

University of Nebraska - Lincoln
DigitalCommons@University of Nebraska - Lincoln

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

2019

READING HABITS OF COLLEGE STUDENTS OF JAMMU & KASHMIR: A CASE STUDY OF DISTRICT ANANTNAG

Haamid Amin Mir

School Education, mirhaamidamin@gmail.com

Ashfaq Ahmad Rather

ashfaqrather722@gmail.com

Mohammad Rayees Bhat

rayeesmajeed937@gmail.com

Follow this and additional works at: <https://digitalcommons.unl.edu/libphilprac>

Part of the [Library and Information Science Commons](#)

Mir, Haamid Amin; Rather, Ashfaq Ahmad; and Bhat, Mohammad Rayees, "READING HABITS OF COLLEGE STUDENTS OF JAMMU & KASHMIR: A CASE STUDY OF DISTRICT ANANTNAG" (2019). *Library Philosophy and Practice (e-journal)*. 2487.
<https://digitalcommons.unl.edu/libphilprac/2487>

READING HABITS OF COLLEGE STUDENTS OF JAMMU & KASHMIR: A CASE STUDY OF DISTRICT ANANTNAG

1. HAAMID AMIN MIR

Jr. Librarian (Department of School Education, Jammu & Kashmir)

Email: mirhaamidamin@gmail.com Cell: +91-9622807743

2. ASHFAQ AHMAD RATHER

Jr. Librarian (Department of School Education, Jammu & Kashmir)

Email: ashfaqrather722@gmail.com Cell: +91-7006152725

3. MOHAMMAD RAYEES BHAT

Library Assistant (Department of School Education, Jammu & Kashmir)

Email: rayeesmajeed937@gmail.com Cell: +91-9797470475

Abstract: Reading is an innate capacity of a person to relish the moral, cultural, social and political aspects of the life. It is the process where from one develops from being a child to a perfect man. The study sought to assess the reading habits of college students in district Anantnag. A questionnaire was used as a tool for data collection. The data collected was analyzed quantitatively and results are presented in tables and figures. From total copies of questionnaire distributed among the students of Science and Commerce departments, 303 were filled and were returned. The findings showed that majority of the respondents take reading seriously with 56.7% of the respondents reading for personality development. The paper also revealed that homes are the preferred destinations for study among students instead of libraries, advising us to create an attractive atmosphere and collection in libraries. The study revealed that newspapers and web pages are high in demand among college students. The study also revealed that parents are the main promoters of reading habits among college students.

Keywords: *Reading, Reading Habits, College Students, User Studies, University of Kashmir, Anantnag.*

1. Introduction

“Seek Knowledge from the cradle to the grave”. Reading is the cognitive process of decoding symbols, reading text to derive meaning, acquire knowledge, develop personality and enhance social progress. Reading regularly and in a systematic manner sharpens the intellect, refines the persons inner ability for the effective participation in the social, religious, cultural and political life. A dumb person becomes a communicator and a lame person climbs the mountains of knowledge through reading (Shafi, 2010). Reading loads the mind with new software (Satija, 2002). An old saying” a nation who reads is the nation who leads”. Sir Richard Steele has quoted “Reading is to mind what exercise is to body”.

Reading has been defined by different authors differently. Foertsch (1998) defines reading as a process of bringing meaning to a written text. The process involves intellectual and complex tasks that may encompass the use of several cognitive strategies for achieving specific objectives. Smith & Robinson (1980) defined reading as “an active attempt on the part of reader to understand a writer’s message”. Irvin (1998) describes reading process as “the interaction of what is in the head with what is on the page within a particular context that causes students to comprehend what they read. Reading makes way for a better understanding of one’s own experiences and it can be an exciting voyage to self discovery (Panigrahi and Panda, 1996). Quadri and Abomoge (2013) refer to reading as a key to wealth of experience that links people in a way far beyond distance or time.

Reading habits give us an insight into the diversity of the ethnicity, the people, the customs and the life styles and overall their satisfaction with different sources of reading. According to (Kumar et al, 2008), reading habit influences the extent and accuracy of information as well as the attitudes, moral beliefs, the judgement’s and action of readers. Reading is dynamic and there has been a tremendous increase in different reading materials and the readers as well. Reading in the twenty first century is moving towards electronic format, which will become more prevalent in the near future (Hulbert, 2010). Okeke (2000) viewed the art of reading as a priceless instrument for everyone. He opined that reading is one of the most important activities in life, through which we enter into the life and experiences of others and extend our knowledge, scope of experience, and enjoyment. Reading has the unique power of transforming readers. *Francis bacon* therefore rightly said, “Reading makes a full man”.

2. Problem

The present study has been made to analyse the changing reading frequency, preferences and concerted efforts of parents, teachers and librarians in assisting students to imbibe sustained and better reading strategies and habits.

3. Scope

The scope of the study is limited to College students of four Government Degree colleges of District Anantnag (Jammu and Kashmir) covering the faculties of Science and Commerce. These colleges include:-

- *Govt. Degree College for Boys, Anantnag.*
- *Govt. Degree College for Women, Anantnag.*
- *Govt. Degree College Bijbehara; and*
- *Govt. Degree College Dooru.*

4. Objectives

- 1) To ascertain reading habits of under graduate college students.
- 2) To ascertain the preferences of places for reading by students.
- 3) To assess the reading frequency preferences in terms of sources consulted and services utilized.
- 4) To ascertain the role of parents, teachers and librarians in promoting the reading habits.

5. Methodology

The data for the study was collected by means of a questionnaire focussed on the objectives of the study. The questionnaire was distributed in equal proportion in each college for each 1st, 2nd and 3rd year students. The questionnaire was framed to know the general reading habits, purpose of reading, preferences of reading resources, and preferred places of reading and in which language the students prefer to read. The focus was also drawn towards the role played by parents, teachers and librarians in promoting the reading habits among students.

6. Review of Related Literature

Reading has been the most powerful means of communication. A lot of research has been done on teenagers or young people (Wicks, 1995) on college students and adults (Gallik, 1999). According to Griffin et al. (2009) reading allows students to employ appropriate strategies to evaluate what they know and learn in specific domain of knowledge. Shabi and Udofia (2009) the habit of regular reading refines the reader; it pours something inside someone that makes him/her take his/her life more seriously. Sangaeo (1999) observes that reading habits must be promoted from an early age. Therefore it is the primary duty of parents, teachers as well as the institutional librarians to motivate and assist their children to inculcate the best and fruitful reading habits as early as possible.

The advent of the Internet and advancements in overall information technology have altered reading habits considerably yet there is dearth of literature studying the impact of the changed

environment on the reading preferences of Indian teenagers (Chauhan and Lal, 2012). Schamber (2006) encourages libraries involvement in literacy promotion and places no limitation on how libraries can be involved in literacy education. Shokeen (2005) is of the opinion that it is the duty of parents and librarians to promote a love for reading among students. However, all parties concerned- parents, teachers and librarians should work together to infuse a habit of reading in children at the young age when the mind is most impressionable.

Blackwood (1991) indicates that both male and female students are reading about 2.5 hours each week for pleasure during academic session and slightly more during vacations. Philip (2009), “reading habit tends to be associated with course work and examinations, rarely with pleasure. Moyes (2000) finds boys less reading than girls as they spend their leisure time doing things such as sports. Kendrick (1999) reports that over half of the middle grade boys do not enjoy reading and 86% of them compliant that parents do not read with them. Sahai (1970) conducted a study in which he found that 90% of the users read newspapers and magazines and the percentage of women is higher than the men. Researchers have also shown that students who discuss their school studies with their parents and guardians are higher achievers than those who do not (Darko-Ampem, 2004). Karim & Hasan (2007) identify that the students spend about 7 to 9 hours per week on average to read. Norvell (1950) identifies that sex and age are the two principal factors affecting reading habits. Tella & Akande (2007) disclose that the majority of the students (53.3%) spent between 1-2 hours per day on reading. Shafi and Lone (2010) found that the students, irrespective of gender acquire reading habits mostly of their own and prefer to read in morning, at home and in English language.

7. Data Interpretation

The data was analysed and presented in tables and figures below:

a. Population Distribution

A total of **333** questionnaires were distributed in four colleges of District Anantnag, out of which only **303** questionnaires were received from the students. Respondents under the scope of present study vary in gender and class groups as is shown in the following table.

Table 1. Population Distribution

Class Group	Male	Female	Total
1 st Year	105 (69.6%)	46 (30.4 %)	151
2 nd Year	44 (51.16%)	42 (48.84 %)	86
3 rd year	37 (56 %)	29 (44 %)	66

Grand Total	186 (61.38 %)	117 (38.62 %)	303
--------------------	---------------	---------------	-----

It is evident from table 1. there is a gap in reading habits among gender, majority of the respondents (**61.38 %**) are male and the rest (**38.62%**) are female.

b. Purpose of Reading

Respondents under the scope of present study are of different opinion regarding their purpose of reading. Data collected from respondents regarding their purpose of reading is given in figure 1.

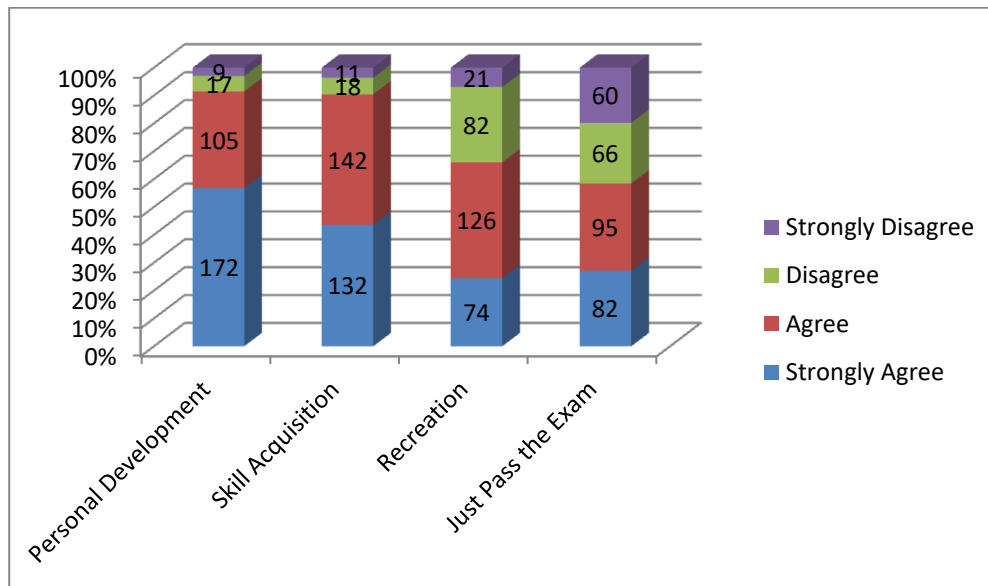


Figure 1. Purpose of Reading

The Figure 1. clearly shows that majority of the respondents (172) “*Strongly Agree*” with the aim to read for their Personality Development followed by (132) respondents who prefer to read for the purpose of Skill Acquisition. In contrast with others, the highest negative responses were received jointly under the options of “*Disagree*” (66) and “*Strongly Disagree*” (60) for the purpose to just pass the Exams, though (126) respondents “*Agree*” that they read for the purpose of Recreation.

c. Preferred place for reading

Respondents under the scope of present study showed varied preferences for the places of reading as shown in the following table.

Table 2. Preferred place for reading

PLACE	Strongly agree	Agree	Disagree	Strongly Disagree
HOME	235 (77.54 %)	66 (21.8%)	1 (0.33 %)	1 (0.33 %)
LIBRARIES	57 (18.81%)	158 (52.15 %)	62 (20.46 %)	26 (8.58 %)

The data of Table 2 clearly indicates that majority (77.54%) respondents mostly prefer to read at their **home**; while only (0.33%) students either “Disagree” or “Strongly Disagree” with this vision .It can be clearly interpreted from the above Table that (52.15%) respondents “Agree” with the vision about reading in the **Libraries**, but at the same time (20.46%) respondents and (8.58%) respondents “Disagree” and “Strongly Disagree” respectively with this vision.

d. Frequency of Reading Information Sources

Students under the scope of present study showed varied frequency in reading various information sources as analysed in the following graph.

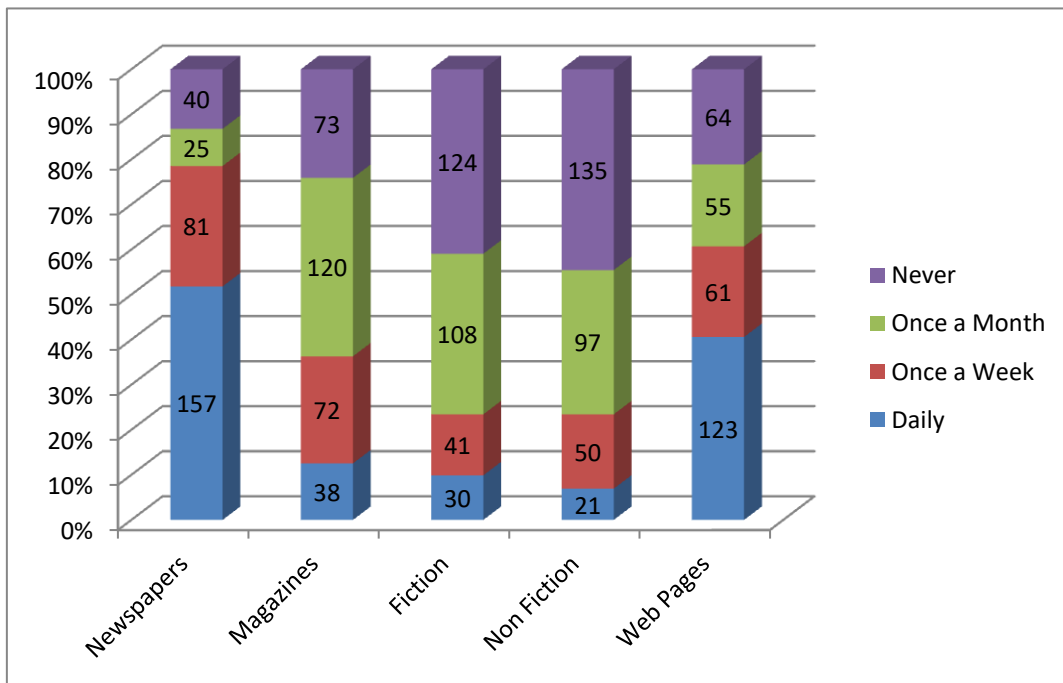


Figure 2. Frequency of Reading Information Sources

From above graph it is evident that the students read various types of information sources though there is variation in the frequency of reading these sources. It is evident from the above figure that majority of the respondents (157) responded that they read the Newspapers on “Daily” basis, followed by the Web Pages with (123) respondents. It can be clearly interpreted from the figure that for both Fiction and Non Fiction highest number of respondents can be seen under the response option of “Never” which are (124) and (135) respectively.

e. Preferred Language for Reading

Respondents under the scope of present study prefer to read in various languages as shown in the table below.

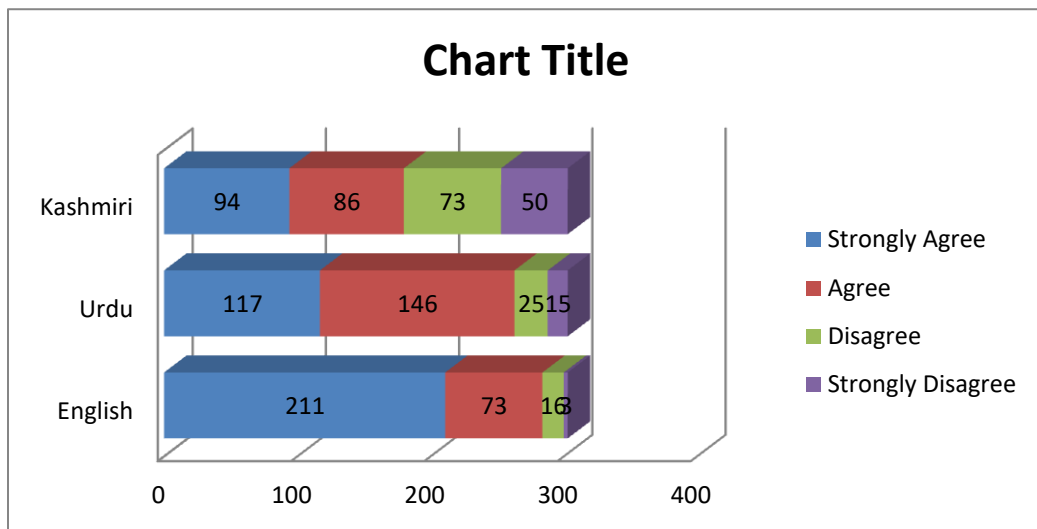


Figure 3. Preferred Language for Reading

Figure 3. reveals that majority of the students (211) “Strongly Agree” with the opinion of reading in **English** language as compared to other languages, followed by **Urdu** with (117) respondents. While **Kashmiri** language is the least preferred language as is clearly evident from the table.

f. Frequency of Visit to the Library

The Library visiting frequency of the respondents of the present study through different time gaps has been shown in the following graph.

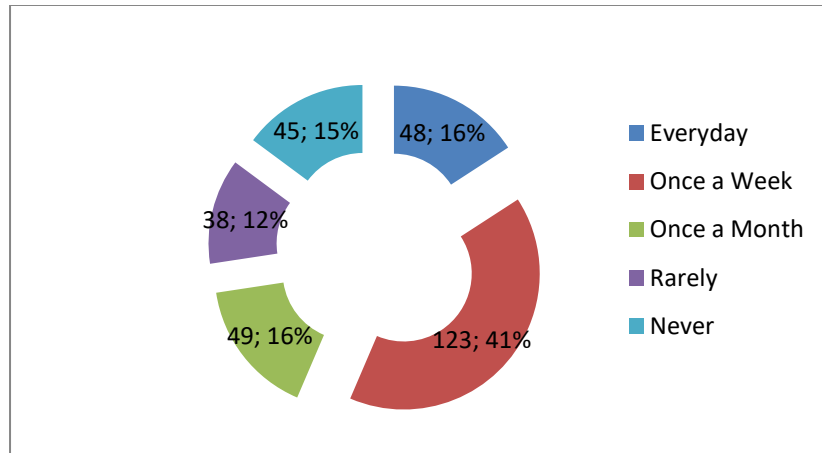


Figure 4. Frequency of the library visit

The frequency of user's visits to the library has been classified in to five time gaps as shown in figure1. From the above figure it can be interpreted that majority of the respondents (**40.60 %**) are of the opinion that they visit the Library "**once a week**", followed by (**16.17 %**) respondents who visit "**Once a Month**", which were followed by (**15.84 %**) respondents who, as is evident from the Table, stated that they visit the Library "**Everyday**". However (**12.54 %**) respondents gave the response that they "**Rarely**" visit the Library. The number of respondents who "**Never**" visited the Library as is evident from the Table is (**14.85 %**).

g. Motivation promoters

In the response of the questions about the role played by parents , teachers and the librarians in promoting their reading habits the responses of the respondents show great variation from one promoter category to another as is shown in the following table. The figure below reveals that majority (**271**) respondents are "**Always**" being motivated and assisted by their **Parents** so far as their reading habits and strategies are concerned .In the response of the question about the motivational role played by the **Teachers** in promoting their reading habits, the 2nd highest figures of the respondents (**192**) were of the opinion that their Teachers "**Always**" motivate them in prompting the reading habits. While as for such a response the least number of respondents as can be seen from the Table were witnessed for the role played the **Librarians**, with the figures of only (**75**) respondents.

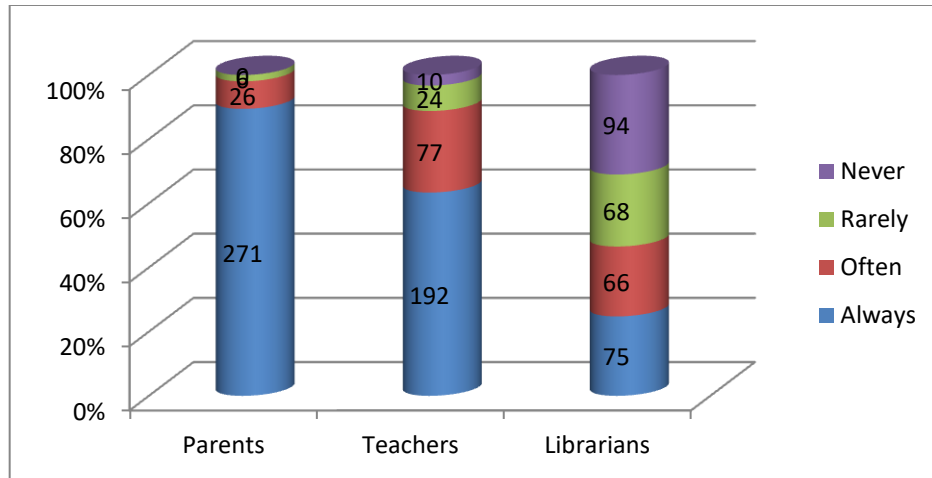


Figure 5.Motivation promoters

8. Major Findings:

The reading approach of the District Anantnag College students is optimistic. The students mostly read books and other materials with an intellect of resolution and with explicit objectives, not aimlessly or for amusement. Majority of the students prefer to read at their Home rather than in Libraries with the Female gender (84.6 %) having an upper edge than Males (73.2 %).The Information Sources being mostly read by the users are Newspapers and Web pages. While amongst Non – Fiction and Fiction, it is Fiction most read by the students. Most (89.43 %) of the respondents are always being assisted and motivated by their Parents in promoting their reading habits, however results revealed that Librarians possess less (24.75%) motivation in achieving that role.

9. Conclusion

The study confirmed that a discouraging trend is among the students because the majority visit the library only occasionally. This proved that Libraries are in premature stage in inculcating reading habits among the students while as the parents are the real promoters of reading habits among the student.

10. References:

1. Blackwood, C. (1991). Pleasure reading by college students: fact or fiction?. Paper presented at the Mid-South Educational Research Association, Lexington, KY,
2. Chauhan, P. and Lal, P. (2012). Impact of information technology on reading habits of college students. *International Journal of Research Review in Engineering Science and Technology*, 1(1), 101- 106.
3. Darko-Ampem, K. (2004). Reading habits of standing 5-7 pupils in Gaborone, Botswana: A pilot survey.
4. Foertsch, M. (1998). A study of reading practices, instruction, and achievement in District 31 schools. Oak Brook, IL: North Central Regional Education Laboratory.
5. Gallik, J.D. (1999). Do they read for pleasure? Recreational reading habits of college students. *Journal of Adolescent and Adult Literacy*. Vol. 42 No. 6, pp. 480-8.
6. Griffin, T.D., Jee, B.D. and Wiley, J. (2009). The effects of domain knowledge on meta comprehension accuracy. *Memory & Cognition*, Vol. 37 No. 7, pp. 1001-1013
7. Hurlbert, J.M. (2010). Reading in the 21st century. *Phi Kappa Phi Forum*, Vol. 90 No. 3, p. 28.
8. Irvin, J.L. (1998). Reading and Middle School students. Strategies to enhance literacy. Needham heights, MA: Allyn & Bacon. p.37.
9. Karim, N.S.A & Hasan, A. (2007). Reading habits and attitude in the digital age: Analysis of gender and academic program differences in Malaysia. *The Electronic Library*. 25 (3), 285 – 298.
10. Kendrick, J. M. (1999). Middle grade boys: reading habits and preferences for a new millennium.
11. Kumar, Senthil R, Kumar, Abigail Senthil & Rani, B.S.Swaroop (2008) Reading habits among the school children in northern district of Tamil Nadu, India. *Current Science in India*, 2(1).

12. Moyes, J. (2000). Idea that Net is killing book reading can be filed under fiction. *The Independent* May 18.
13. Norvell, G. W. (1950). *The reading interests of young people*. Washington: D.C. Heath. Cited in Hanna, G. R. & Marriana, M. (1960). *Books, young people and reading guidance*. New York: Harper, p. 43.
14. Okeke, N. E. (2000). Effects of exposure to in text vocabulary recognition strategies on secondary school students' performance on reading comprehension in Awka education zone. M. Ed. project: University of Nigeria, Nsukka.
15. Panigrahi, C. & Panda, K.C. (1996). Reading interests and information sources of school going children: A case study of two English medium schools of Rourkela, India. Malaysia. *Journal of Library and Information Science* 1 (1), pp. 57- 65.
16. Philip, A. (2009). The Reading Habit: A Missing Link between Literacy and Libraries.
17. Quadri, G.O. and Abomoge, S.O. (2013). A survey on internet use habits among undergraduate students in selected university libraries in Nigeria. *Journal of Information and Knowledge Management*. 3(11) Pp. 38-46.
18. Sahai, S. (1970). Newspapers and magazines reading habits and its relation to the personality traits. *Library Herald*, 12(3), pp.167-177.
19. Sangaeo, S. (1999). Reading habit promotion in ASEAN Libraries. 65th IFLA Council and General Conference, August 20-28, Bangkok, Thailand.
20. Satija, M.P (2002). Reading and book culture. *Herald of Library Science*, 41(1/2), 55-59.
21. Schamber, L. (2006). The Role of Libraries in Literacy Education.
22. Shabi, I. N. and Udofia, E. P. (2009). Role of the school library in promoting reading culture in Nigeria. *International Journals of Research in Education*, 6(1-2), 259-269.
23. Shafi, S. M. and Lone, F. A. (2010). Reading habits among college students of Kashmir across genders. *Trends in information management*, 6(2), 92

24. Shokeen. A. (2005). Promoting a love for reading. *ILA Bulletin*, 41(1), pp.5-9.
25. Smith, N. & Robinson, H. (1980). Reading instruction for today's children. Englewood Cliffs: Prentice Hall.
26. Tella, A. and Akande, S (2007). Children reading habits and availability of books in Botswana primary schools: implications for achieving quality education. *The Reading Matrix*, 7 (2), pp. 117- 142.
27. Wicks, J. (1995). Pattern of reading among teenage boys: the reading habits and book preferences of 13-15 year old boys. *New Library World*, Vol. 96 No. 1122, pp. 10-16