

# Reading habit of students in Hisar: A Case study of the degree College, Nalwa.

Dharmender Singh

Deptt. of Library. Govt.College, Nalwa, Hisar

## **Abstract:**

*Reading is a learning process. It enhances one's own knowledge. The aim of the study is to investigate the reading habits of the degree students of general colleges of Haryana. The questionnaire method is applied for this study.*

**Key Words: Reading, Degree Students, Haryana, Colleges, Nalwa**

## **INTRODUCTION**

Reading is a quick association of the eye movement with the words. A person who can have more quick association with words and eyes, he can read more rapidly, that is why we call a person slow reader or fast reader. Reading depends upon habit formation and constant practice. Good habits of reading injected by motivating the students and by guiding them to read interesting content matter to vide their interest in reading.

Constant reading and study provide the vital intellectual equipment, the very basis and foundation of all that a noble, sagacious person is expected to say or to do. Reading imparts knowledge, without which a person would be condemned to perpetual, devastating and disastrous ignorance. An ignorant man is like a burden not only for himself, but also for his family and society. He is incapable of bringing credit to anyone.

## **DEFINITION OF READING HABITS:**

Smith and Robinson defined reading as an “active attempt on the part adds to understand a writer’s message.”

Reading is primarily an intellectual activity and its practice is influenced many factors like home environment, subject background, age, status etc. Reading helps in the resolution of the personal need in the attainment of mental aturity and independence of thoughts.

Devarajan defines reading as an art of interpreting printed and written words. “It is a basic tool of education and one of the most important skills in everyday life. Habit is a psychological aspect and is developed of an individual.”

William S.Gray indicates that reading influences the extent and accuracy of information as well as attitude, moral belief, judgment and action of the reader. The reading habit has one of the most powerful lasting influences in promotion of one’s personal development in particular and social in general.

Herman emphasized that status, age, group, sex and information needs of the library users influence reading habit. It is lack of appreciation and understanding of good books and failure to derive pleasure from the habit of reading that effect of educational growth. The factors affecting the reading habits are: nature of reader, need of reader, cost of reading material, availability of reading material and way of interaction of users and information. Bryan relates the reading habits in relation to the library and mention that the librarian task is to find the right book for the right reader at the right time.

## **NEED and IMPORTANCE OF READING:**

Good readers are good thinker because reading is a thinking process. Students who have difficulty in working at different stages of cognition will have difficulty in comprehending what they are reading. Consequently they would have

difficulty in reading their content are text books. Recent research about the human brain and cognition is providing new and interesting information that may affect our teaching practice. The human brain is actively involved in selecting, transforming, organizing and remembering information. Reading as active consumers of information relate, what they are reading to their past experience, they interpret information draw inferences from it, ignore some information and attend to other information.

Good readers are good planners too. Reading is a source for the achievement of developmental task because it gives knowledge, esthetic enjoyment and a supply of substituted experience that is merely in exhaustible. It is an excellent source for helping students cope with their emotional and adjustment problems and as such it can be used to stimulate students to read. If students observe that reading books help them to deal better with certain problems, students read more.

Reading habit has been an area of active interest among the librarians and information scientists. It result from the recognition of some need perceived by the user, who as a consequence makes demand upon formal system such as libraries, information centers or other persons in order to satisfy the perceived need. To read is a right denied during millennia to the most of the humanity for a variety of reasons.

Many developing countries have been launching extensive literacy campaigns, with a view to teaching people to write and to read but knowledge of characters and reading techniques along are not suffice to develop real reading societies. People should be motivated to read and informed how to utilize reading material to improve their own personality and their social environment. In this context role of universities, academic institutes, colleges, libraries and family are very important for mutual cooperation to promote reading habits to students, especially, the role of libraries is very essential as libraries are fast emerging important institutions of information centre and lifelong educational agencies.

#### **OBJECTIVES STUDY:**

The main objective of the study is to understand the reading Habit by the Students of Hisar of the degree colleges Nalwa. Aims of the study are.

1. To assess the consequence of reading habits on students' performance.
2. To study the types of materials are using students at the time of when they visit the library.
3. To discover why students are engage in reading.
4. To know the students spend time on various performance.

#### **REVIEW OF RELATED LITERATURE:**

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 is particularly important in education as well as for unhindered intellectual growth of a person.

Adams (1989) reported the findings of a study of popular reading habits in the province of Ulster between 1700-1900.

Shekhawat (2006) conducted a study on reading habits of engineering students at BITS, Pilani. The study shows that the most important purpose of reading by the students is to update their knowledge and information 75% of postgraduate students read newspaper daily and 18% students read occasionally where as 7% students read rarely. In undergraduate students 64% students read newspaper daily and 36% students read occasionally. Total 69% students read newspaper daily and 28% students read occasionally where as 3% students read rarely. In total 09% students read magazine daily and 57% students read occasionally where as 33% students read rarely and 1% students never read magazine. Total 15% students don't read books other than textbooks but 80% students to read books other than textbooks. In total 86% students don't read religious books but 14% students read religious books.

Tella and Akande (2007) asserted that the ability to read is at the heart of self education and lifelong learning and that it is an art capable of transforming life and society.

Shabi and Udofia (2009) noted that active learning from books is better than passive learning such as watching televisions and playing games. The issue of reading, especially book reading, has received much attention from different quarters in recent times because of the downward trend it is experiencing, especially among the younger generation. The reasons of the decline in the reading habits of the general public, especially students and young people, are being widely debated and discussed by academicians, intellectuals, writers, librarians, and reading enthusiasts.

### RESEARCH METHODOLOGY:

A structured questionnaire has been designed to collect data from the students. The total number of Master's level students in these eight departments is 570. 272 copies of the questionnaire were distributed to the students, and 246 filled-in copies were returned

### Data Analysis and Interpretations

**Table- 1: Population study**

Gender	Respondents	Percentage
Male	149	60.56
Female	97	39.43
Total	246	100

Table-1 Shows gender wise distribution of respondents. Among them 149 (60.56%) respondents are male and 97 (39.43%) respondents are female. This table represents the number of male respondents is more than the numbers of female respondent

**Table-2 Frequency of visiting to the library**

Visiting the library	Respondents	Percentage
Daily	113	45.95
2-3 times in a week	82	33.33
Once in a week	28	11.38
Once in a month	15	06.09
Rarely	08	03.25
Total	246	100

Table-2 discusses the regularity of visiting the library. 113(45.95%) respondents are every day visitors and 82 (33.33%) respondents visit the library 2-3 times in a week, 28 (11.38%) visit library once in a week, 15 (06.09%) visit library once in a month and 08 (03.25%) respondent's visit library rarely. Hence the majority of the students visit library daily for reading.

**Table-3 Purposes of visiting library**

Purpose of visiting	Respondents	Percentage
To study particular subject books	178	72.35
To borrow library materials	163	66.26
To photo copy reading materials	64	26.1
To use the internet	136	55.28
Total	246	100

Table-3 presents the reason for which the students visit the Library. 178(7 2.35%) student's shows interest to go to the library for reading specific subject books. Many students visit the library for other purposes, such as borrowing reading materials 163(66.26%), to photocopying the reading materials 64(26.01%) and to browse the internet 136 (55.28%),

**Table-4 Purposes of Reading**

Purposes	Respondents	Percentage
To pass the examination	210	85.36
To get the knowledge and information	196	79.67
To be well informed	148	60.16
To increase life style	168	68.29
To while away time	110	44.71
To get a job	229	93.03
To time pass	42	17.07
To prepare Assignments	63	25.60
To prepare Seminar	47	19.10

Table -4 explains that students are read books not only to set up for exams or acquire knowledge but also a number of additional reasons. The largest number of respondents are interested in reading to pass the examination 210(85.36%) and to get a good job is 229(93.03%). Other than these to reason students are interested in reading is to get the knowledge is 196(79.67%), to be well informed about current events is 148(60.16%), to increase life style is 168(68.29%) and to prepare assignment and seminar 63(25.60%) and 47(19.10%) respectively .

**Table-5 Frequency of preferred time for reading**

Preferred time	Respondents	Percentage
Morning	192	78.04
Evening	110	44.71
Afternoon	70	28.45
Late night	170	69.10
Total	246	100

Table-5 describes that the students are prefer to read in the morning is 192(78.04%) compared to night 170(69.10%) and evening 110 (44.71 %) and afternoon reading habit of the students is very less 70(28.45%). This table shows morning as the pet time for reading.

**Table-6 preferred items for reading**

Items for reading	Respondents	Percentage
New paper	170	69.10
Magazines	110	44.71
Text books	190	77.23
Stories and novels	86	34.95
Journal articles	36	14.63
Reference books	78	31.70
Employment news papers	86	34.95
Reference books	119	48.37
Competitive books	78	31.70
Others	37	15.04
Total	246	100

Table.6 interprets that text books reading interest among students is higher 190(77.23%). Followed by newspaper reading is 170(69.10%), magazine reading 110(44.71%), employment news papers reading and stories reading is 86 (34.95%), reference books and competitive exam books 86 (31.70%) and 76(30.89%) respectively and 37(15.04%) respondents are



chosen the other reading items for their study. However, comparing the top four items of reading, it is evident that the two items (news papers and textbooks) among the four is showing highest interest from the readers.

**Table-7 preferred language for reading**

Language preferred	Respondents	Percentage
English	210	85.36
Hindi	186	75.60
Sanskrit	78	31.70
Others	17	06.91

Table-7 presents that highest number of students prefer English language 210(85.36%) followed by Hindi language 186 (75.60%), 78 (31.70%) respondents prefer to read in Sanskrit language and only a small number of respondents 17 (06.31%) prefer to read in other languages like Sanskrit,

**Table-8 Preferred favorite place for reading**

Favorite place for reading	Respondents	Percentage
Central Library	212	86.17
Class Room	96	39.02
College lab	34	13.82
Home	216	87.80
Park or Garden	47	19.10
In the bus	18	07.31
Campus Ground	08	03.25
College canteen	04	01.62
Other places	24	09.75

Table-8 presents that at home is the dominating place for reading as majority of students 216(75.44%) prefer to read in home followed by library 212 (86.17%). Then class room reading 96(39.02%), park / garden 47(19.10%) and college lab 34(13.82%) The provision of reading room service in the libraries with all necessary infrastructure and other facilities can attract students in the direction of libraries for reading from home.

## CONCLUSION:

Reading is a creative activity and is involved deeply with all phases of life but it seems that reading habit of the students has declined very much. Reading habit should be inculcated in the young minds in their home, in their schools. There should be reading atmosphere at home which will help a child to form reading habits. Parents should motivate their children by providing good books of their kid's interest. Reading is highly enjoyable, it helps to develop creativity and improve imagination. Librarians and teachers should encourage the students to improve their talents by reading books, newspapers etc. Since the Libraries are the central focus of learning process so emphasis must be given to develop the libraries. The role of Librarians is to do everything possible to cultivate reading habit amongst the students through the use of various library resources.

## REFERENCE:

Shekhawat (Jitendra Singh). Reading Habits of Engineering Students: A Case Study of Birla Institute of Technology and Science, Pilani, Rajasthan. M. Phil. Dissertion, Aligappa University.

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.

Adams (J R R). The determination of historical popular reading habits: a case study.

Journal-of-Documentation. 45 (4) Dec 89, 318-326.

Tella, Adenyinka; & Akande, Samson. (2007). Children's reading habits and availability of books in Botswana primary schools: Implications for achieving quality education. The Reading Matrix,7(2).Retrieved10November2012from

<http://www.readingmatrix.com/articles/adeyinka/article.pdf>

Shabi, I. N.; & 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.

