

Thesis Title Factors Affecting the Reading Interests of the
Children in the Schools for the Blind

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ABSTRACT

Purposes of the Studies:

1. To study the preference of reading methods of the Lower Prathom Suksa, Upper Prathom Suksa and Lower Matayom Suksa blind students in the Bangkok School for the Blind and the Northern School for the Blind, Chiang Mai.

2. To study the factors which effect the reading interests of the blind students in the schools for the blind.

Research Procedures:

1. The population in the study comprised of all the Prathom Suksa and Lower Matayom Suksa blind students in the Bangkok School for the Blind and the Northern School for the Blind, Chiang Mai, attending school in the first semester of academic year 1984, totalling 163.

2. The instruments used in the collection of data were questionnaires, the student historical records and the student health records. The questionnaires were divided into 3 parts. The first part classified the status of the population. The second part indicated the population's

reading interests. The last part obtained the factors influencing the reading interests of the population.

Data collection was carried out by the researcher and research assistants trained by the researcher. Data analysis was carried out using frequency counting, percentage, mean and standard deviation.

Research Findings:

1. The most preferred reading method of the Lower Prathom Suksa, Upper Prathom Suksa and Lower Matayom Suksa blind students was braille reading. The second preference of the blind students was having sighted people read to them. The least preferred reading method of the blind students was listening to the talking-books. All of the students preferred reading textbooks, supplementary books and those on music in braille. The Lower Prathom Suksa and Lower Matayom Suksa blind students preferred reading fiction and about hobbies in braille and learning about sports and travel by having someone read to them. The Upper Prathom Suksa and Lower Matayom Suksa preferred reading novels through talking-books. Each group preferred reading story books in different ways: the Lower Prathom Suksa blind students used braille reading, the Upper Prathom Suksa blind students preferred talking-books and the Lower Matayom Suksa blind students liked to have someone read to them.

2. The major factor affecting the reading interests of the Lower Prathom Suksa, the Upper Prathom Suksa and the Lower Matayom Suksa blind students was the encouragement by their teachers to read books.

Recommendations:

1. Teachers, librarians and those concerned with the blind students should prepare and acquire many more braille books and talking-books suitable for the blind student level and interests as possible.

2. The schools for the blind should seek volunteers to read aloud to the blind students during lunch time, evenings or holidays.

3. The school libraries for the blind should increase reading interest activities and provide electronical reading machines for the blind in the libraries.

Recommend for further research:

There should be:

1. a study on reading, reading interests or factors affecting the reading interests of the blind students focussing on a small group either in one educational level or one class alone to obtain the exact data and clear results in more depth.

2. a study on reading, reading interests or factors affecting the reading interests of the blind students through the opinions of relating groups such as parents, teachers, librarians and close friends to get a well-rounded picture of reading habits of the blind students.

3. a study on the blind students' reading interests, using experimental method and devising the reading program or bibliotherapy project for blind students to learn more on psychology of reading aspect.

among the three groups of the respondents was made through the F-Test at the level of .01 significance.

The results of the research indicated that the attitudes and needs of the principals, librarians and audio-visual teachers relating to the establishment and the administrative organization of media centers were moderate. The attitudes of those three groups of respondents were not significantly different at the .01 level of confidence. The principals, librarians and audio-visual teachers pointed that limited area and budget were the major obstacle on the establishment of media center.

The establishment of media center in school should firstly begin with the combination of library and audio-visual services and the close co-ordination between librarians and audio-visual teachers. The location of library and audio-visual department may be separated. The principals and the administrators should promote and give the opportunities for schools on the establishment of media center.