

UGC MINOR RESEARCH PROJECT

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**Study of the Impact of Reading Habits on the
Performance of UG and PG students**

by

Smita Mayekar

Assistant Professor

Hirachand Nemchand College of Commerce, Solapur

Contents

Chapter 1

1.1 History and Definition of reading.....	3
1.2 Reading Patterns.....	4
1.3 Origin of the Problem.....	5
1.4 Significance of the Study.....	6
1.5 Explanation of key terms.....	6
1.6 Interdisciplinary Relevance.....	6
1.7 Objectives of study.....	7
1.8 Methodology.....	7

Chapter 2

Review of Literature.....	9-11
---------------------------	------

Chapter 3.

Data Analysis.....	12-35
--------------------	-------

Chapter 4

Findings.....	36.
Conclusions.....	38
Suggestions.....	39
References.....	40

Questionnaire

List of tables & Charts

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Smita Mayekar

1. Introduction

1.1 History and Definition of reading

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement. Introduction

Reading has been the passion of the greatest personalities of all times. Humans have been reading since ages and thus words of knowledge have been passed on through generations. The reading habit influences in the promotion of one's personal development in particular and social progress in general. Regular and systematic reading sharpens the intellect, refines the emotions, elevates tastes and provides perspectives for one's living; and thereby prepares a person for an effective participation in the social, religious, cultural and political life. Reading fires the imagination of the person. It adds new sight to eyes and new wisdom to mind..The individual who reads well has a means for widening mental horizons and for multiplying opportunities of success. Reading is a vital factor affecting intellectual and emotional growth. Sir Richard Steele has logically quoted, "*Reading is to the mind what exercise is to body*".

The definition of *reading* has undergone through many changes. In the past, reading simply meant to extract visual information from any given codes or systems. However, thereafter, reading became much more complex and involved the understanding of a whole text composed of written signs. Smith & Robinson (1980) defined reading as "an active attempt on the part of reader to understand a writer's message".

Reading is as a process of thinking, recalling and relating concepts under the functioning of written words. Devarajan (1989) defined reading as the art of interpreting printed and written words.

Irvin (1998) describes the 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”

Thus, reading is the ability to recognise, and examine words or sentences and understand the information within. It is a cognitive process of understanding a written linguistic message and to examine and grasp the meaning of written or printed characters, words or sentences.

The history of reading dates back to the invention of writing during the 4th millennium BC. Although reading print text is now an important way for the general population to access information, this has not always been the case. With some exceptions, only a small percentage of the population in many countries was considered literate before the Industrial Revolution. Some of the pre-modern societies with generally high literacy rates included classical Athens and the Islamic Caliphate.

1.2 Reading Patterns

Readers use a variety of reading strategies to assist with decoding (to translate symbols into sounds or visual representations of speech) and comprehension. Readers may use morpheme, semantics, syntax and context clues to identify the meaning of unknown words. Readers integrate the words they have read into their existing framework of knowledge or schema (schemata theory).

Other types of reading are not speech based writing systems, such as music notation or pictograms. The common link is the interpretation of symbols to extract the meaning from the visual notations. Currently most reading is either of the printed word from ink or toner on paper, such as in a book, magazine, newspaper, leaflet, or notebook, or of electronic displays, such as computer displays, television, mobile phones or e-readers. Handwritten text may also be produced using a graphite pencil or a pen.

Reading is typically an individual activity, although on occasion a person will read out loud for the benefit of other listeners. Reading aloud for one's own use, for better comprehension, is a form of intrapersonal communication. Reading to young children is a recommended way to instil

language and expression, and to promote comprehension of text. Before the reintroduction of separated text in the late Middle Ages, the ability to read silently was considered rather remarkable

The widespread influence of TV, Internet and other electronic media has sidetracked, if not completely reduced, the traditional reading patterns of students where-in students referred to printed documents and visited libraries. Nevertheless, reading habits, whether using modern patterns or traditional patterns, do play an important role in improving the performance of the reader. It goes without saying that good reading habits help in improving general knowledge, build vocabulary and thereby the writing and presentation skills leading to increase in the confidence level of the reader and social and community participation. The benefits of reading habits for readers are infinite and they aim at giving a boost to the personality of those entering the job market.

1.3 Origin of the Problem:

Mere academic development is not enough to survive in this competitive world, what else is needed are good soft skills, communication skills. Heightened awareness of developing communication skills is the need of the hour. It is an aspect which makes a person able and cultured enough to survive in this competitive world. Reading is one of the four communication skills which are required to develop an all round personality. It does not come natural to a human being. It has to be acquired, and cultivated. Reading confers a host of possible benefits on the reader. A reader can not only learn what has been discovered by others but also build on the foundation of information. Reading, which is the prominent gateway to the knowledge room is one of the four communication skills required to develop an all round personality. It does not come natural to a human being. It has to be acquired, and cultivated as a habit. Reading habits whether using modern patterns viz. E- reading or traditional patterns play a very important role in developing the personality of the students. It can be assumed as a practice that assists individuals to gain creativeness and develops their critical thinking capacities. In this sense, reading habit is an important tool for the development of personalities and mental capacities of individuals. Applying this formula of combining hard and soft skills to build the overall personality of a student, communication skill as a compulsory subject has been introduced in the areas of reading,

writing and attaining written and spoken communication skills. Development of communication skills is the need of the hour. It is good and apt communication that makes culture possible.

1.4 Significance of the Study:

The study gains importance from the students' point of view as it may help them to realize that reading skills are as important as the other communication skills in helping them to face the challenges and demands of the corporate and business sector which they shall enter. Based on this background the present study aims at studying the impact of one of these communication skills viz. reading skills on the performance of the students pursuing graduation and post graduation courses and measuring the impact of reading habits on the performance of these students. Here the term 'performance' implies accomplishing academic excellence and developing confidence to participate in co-curricular and extra-curricular activities.

Under this backdrop the present study aims at assessing the performance of students by studying the relation between reading habits of students and their performance.

1.5 Explanation of key terms:

In this study the term "**performance**" implies accomplishing academic excellence and developing confidence to participate in co-curricular and extra-curricular activities. It implies a notable improvement in the cognitive skills and communicative skills of students.

The term **Under Graduate (U G) Students** implies students pursuing under graduate degree courses.

The term **Post Graduate (PG)students** implies students who are pursuing Post Graduate courses.

The term reading **habits** implies the frequency of reading, the manner or style of reading and the reading preferences of the respondents.

1.6 Interdisciplinary Relevance

Irrespective of the discipline to which a student belongs or the career which he pursues, reading is a must! Reading habits have to be inculcated in all students for the infinite benefits that they reap. For whatever purpose one may read out of academic compulsion or enjoyment – reading not only adds to the knowledge that the student possess but will also increase his confidence to face the exams, the interview panel, the job market and will also increase his social and community participation. Therefore this topic is relevant to all disciplines.

1.7 Objectives of study:

The study aims at studying the reading habits of students. It further aims to assess the performance of students on the basis of their reading habits. Here the term ‘performance’ implies accomplishing academic excellence and developing confidence to participate in co-curricular and extra-curricular activities.

1. To study the reading habits of undergraduate and postgraduate students.
2. To find out the differences, if any, in the reading habits of undergraduate and post graduate students.
3. To study differences in the reading habits of Urban and rural students.
4. To suggest ways to improve habits.
5. To analyze factors influencing reading habits.
6. To study inter relationship between performance and reading habits

1.8 Methodology

Data Collection—Type, source

The research work is based on primary and secondary data. Primary data is collected from responses of students to a structured questionnaire. The secondary data is collected from books, journals, internet and newspapers.

The primary data was collected using the questionnaire method. Before drafting the questionnaire, in-depth interviews were conducted to some college students, which provided some directions in drafting questionnaire. After the survey questionnaire was drafted, it was pre-tested with 30 students. The questionnaire was then modified according to the result of the pre-test. A questionnaire; constituting 15 questions, framed for evaluating reading habits of the respondents, general attitudes towards reading, reading preferences, time spent on reading, family background, academic performance, participation in co curricular and extracurricular activities etc; was used for data collection.

Sample Unit:

The target population selected was college students pursuing UG and PG courses. The present study is limited to the student's .of colleges affiliated to Solapur University. Presently there are 90 affiliated colleges with approximately 65,000 learners studying under the aegis of the University. About 58 different courses are conducted in the faculties of Arts, Science, Commerce, Education, Law, Engineering etc.

Sample Size

Sample size for the study will be 5% of colleges of the University conducting graduate and undergraduate degree courses.

The colleges will be selected using convenient sampling method. The sample size of students will be 10% of the strength of the college.

The Sample size selected for the study includes 200 students from five different colleges,. 100 students pursuing PG courses and 100 pursuing UG degree courses. To understand the reading habits of Urban and Rural students, students were selected from colleges located in the Rural area, a Taluka place in Solapur district and the other half from colleges from Solapur city limits. Accordingly, 102 students from urban and 98 students from rural area were selected.

Sampling method:

The colleges were selected using convenient sampling method and respondents were selected using simple random sampling.

Statistical tools used:

The tools used for analysis of data are tabular analysis based on percentage, and simple averages. The association between impact of reading habits on the performance of the students is analyzed by using chi-square test.(χ^2) and Z test is used to study the difference between reading habits of undergraduate and post graduate students and to study differences in the reading habits of Urban and rural students.

Chapter 2

Review of literature

Review of Research and Development in the subject

Reading has increasingly been the object of empirical and theoretical investigations at in the past. Attempts have been made at international and national level to study various the reading habits of readers, the role of teachers, parents friends etc have been classified in different categories—male, female, students, teachers, professionals, working class etc. Further attempts have been made to investigate and suggest effective methods for teaching children to read. In the year 1992, the US congress authorized creation of a National Reading Panel (NRP) charged with investigating the most effective methods for teaching children to read.

In April 2000 NRP released its research-based findings entitled Teaching Children to read. These findings reveal the role of teachers, the strategies used to develop reading skills and habits among school students.

Shapiro did Works on adolescent readers and Whitney title “Who is an adolescent reader Taiwan?” (1997) .Decker has given causes of illiteracy in his researcher work in 1986.

Clark & Foster (2005) reports that girls enjoy reading greater than boys and boys tend to hold more negative attitudes towards reading than girls. McKenna, Kearn & Ellsworth (1995) and Hassell & Rodge (2007) reveal that girls have more favorable attitudes than boys for both recreational and academic reading. Hopper (2005) depicts that (67%) of girls were reading compared with (54%) of boys. Sahai (1970) results make visible that more than (90%) of the users read newspapers and magazines and the percentage of women is higher than the men. Kendrick (1999) discovers that over half (56%) of the middle grade boys do not enjoy reading and (86%) of them complain that parents do not read with them. Yilmaz (2000) finds that the majority of the students (77.8%) don't have reading habits whereas the smallest ratio (6.5%)

belongs to the heavy readers. Hastings & Henry (2006) reveal that more than half of respondents (56%) spend less than an hour a day on reading and (13%) says that they do not read at all. Igun & Adogbeji (2007) report that nearly two-thirds (61.5%) of postgraduate students are motivated for study & reading primarily by the desire for knowledge and skills, while (22.5%) study mainly to pass their examinations and tests and for self development. Cabral & Tavares (2002) study concerning the students reading habits reflects that students read for academic purposes (97.8%) almost as much as they use reading as a hobby (97.2%). The study of Hassell & Rodge (2007) depict that (72%) of the students are reading in their leisure time in which 22% read constantly and (50%) read when they get a chance. Blackwood (1991) indicates that students are reading about 2.5 hours each week for pleasure during academic session and slightly more during vacations. Tella & Akande (2007) disclose that the majority of the students (53.3%) spent between 1-2 hours per day on reading. The Department of Education, Hong Kong (2001) points out that the students are spending 2 or more hours on reading in a week. Sheorey & Mokhtari (1994) results reveal that students read an average of 4.75 hours per week. Karim & Hasan (2007) identify that the students spend about 7 to 9 hours per week on average to read. Kaur & Thiyagarajah (1999) reveals that while many students prefer spending as much as 3-5 hours per week in reading yet the breakdown of the responses indicate that (69.8%) of them spend this amount of time on literary works, (28.6%) on newspapers and (25.4%) on novels. Devarajan (1989) reports that irrespective of the socio-economic background, the majority is interested in reading literature (51.96%) especially novels followed by Science (34.66%). Clark & Foster (2005) report that 83.9% of pupils admit mother teaches them to read, followed by their teacher (72.2%) and their father (65.0%). Their mother (42.5%), teacher (38.5%) and father (32.4%) are also the most frequently cited reading partners. The mother (57.4%), father (42.1%) and friend (39.9%) are the top three people with whom pupils discuss their reading. De boer & Dall Mann (1960) is of the opinion that it is the task of the teacher to bring the child and book together. They further insist that the techniques of improving a child's voluntary reading should in general be those of enticement and persuasion rather than those of coercion. 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

The Sarva Shiksha Abhiyan and the National Policy on Education of the government of India give emphasis on development of students at the primary, secondary, higher secondary as well as Higher Education level.

The government is investing a lot of funds in promoting education at all levels by enforcing the concept of mass education. The goals of the National Policy on Education 1986 and the SSS programs demanded vastly-increased enrollment. But mere enrolment is not enough. It is very essential to assess the performance of students studying in schools and colleges.

The National Council of Education, Research and Training collect data about education and conducts education research.

Research has been done on reading habits of working women by Chittaranjan Panigrahi titled 'Information use and reading habits of working women in the steel city of Rourkela'.

Much has been written on strategies to develop reading skills. Books on communication skills too stress more on the ways to develop the reading, speaking and writing skills of students. Most of the research is focused on developing reading skills of primary, secondary and higher secondary school children and not on college and university students. The present study aims at filling this gap

Chapter 3

Data Analysis

The present study aims at studying the impact of one of these communication skills viz. reading skills on the performance of the students taking up graduation and post graduation courses and measuring the impact of reading habits on the performance of these students. Here the term ‘performance’ implies accomplishing academic excellence and developing confidence to participate in co-curricular and extra-curricular activities.

Other factors also taken into consideration to measure the impact of reading on the performance of students include family background, role of teachers and role of parents.

The research work is based on primary and secondary data. Primary data is collected from responses of students to a structured questionnaire.

General Profile of Respondents:

The Sample size selected for the study includes 200 students pursuing PG courses UG degree courses The sample frame consists of respondents from urban and rural areas.

Table 1a- Distribution of Undergraduate students according to course adopted

Course	No. of students	%
BA	5	5
BCOM	33	33
BCS	3	3
BBA	13	13
BSc	30	30
BCA	16	16
Total	100	100

Chart 1a Distribution of Undergraduate students according to course adopted

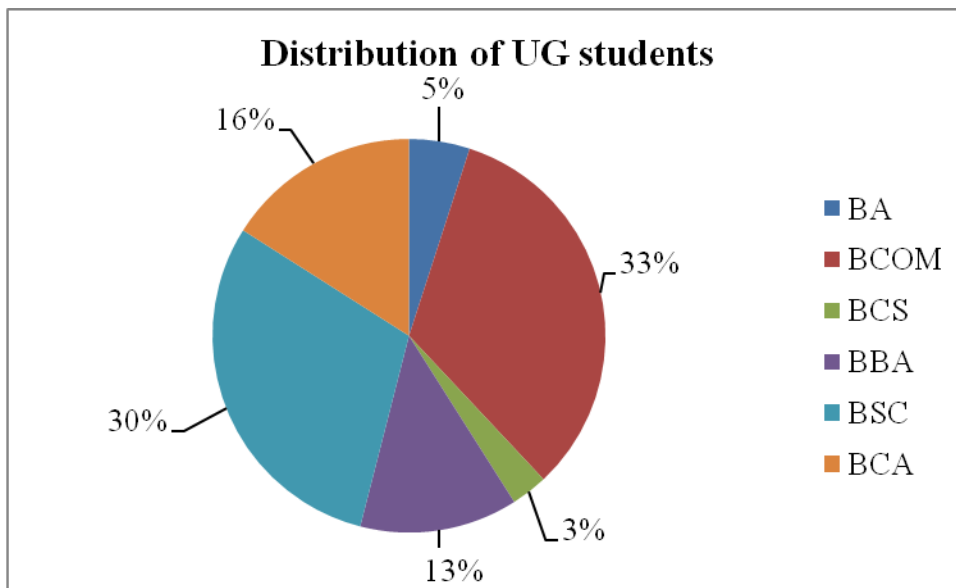


Table 1a and Chart 1b give us information of the general profile of respondents pursuing Under Graduate courses. Students of BCom (33%), BA(5%), BCA(16%), BCS(3%), BBA(13%) and BSc (30%) were randomly selected.

Table 1b. Distribution of Postgraduate students according to course

Course	No. of students	%
M A	30	30
M Com	39	39
M B A	31	31
Total	100	100

Chart 1b-Distribution of Postgraduate students according to course adopted

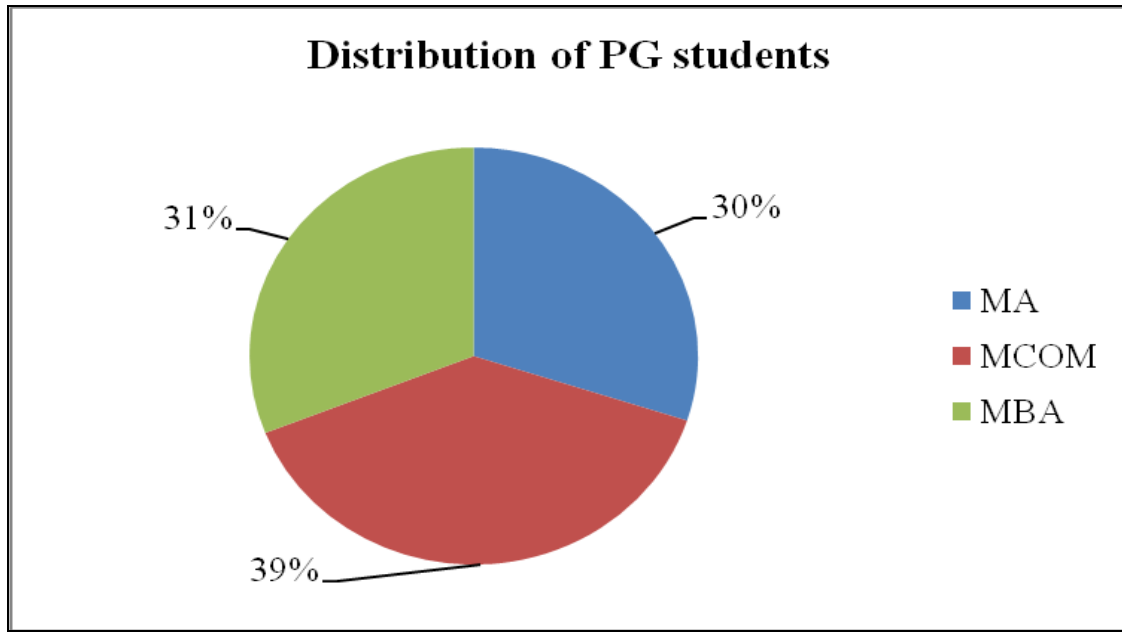
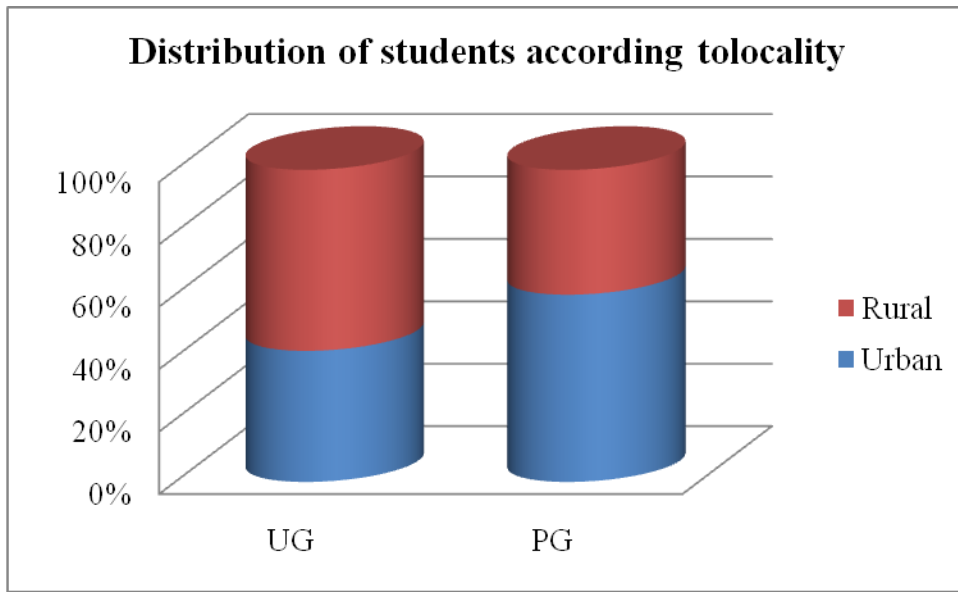


Table 1b and Chart 1b give us information of the general profile of respondents who are students pursuing Post Graduate degree courses like M.Com, MA, and , MBA .. The respondents who were randomly selected include 39% MCom students, 31% MBA students and 30% MA students.

Table2. Locality wise Distribution of Respondents (UG & PG)

Locality	UG	PG
Urban	42	60
Rural	58	40
Total	100	100

Chart 2. Locality wise Distribution of Respondents(Rural & Urban)



Reading habits of students:

Reading habits of students were tested on the following factors:

A. Classification of students (UG&PG) as per Use of Computer to update knowledge

Table3. Distribution of students according to level of education and use of computer

Use of Computer	No. Of students		Z test	P value
	UG	PG		
Yes	83	86	0.58	p>0.05
No	17	14		
Total	100	100		

From the profile of students displayed in Table No.3 we can see that there is statistically no significant difference between UG students (83%) and PG students (86%) in the habit of using computer for updating knowledge.

Table4. Distribution of students according to locality and use of computer

Use of Computer	Locality		Z test	P value
	Urban	Rural		
Yes	83	86	1.24	p>0.05
No	19	12		
Total	102	98		

From the information displayed in Table No.4 we can see that there is statistically no significant difference observed between locality wise use of computer where in. 83% of students from urban areas and 86% of students from rural area use computers for updating knowledge

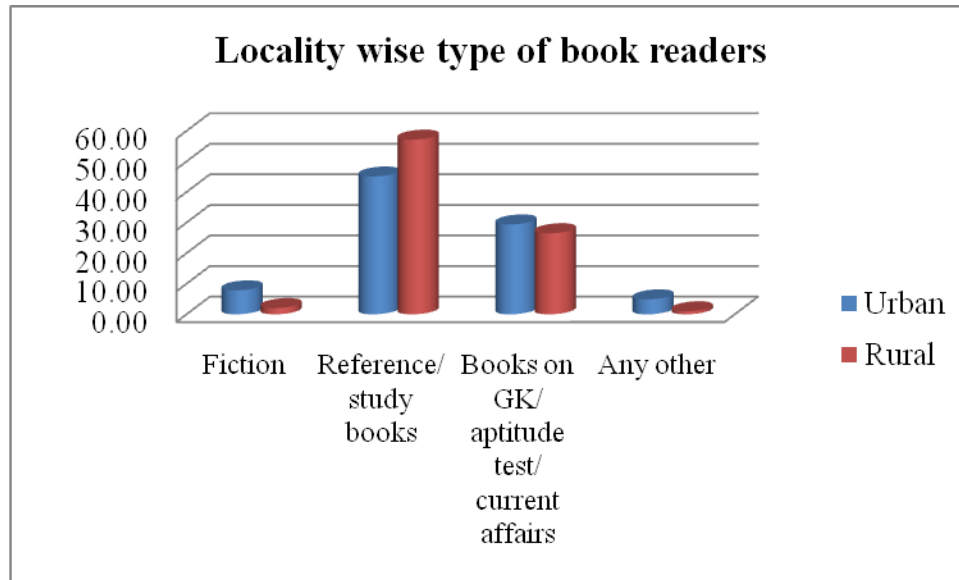
B-Reading preferences of respondents

Table 5 Locality wise reading preferences of students-Urban/Rural

Type of Books read	Locality		Z test	P value
	Urban	Rural		
Fiction	08	02	1.88	p>0.05
Reference/ study books	46	56	1.70	p>0.05
Books on GK/ aptitude test/ current affairs	30	26	0.46	p>0.05
Any other	05	01	1.60	p>0.05
All type of books	13	13	--	--
Total	102	98		--

$$\chi^2 = 7.46 \quad \text{D.F.}=4 \quad p>0.05.$$

Chart 3 Locality wise reading preferences



From the data given in Table 5 and Chart 3 we get information of the locality wise reading preferences of respondents. It is seen that there is statistically no significant association observed between type of books read and locality of students ($p>0.05$).

We see that students both from rural and urban areas prefer to read reference books (57.14% and 45.09% respectively) , followed by books on GK, current affairs etc.(29.41% from urban and 26% from rural areas).Very few students read fiction (7.8 % from urban and 2% from rural areas) .All types of books are read by 12.7 % of urban and 13.2% of rural area students

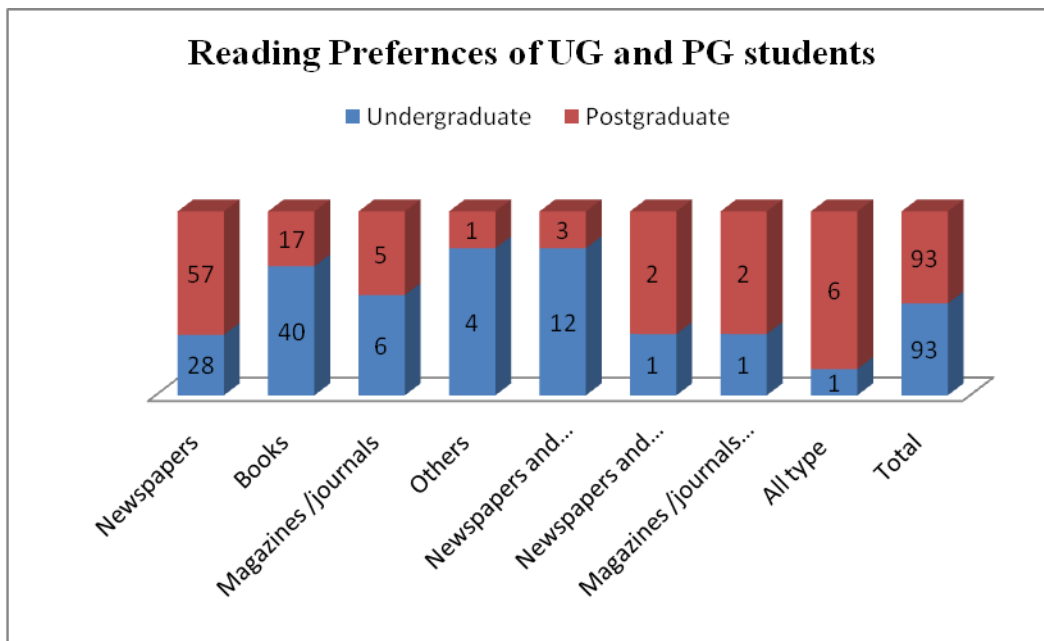
B-b Qualification wise reading preferences of students-UG/PG

Table 6. Level of education and reading material used to update knowledge by students

Reading material use to update knowledge	Undergraduate	Postgraduate
Newspapers	28	57
Books	40	17
Magazines /journals	06	05
Others	04	01
Newspapers and books	12	03
Newspapers and magazines/ journals	01	02
Magazines /journals and others	01	02
All type	01	06
Total	93	93

$$\chi^2 = 30.70 \quad \text{D.F.}=4 \quad p<0.$$

Chart 4 Qualification wise reading preferences of students



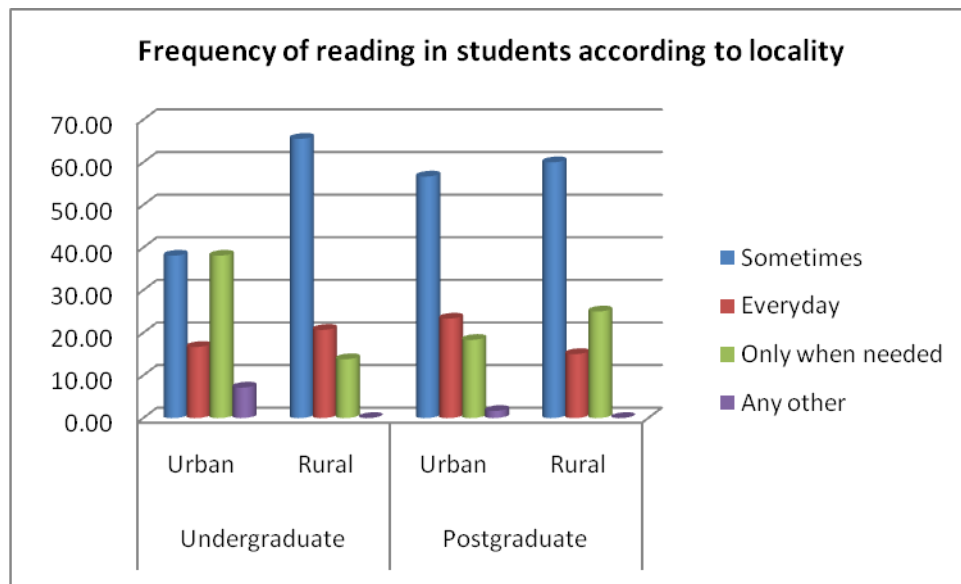
From the data displayed in Table no 6 and Chart 4 it is observed that while PG students prefer to use newspaper to update knowledge, the UG students prefer to read books. 61.2% of PG students read newspaper as against 30.15% of UG students, to update knowledge. The remaining 38.2% use other type of reading material. The percentage of UG students who read books is 43%. read books. Thus, from the reading preferences of UG &PG students we can say there is statistically significant association observed between reading material used to update knowledge and level of students.

C. Frequency of reading

Table 7. Frequency of reading in students according to locality and qualification

Frequency of reading	Undergraduate		Postgraduate	
	Urban	Rural	Urban	Rural
Sometimes	16	38	34	24
Everyday	07	12	14	06
Only when needed	16	08	11	10
Any other	03	00	01	00
Total	42	58	60	40

Chart 5 Frequency of reading in students according to locality and qualification



From the data given in Table 7 and Chart 5, we get information about the reading habits of students according to level of education (UG & PG) and locality (Urban & Rural). It is observed that 54% of UG students read sometimes, 19% read every day, 24% of undergraduates have a habit to read when needed and 3% have some other habit of reading. On the other hand, the reading habits of PG students in regard to the frequency of reading sometimes, everyday, when needed and some other is 58%, 20%, 21% and 1% respectively. On the basis of the results of the χ^2 test, it is observed that there is statistically no significant association observed between frequency of reading books and level of education ($p > 0.05$).

Table8 Qualification wise distribution of students and frequency of reading books

Frequency of reading	No. Of students		Z test	P value
	UG	PG		
Sometimes	54	58	0.56	P>0.05
Everyday	19	20	0.17	p>0.05
Only when needed	24	21	0.50	p>0.05
Any other time	03	01	1.01	P>0.05
Total	100	100		

$$\chi^2 = 1.37 \quad \text{D.F.}=3 \quad p=0.05$$

There is statistically no significant association observed between frequency of reading books and level of education (p>0.05).

Table 9 Locality wise distribution of students and frequency of reading book

Frequency of reading	Locality		Z test	P value
	Urban	Rural		
Sometimes	50	62	2.02	P=0.05
Everyday	21	18	0.39	p>0.05
Only when needed	27	18	1.37	p>0.05
Any other time	04	00	1.98	P=0.05
Total	102	98		

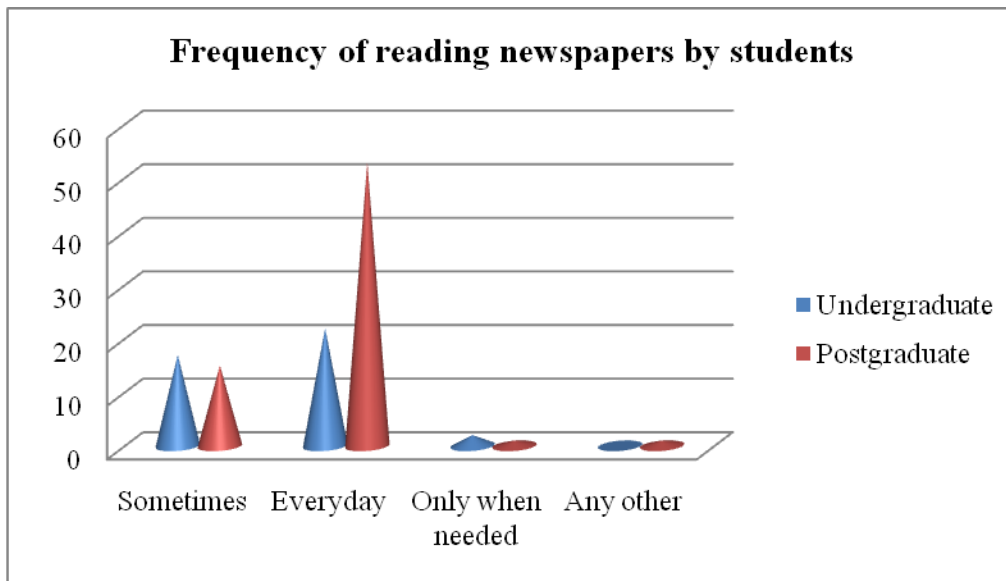
$$\chi^2 = 7.24 \quad \text{D.F.}=3 \quad p>0.05$$

From the data in Table 9 it is observed that there is no statistically significant association observed between frequency of reading books and locality of students (p>0.05).

There is statistically significant difference observed in sometime book reading habit and other type of book reading habit between urban and rural students (p=0.05).

While there is no statistically significant difference observed in everyday and only when needed reading habit between urban and rural students (p>0.05).

Chart 6 Frequency of reading newspaper by respondents



Of the total number of students who read newspaper, it is observed that PG students have the habit of reading newspaper everyday.

D Style of Reading

Table10. Distribution of students according to level of education and reading style

Style of reading	No. Of students		Z test	P value
	UG	PG		
Quick browsing	19	29	1.65	P>0.05
In depth reading	41	32	1.32	p>0.05
Note making	33	32	0.15	p>0.05
Any other	07	07	--	--
Total	100	100		

$$\chi^2 = 3.21 \quad D.F.=3 \quad p=0.05$$

From Table 10 we can see that there is statistically no significant association observed between style of reading books and level of education of students (p>.05).

Chart 7 Distribution of students according to level of education and style of reading

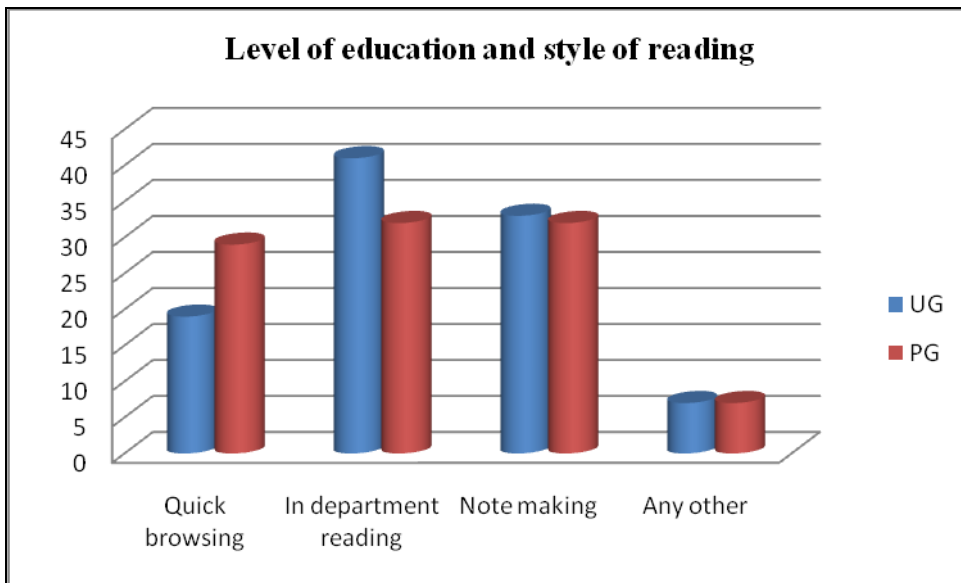


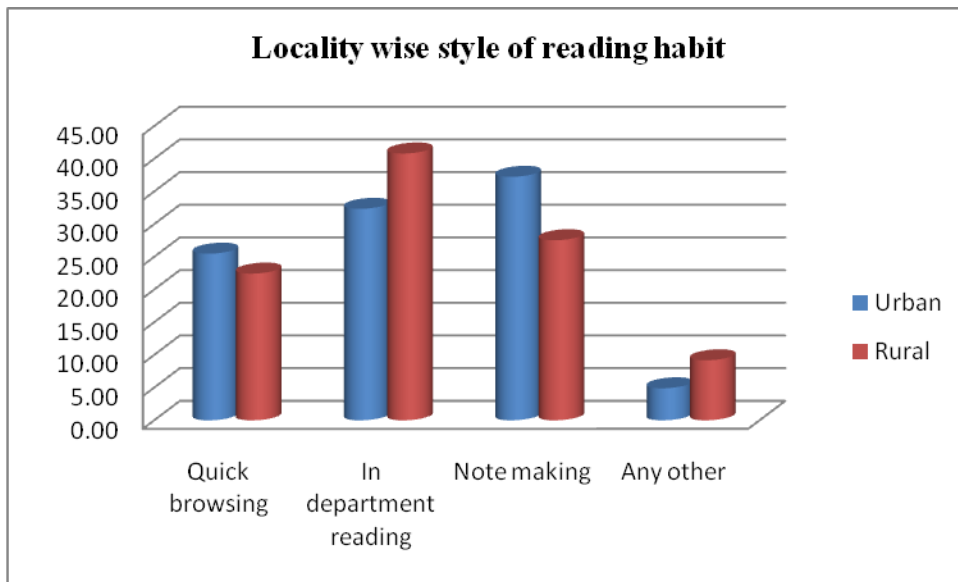
Table11 Distribution of students according to locality wise style of reading

Style of reading	Locality		Z test	P value
	Urban	Rural		
Quick browsing	26	22	0.50	P>0.05
In department reading	33	40	1.24	p>0.05
Note making	38	27	1.46	p>0.05
Any other	05	09	1.19	P>0.05
Total	102	98		

$$\chi^2 = 3.09 \quad D.F.=3 \quad p>0.05$$

We can see that there is statistically no significant association observed between style of reading and locality of students (p>0.05).

Chart 8 Distribution of students according to locality wise style of reading



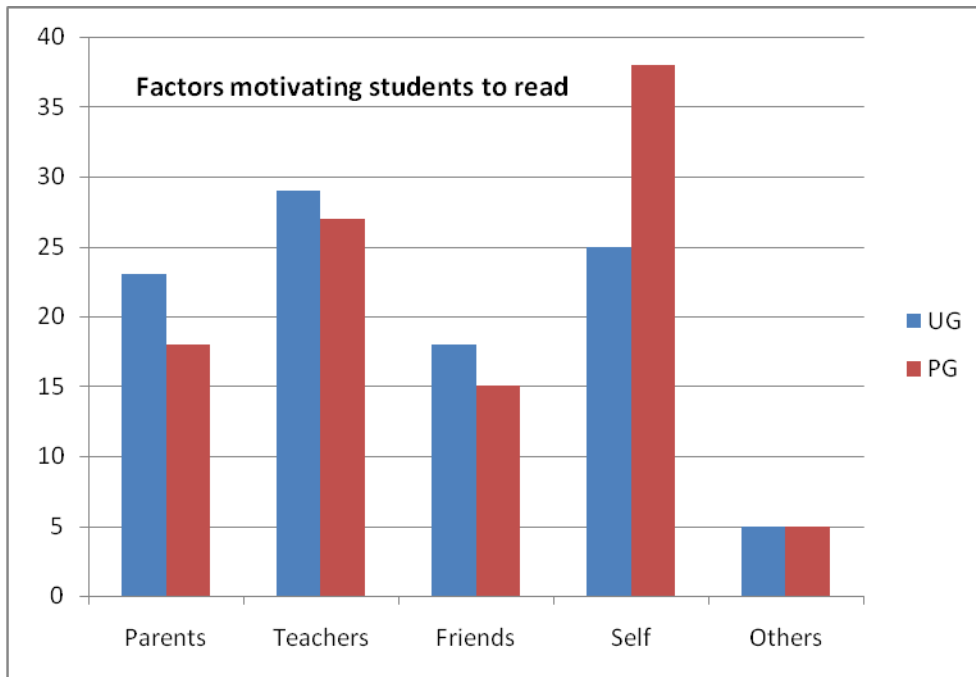
There is statistically no significant difference observed in locality wise style of reading ($p > 0.05$)

2 Factors Inculcating the Reading Habit

Table 12 Factors motivating students to read

Motivated by	UG	PG
Parents	23	18
Teachers	29	27
Friends	18	15
Self	25	38
Others	5	5

Chart 9 Factors motivating students to read



In the study factors which inculcate reading habits among students include parents, teachers, friends, self and others. From the given table it is clear from the data that PG students develop reading habits mostly of their own (38%) followed by with the help of teachers (27%), parents (18%), friends (15%) and others (5%) respectively. It is observed that 29% of UG students are motivated by teachers, followed by self (25%), parents (23%), friends (15%) and others (5%) respectively.

It is observed that teachers play a better role in developing reading habits among UG students than PG students who are self motivated.

Table13. Association between level of education and motivational factors.

Motivated by	Participation in extracurricular / co-curricular activities		Z test	P value
	UG students	PG students		
Parents	18	15	0.54	P>0.05
Teachers	28	23	0.81	P>0.05
Friends	10	07	0.74	P>0.05
Self	17	27	1.86	P>0.05
Total	73	72		

$$\chi^2 = 3.56 \quad \text{D.F.} = 3 \quad p > 0.05$$

There is statistically no significant association observed between factors which motivate students to participate in extracurricular/ co-curricular activities and the level of education of the respondents. ($p > 0.05$).

Chart 10 Association between level of education and motivational factors.

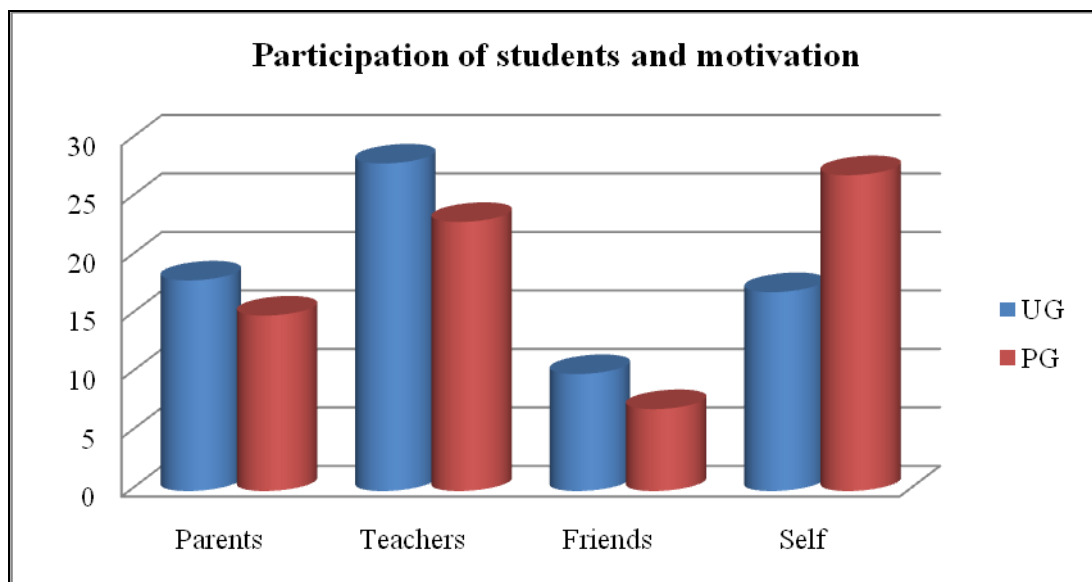


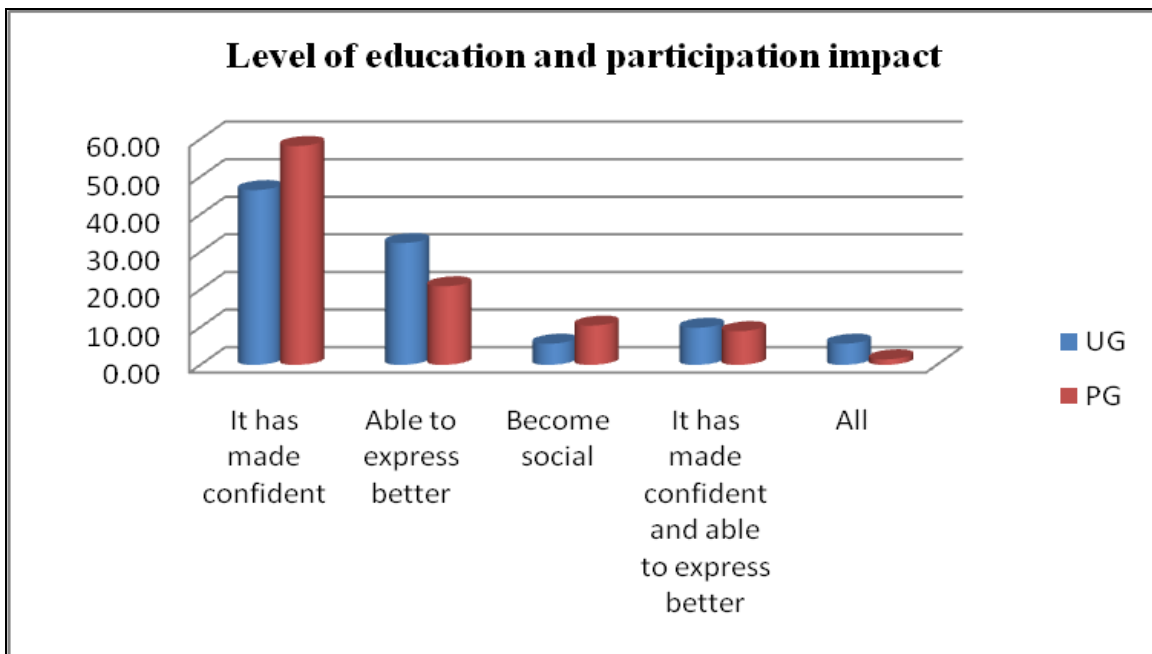
Table 13 and Chart 10 present information about distribution of students according to factors which affect students who participate in activities. From the given table it is observed that of the total number of UG students, 71% participated in co-curricular and extra-curricular activities. The remaining 33% did not participate in these activities. This was because of lack of interest. It is seen that there is statistically no significant difference observed in Participation in extracurricular/ co-curricular activities and motivation to students in undergraduate and postgraduate students ($p > 0.05$).

Table 14 Association between level of education and impact of Participation in activities

Participation impact	Participation in extracurricular / co-curricular activities		Z test	P value
	UG	PG		
It has made confident	33	39	1.37	P>0.05
Able to express better	23	14	1.52	P>0.05
Become social	04	07	1.04	P>0.05
It has made confident and Able to express better	07	06	0.18	P>0.05
All	04	01	1.30	P>0.05
Total	71	67		

$$\chi^2 = 5.27 \quad \text{D.F.}=4 \quad p > 0.05$$

Chart 11 Association between level of education and impact of Participation in activities



There is statistically no significant association observed between impact of participation in extracurricular/ co-curricular activities and level of education of respondents ($p > 0.05$). From the table it is seen that participation in these activities has made them (both UG & PG students) confident. Participation in activities has made 46.47% of UG students and 58.2 % of PG students confident. Further, 32% of UG students and 20% of PG students are able to express themselves better because of participation. 5.5% of UG students and 10% of PG students have become social.

Association between reading habits and performance of students.

Reading habits of UG & PG students were assessed on the basis of factors like frequency of reading, reading preferences, pattern of reading and

Performance was assessed on their academic record and participation in co curricular and extra curricular activities.

Table15. Association between Type of books read and performance of students (Participation in activities)

Impact of participation	Type of books read				
	Fiction	Reference/ study books	Books on GK/ aptitude test/ current affairs	Any other	All type of books
It has made confident	03	47	29	01	16
Able to express better	01	28	19	01	06
Become social	02	06	01	02	0
It has made confident and Able to express better	03	06	02	00	02
It has made confident , Able to express better and become social	00	02	02	00	01

$$\chi^2 = 33.9 \quad \text{D.F.}=16 \quad p<0.01$$

There is statistically high significant association observed between type of books read and participation impact on students ($p<0.01$).Use of reference/ study books has made them confident (23%), 15.5% are able to express themselves better. Further, 16% students with a habit of reading books on GK % current affairs are able to express themselves better

Table16. Distribution of students according to frequency of reading books and participation impact on students

Impact of participation	Frequency of reading			
	Sometimes	Everyday	Only when needed	Any other
It has made confident	51	19	24	02
Able to express better	29	12	13	01
Become social	06	03	02	0
It has made confident and Able to express better	07	04	02	0
It has made confident, Able to express better and become social	03	01	01	0

$\chi^2 = 2.08$ D.F.=12 $p > 0.05$

There is statistically no significant association observed between frequency of reading books and participation impact on students ($p > 0.05$). We see that time spent on reading does not have any impact on the performance of student. Those students who read some times are more confident and able to express themselves than those who read everyday or when needed.

Table17 Distribution of students according to manner or pattern of reading and participation impact on students

Impact of participation	Pattern of reading			
	Quick reading	In dept. reading	Note making	Any other
It has made confident	27	32	34	03
Able to express better	12	22	17	04
Become social	03	04	03	01
It has made confident and Able to express better	02	07	04	01
It has made confident, Able to express better and become social	01	03	00	00

$$\chi^2 = 7.57 \quad \text{D.F.}=12 \quad p>0.05$$

There is statistically no significant association observed between manner or pattern of reading books and participation impact on students ($p>0.05$). The reading pattern of the student does not have any significant impact the performance of student.

Association between academic performance and reading habits

The academic performance of UG students was assessed on the basis of their performance in

SSC exams and HSC exams.

Table18. Reading preferences and performance in SSC examination of Undergraduate students

Reading preferences	Percentage of marks obtained in SSC exam			
	<50	50-60	60-70	≥70
Fiction	00	01	03	03
Reference/ study books	00	13	17	28
Books on GK/ aptitude test/ current affairs	00	06	10	06
Any other	01	00	02	00
All type of books	00	03	04	03
Total	01	23	36	40

$$\chi^2 = 39.18 \quad \text{D.F.}=3 \quad p<0.01$$

From the information in the table we can see that students who read books have performed well in exams. Moreover, performance of students who use reference books is better than those who read other types of books. Thus we can see that there is statistically highly significant association observed between type of books read and percentage scored in SSC examination by undergraduate students ($p<0.01$). Similar association is seen between academic performance in HSC exam and reading habits.(Table 28)

Table19 Type of books read and performance in HSC examination of Undergraduate students

Type of book	Percentage of marks obtained in HSC exam			
	<50	50-60	60-70	≥70
Fiction	00	02	04	01
Reference/ study books	17	18	12	11
Books on GK/ aptitude test/ current affairs	04	11	04	03
Any other	00	02	00	01
All type of books	00	04	05	01
Total	21	37	25	17

$$\chi^2 = 16.67 \quad \text{D.F.}=3 \quad p<0.01$$

There is statistically highly significant association observed between type of books reads and percentage scored in HSC examination by undergraduate students ($p < 0.01$).

Table 20 Type of books read and performance in HSC examination of postgraduate students

Type of book	Percentage of marks obtained in HSC exam			
	<50	50-60	60-70	≥ 70
Fiction	00	02	00	01
Reference/ study books	07	18	12	05
Books on GK/ aptitude test/ current affairs	10	13	08	03
Any other	00	00	02	01
All type of books	01	06	11	00
Total	18	39	33	10

$$\chi^2 = 19.97 \quad \text{D.F.} = 3 \quad p < 0.01$$

There is statistically highly significant association observed between type of books reads and percentage scored in HSC examination by Postgraduate students ($p < 0.01$).

Table21 Type of books read and academic performance (UG degree examination) of Postgraduate students

Type of book	Percentage of marks obtained at UG degree			
	<50	50-60	60-70	≥70
Fiction	00	00	02	01
Reference/ study books	06	13	15	09
Books on GK/ aptitude test/ current affairs	04	09	18	03
Any other	00	00	02	01
All type of books	01	05	08	03
Total	11	27	45	17

$$\chi^2 = 8.02 \quad \text{D.F.}=3 \quad p=0.05$$

There is statistically highly significant association observed between type of books reads and percentage scored in UG degree examination by Postgraduate students (p=0.05).

3 Impact of Family background on the reading habits of students.

Table22. Distribution of students according to type of books read and occupation of parents

Occupation of parents	Type of books read				
	Fiction	Reference/ study books	Books on GK/ aptitude test/ current affairs	Any other	All type of books
Service	00	20	11	01	03
Business	04	22	06	00	03
Professional	00	02	01	01	01
Labourer	01	23	21	02	08
Any other	05	35	16	02	12

$$\chi^2 = 21.5 \quad \text{D.F.}=16 \quad p>0.05$$

There is statistically no significant association observed between type of books read and occupation of parents ($p>0.05$). $\chi^2 = 21.5$ D.F.=16 $p>0.05$

There is statistically no significant association observed between type of books read and occupation of parents ($p>0.05$).

Table23. Distribution of students according to type of books read and annual income of family

Annual income of family	Type of books read				
	Fiction	Reference/ study books	Books on GK/ aptitude test/ current affairs	Any other	All type of books
< 1 lakh	07	74	39	05	19
1 – 2 lakhs	01	13	09	00	03
2 – 3 lakhs	01	07	05	01	03
≥ 3 lakhs	01	08	03	00	01

$\chi^2 = 3.84$ D.F.=12 $p>0.05$

There is statistically no significant association observed between type of books read and annual income of family ($p>0.05$).

There is no significant association between annual income, education and profession of parents

Chapter 4

Findings, Conclusion and Suggestions

4.1 Findings Reading habits of UG and PG students

*PG students prefer to use newspaper to update knowledge, the UG students prefer to read books.. Thus, from the reading preferences of UG &PG students we can say there is noteworthy correlation between reading material used to update knowledge and educational qualification of students. Of the total number of students who read newspaper, it is observed that PG students have the habit of reading newspaper everyday

*, There seems to be no significant difference between the reading habit of students. Pursuing UG and PG courses. Both PG and UG students have more or less the same habit of using the computer to update knowledge and seek information. In addition to the traditional reading pattern of using the printed material like books, newspapers etc., for updating knowledge students also adhere to e-reading pattern to update knowledge.

*. There is significant association observed between frequency of reading and level of students More than half of the respondents PG students have the habit of reading every day. UG students on the other hand read sometimes. The number of UG students who read every day is not very significant

Reading habits of students as per locality—Urban and Rural

*There is no significant difference between reading preferences, frequency of reading , and reading patterns of rural and urban students.

*Students both from rural and urban areas prefer to read reference books, followed by books on GK, current affairs etc. Very few students read fiction.

*Negligible number of students read all types of books are read by students both of rural area.

*There is no significant difference observed between locality wise use of computer for updating know .These students have more or less the same habit of using the computer to update knowledge and seek information ledge.

Factors influencing reading habits

*Family Background does not necessarily have an impact on the reading habits of students. There is no significant association observed between reading habits and occupation, and income of parents

*Majority of PG students are self motivated –they develop reading habits mostly on their own followed by teachers, parents, friends, and others respectively.

* Teachers play a better role in motivating them to develop reading habits among UG students than self, parents, friends and others respectively.

Relation between Reading habits and performance

*There seems to be substantial association between reading habits and performance of students (participation in co curricular and extracurricular activities).Use of reference/ study books has made them confident and they are able to express themselves better.

*There is no significant association observed between frequency of reading books and participation impact on students

* Time spent on reading and the manner in which the student reads does not have any significant impact on the performance of students.What is important is just reading, irrespective of how frequently you read (everyday, sometimes etc) and how you read (quick browsing, in depth reading, note making etc).

* Even students who read some times are more confident and able to express themselves than those who read everyday or when needed.

Interrelation between reading and academic performance

*There is a noteworthy association observed between type of books read and percentage scored in UG degree examination by Postgraduate students

*There is highly significant association observed between books read and percentage scored in SSC examination by undergraduate students

*Students who read books have performed well in exams. Moreover,

*Performance of students who use reference books is better than those who read other types of books.

*Association is seen between academic performance in HSC exam and reading habits.

4.2 Conclusions

The study of the reading habits of UG and PG students of rural and urban colleges shows that, there seems to be no significant difference between the reading habit of students pursuing UG and PG courses. A positive dimension of the research is that reading does have an impact on the performance, both academic and participative, of the UG and PG student. Along with the traditional pattern of reading printed books, students have adopted to e-reading pattern. Majority of students, both seeking UG and PG do use computer to update their knowledge and seek information. Use of computer or let us say the e-reading habit has a substantial impact on the performance academic and participative performance of students. There is no significant difference observed between locality wise use of computer for updating know. These students have more or less the same habit of using the computer to update knowledge and seek information..

However, the study has shown that the style or pattern of reading and the frequency of reading does not matter. The study has demonstrated that Irrespective of how frequently you read (everyday, sometimes etc) and how you read (quick browsing, in depth reading, note making etc), reading yields significant dividends for everyone who reads. Even students who read some times are more confident and able to express themselves than those who read everyday or when needed. Further, there is association between academic performance and reading habits as. Students who read books perform well academically.

However, it is demonstrated in the study that students who read reference books or study books score higher than those who read books on GK, current affairs, fiction and all types of books. This shows that the habit of reading just to score marks is popular among PG and UG students in rural as well as urban area. Since teachers play an important role in motivating UG and PG students to read, it is their responsibility to encourage students to read all type of books which are useful to reach to attain their goal, rather than read only study books to pass the examination.

4.3 Suggestions to improve reading habits:

*Reading must be aimed at improving comprehension ability and not just academic excellence.

* At the graduate level, teachers can encourage students to widen their reading preferences and not just limit them to reading books to score in the examination.

*The habit of reading newspaper, a habit seen prominently among PG students, may be developed among students to improve their word power, GK, critical reading skills.

*The best way for systematic improvement in reading habit is to introduce rapid reading programmes which help student to comprehend better and retain more.

*Students must improve the habit of reading everyday rather than sometimes or when needed.

*Reading books. or for that , any material on a topic or subject of interest can surely help in improving reading habit.

*.In addition to teachers, parents must play an in important role in improving the reading habits of their children. They must encourage their child to invest his money in purchasing and reading good books

*Since the study shows that PG students are self motivated, they must be encouraged both at home and college, visit book exhibitions and, join public libraries;

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Hirachand Nemchand College of Commerce, Solapur
UGC Sponsored Minor Research Project
A Study of the impact of Reading Habits on the performance of UG and PG students

Smita Mayekar
Assistant Professor

Questionnaire

Part I

Personal Information

Name of student:

Address:

Name of College:

Class:

Area- Urban / Rural

Medium of study- English / Marathi

Part II

1) Which Sources do you use to seek information?

a. Newspapers b. Books. C. Magazines and journals d. Electronic media

2) What reading materials do you use to update subject knowledge?

a. Newspapers b. Books. C. Magazines and journals d. Others (please specify)

3) Type of books you read?

a. Fiction b. Reference /Study books c. Books on GK /aptitude test/current affairs d any other (please specify)

4) How often do you read newspaper?

a. sometimes b. everyday c. only when needed d. any other(please specify)

5) How often do you read in general?

a. sometimes b. Everyday c. only when needed d. any other(please specify)

6) Style of reading?

a. quick browsing b. in dept reading c. note making d. any other

7) Has reading brought a change in your performance?—Yes/No

Part III

8) Do you visit book exhibitions?—Yes/No

9) Do you buy books or borrow them from library/friends?

10) What type of reading material do you buy?

a. Story books b. text books c. reference books d. sports/film magazines/any other
(please specify)

Part IV

11) Do you interact/discuss with your teacher and friends in the class room- asking difficulties etc -- Yes/No

12) Do you participate in extra- curricular & co-curricular activities ? Yes/No

13) If no - Please specify - lack of confidence/disinterest/no motivation/think it unnecessary waste of time

14) If yes - please specify - Sports/NSS/Cultural/NCC/debates/elocution/discussions /others (please specify)

15) Who/What encouraged/ motivated you to take part in these activities?

Parents/Teachers/Friends/self interest/desire to achieve success/any other

16) Has participation in activities had an impact on your thinking/attitude/personality?
Yes/No

17) If yes, How?

a. It has made you confident b. You are able to express yourself better c. You have become social d any other.