a few have focused on the relationship between reading interest and self-regulated learning. In Pakistan, no such study could be found by the researcher. Therefore, the researcher has planned to research "Relationship between students reading interest and self-regulated learning at graduation level: A comparison of science and art students."

### **1.2 Objectives**

1. To explore the reading interests of graduation-level students
2. To determine the level of self-regulated learning of students at the graduation level
3. To find out the relationship between reading interest and self-regulated learning of graduation-level students

### **1.3 Research Questions**

1. What is the level of interest in reading among arts students?
2. What is the level of reading interest among science students?
3. Is there any difference in the level of reading interest between science and arts students?
4. What is the level of self-regulated learning among science students?
5. What is the level of self-regulated learning among arts students?
6. Is there any difference in the level of self-regulated learning between science and arts students?
7. Is there any relationship between reading interest and self-regulated learning among science students?
8. Is there any relationship between reading interest and self-regulated learning among arts students?

## **2 Literature Review**

### **2.1 Reading Skills**

Reading is one of the four skills of language learning. Since time infinite, the human race has indulged itself in reading, research, and learning. Reading illuminates the human mind and broadens the horizon of its knowledge and understanding. The reading habit helps in personal development specifically and can generally achieve social progress as well. Reading can refine understanding, build an emotional understanding of concepts, and improve the selection of choice of books; it offers views on one way of life, therefore preparing a person for a compact way of spending his life in all aspects of social, cultural, and religious angles. Reading has the power to ignite and open new realms of imagination for a person. It becomes the vision of the intellect and the pathway to the enlightenment of the mind; Leipzig (2001) saw reading as a difficult process that includes the recognition, creation, utterance, and

inspiration of learning new words since time infinite reading has been regarded as an important habit and ritual in many societies and cultures. The ability to read has always been linked to the core of learning and education.

Reading skills are essential for learning and acquiring new skills to live a normal daily life. It is an imperative learning skill for day-to-day survival and development. According to Guthrie, Benneth, and McGough (2007), reading helps people create meaning, solve problems, appreciate stories, discover strategies for daily survival, accept and create their persuasions, and maintain their basic needs. Reading has been considered a mediator by Rubin (2002) between the unspoken world and the real physical world, where thoughts and perceptions turn into words. Another important aspect of reading skills, as mentioned by Okebukola (2004), is that it can work as a transmitter of information from one period of time to another, which can give an insight into its traditions and cultures.

## 2.2 Important Elements of Reading Skills

Reading skills comprise components that can expedite both teachers and learners. It is a systematic process in which proper planning, discussions, and material suitable for reading can bear fruitful results. Key elements for reading are small group activities, selecting different reading materials from books according to the mental capability of learners, taking notes for them, and organizing time slots, as described by Daniels (2002). It should encapsulate the teacher's help and evaluation to assess the level of their understanding. These practices can bring about creative changes in learners' capabilities.

## 2.3 Kinds of Readers and Reading

There are two major types of reading skills, according to Brown, Collins, and Duguid (1989), namely oral and silent reading. Silent reading encompasses immense thorough reading. In-depth reading involves linguistics aspects and content, while extensive reading involves skimming, scanning, and comprehension. There are three well-defined sorts of readers with distinguishing perspectives:

- **The passive reader:** Generally, this reader knows the importance of reading and loves to read. They love to read different kinds of books but are

more prone to other activities such as curricular and academic activities such as sports, school assignments, and social life. They specify different times for reading books, like breaks, in between different tasks in school, or on their way back home.

- **The impartial reader:** These readers are of the view that they can read easily and put today's work on tomorrow. They show readiness and interest if someone suggests a good book to them but are unable to commit themselves to reading and understanding it.

- **The inattentive readers:** These readers do not like reading. They look for shortcuts and focus on whatever they hear from their peers and fellow learners. They do not like any advice regarding reading and do not like people who are in the habit of reading books for different purposes. The impartial and inattentive readers always show an unwelcoming approach to reading and thus do not show a favorable attitude towards reading.

## 2.4 The Framework of Reading Designs

There are certain frameworks and designs to help students bridge the link between reading and writing. Some of them are outlined by OFSTED (2003), which can clearly explain the pathway for students.

- **Discussion:** If there is a detailed discussion by teachers on linguistic devices, grammatical instructions, and vocabulary banks, it can improve their learning and knowledge of the topics.

- **Putting emphasis:** The teacher's role in motivating and guidance of readers about the content enhances their learning abilities.

- **Keeping balance:** There should be a balance between learning difficult words, developing sentence formation, and acquiring knowledge of the information taught, which can improve reading abilities.

- **Determining various types of text:** organization of different contents can make it easy for students to experience and learn new things in different genres. They will be able to read and incorporate its usage in the future

## 2.5 Keys and Strategies for Successful Reading

Students should be given opportunities to work on their reading and writing, as the former is the

building block of the latter. Precise directions, laying out the objective to be achieved, creating harmony between the individual and group work, and managing the presentation, explanation, and time imparted to reading are some of the few solutions to successful reading. A successful journey into reading can be made by achievable lesson plans and incorporating reading strategies into the lessons taught. It also includes reinforcement of the taught concepts, showing the response through reading assessments, giving grout to learners to grasp its core concept, and setting an approach that deals with the unknown morphology and ideas.

Furthermore, children and learners should be given the responsibility of reading different texts and reference books to develop proficiency, which will lead to academic success and will improve their education by innovating and using different ideas while writing their tasks. It will also develop the habit of investigating different topics and issues. Last but not least, with time, book selection will then be regarded as the mirror of their interest, their basic needs, capacities, and capabilities. It is observed that reluctant readers should indulge heavily in focusing on self-reading, word selection, and the grammatical buildup of their writings. The teacher plays a pivotal role in providing good reference books and discussing some of the important topics with them. Teachers should have the ability to understand their students' mental capabilities to work on their knowledge and to upgrade their learning levels from the beginning stages to the advanced ones.

### **2.6 Instructional Teaching**

It is a kind of teaching in which it is ascertained that with the assistance of teachers, students can ask and learn by using tactics, i.e., inquiring with queries, self-thinking, illustrating, and discussing. They can gain the expertise to revise and redo these skills and strategies on their own.

### **2.7 Using technology**

With the advent of the tech world, several new types of material are available for reading that can enhance the learner's interest, liking, and reading preferences. Teachers can easily integrate different visual experiences that can enable the students to increase their reading proficiency.

### **2.8 Effect of Reading as Interest and Habit**

Reading books can bring immeasurable joy and relaxation, as (Green, 2002) has also implied the fact that reading as an interest and habit is necessary to acquire knowledge and to comprehend. Reading becomes a habit if an individual gives time to study books of their own choice regularly, as Wagner (2002) has also called reading habit the usual time spent on it.

### **2.9 Reading as a source of pleasure**

Reading at one's disposal is a source of pleasure. Reading activities play an important role in carrying out all kinds of social activities. Children from advantaged social classes enjoy reading more than children belonging to unprivileged social classes.

### **2.10 Advantages of Reading**

Reading habits in children should be instilled from the beginning. It is very important to turn them into everlasting seekers of knowledge and transmitters to the people around them and the advanced generations as well. Reading loads the brain with new programming, enlarging mental horizons, increasing chances of achievement, and influencing scholarly and passionate development. Reading can widen the scope of students, for they know how to express themselves creatively and purposefully. Reading different books can give students an edge over students who are not into reading, for the former can easily get the crux and idea of any material. They are able to put it in their own words and thus can help them achieve bigger goals.

### **2.11 Teachers and Reading Skills**

Teachers have the role of facilitators in the life of their students. They can provide a platform where they can change the crudeness of the students into refinement. The University of Georgia's effective education direction research has shown that instructors may increase students' feelings of competence and confidence via knowledge. A teacher is a source of motivation, encouragement, information, and support to which a student can look up.

Well-informed teachers can produce well-learned students. The understanding level, the creative level, and the confidence level of such students are at a much higher level. According to the National



Literacy Trust U.K. (2001), many kinds of research demonstrated that students are very productive when teachers with garbed information give fascinating reading tasks to students.

Teachers can provide a wide range of reading materials to the students that can prove helpful in students' academic progress. A good teacher will know that reading interests can help their pupils in the long run, both academically and in research fields. Cole (1999) suggested that teachers could help enrich fundamental inspiration to improve students' reading.

### **2.12 Role of Library and Reading**

Libraries are the most influential and transforming factor in an individual's life. As (Wiesendanger, 1994 & Valari, 1995) suggested, a positive reading attitude would be developed through sustained silent reading (SSR). Libraries are the best institutions in today's progressive and critical studies as they help prepare students for future combat. As Douglas (2008) indicated in the new education system, the library plays a progressively critical role in supplying institutional materials on all grounds.

Up-to-date libraries are assets to students who know how to extract useful information from them. Whelan's (2004) survey from Ohio showed that a library at school can help students with their research and assignments and do their homework well. With the advancement in the digital world, similar progress should be made in providing books in digital form so that they can be easily accessed anywhere. In the view of Okebukola (2004), in the present modern world, the concept and means of reading have changed their meaning. Now, reading is the exchange of information through the web. So, books should be innovated and digitalized. Thus, more focus and concentration on e-books should be paid to provide an easy approach to all kinds of books. In the view of Okebukola (2004), nowadays, concepts and means of reading have changed. Now, reading is the exchange of information through the web. So, books should be innovated and digitalized.

### **2.13 Reading Proficiency and Academic Achievements**

Academic achievements are the attainment of long-term and short-term goals that any institution sets. It is commonly viewed that students who spend

more time reading can easily comprehend ideas. Students at higher levels who can read independently can gather and process more information. Students who prefer reading voluntarily can produce better results in their assessments as reading text material is no frustration for them. Students need to read the text with the help of textual understanding of the kind of text, construction, specific expressions, textual signals, and associations among the basics of the text required to comprehend such academic texts to construct meaning.

### **2.14 Self-Regulated Learning**

#### **2.14.1 Concept of self-regulated learning**

The concept of self has always been an area of preference in both psychological research and development. There have been long and tireless efforts of psychologists to skim down the factors that contribute to self-development. "There are three things that are extremely hard: steel, a diamond, and to know thyself". Past studies on self-show show that it is harder to define because it is an amalgamation of self-concept, as Benjamin Franklin has been quoted by Osborne (1996), along with self-confidence and self-presentation. The ABC's theory of self concludes that it is the inspection of the "Affective", "Behavioral", and "Cognitive" sides. It is then necessary to investigate these aspects to know the concept of self.

The two major functions of the self are interacting with others and managing the self. 'The most important function of self is managing itself' (Franzoi, 2006). Self-regulation, according to Franzoi (2006), means exploring the path and measures with the help of which an individual can control their actions. Psychologists researching the self have acknowledged that the most ambiguous, fundamental, and peculiar human quality is the scope of changing one's actions.

#### **2.14.2 Idea of Self-regulation**

There are a number of different terms that are used interchangeably to give the idea of self-regulation, including behavioral control, self-control, analytical skills, goal determination, behavior management, and self-regulated learning. (Martsin & McLellan 2007). In spite of different perspectives, the most agreeable term is self-regulation (Boekaerts, Pintrich, & Zeidner, 2001).

Zimmerman (2000) defines 'self-regulation as initiated thoughts, feelings, and behaviors in order to attain personal goals.

It is a theory applied to know what learners do after completing any given task. This theory is shaped by Bandura's (1977) work on social cognitive theory. According to Bandura (1986), the 'self-regulation process is a relationship of the environment, the person, and his behavior'. Theorists and researchers are of the opinion that regular evaluations have always had great significance on self-regulation. Individuals have been observed to let go of situations that have unpredictability between self and standard. Thus, researchers are of the opinion that the relationship between self and standard is rather directly proportional; if the focus on the former is increased, the latter is improved and increased automatically. Learners then try to remove the discrepancy by putting in more effort, but it is also seen that if learners' efforts do not bear fruit, they will avoid the situation.

It can be stated that self-regulated learning means understanding an individual's ability to comprehend and control one's learning environment. Self-regulation abilities include goal setting, self-monitoring, self-instruction, and self-reinforcement (Schraw, Crippen, & Hartsley, 2006). According to Zimmerman, the concept of Self-regulation is not to be considered brilliance or skill of performance in academics. Rather, it is an inner-directed process and a set of habits through which learner modify their abilities into skills (Zimmerman, Bonnor, & Kovach, 2002) and habits through a process of different stages of development (Butler, 2002) that is the result of continuous practice, guidance and responses after observation (Paris & Paris, 2001).

#### 2.14.3 Components of Self-Regulative Learning

Students are well aware that effective learning can be done if they self-regulate their skills, assess their tasks, set attainable goals, and lay out different plan-outs and strategies according to the tasks in hand by adapting, adopting, and reinventing to attain goals. The learners keep a proper check and balance of their progress, staying away from meandering thoughts and staying away from any demotivating thoughts that can become hurdles in their progress. In this way, they can strengthen their chances of success. These are the students,

according to (Paris & Paris, 2001), who clear their doubts by asking queries. They record lectures that are being delivered to them and know how to manage their time and resources that can aid them, and they are able to control their success in learning different tasks.

#### 2.14.4 Elements of Self-Regulated Learning

The value of General Expectancy Models is used to explain the information-processing theory, which explains how pupils come up with a variety of tactics. By Weinstein and Mayer, the information-processing hypothesis was first introduced in 1986. They defined learning strategies as the concepts and behaviors students employ to affect the process of encoding and retrieving data in the form of figures and facts. Cognitive and meta-cognitive strategies are two of the most important categories of learning techniques included in the value of general expectancy models of self-regulated learning.

- **Cognitive Strategies:** The information processing that focuses on how pupils acquire, mentally adapt to, and retain knowledge, as well as how these processes of cognition change throughout growth, is known as cognitive strategies (Mayer, 2008). There are three main stages to the cognitive strategy process:
  - **Rehearsal approach** is the first stage. To help you recall the content, it includes reading exercises, clusters, descriptions, and mnemonic routines. Repeating the material is beneficial for ingrain the information into the memory.
  - **Elaboration strategy** is the second stage of the cognitive strategy, which encompasses the skills of interpreting, summarising, coming up with analogies, putting important points in your own words, and asking and answering questions. In this strategy, a connection is made between the new knowledge and the prior knowledge.
  - **Organizational strategy** is the third phase. It instills the habits of skimming, pinpointing the particular passage that needs to be remembered, and cultivating the habits of relating to or recording ideas. It helps you build the knowledge in your head to support learning. Rehearsal tactics are helpful for remembering material, and the other two strategies, according to Pintrich and Schrauben (1992), are required for

challenging tasks that call for subject-matter understanding.

- **Meta-cognitive Strategies:** A learner's behavior during the learning process is referred to as their meta-cognitive strategies. Meta-cognition, according to Higgins (2000), is 'concerned with consciousness, facts, and organizational aspects of cognition'. Meta-cognitive strategy is comprised of three universal processes: planning, monitoring, and regulating.

- **Planning Process** The individual engages in self-regulatory behavior as a result of these universal processes. Setting study goals and doing task analyses are both done during the planning process. It facilitates the qualities of prior knowledge that help in easily organizing and understanding the material.

- **Monitoring Process** Finding the learner's attention while they read and learn, as well as working on their self-evaluations and inquiries, are all parts of the monitoring process. The learners benefit from being able to recognize the comprehensive understanding and contemplate it to prior knowledge gained.

- **Regulating Activities** The adapting and ongoing development of learners' cognitive behaviors are engaged in the regulating process. Regulated activities are thought to improve performance by assisting students in monitoring and approving the actions they took to maintain and retain the learning process.

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### 3 Research Methodology

#### 3.1 Research Design

This study aims to investigate the relationship between reading skills and self-regulated learning in science and arts students at the graduation level. The nature of the current study is quantitative. Quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to a wider population. The quantitative mode of research is the process of exploring any case which can be applied to a whole population. This mode of research is carried out because it works on numerical values to investigate at a wide range of levels. The majority of researchers use descriptive design while conducting quantitative research. This design gives an exact outcome of the desired

characteristics of a specific individual, situation, or group. These studies are the bridge between discoveries using previous gaps in the research. It underlines the frequency with which something happens over some time and categorizes the collected information. In order to collect information from different respondents, a survey and questionnaire were used as a method.

A survey was conducted to approach the respondents and collect data from them. This helped the researcher to gain insight into a number of variables of interest. The demographic variables of the participants involved gender, locality, and area of specialization.

#### 3.2 Population

A research population is a large number of people who are the main focus of scientific research. The main characteristic of this population is that they have the same characteristics. To study the relationship between reading interest and self-regulated learning of science and arts students at the graduation level, the population for this study was selected from science and arts students of three different public sector universities in the Sahiwal district. The universities were Okara University, Sahiwal University, and BZU, Multan.

#### 3.3 Sample and Sampling

The sample for this study was selected from different public universities in the Sahiwal district. Students at the graduation level from both science and art departments were included to conduct the study. The researcher used a convenient sampling technique. The Sahiwal district has ample public universities that follow the same educational and academic policies regarding coursework at the graduation level. They use the same assessment method. So, it was convenient for the researcher to gather the data from these universities. After the selection of universities, random samples from science and arts departments were collected.

#### 3.4 Questionnaire

After consultation with the supervisor, the researcher created 28 questions with a four scale to find the relationship between reading interest and self-regulated learning. A questionnaire was adapted with consent from (Anum Nisa, 2015-17, Effect of Students' Goal Orientation and Interest on their Use of Self-regulated Learning Strategies,

unpublished MPhil education thesis, UOG). After permission was obtained from the department head and respective teachers of different classes, the researcher gave a brief introduction, slightly explained the tool, and asked them to choose the best option they thought was right for them for every question.

The questionnaire focused on two variables, namely self-regulated learning and reading interests. The self-regulated learning wide concept was divided into two main divisions, namely cognitive and meta-cognitive skills. At the same time, reading interest questions were constructed while keeping in view the interests, likings, and preferences of students, which comprised cognitive and meta-cognitive skills. In contrast, the questionnaire on reading interest was based on likings, interests, and preferences of students at the graduation level.

**3.5 Tools and Techniques for Data Analysis**

The data collected from the sample has been analyzed using different techniques and tools. SPSS is a statistical tool that researchers use to analyze statistical data.

**3.6 Descriptive Analysis**

The descriptive analysis of the data includes mean, standard deviation, and frequency values. It is important because it gives the average values of different variables of the research work.

**3.7 Inferential Statistics**

It is the type of statistics that derives statistics from data that is collected from the sample. The researcher applied t. test, correlation, and regression on the basis of the demographics, i.e., gender, department, and locality.

**3.8 Correlation Analysis**

It is a technique that elaborates on how strongly two variables are related to each other or the degree

between the two. Correlation analysis were carried out to know the relationship of 1 variable with another and also the degree of association between them.

**3.9 Inclusion and Exclusion Criteria**

Participants who were willing to listen to the researcher and fill out the questionnaire wholeheartedly were included. In contrast, those who were not interested or had filled out the questionnaire unethically were excluded.

**4 Results**

*Table 1. Descriptive statistic of self-regulated learning and reading interest*

	N	Mean	SD
S.L	525	3.15	0.34
R.I	525	3.06	0.40

\*The overall average of the student's responses is 2.5

The table reflects that the level of students' self-regulated learning is well above average ( $x = 3.15 > 2.5$ ). Similarly, the Reading interest of students is also above average ( $x = 3.06 > 2.5$ ).

**Table 2. Relationship of Reading Interest in Science and Arts Students**

Variable	Specialization	N	Mean	SD
R.I	Art	253	3.1	0.42
	Science	274	3.0	0.37

The above table describes the reading interests of art and science students. The reading interest of art students ( $\bar{x} = 3.1$ ) is relatively better than science students ( $\bar{x} = 3.0$ ).

**Table 3. The difference in the level of reading interest in Science and art student**

Variable	Specialization	N	Mean	SD	t	Df	P
RI	Arts	253	3.1	.42	.039	521	0.002
	Science	274	3	.37			



Analysis in the above table reveals that a significant difference exists in the reading interests of art and science students ( $p=.002<.05$ ). Moreover, the reading interest of art students ( $\bar{x}=3.1$ ) is relatively better than that of science students ( $\bar{x}=3$ ).

*Table 4. Relationship of Self-regulated Learning among Art and Science Students*

Variable	specialization	N	Mean	SD
SL	Art	253	3.16	.343
	Science	274	3.14	.345

The above table describes the self-regulated learning of art and science students. The self-regulated learning of art students ( $\bar{x}=3.16$ ) is relatively better than science students ( $\bar{x}=3.14$ ).

*Table 5. Difference in self-regulated learning among arts and science students*

Variable	specialization	N	Mean	SD	t	Df	P
SL	Arts	253	3.1	.42	.039	521	0.002
	Science	274	3	.37			

Analysis in the above table reveals that significant differences exist in the self-regulated learning of art and science students ( $p=.002<.05$ ). Moreover, the self-regulated learning of art students ( $\bar{x}=3.1$ ) is relatively better than that of science students ( $\bar{x}=3$ ).

*Table 6. Relationship between students' self-regulated learning and reading interest*

	N	Mean	Pearson r	Sig. (2-tailed)
SL	525	3.1	.453	.000*
RI		3.0		

\*Correlation is significant at the 0.01 level (2-tailed).

There exists a significant relationship between self-regulated learning and reading interest. The relationship between self-regulated learning and reading interest is moderate ( $r=.4, p=.000<.01$ ).

*Table 7. Relationship between reading interest and self-regulated learning among Arts students*

Variables	Specialization	N	Mean	Pearson r	Sig.(2-tailed)
RI	Arts	253	3.11	0.54	.000
SL			3.16		

\*Correlation is significant at the 0.01 level (2-tailed).

The relationship between reading interest and self-regulated learning in Arts students reflects that there exists a significant relationship ( $r= .54, p= .000<.01$ ).

*Table 8. Relationship between reading interest and self-regulated learning among Science students*

Variables	Specialization	N	Mean	Pearson r	Sig.(2-tailed)
RI	Science	274	3.14	0.35	.000
SL			3.0		

\*Correlation is significant at the 0.01 level (2-tailed).

The relationship between reading interest and self-regulated learning in science students reflects that there exists a significant relationship( $r= .35, p= .000<.01$ ).

## **5 Discussion**

Education in the 21<sup>st</sup> century has been reincarnated into a new realm of thinking constructively, presenting creatively, and nurturing the mind and thought to work on its metacognitive skills to develop and produce students who can generate their reading skills, which can help them widen their thinking capability. It has become the prime concern of practitioners to inculcate skills that can help learners survive through every thick and thin situation. The much-needed skills in today's academic world are reading skills and self-regulated learning. According to Wolters (2003), "The goal of reading interest and self-regulation is to maintain effort and persistence in order to overcome boring tasks".

Reading skills can help students build a comprehensive understanding of various types of texts and content. It can help them to bring in a positive attitude toward any situation, whether difficult, long, easy, or short. The learner will not avoid reading his academic content even if he finds it difficult to grasp. Self-regulated learning is a skill that helps students in developing their cognitive and metacognitive abilities. A student would try to read not only his course books but reference books as well.

The main purpose of teaching students is how to regulate and build their interest in reading an essential text. It is important because, according to Guthrie & Davis (2003), these are skills that can specifically aid students as they are promoted to new grades and their motivation goes downhill. The main purpose of the study was to find a relationship between reading interest and self-regulated learning among science and arts students at the graduation level. There was a significant relationship between the two, which shows that both reading interest and self-regulated learning are vital for students to achieve their goals, and the absence of one cannot lead to the full expected result. Thus, learners need to adopt both skills to achieve a change in their academic performance. Successful readers set goals for their reading, choose a positive attitude, vary the task to make it more interesting, and remove distractions to help increase their focus (Wolters, 1999)."

The results also showed that art students have relatively better reading interests and self-regulated skills than science students. Arts students have better skills because they depend more on

creativity and freedom of expression. They indulge themselves in reading more literature to express themselves more creatively. They focus more on details and explanations. Arts students are more open to discussing and critically evaluating other texts that they have read on different occasions. This wide range of reading exposes them, and they can always think outside the box. Science students, on the other hand, focus more on reasoning and logic and less on expression. They mainly concentrate on research and inventions, which prevents them from reading a wide range of articles.

Self-regulated learning skills of arts students are comparatively better than those of science students. The reason for this can be that self-regulated learning is more dynamic, adaptive, and molding according to the changes, whereas Science depends more on detailed research. They do not rely on spontaneous and emotional judgments.

## **6 Conclusion**

In light of the findings, it is concluded that the study based on the descriptive statistics of self-regulated learning and reading interest shows that both are well above average. It means that both reading interest and self-regulated learning are correlated. It may be concluded that that a comparative study shows that reading interest and self-regulated learning among arts students is relatively better than in science students.

## **7 Recommendations**

### **7.1 Recommendations for Practice**

The following recommendations were made on the results and conclusion:

As is shown through studies that reading interest has an impact on self-regulated learning, the practice of reading should be instilled among students to help them perfect their self-regulated skills.

1. It is recommended that students should be given a supportive environment for reading.
2. A well-equipped library stocked with all kinds of research and reference material where students can spend productive time.
3. Teachers should act as mediators between students and inculcate reading interest in them.
4. It may be recommended that students be skilled with different strategies and methods of

self-regulation at the beginning of an academic session, which would help them achieve success.

5. It is recommended that teachers play an effective role in motivating students and inspire them to inculcate these skills.

## 7.2 Recommendations for Future Practice

1. A qualitative study and approach like interviews should be conducted to broaden the different aspects of the study further.

2. Future studies can be conducted on the perception of teachers and their role in developing reading interest and self-regulated learning.

3. Teachers should be trained so that they can help their students in future endeavors.

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