
A Survey on the Reading Habits among Degree Students

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Abstract

Developing a daily reading habit is the most efficient method for students to learn to read. This practice can help students improve their academic performance and become more valued as part of society. The study "A Survey on Reading Habits Among Students" was conducted among degree-seeking students using a simple random selection method. The data was collected through Google questionnaires. The data was analyzed using the Statistical Package for Social Science (SPSS). According to the study, most students spend one to two hours reading their textbooks daily. Students read to gain knowledge and information, as well as to prepare for comparison tests. Television and social networking websites are the most popular sources of distraction for students.

Keywords

Electronic resources; Library; Reading Habit;
Competitive exams; Students.

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1. Introduction

Reading is a fundamental skill and an important part of human intellectual growth. It imparts knowledge and stimulates the imagination, increases empathy, and gives an escape from reality. Reading regularly can tremendously enrich our lives and extend our viewpoints. In this introduction, we'll look at the value of reading and how to form a consistent reading habit. One of the fundamental goals of most primary school and early childhood instructors is to cultivate a love of reading in their children. Children like reading for both information and entertainment (Gambrell, 2015). According to Annamalai & Muniandy (2013), students who enjoy reading are more likely to choose their reading content. Reading is an excellent approach to learning more about oneself and one's experiences and can contribute to personal growth. Reading allows people to get fresh perspectives, piques their interests, and raises their awareness of their surroundings.

Reading has an impact on an individual's mental and emotional development. Reading fluently improves one's chances of succeeding and exceeding one's intellectual limits. Baba & Rostam Affendi, (2020) estimate that teenagers entering adulthood in the twenty-first century will read and write more than ever before. Reading regularly has various benefits, including improved language learning, a more global viewpoint, improved reading and writing skills, increased enjoyment of reading, a more hopeful attitude towards reading, and a greater likelihood of developing a reading habit (Maharsi & Maulani, 2019). Since the advent of digital technology and new kinds of social connections, reading has faced a variety of challenges. Reading is dropping due to children's interest in gaming, social networking, music, and other activities (Hoq & Hasan, n.d.).

2. Reading Habit

The Oxford English Dictionary defines reading as a "method of interpreting something." According to the Cambridge English Dictionary, reading is "the ability or activity of obtaining knowledge from books" (Nagaraja & Manalan, 2016). The term "reading habit" refers to an individual's regular and consistent reading habits. A reading habit is a behaviour that shows a reader's preference for various reading genres and hobbies.

A "reading habit" refers to a pattern of activity that demonstrates a person's affinity and preference for

reading (Annamalai & Muniandy, 2013). The vast majority of people agree that reading is a wonderful way to expand one's knowledge and gain new skills. Its purpose is not only to enhance knowledge but also to grow and improve situational understanding. Children who establish excellent reading habits have an edge in life and are better equipped to learn relevant and practical information (Anyaegebu et al., 2016). Reading interests are frequently used to describe the topic matter or literary style that a reader prefers. According to Chettri, (2013), it is frequently assumed that someone has established a reading habit and interests when they read consistently and freely for pleasure. It is possible to cultivate interests and habits from a young age. Understandably, people of all ages and genders would have different interests. Peers, teachers, schools, and the contents in the library available to specific users are examples of internal and external factors that could substantially impact these disparities.

3. Literature Review

Acheaw & Larson, (2014) conducted a study at Koforidua Polytechnic in Ghana's Eastern Region. The majority of people read primarily for examinations. The study found a link between reading interests and academic achievement. According to the study's participants, inactivity is one of the most significant barriers to reading. According to Florence et al., (2017), excellent reading habits improve academic performance. Periodicals, magazines, and journals are all excellent sources of information. This may be fostered even further to help children achieve academic success in all areas. It can also be determined that the majority of students read for academic credit to progress their specialism. According to Shaf & Loan, (2010), women enjoy reading. Students develop reading habits regardless of gender. According to the study, women read more for education while males read more for knowledge. In addition, although most female students read about science, literature, and politics, the majority of male students read about religion, politics, and literature.

Haliru et al. investigate the reading practices of secondary school pupils in Kaduna. As a result, most students regularly read their textbooks. Students read to improve and refine their skills in preparation for exams. They claimed that talking about social media and watching TV harmed their academic performance. It was discovered that their reading habits influenced most students learning. Hoq and

Hasan determined the reading patterns of Rajshahi University students. Students read books and other materials with a purpose and certain goals in mind, rather than reading them mindlessly or for enjoyment. Most students believe that reading is vital for personal development and keeping up with society. Annamalai and Muniandy, (2013) highlight Malaysian polytechnic students' reading habits and attitudes. It was revealed that polytechnic students prefer to use technology for non-reading activities. Students choose other technology-related activities for reading.

4. Objectives

The study's primary goal is to ascertain the reading habits among degree students:

1. To examine the reading habits among students.
2. To find out the most preferred reading format and material by students.
3. To ascertain the perception and purpose of reading.
4. To know the problems faced by students while reading.

5. Methodology

The research was conducted at KLE's Lingaraj College in Belagavi, Karnataka. The research sample consists of students who are pursuing degrees. A Google form titled "A Survey on the Reading Habits of Students" was designed to collect data from students. The researcher circulated the questionnaire via email and WhatsApp groups. Students from the Arts and Commerce departments were selected using a simple random sample method, and data was analyzed using SPSS.

6. Data Analysis

Table 1: Demographic Information

Details	Description	Respondents	%
Gender	Male	97	46.0
	Female	114	54.0
Education	B. A	86	40.8
	B. Com	125	59.2
Age	18-20	175	82.9
	21-23	36	17.1
	24-26	-	-
	27-29	-	-
	Above 30	-	-
Locality	Rural	143	67.8
	Urban	68	32.2

Table 1 displays the respondents' demographic information. It shows that 114 (54%) responders are female and 97 (46.0%) are male. The bulk of respondents, or 175 students, are between the ages of 18 and 20, and 36 students, or 17.1%, are between the ages of 21 and 23, according to the data. Additionally, the data reveals that 125 students (59.2%) are from a B. Com degree, and 86 (40.8%) students are from a BA degree. 68 (32.2%) respondents are from urban areas, followed by 143 (67.8%) respondents who are from rural areas.

Table 2: Shows the Reading Format

	5	4	3	2	1	M	SD
Print Resources	94 (44.5)	44 (20.9)	49 (23.2)	16 (7.6)	8 (3.8)	3.95	1.151
E-Resources	49 (23.2)	68 (32.2)	68 (32.2)	16 (7.6)	10 (4.7)	3.62	1.069
Both Print Resources and E-Resources	81 (38.4)	54 (25.6)	58 (27.5)	12 (5.7)	6 (2.8)	3.91	1.067

*5=Always 4=Often 3=Sometimes 2=Rarely 1=Never M=Mean SD=Standard Deviation

Table 2 displays the reader's reading format. It indicates that 94 (44.5%) prefer to read print-based materials. 68 (32.2%) students say they utilize electronic reading resources frequently or occasionally. 81 (38.5%) students favored print and electronic reading media. The average student prefers to read print resources over electronic ones, as indicated by the standard deviation of 1.151 and the mean value of 3.95.

Table 3: Shows the preferred language, time, and place for reading

	Yes	%	No	%	
Preferred language for reading	Kannada	153	72.5	58	27.5
	English	191	90.5	20	9.5
	Hindi	115	54.5	96	45.5
	Marathi	52	24.6	159	75.4
	Others	46	21.8	165	78.2
Preferred time for reading	Morning	163	77.3	48	22.7
	Evening	159	75.4	52	24.6
	Afternoon	54	25.6	157	74.4
	Late night	120	56.9	91	43.1
Preferred place to read	Home	187	88.6	24	11.4
	Library	169	80.1	42	19.9

College garden	92	43.6	119	56.4
Classroom	88	41.7	123	58.3
Hostel	75	35.5	136	64.5

Table No. 3 demonstrates that 191 (90.5%) of the students read books in the English language. The second-highest percentage of pupils, 153 (72.5%), liked to read in Kannada. 115 (54.5%) students preferred to read in Hindi. It demonstrates that many responders, i.e. 159 (75.4%) pupils (75.4%), did not choose Marathi language reading resources. In the morning, 163 students (or 77.3%) choose to read. In the evenings and late at night, 159 (75.4%) and 120 (56.9%) people read. According to the findings, 157 (74.4%) of the students reported that reading in the afternoon was inconvenient for them. The greatest number of students i.e. 187 (88.6%), read at home, while 169 (80.1%) read in the library, and 92 (43.6%), 88 (41.7%), and 75 (35.5%), read in the campus garden, classroom, and hostel, respectively.

Table 4: shows the Average time spent on reading

	Respondents	%
Less than 1 hour	38	18.0
1 to 2 hours	98	46.4
3 to 4 hours	54	25.6
Above 5 hours	21	10.0

Table 4 indicates the average time spent by students on reading. The majority of respondents (46.4%) spend 1 to 2 hours on reading, while a significant portion (25.6%) spend 3 to 4 hours. A smaller percentage (18.0%) spend less than 1 hour, and the fewest respondents (10.0%) spend more than 5 hours reading.

Table 5: shows the library visits by the students

	Respondents	%
Every day	46	21.8
Once in a week	64	30.3
Twice in a week	45	21.3
Two to three times a month	34	16.1
Not at all	22	10.4

Table 5 shows the library visits vary among respondents, with the most common frequency being once a week (30.3%) followed by every day (21.8%). A substantial portion visit twice a week (21.3%), while fewer visit two to three times a month (16.1%).

A small minority do not visit the library at all (10.4%).

Table 6: Shows the frequency of reading materials by students

	5	4	3	2	1	M	SD
Textbook	111(52.6)	62(29.4)	24(11.4)	12(5.7)	2(9)	4.27	.940
Reference book	58(27.5)	98(46.4)	33(15.6)	16(7.6)	6(2.8)	3.88	.991
Journal ad magazines	54(25.6)	73(34.6)	54(25.6)	18(8.5)	12(5.7)	3.66	1.120
Newspaper	88(41.7)	58(27.5)	49(23.2)	8(3.8)	8(3.8)	4.00	1.071
Stories and novels	60(28.4)	83(39.3)	36(17.1)	18(8.5)	14(6.6)	3.74	1.155
E-resources	36(17.1)	87(41.2)	50(23.7)	28(13.3)	10(4.7)	3.53	1.070
Websites	74(35.1)	65(30.8)	54(25.6)	6(2.8)	12(5.7)	3.87	1.105
Others	48(22.7)	48(22.7)	65(30.8)	14(6.6)	36(17.1)	3.27	1.349

*5= Very Frequently 4= Frequently 3= Sometimes 2= Rarely 1= Never M= Mean SD= Standard Deviation

Table 6 indicates that textbooks are students' most popular reading resources, with a mean score of 4.27 and a standard deviation of .940. This shows that students consult textbooks regularly. Newspapers are likewise widely used, with an average score of 4.00 and a standard deviation of 1.071. Reference books, journals and periodicals, stories and novels, e-

resources, and websites are also widely used, though to a lower level than textbooks and newspapers. These materials are utilized in a variety of ways, with some more commonly than others. For instance, reference books have a mean score of 3.88, whereas e-resources have a mean score of 3.53.

Table 7: Shows the purpose of reading by students

	5	4	3	2	1	M	SD
Self-development	114(68.2)	55(26.1)	12(5.7)	-	-	4.63	.591
For examinations	84(39.8)	94(44.5)	31(14.7)	2(9)		4.23	.729
To prepare assignments	70(33.2)	73(34.6)	48(22.7)	14(6.6)	6(2.8)	3.89	1.036
To prepare for the comparative exam	120(56.9)	61(28.9)	26(12.3)	4(1.9)	-	4.41	.788
To get knowledge and information	138(65.4)	58(27.5)	6(2.8)	7(3.3)	2(9)	4.53	.788
To improve spoken and written language	117(55.5)	74(35.1)	16(7.6)	4(1.9)	-	4.44	.717
Pleasure and fun	70(33.2)	75(35.5)	48(22.7)	14(6.6)	4(1.9)	3.91	.996

*5= Strongly Agree 4= Agree 3= Neutral 2= Disagree 1= Strongly Disagree M= Mean SD= Standard Deviation

The purpose of students' reading is stated in Table number 7. Most students, or 138 (65.4), read to gain knowledge and information. The second-highest percentage of students i.e. 120 (56.9%), read in preparation for comparative exams. 117(55.5) and 114(68.2) students read to advance their spoken and written language skills and self-development. The majority of students (94.5%) indicated they read for exams, 34.6 per cent for written assignments, and 35.5 percent for fun.

Table 8: Shows the student's perception regarding the reading

	Yes	%	No	%
Enjoyable	196	92.9	15	7.1
Difficult	55	26.1	156	73.9
Rewarding	109	51.7	102	48.3
Interesting	193	91.5	18	8.5
Boring	46	21.8	165	78.2

Table no 8 indicates the student's perception regarding the reading. The majority of students i.e. 196 (92.9%) and most students (193, 91.5%) indicate that they find reading enjoyable and interesting, respectively. Additionally, 109 students feel that reading is rewarding, while 55 students (26.1%) and 46 students (21.8%) say that reading is difficult and boring.

Table 9: Shows the problems faced by students while reading

	5	4	3	2	1	M	SD
Lack of interest	52(24.6)	40(19.0)	87(41.2)	18(8.5)	14(6.6)	3.46	1.147
Insufficient reading materials	30(14.2)	68(32.2)	83(39.3)	12(5.7)	18(8.5)	3.38	1.073
Distraction of television	63(29.9)	48(22.7)	60(28.4)	20(9.5)	20(9.5)	3.54	1.269
Distraction of Social Networking Sites	81(38.4)	50(23.7)	46(21.8)	24(11.4)	10(4.7)	3.80	1.204
Household errand	46(21.8)	50(23.7)	42(19.9)	49(23.2)	24(11.4)	3.21	1.326

*5=Always 4=Often 3=Sometimes 2=Rarely 1=Never M=Mean SD=Standard Deviation

Table 9 highlights the problems that students face while reading. whereas reading and social networking sites are the leading sources of distraction for 81 (38%) students, whereas television is the primary cause of distraction for 63 (29.9%). 87 (41.2) and 83 (39.3) students claim a lack of reading interest and material on occasion. 50 students (23.7%) responded that they were unable to read due to home errands.

7. Findings

- The standard deviation of 1.151 and the mean value of 3.95 show that the typical student prefers to read print materials over electronic ones.
- 191 students (90.5%) read books in the English language. 159 (75.4%) students did not select Marathi language reading materials.
- 163 students (or 77.3%) like to read in the morning and the majority of students, i.e. 187 (88.6%), read at home.
- 98 (46.4%) of the pupils read for one to two hours each day and only 21 (10.0%) students read more than 5 hours.
- the result shows that 46 students (21.8%) regularly visit the library and 64 (30.3%) student's students visit once a week.
- The highest number of the students i.e. 111(52.6%) used to read textbooks.
- Most students, i.e. 38 (65.4%), read to gain knowledge and information and 120 (56.9%) read to prepare for comparative exams.
- Most students indicate that they find reading enjoyable (92.9%) and interesting (91.5%).
- According to the findings, students' biggest sources of distraction are social networking sites and television.

8. Conclusion

College students who begin reading early will benefit in many aspects of their lives. Using the study's findings, we can conclude that children develop better reading habits. It will assist students achieve academically. Reading must be made joyful and voluntary to promote reading practices, competencies, and culture. Every viewpoint must be carefully considered. Even the most reluctant reader may develop a lifelong love of reading as a result of this democratic sensibility. The job of a college librarian is demanding. The librarian should help readers have a pleasant and positive attitude towards reading. Faculty members should encourage students to visit the library to study not only lecture notes or textbooks, but also novels, fiction, magazines, and journals, as well as borrow them. Parents should help their children improve reading abilities from a young age so that it becomes an intrinsic part of their lives. It will help them express themselves and write in good English, increasing academic success.

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