

Reading Habits among Graduate Students of Chhatrapati Sambhajanagar

¹ Dr.Khan Tanveer Habeeb, ² Dr.Khan Zeenat Muzaffar,

^{1,2}Associate professor,

^{1,2} Marathwada College of Education, Chhatrapati Sambhajanagar

Email: ¹khantanveer@marathwadacollege.ac.in. ²zeemuzaffar123@marathwadacollege.ac.in

Abstract: Reading Habits boosts cognitive skills like critical thinking, focus and memory, while enhancing communication abilities, including vocabulary and writing skills. Reading also broadens knowledge and empathy, providing new perspectives, and can be a source of stress reduction and entertainment. The present research study deals with finding out the level of reading habits in graduate students and also comparing the reading habits of male and female graduate Students. The study involved 280 (140 males and 140 females) graduate students selected from 04 colleges of Chhatrapati Sambhajanagar. Descriptive survey method was used for conducting the study and random sampling technique was used for selecting the sample. Mean, S.D and t-test were used as the statistical techniques. The findings revealed that the reading habits in the graduate students are average and there is no significant difference between the reading habits of male and female graduate students.

Key Words: Reading habits, Reading Behavior, Chhatrapati Sambhajanagar.

1. INTRODUCTION:

The growth of contemporary technologies has changed society. In this modern era, smartphones are new recreational platforms. The current trend shows that watching mobile screens is more interesting than reading books. Smartphone overuse kills reading habits gradually (Levratto et al., 2021). Students' reading habits have changed a lot because of mobile phones and digital media (Liu, 2005). It is important to know the level of reading habits among students as the use of mobile phones has increased in a global level (Dr. M. Senthilkumaran & B. Revathi, 2022).

Need and importance of study

According to NEP 2020, Reading is seen as a cornerstone for holistic student development, contributing to higher-order thinking skills, critical thinking, and overall well-being.

2. NIPUN BHARAT as National Mission in NEP 2020:

To address the "learning crisis," where a large number of students have not attained basic reading and writing skills, the government launched the National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat) Mission. This mission sets a national goal for all students to achieve foundational literacy by 2026–2027).

3. REVIEW OF RELATED LITERATURE:

Reading is a complex and cognitive process for learners to easily understand the information that they receive every day. It can be either through text or passages, which usually come from a printed or non-printed material. Besides, Mohamed et al. (2012) found that some view reading as a complex process integrating all aspects of human behaviors and demanding varied and continued instructional guidance to read precisely, to appraise and to relate to others during a significant way. The concept of reading is generally an activity to understand meaning, message from written materials or non-printed that helps the readers catch what idea the writer is trying to convey.

There are many reasons, that make reading very essential and need to be developed to each and every one. Basically, reading can help us a lot on exposing ourselves with a new thing and indirectly broaden our knowledge effectively. Mohammed et al. (2012) indicates that in Islam, reading is crucial and a thought of as a window to knowledge. Reading is an important tool for achieving emotional stability, enjoying leisure hours, sharing the difficult experiences which are

encountered in books and it continues to follow developments in the world (Ogunrombi & Adio, 1995). Therefore, reading is very important and brings a lot of positivity in our life.

4. OBJECTIVES OF THE RESEARCH:

- To measure the level of reading habits in overall graduate students.
- To compare of reading habits in between female and male graduate students
- To suggest remedies to enhance reading habits in graduate students.

5. HYPOTHESES:

- The level of reading habits in overall graduate students is high.
- There is no significant difference in reading habits in between female and male graduate students.

6. TOOL USED FOR RESEARCH STUDY:

Reading habits inventory (2022) developed by Dr. M. Senthilkumaran and B. Revathi was used in the research study. There are 42 items on the reading habits inventory. The instrument has a yes or no format. This instrument has both positive and negative statements. This inventory assigns 1 mark to the 'yes' option and 0 mark to the 'no' option for positive statements. For negative statements, it is the opposite scoring. The maximum score can be obtained by reading habits inventory is 42 and minimum score can be obtained by reading habits inventory is zero.

7. METHODOLOGY:

Descriptive survey method was used in the research as the research study will measure only the existing level of reading habits in college students. The scale was distributed to a sample of 280 undergraduate college students and time duration given to administer was 25 minutes. Instructions for responding to the scale were given to the students. After the administration, the scale were collected and scored for obtaining the total scores.

7.1. Sample and Sampling Technique: A sample of 280 graduate students was selected from 04 Colleges of Chhatrapati Sambhajinagar by using random sampling technique.

7.2. Statistical techniques: The statistical measures used for the research study were mean, standard deviation and t-test. Mean was used to measures the overall reading habit in the college students and t-test was used to compare the reading habits between female and male college students.

Table No.1: Standardized Table for interpretation of scores:

Sr.no	Level of scores	Level of reading habits
1.	0-18	Low
2.	19-31	Medium
3.	32-42	High

Table No.2: Table showing the analysis and Interpretation of the obtained scores:

Aspect	Overall mean	Mean (Female students)	Mean (Male students)	Standard deviation	t-value	Significance at 0.05 level
Reading Habits	28.78	28.30	29.26	7.88	0.29	No Significant Difference at 0.05 level

8. MAJOR FINDINGS:

Table no.1 shows the standard scores from which we can compare and interpret the obtained scores. From Table no.2, we can observe that the overall reading habits (including male and females) found in the graduate students was 28.70 which show that the level of reading habits in graduates is medium. The mean score of reading habits in female graduates was 28.30 which show that the level of reading habits in female graduates is medium. The mean score of reading habits in male graduates was 29.36 which show that the level of reading habits in male graduates is medium.

The t-value obtained after comparing the male and female scores was found to be t-test value-0.29 which shows that there is no significant difference between the reading habits of female and male graduate students

Testing of hypotheses:

Hypothesis: 1- The level of reading habits in overall graduate students is high, was rejected as that the reading habits found was of average or medium level in the graduate students.

Hypothesis: 2- There is no significant difference in reading habits in between female and male graduate students, was accepted as there was no significant difference found between the female and male graduate students.

9. SUGGESTIONS TO CULTIVATE READING HABITS

- **Establish Consistency:** Set a daily reading routine, such as 15 minutes before bed or after school, to build a lasting habit.
- **Create an Inviting Space:** Designate a quiet, well-lit, and comfortable spot dedicated specifically to reading.
- **Encourage Autonomy:** Let students choose their own books based on their interests rather than forcing specific materials.
- **Model Reading Behavior:** Parents and teachers should read in front of students and share their own enjoyment of books.
- **Make it Social:** Encourage visits to libraries and bookstores, and participate in reading clubs or book exchanges.
- **Read Aloud:** Read to children to improve their comprehension and interest, regardless of their age.
- **Focus on Enjoyment:** Avoid turning reading into a chore. Encourage discussing the story, characters, and themes to foster a deeper connection, rather than just quizzing them on content.

10. CONCLUSION:

Thus, we can conclude that the reading habits in graduates need to be enhanced to the maximum level as the findings revealed that the reading habits found was of average or medium level in the students. Therefore teachers and parents need to focus on development of reading habits in children from primary school stage itself.

REFERENCES:

1. Levratto, V., Suminas, A., Schilhab, T., & Esbensen, G. (2021). Smartphones: reading habits and overuse. A qualitative study in Denmark, Lithuania and Spain. *Educación XX1*, 24(2). <https://doi.org/10.5944/educxx1.28321>
2. Liu, Z. (2005). Reading behavior in the digital environment. *Documentation*, 61(6), Journal of 700–712.
3. Mohamed, M., Rahman, R. A., Tin, L. C., Hashim, H., Maarof, H., Nasir, N. S. M., Zailani, S. N., Esivan, S. M. M., & Jumari, N. F. (2012). Reading behaviors of students in Kolej Datin Seri Endon (KDSE). *International Journal of Educational Management*, 26(4), 381–390. <https://doi.org/10.1108/09513541211227782>
4. Ms. Kushmeeta Chettri, Dr S.K. Rout, Reading Habits - An Overview, *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, Volume 14 , Issue 6 (Sep. - Oct. 2013), PP 13-17, e-ISSN: 2279-0837, p-ISSN: 2279-0845
5. Oyekola Adebimpe Adesola, Hameed, & Oseni Muinat Adewumi. (2017). A Survey on the Reading Habits among Colleges of Education Students in the Information Age. *Journal of Education and Practice*, 8(8), 106–110.
6. Ogunrombi, S. A., & Adio, G. (1995). Factors affecting the reading habits of secondary school students. *Library Review*, 44(4), 50–57. <https://doi.org/10.1108/00242539510089750>
7. 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
8. Senthikumar, M. & Revathi, Mrs. (2022). Development and Validation of Reading Habits Inventory. 6. 2120-2124.
9. <https://www.understood.org/en/articles/8-tips-to-help-young-kids-develop-good-reading-habits>