Summer 7-9-2019

A STUDY ON READING HABITS AMONG HIGHER SECONDARY SCHOOL STUDENTS IN SALEM ,TAMIL NADU INDIA

G SIVASUBRAMANIAN
SRI RAMAKRISHANA COLLEGE OF ARTS AND SCIENCE COLLEGE ,COIMBATORE,TAMIL NADU, INDIA

Dr.P. Gomathi
Assistant Professor,DLIS,Periyar University,Salem,Tamil Nadu,India

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G.Sivasubramanian[1] and Dr P. Gomathi[2]

[1]Assistant Librarian & Research Scholar, Sri Ramakrishna College of Arts & Science,Coimbatore, Tamil Nadu, India
[2]Assistant professor, Periyar University, Salem, Tamil Nadu, India
E-Mail: sivamlis2008@gmail.com, gomathi148@gmail.com

ABSTRACT

The study on reading habits among higher secondary school students is a paper thought to access the use of library service and reading habits of higher secondary school students the findings from the table are differentiated into various categories and the table shows that the most of the students are very much enjoyable in reading books with fervor. therefore the study concluded that the reading habits of secondary school students should be given rapt attention because of the imminent danger of losing reading habits in the era of information & communication technology .the study recommends that there must be a fixed time for reading a variety of reading material that will appeal to students and that adopting different methods to arouse the interest of students could enhance their reading habit.

Keywords: Habits, Paper, School, Technology, ICT, Reading

1. INTRODUCTION

Besides learning, reading strategies, readers learn good reading habits. These behaviors should come naturally, just like eating every day. If students understand why it is important to implement this list, they're more likely to take on these challenges eagerly. So, I teach the list at the beginning of the year. To help, I teach lessons to address good reading behaviors and explain why and how they will help the students. However, I can't force readers to use them. I can make sure we check in periodically with one another to see how work on the habits is going. The check-ins reminds readers that using the habits will improve their ability to succeed in school. In addition, they love to hear suggestions from their friends.

2. REVIEW OF REALATED LITERATURE

Bal, M. (2018) This investigation planned to decide the in-school and out-of-school perusing and composing encounters of center school understudies. This examination utilized phenomenology from subjective research techniques. Each of the 12 members (8 female, 4 male) were center school grade 6 understudies. Different information gathering strategies were utilized: an overview and a semi-organized meeting about the utilization of Wattpad, a semi-organized meeting about the Turkish language subject, a semi-organized meeting about the connection between in-school and out-of-school perusing and composing encounters, a journal of the

understudies' Wattpad perusing list, a journal of the understudies' Wattpad composing list, and the writings composed by the understudies on Wattpad. Information gathering kept going four months. The information gathered from the review survey were investigated illustratively. The information from the semi-organized meetings and journals were investigated utilizing content examination. The outcomes showed that the greater part of the members had a negative view of in-school perusing. Comparable ends were drawn from the outcomes in-school composing in light of the fact that the majority of the members felt confined and under strain amid the in-school composing process. Wattpad was viewed as a scene where members can communicate serenely. The members shared positive encounters portrayed by ability, decent variety, importance, and stimulation. On the other hand, in-school perusing evoked negative encounters, for example, feeling obliged, exhausted, and confined, and seeing the action as futile. Out-of-school composing encounters were resolved to advance interior inspiration, to create self-articulation of one's tension and pleasure alike, and to create computerized composing abilities in out-of-school composing encounters. Generally speaking, no relationship was found between in-school and out-of-school perusing and composing encounters.

Molotja, T. W., and Themane, M. (2018). The significance of getting kids off to a decent begin in perusing can't be exaggerated. Effective scholastic execution at essential and auxiliary school level is mostly subject to the capacity to peruse. It is trusted that great students are the individuals who are capable in perusing. In any case, numerous students are attempting to peruse and, in this way, battle to scholastically prevail in different subjects. The issue of not having the capacity to peruse rises above contrarily on students' scholarly accomplishments. This investigation proposes a system towards rousing students in growing better perusing propensities through the dissemination of perusing sacks. The blended technique approach was embraced in directing this examination. Students' perusing procedures were first distinguished by controlling a review on perusing methodologies. Around 14 understudy instructors volunteered in appropriating the surveys at their separate schools amid their showing practice sessions. The surveys were disseminated to 155 students who willfully took an interest in the examination. Information were investigated utilizing the Statistical Package for Social Sciences (SPSS) programming for spellbinding insights. The outcomes demonstrated that a large portion of the students utilize worldwide perusing procedures, with the least using the critical thinking methodologies and the help perusing systems. The scientists suggest the use of perusing packs as a methodology to inspire students to grow great perusing propensities, which will at that point lead to the utilization of each of the three techniques, specifically, the issue perusing systems.

Ydin, G., and Ayranci, B. B. (2018). This investigation four central language aptitudes collaborate with one another. Creating perusing aptitudes will likewise create tuning in, talking, and composing abilities. Perusing appreciation, utilizing what is comprehended on new subjects and adapting new words amid perusing can impact listening understanding just as oral and kept in touch with self-articulation. General grievances of educators and guardians in regards to center school understudies are that the understudies don't peruse enough. Expanding love for perusing in center school understudies must be conceivable by deciding the interests and needs of those understudies and directing the understudies towards those requirements and interests. At the

point when the writing was explored, there were no useful examines in regards to the perusing inclinations of center school understudies. In such manner, this examination was important to add to the writing. The reason for this investigation was to decide the perusing inclinations of center school understudies. The example of this examination was made dependent on subjective contextual analysis and under the extent of this investigation, 25 members were chosen for each class level including fifth, sixth, seventh, and eighth grade understudies. Information was gathered with the semi-organized meeting method. Information was themed by two specialists utilizing content investigation. Comparable answers were changed over into numerical information and displayed as tables. Models from understudy articulations were given to help the tables. The consequences of the examination showed that a greater part of understudies favored perusing on printed assets, chose books as type, read writings with at least 300 pages, and favored experience as subject. Also, understudies communicated that obscure words in perusing writings ought to be low, they deliberately go through 1-2 hours of the day perusing, and favored quiet perusing

Kavi, R. K., Tackie, S. N., & Bugyei, K. A. (2015) This examination concentrated on researching perusing for delight among Junior secondary school understudies. The exploration strategy embraced for the examination was the contextual analysis approach. An absolute number of 93 respondents containing 87 Students, 5 Teachers and 1 Headteacher took an interest in the examination. Surveys were controlled to request data from the respondents, while a meeting plan was utilized for the Teachers and Headteacher of the school. The discoveries proposed that greater part of the respondents don't peruse for delight, they just participate in perusing basically to pass their examinations and less for their self-improvement, fun, or to be all around educated. It was additionally discovered that the complete time spent on perusing day by day by a large portion of the respondents was between 1-2 hours. The examination discoveries likewise demonstrated that dominant part of the respondents considers TV seeing as a genuine downside to their commitment in relaxation perusing. A portion of the proposals that the examination offered for advancing perusing for joy among understudies were that the schools need to actualize perusing advancement programs that will make perusing an ordeal that is effectively searched out by understudies. The scientist likewise proposed that a practical school library ought to be set up inside the essential instructive framework; that ought to be all around furnished with the important assets to serve the perusing needs of the youngsters. The school library ought to make a favorable situation for perusing that can make the kids feel comfortable to take part in perusing for joy exercises.

3. OBJECTIVES OF THE STUDY

❖ To find out the gender wise higher secondary school students.

❖ To find out group of study into the HSS students.

❖ To find out medium of study of the HSS students.

❖ To know the nativity of the HSS students.

❖ To identify the place of reading to the HSS students.

- ❖ To know the time spent by students on the read for reading.
- ❖ To evaluate the frequency of reading by the HSS students.
- ❖ To find out choice of reading to the HSS students.
- ❖ To determine the main purpose of reading by the HSS students.
- ❖ To identify the preferred reading language to the students.
- ❖ To examine the types of materials by the students.
- ❖ To find out the library collection.
- ❖ To find suggestions for improving reading habits.
- ❖ To find the factors hindering by the students.
- ❖ To identify the inculcating of reading habits.

4. HYPOTHESIS

The following educational statements were postulated for this study

- ❖ There will be a significant relationship exists between academic achievement and study habit of the higher secondary school students.
- ❖ There will be significant difference exists between high and low academic achieving higher secondary school students on study habits.
- ❖ There is no significant difference in the reading habits secondary school students in Salem.
- ❖ There is no significant difference in the reading habits of male and female students in secondary schools in Salem Local government schools.
- ❖ There is no significant difference in the academic performance of male students in the higher secondary schools and female students in higher Secondary Schools.

5. METHODOLOGY

Salem higher secondary schools are selected for the purpose of the present study. The researcher proposed to select 400 respondents from a questionnaire method. However, actual reply was received from 380 respondents. The sampling of the study is based on purposive simple random sampling. The researcher has employed a well structured questionnaire for collecting the data from the respondents of higher secondary schools. The researcher distributed a questionnaire to the students of higher secondary schools in Salem. The questionnaire has been prepared in such a way that the respondents could easily understand them. The collected data are

classified and tabulated according to the objectives and hypothesis stated. First, the data were recorded on data sheets and then fed into the computer personally. They are worked out with the help of Excel package. The general data interpretation is made with the help of percentages and averages. The study is confined to the higher secondary school students of the schools in Salem, regarding the pattern of reading habits.

6. DATA ANALYSIS AND INTERPRETATIONS

Table – 6.1 Distributions of Source Data

Name of the Schools	Total No. of. Students	Questionnaire Distributed	Questionnaire Returned	Percentage
Government (ADW) Higher Secondary School, Salem.	202	100	92	24.21
Government Higher Secondary School, Salem.	240	100	95	25
SSRM Higher Secondary School, Salem.	600	100	97	25.53
Fatima Girls Higher Secondary School, Omalur, Salem	455	100	96	25.56
Total	1497	400	380	100

The table 6.1 shows that out of 400 questionnaires distributed and collected, finally 380 are received back. Hence the total rate of response is 95 % of the analysis shows that in the above Schools.

Table 6.2 Gender wise distribution of respondents

Gender	No. of. Response	Percentage
Male	198	52.10
Female	182	47.89
Total	**380**	**100**

Table 6.2 shows that, the higher secondary school students in Salem the majority of 198 (52.10%) respondents belong to male and 182 (47.89%) respondents belong to female out of total respondents.

Table 6.3 Secondary school student standard level

Class	No. of. Respondents	Percentage
XI	182	47.89
XII	198	52.10
Total	**380**	**100**

Table 6.3 shows that secondary school student standard level. The majority of the respondents are198(52.10%) were XII standard and 182(47.89) students were XI standard.

Table 6.4 Group wise distribution wise respondents

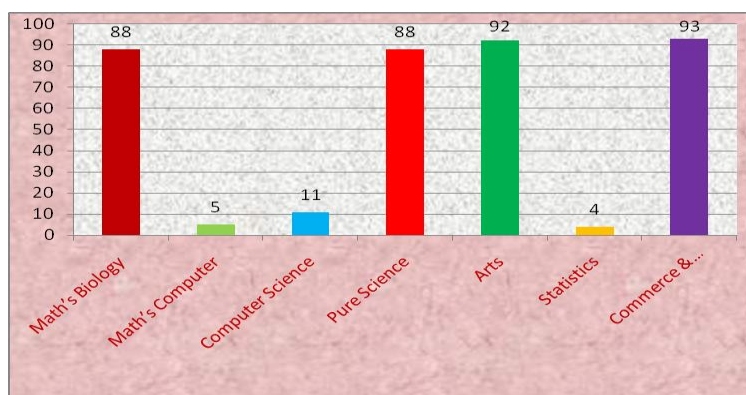| Name of Groups	No. of. Respondents	Percentage
Math's Biology	88	23.15
Math's Computer	5	1.31
Computer Science	11	2.89
Pure Science	88	23.15
Arts	92	24.21
Statistics	4	1.05
Commerce & Accountancy	93	24.47
Total	**380**	**100**

Figure 6.4.1 Name of the Group by the Subjects

Table 6.4.1 shows that, there are seven groups – Mathematics, Biology, Math's computer, Computer Science, Pure Science, Arts, Statistics, Commerce & Accountancy. The highest rate is given by the group of Commerce & Accountancy, Arts, and Math's Biology. It also shows that, there are only a few students in the statistics and Math's computer. Out of the 380 respondents, majority of their commerce & accountancy.

Table 6.5 Medium of Study

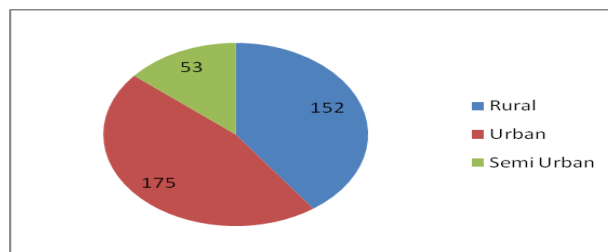| Medium	No. of. Respondents	Percentage
Tamil	157	41.31
English	223	58.42
Total	**380**	**100**

Table 6.5 shows that the 58.42% students are English medium and 41.31% students are Tamil medium.

Table 6.6 Native of the Students

Native of the Students	No. of. Respondents	Percentage
Rural	152	40
Urban	175	46.05
Semi Urban	53	13.94
Total	**380**	**100**

Table 6.6 shows that the native of the students. Most of the students coming from urban area 175 (46.05%), followed by 152 (40%) of the students coming from rural area and 53(13.94%) minimum number of students coming from semi urban.

Figure 6.6 Native of the Students

Table 6.7 Frequency of Reading habits

Frequency	No. of. Respondents	Percentage
Every day	152	39.47
Some Time	167	44.73
Rarely	60	15.78
Total	**380**	**100**

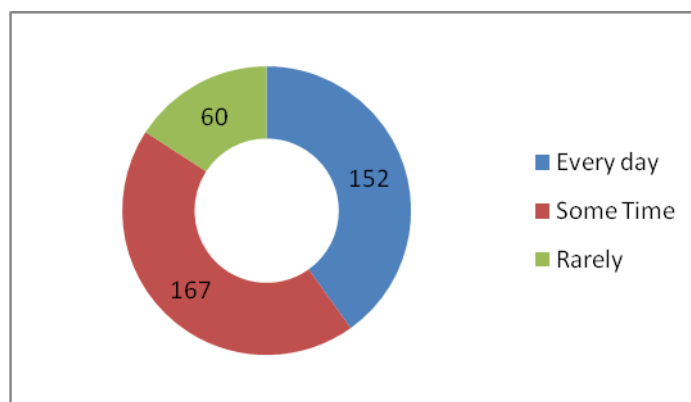**Figure 6.7Frequency of Reading**

Table 6.7 and 6.7.1 describes that the frequency of reading habits. Majority of the respondents are reading habits in sometimes 167(44.73%) followed by everyday 152(39.47%) and rarely 60 (15.78%) reading habit of the student is very less.

Table 6.8 Times Spent on Reading

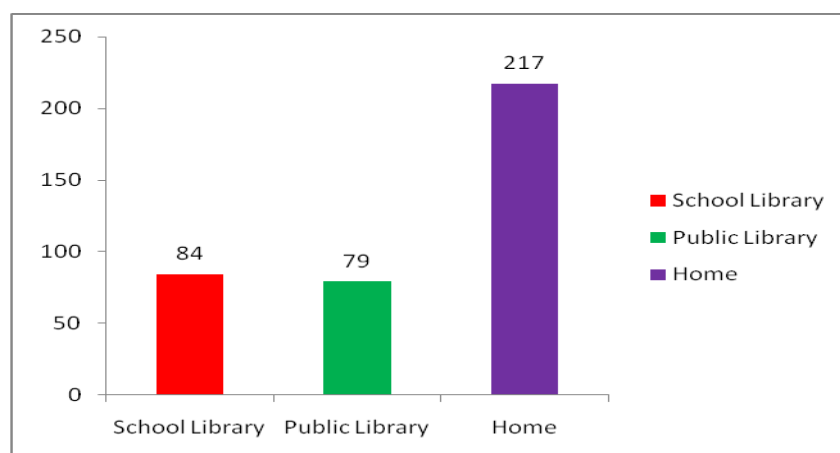| Reading Time	No. of. Respondents	Percentage
Less than 1 hour	215	56.57
1-3 hours	116	30.52
4-6 hours	49	12.89
Total	**380**	**100**

Table 6.8 indicates the time used to read book & other reading materials. 215(56.57%) of the respondents spent less than 1 hour for reading, 116(30.52%) respondents spent 1-3 hours for reading and 49(12.89%) respondents spent 3-6 hours for reading.

Table 6.9 Place of Reading

Reading Place	No. of. Respondents	Percentage
School Library	84	22.10
Public Library	79	20.78
Home	217	57.10
Total	**380**	**100**

The above Table 6.9 shows that 217(57.10%) most of the students were read at home, 84(22.10%) respondents reading in school library, were as 79(20.78%) students were read at public library.

Figure 6.9.1 Place of Reading

Table 6.10 Enjoyment in Reading

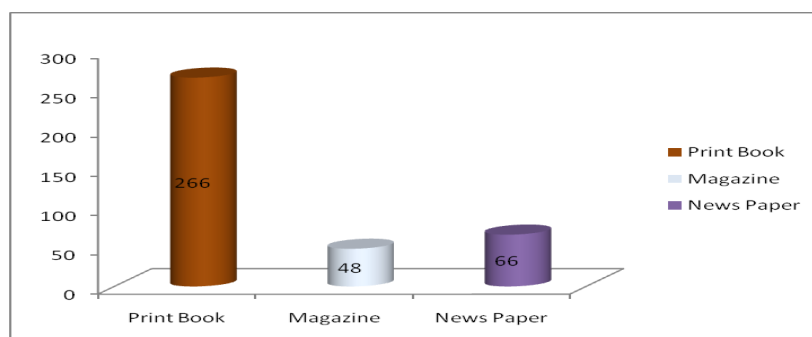| Enjoyment	No. of. Respondents	Percentage
Very much	320	84.2
Enjoyable	30	7.89
Only when it is my choice	30	7.89
Total	**380**	**100**

Table 6.10 shows that the enjoyment of reading habits. 320(84.21%) of th students only when it is our choice, 30(7.89%) of the students very much enjoyed reading, 30(7.89%) of the respondents enjoyed their reading.

Table 6.11 Choice of Reading material

Choice of Reading	No. of. Respondents	Percentage
Print Book	266	70
Magazine	48	12.63
News Paper	66	17.36
Total	**380**	**100**

Table 6.11shows that the choice of reading material. Regarding the familiarity with information sources, it was found that majority of the respondents are familiar with print book 266 (70%), followed by newspapers 66 (17.36%) and magazines48 (12.63%) are being familiar by least numbers of respondents respectively.

Figure 6.11.1 Choice of Reading material

Table 6.12 Inculcating of the Reading Habits

Inculcating Reading Habit	No. of Respondents	Percentage
Teacher	137	36.05
Friends / Parents	142	37.36
Self	101	26.57
Total	**380**	**100**

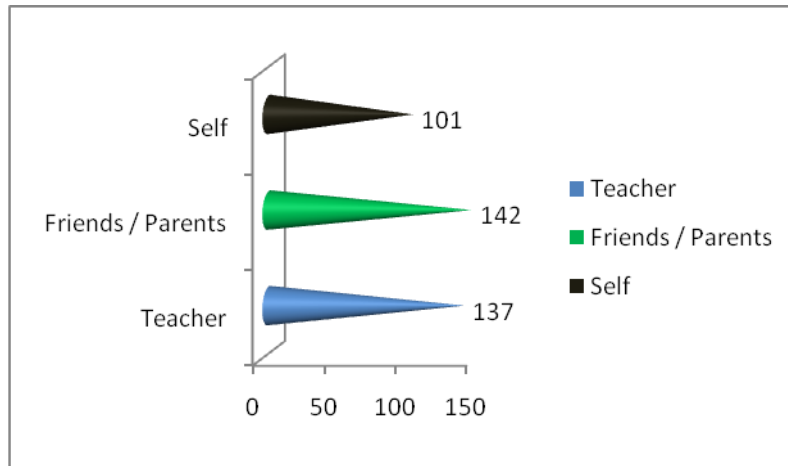**Figure 6.12.1 Inculcating of the Reading Habits**

Table 6.12 and 6.12.1 shows that the inculcating of the reading habits. majority of 142(37.36%) of the respondents have received friends/parents from the inculcating of the reading habits, followed by 137 (36.05%) received from teachers, Another 101 (26.57%) respondents from self study.

Table 6.13 Purpose of Reading

Purpose of Reading	No. of. Respondents	Percentage
To purpose of the Examination	290	76.31
To Gain Knowledge	60	15.79
For Relaxing	30	7.89
Total	**380**	**100**

Table 6.13 explains that students are reading books not only to set up for exams or acquire knowledge but also a number of additional reasons. The largest number of respondents is interested reading to prepare for the examination 290 (76.31%) respondents of reading habits in purpose of the Education and 60 (15.79%) to gain the new knowledge. 30 (7.89%) for relaxation for the reading purpose.
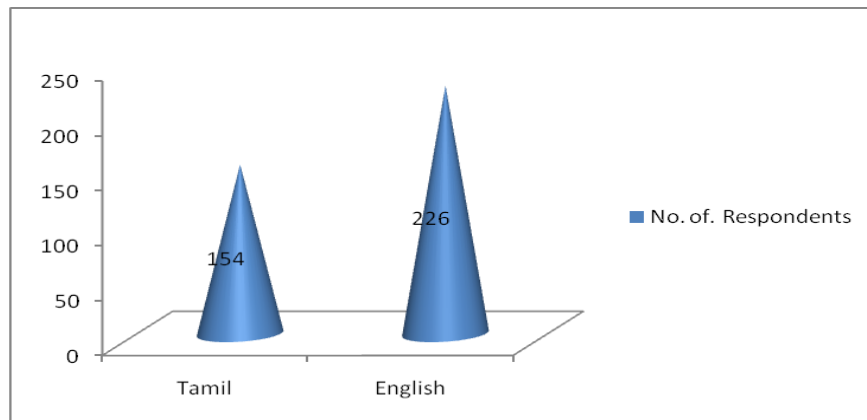
Figure 6.13.1 Purpose of Reading
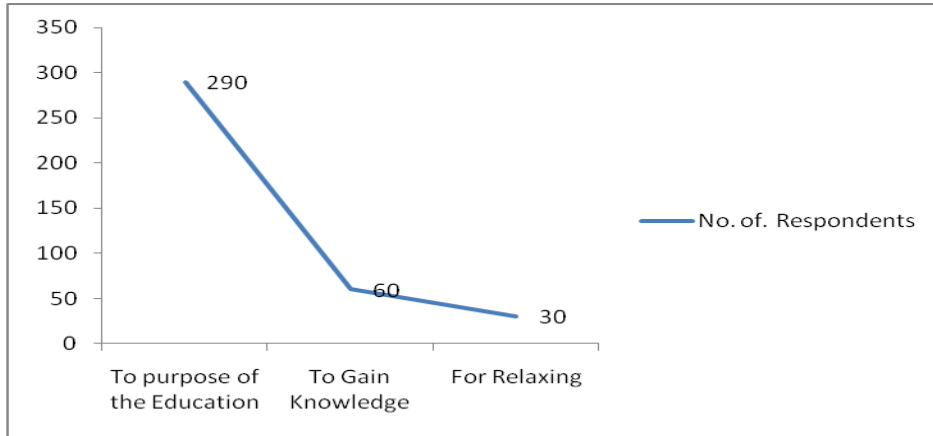
Table 6.14 Languages of Reading

Language	No. of. Respondents	Percentage
Tamil	154	40.52%
English	226	59.49%
Total	**380**	**100**

Table 6.14.1 shows that the language wise usage of reading habits. 59.47% of students were used as Tamil language in study, were as 40.52% as used in English languages.

Figure 6.14.1 Language of Reading

Table 6.15 Factors hindering students from reading for pleasure

Factors hindering from reading pleasure	No. of. Respondents	Percentage
Too much homework given by the teacher	104	27.36
Watching Television	136	35.78
Playing Computer Games	140	36.84
Total	380	100

Table 6.15 presents a list of activities the respondents do at their reading pleasure. Dominating on the playing computer games 104 (36.84%), followed by the Watching television 136 (35.78%). other reading pleasure too much of home work given by the teacher. It is natural for young people to be engaged in various kinds of activities besides studying.

Table 6.16 Grade for Library Collections

Library collections	No. of. Respondents	Percentage
Excellent	95	25.00
Good	188	49.47
Average	97	25.53
Total	**380**	**100**

There is need the Library Collections. The tables 6.16 reveal that, 188 (49.47%) respondents stated that the library collection is average, followed by 97 (25.52%) Good rated the same as excellent and 95 (25%)

Table 6.17 Improving Reading Habits

Suggestions	No. of. Respondents	Percentage
Mailing reading compulsory in the academic curriculum	122	32.10
Provide more access to reading materials	138	36.31
Encouragement by teacher, family and friends	120	31.57
Total	**80**	**100**

Table 6.17 and figure 6.17.1 shows that, majority of 138(36.31%) respondents were providing more access to reading materials. And 122(32.10%) respondents were mailing reading compulsory in academic curriculum and less number of respondents were encouragement by teacher, family and friends.

7. FINDINGS AND CONCLUSIONS

SUGESSION

- ❖ The librarian should introduce an innovative programme that will increase the reading habits of the students.
- ❖ The school authority should take necessary steps to enhance the ambience of the library.
- ❖ The library working hours should be increased so that the students may feel free to utilize the leisure hour in a useful manner.
- ❖ It suggested that librarian should encourage the students to spend more hours for reading.

CONCLUSION

This study shows the nature of study habit of higher secondary students in Salem district, particularly of local higher secondary school students. Further this study reveals the differences in influence by the demographics of the students. To sustain and to increase good study habits, special concern is to be extended among the students' home work management and classroom study also. Students should be instructed to Plan a schedule of balanced learning activities. Reading is a passion of the great personalities of all times since many years. This helped to preserve, poster and transmit knowledge through generations. Reading habit thus influences in promoting one's personal development in particular and societal progress in general. Regular and systematic reading sharpens the intellect, refines the emotions, elevates tastes and provides prospective for our living. In other words it prepares a person for effective participation in the social, religious, cultural and political life. Reading fires the imagination of the person by adding new sight to eyes and new wisdom to mind, reading loads the mind with new software.

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