

ENJOYMENT OF READING

Being interested in and enjoying a particular subject affects both the degree and the continuity of engagement in learning and the depth of understanding achieved, an effect that research has shown to operate largely independently of students' motivation to learn. Students who enjoy reading, and therefore make it a regular part of their lives, build their reading skills through practice.

Definition

Reading enjoyment is measured on an index based on student responses to a questionnaire. PISA asked students how strongly they agreed with statements about their attitudes toward reading, such as "I only read if I have to", "I enjoy going to a bookstore or a library" and "I cannot sit still and read for more than a few minutes".

Time spent reading for enjoyment measures how frequently and for how long students read. The amount of time students spend reading for enjoyment indicates their interest in reading.

Overview

Students in the top quarter of the index of enjoyment of reading are significantly more likely to be good readers than students in the bottom quarter. On average in OECD countries, the performance difference between students who enjoy reading and those who don't is 103 score points. Across OECD countries, variations in how much students enjoy reading explain 18% of the differences in reading performance. The link between reading performance and enjoyment of reading tends to be strongest in countries where students do best in reading overall. In Australia and Finland, two of the best-performing countries overall, over 25% of differences in reading performance are associated with how much students enjoy reading. On average across OECD countries, a difference of one unit on the index of enjoyment of reading corresponds to 40 score points on the PISA reading scale.

On average across OECD countries, over one-third of students – and 40% or more in Austria, the Netherlands, Luxembourg, Switzerland, Belgium, Japan, the Czech Republic, the United States, Ireland, Germany, the Slovak Republic and Norway – reported that they did not read for enjoyment at all. The average performance among these students, 460 score points, is well below the average for the OECD as a whole. In more than two-thirds of countries that participated in PISA, the score point difference associated with at least some daily reading for enjoyment is far greater than the score point difference associated with increasing amounts of time spent reading. This may mean that the more time students spend reading for enjoyment, the fewer the returns on their investment; or it could mean that poor readers need more time to read a text.

Comparability

Leading experts in countries participating in PISA advise on the scope and nature of the assessments, with final decisions taken by OECD governments. Substantial efforts and resources are devoted to achieving cultural and linguistic breadth and balance in the assessment materials. Stringent quality assurance mechanisms are applied in translation, sampling and data collection.

Over 520 000 15-year-old students in 75 participating countries were assessed in PISA 2009. Because the results are based on probability samples, standard errors (S.E.) are shown in the tables.

Sources

- OECD (2010), *PISA 2009 Results: What Students Know and Can Do: Student Performance in Reading, Mathematics and Science (Volume I)*, PISA, OECD Publishing.
- OECD (2010), *PISA 2009 Results: Learning to Learn: Student Engagement, Strategies and Practices (Volume III)*, PISA, OECD Publishing.
- OECD (2010), *PISA 2009 Results: Learning Trends: Changes in Student Performance Since 2000 (Volume V)*, PISA, OECD Publishing.

Further information

Analytical publications

- OECD (2003), *Learners for Life: Student Approaches to Learning: Results from PISA 2000*, PISA, OECD Publishing.

Statistical publications

- OECD (2010), *PISA 2009 at a Glance*, OECD Publishing.

Methodological publications

- OECD (2009), *PISA 2009 Assessment Framework: Key Competencies in Reading, Mathematics and Science*, PISA, OECD Publishing.

Online databases

- OECD PISA Database.

Websites

- Programme for International Student Assessment (PISA), www.pisa.oecd.org.



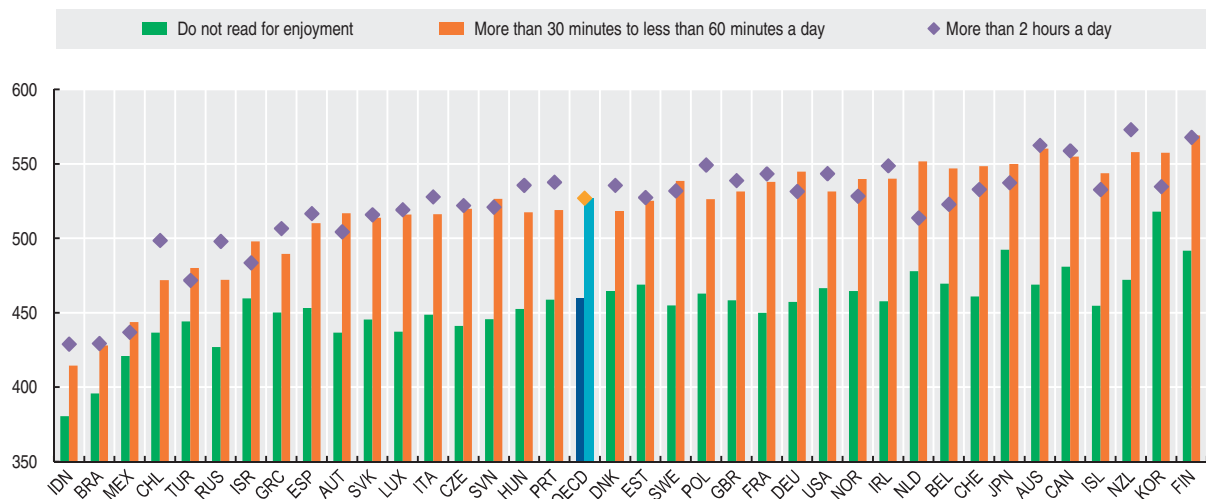
Index of enjoyment of reading and relationship between performance in reading and time spent reading for enjoyment in PISA 2009

	Index of enjoyment of reading						Relationship between performance in reading and time spent reading for enjoyment per day					Score point difference between students who read up to 30 minutes and students who don't read for enjoyment
	All students		Males		Females		Do not read for enjoyment	30 minutes or less	Between 30 to less than 60 minutes	Between 1 to 2 hours	More than 2 hours	
	Mean index	S.E.	Mean index	S.E.	Mean index	S.E.	Mean score					
Australia	0.00	0.02	-0.33	0.02	0.31	0.02	469	524	560	570	563	55
Austria	-0.13	0.03	-0.55	0.03	0.26	0.03	437	494	517	530	504	57
Belgium	-0.20	0.02	-0.45	0.02	0.07	0.02	469	532	547	548	523	63
Canada	0.13	0.01	-0.28	0.02	0.55	0.02	481	530	555	565	559	49
Chile	-0.06	0.01	-0.28	0.02	0.16	0.02	437	449	472	478	499	12
Czech Republic	-0.13	0.02	-0.44	0.02	0.22	0.02	441	489	520	532	522	48
Denmark	-0.09	0.02	-0.35	0.02	0.17	0.02	464	503	518	537	536	39
Estonia	-0.03	0.02	-0.38	0.02	0.33	0.02	469	514	525	530	527	45
Finland	0.05	0.02	-0.41	0.02	0.50	0.02	492	545	569	572	568	54
France	0.01	0.03	-0.23	0.03	0.24	0.03	450	512	538	546	543	62
Germany	0.07	0.02	-0.38	0.02	0.52	0.03	457	513	545	548	532	55
Greece	0.07	0.02	-0.24	0.02	0.36	0.02	450	480	490	492	507	29
Hungary	0.14	0.02	-0.15	0.03	0.43	0.02	453	490	517	533	536	37
Iceland	-0.06	0.02	-0.38	0.02	0.25	0.02	455	621	544	542	533	166
Ireland	-0.08	0.02	-0.30	0.03	0.15	0.03	458	505	540	550	549	48
Israel	0.06	0.02	-0.26	0.03	0.35	0.03	460	483	498	492	484	23
Italy	0.06	0.01	-0.27	0.01	0.41	0.01	449	489	516	521	528	40
Japan	0.20	0.02	0.02	0.03	0.38	0.02	492	536	550	552	537	44
Korea	0.13	0.02	0.00	0.02	0.27	0.02	518	550	558	560	535	32
Luxembourg	-0.16	0.02	-0.51	0.02	0.20	0.03	437	493	516	524	519	56
Mexico	0.14	0.01	-0.04	0.01	0.32	0.01	421	420	444	430	437	-1
Netherlands	-0.32	0.03	-0.66	0.03	0.02	0.03	478	534	552	541	514	57
New Zealand	0.13	0.02	-0.17	0.02	0.44	0.02	472	525	558	574	573	52
Norway	-0.19	0.02	-0.50	0.02	0.13	0.03	465	523	540	542	528	58
Poland	0.02	0.02	-0.36	0.02	0.39	0.03	463	498	526	544	549	35
Portugal	0.21	0.02	-0.15	0.02	0.54	0.02	459	490	519	530	538	32
Slovak Republic	-0.10	0.02	-0.36	0.02	0.15	0.02	445	486	514	523	516	41
Slovenia	-0.20	0.01	-0.53	0.02	0.14	0.02	446	499	526	520	521	53
Spain	-0.01	0.01	-0.28	0.02	0.26	0.01	453	484	510	515	517	31
Sweden	-0.11	0.02	-0.47	0.02	0.26	0.03	455	515	539	539	532	60
Switzerland	-0.04	0.02	-0.44	0.02	0.37	0.03	461	521	548	558	533	60
Turkey	0.64	0.02	0.34	0.02	0.95	0.02	444	468	480	473	472	24
United Kingdom	-0.12	0.02	-0.37	0.02	0.13	0.02	458	505	531	549	539	47
United States	-0.04	0.03	-0.35	0.03	0.28	0.03	467	514	532	541	544	47
OECD average	0.00	0.00	-0.31	0.00	0.31	0.00	460	504	527	532	527	44
Brazil	0.27	0.01	0.05	0.01	0.47	0.01	396	403	428	431	429	7
Indonesia	0.43	0.01	0.32	0.01	0.55	0.01	380	390	414	412	429	10
Russian Federation	0.07	0.01	-0.15	0.02	0.29	0.02	427	452	472	489	498	25

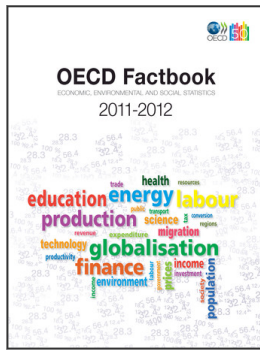
StatLink <http://dx.doi.org/10.1787/888932506533>

Relationship between time spent reading for enjoyment and performance in reading

Mean score



StatLink <http://dx.doi.org/10.1787/888932506533>



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