

## Reading Habit and Attitude among Business School Students, Coimbatore

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### Abstract

The study conducted to understand the reading habit and attitude of the students in a business school student in Coimbatore. Smith's (1991) Adult Survey of Reading Attitude (ASRA) and Pandian's (1997) questionnaire adopted to study the Reading Habit of the management students. The questionnaire was distributed to 114 management students in Coimbatore. The study results revealed that management students had moderate level of interest in reading and the students of management studies enjoyed reading as much as they enjoy doing other technology related activities in certain aspects. Finally, the study discussed the implications of the findings in terms of reading habit and attitude of the management students.

**Key Words:** Reading habit, Reading attitude, Management students

### Introduction

Reading is one of the most fundamental skills a child needs to learn to succeed in life. Developing good reading habits is vital to your child's future not just academically, but in everyday life as well. What can good reading habits do for your child's development? Here are five reasons you should develop reading habits young, and why they are so important.

Ponnusamy (1997) described the reading process as: *"Understanding a paragraph is like solving mathematics. It consists of selecting the right element of situation and putting them together in the right relations, and also within the right amount of weight or influence or force for each. The mind is assailed as it was bothered by every word in the paragraph. It must select, repress, soften, emphasize, correlate organize all under the influence of the right mental shape or purpose or demand. Thus, it appears that reading an*

*explanatory or argumentative paragraph involves the same sort of organization and analytic action of ideas as those that occur in thinking supposedly higher sorts"*

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. According to Toit (2001) "Reading is as a process of thinking, recalling and relating concepts under the functioning of written words."

### Reading Attitude

Attitudes toward reading are defined as an individual's feeling about reading. It causes learners to adopt or avoid a reading situation. Attitude and interest toward reading could be related to feeling and their willingness to read.

Reading attitude is defined by McKenna, Kear and Ellsworth (1996) as “A system of feelings related to reading which causes the learner to approach or avoid a reading situation”. McKenna Model of Reading Attitude Acquisition (McKenna, Kear & Ellsworth, 1996) suggested that the individual’s reading attitude develops over time as a result of three factors of normative beliefs (how one’s friends view about reading, beliefs about outcomes of reading (whether reading is likely to be pleasurable, useful, frustrating or boring) and beliefs about outcomes of competing activities; and specific reading experiences. The degree of positive or negative attitudes towards reading differs according to the kind of reading to be performed and the purpose of reading.

### Review of Literature

**Ahmed, Shameem (2016)** investigated reading habits and attitudes on reading of the undergraduate students attending ESL courses at a public university in Malaysia based on the Adult Survey of Reading Attitude (ASRA) from the work of Smith (1991) were designed and administered on around 314 students. The questionnaire investigated the students’ general habit, preferences, and attitude towards reading. The study revealed that the undergraduate students had an overall positive attitude towards reading in spite of their minimal enjoyment of it and the resulting anxieties and difficulties they face. **Mahato, Arun (2016)** studied the reading habit and attitude of the students in B.Ed. students of Nandalal Ghosh B.T. College. ASRA and Pandian’s reading habit questionnaire were employed for this study and distributed to 49 students from all departments in this college which described the reading attitude and reading habit Nandalal Ghosh

B.T. College. **Medar, Anand S (2015)** attempted to study the reading habits by the students of Karnataka Science College, Dharwad, Karnataka and found that the trends in their reading habit. The paper found the outcomes of widespread use of the internet and other substitute multimedia resources in reading habits and in order to had a broad overview of the present reading habits.

**Akarsu, Oktay (2014)** conducted the research to gain a broad overview of the reading habits of learners, the researcher made suggestions to foster reading habits among university students in the constantly technology dominated world of today. The study aimed to determine the effects of widespread use of the internet and other alternative multimedia resources in reading habits. **Baladhandayutham, A (2014)** discussed the reading habits among the students of engineering colleges in Madurai district, Tamilnadu, India. The study pointed that like other habits, the habit of reading on an individual develops during the course of time. Psychologically, habit is a product of learning; however reading was an art of interpreting the printed tools and written words. **Vellaichamy, A (2014)** investigated the reading habits of central library users and their gender variability. The study analyzed majority of the users are reading is preferable place for home followed by library, and classroom. Majority of the users prefer to read in the morning compared to late night and evening. The gender analysis shows that one third of females prefer reading during late-night then males.

**Owusu-Acheaw, M (2014)** assessed the reading habits among students and their effects on their academic performance.

Eight out of ten the respondents neither read novel nor fiction within the last two semesters while six out of ten the respondents only read for the purpose of passing examination. The study confirmed that reading habit has influence on academic performance and there is a relationship between reading habit and academic performance. **Ro, Eunseok (2014)** studied the reading behavior of academic English-as-a foreign- language students. The study found that the participants with positive attitudes towards reading tend to read more and that experience in the target-language culture and years of previous English study did not show statistically significant results on the participants' reading habits and attitudes. On the other hand and in line with the original study, first language (L1) reading correlated with L2 reading habits, and lack of time was the most selected reasons for poor reading habits.

**Annamalai, Subashini (2013)** reported the results of a study on the reading habit and attitude of the students in a Malaysian Polytechnic using Smith's (1991) Adult Survey of Reading Attitude (ASRA) and Pandian's (1997) Reading Habit questionnaire. The study revealed that the polytechnics students had low interest in reading and students do not enjoy reading as much as they enjoy doing other technology related activities. **Chettri, Kushmeeta (2013)** stated that reading occupied a pivotal role in the life of a man. Reading opens the doors of the treasures of knowledge. It is an important means of introducing the child to the world that surrounds him. In order to face the 21st century, education had to prepare these learners to adapt to social and technological changes that were taking

place at an unprecedented rate. Education under these circumstances depended largely on language competency. **Mendezabal, Marie Jean N (2013)** investigated the relationship of students' study habits and attitudes and their performance in licensure examinations. The study habits and attitudes of the participants were assessed by administering the "Survey of Study Habits and Attitudes" (SSHA) developed by Brown and Holtzman (1967) during their final year in the University and their performance (overall rating) in the different licensure examinations was generated from the records of the Philippine Professional Regulation Commission. The study showed that the participants do not have favourable study habits and attitudes. Among the noted unfavourable study habits were inefficient time management, lack of planning and concentration in their studies, poor skills in reading, ineffective test taking techniques, and failure to inform their teachers of their difficulties with school work and ask for their help. Significant relationship between study habits and attitudes and performance in licensure examination were clearly shown in this study.

**Khairuddin, Zurina (2013)** attempted to identify students' reading interests in reading second language materials and to examine the differences in students' reading interests based on genders. The study found that students had relatively low interests in reading English materials and that there is a significant difference between male and female students. **Morni, Affidah (2013)** explored the impact of living environment in fostering good reading habits. This study involves 98 students in UiTM Sarawak. The study

pointed that the majority of respondents agreed that they and their family had their own leisure time to read and there was a positive relationship between reading environment with average hours students spent on reading. **Onuoha, Uloma Doris (2013)** investigated the reading habits and library use patterns of students in the department of Information Resources Management, Babcock University, Nigeria. The study recommended that students make regular use of the university library in order to acquire valuable practical experience and recommended that students explore the use of e books especially through the internet as this would afford them the opportunity of reading books which may not be available in the university bookstore or library.

**Bas, Gökhan (2012)** determined the reading attitudes of high school ninth and twelfth grade students based on some variables. The researcher used the "Attitude Scale Towards Reading" was used. It was seen that high school students had moderate level of reading attitudes and the high school students' reading attitudes differed significantly according to gender, grade level, school type, father's and mother's educational level and the financial income of the family variables.

**Thanuskodi, S (2011)** discussed the reading habits among Library and Information Science students of Annamalai University. The results of the study indicated that eight out of ten the LIS students were interested in reading LIS course material frequently and the students overall responded that work most often interfered with their reading and studying. **Ismail, Noriah (2009)** investigated the reading habits and attitudes of Malaysian ESL students at the

tertiary level. The study indicated that the students prefer certain types of reading materials compared to others especially the non-academic reading materials.

### Objectives

This study attempted to answer the following research questions such as

- ❖ To study the reading habit of the Management students
- ❖ To study the types of reading material preferred to read
- ❖ To analysis the activities during their leisure time
- ❖ To analysis the management students' attitudes toward reading habit

### Research Methodology

This study is a descriptive study in which the sample was elected by means of random sampling. A survey was used as a method of collecting the data. The data analysis is descriptive in nature. A total of 114 respondents considered for various business school students from Coimbatore.

### Instrument

The study adopted the Adult Survey of Reading Attitude (ASRA) from the work of Smith (1991). The respondents answered based on a four-point Likert-type scale (4 = "strongly agree"; 1 = "strongly disagree"). The three dimensions of reading attitude are stated below.

- ❖ Reading activity and enjoyment (eight items) measured the extent to which the person reads for pleasure.
- ❖ Anxiety and difficulty (five items) measured the extent to which the

person experience problems or becomes upset when reading.

- ❖ Modality (two items) measured extent to which the individual

prefers to use sources other than reading when faced with a learning task.

**Table no: 1**  
**Distribution of Respondent by Gender**

Sl. No	Gender	No of Respondents	Percentage
1	Male	69	60.5
2	Female	45	39.5
	Total	114	100

The table no 1 shows the distribution of the respondents by their gender. It is clear from the table that majorities (60%) of the respondents were male and 40% of the respondents were belongs to female.

**Table no: 2**  
**Distribution of Respondent by Nativity**

Sl. No	Nativity	No of Respondents	Percentage
1	Rural	82	71.9
2	Urban	22	19.3
3	Semi-Urban	10	8.8
	Total	114	100

The table no 2 shows the distribution of the respondents by their nativity. It is clear from the table that majorities (72%) of the respondents were belongs to rural and 19% of the respondents were belongs to Urban area. Only 9% of the respondents were belongs to Semi-urban area.

**Table No: 3**  
**Types of reading materials**

Type		Always	Sometimes	Rarely	Total	Mean	Rank
Newspaper	N	45	65	4	114	1.64	2
	%	39.5	57	3.5	100		
General Books	N	15	78	21	114	2.05	3
	%	13.2	68.4	18.4	100		
Novel	N	12	68	34	114	2.19	4
	%	10.5	59.6	29.8	100		
Magazine	N	8	52	54	114	2.4	6
	%	7	45.6	47.4	100		
Journals	N	16	54	44	114	2.25	5
	%	14	47.4	38.6	100		
Subject Books	N	78	34	2	114	1.33	1
	%	68.4	29.8	1.8	100		

The table no 3 shows the type of reading materials preferred by the respondents. It is clear from the table that majorities (57%) of the respondents were reading the Newspapers sometimes. Around 40% of the respondents were reading the

Newspapers always. Only 4% of the respondents were reading the Newspapers rarely. It is noticed that majorities (68%) of the respondents were reading the General Books sometimes and 18% of the respondents were rarely read the general



books. Only 13% of the respondents were reading the subject books always. It is clear that majorities (60%) of the respondents were reading the novels sometimes and 30% of them were rarely read the novels. Only 11% of the respondents were reading the novels always. It is noticed that majorities (47%) of the respondents rarely reading the magazines and 46% of the respondents were reading the magazines sometimes. Only 7% of the respondents were reading the magazine always. It is clear that majorities of the respondents were reading the journals sometimes and 39% of the respondents were rarely read journals.

Only 14% of the respondents were reading the journals always. It is noticed that majorities (68%) of the respondents were reading the subject books always and 30% of the respondents were reading the subject books sometimes. Only 2% of the respondents were reading the subject books rarely. Based on mean values, the preference of reading materials ranked by the respondents as follow as, Subject books (1.33) ranked first, Newspapers (1.64) ranked second, General Books (2.05) ranked as third, Novels (2.19) ranked fourth, Journals (2.25) ranked fifth and Magazines (2.4) ranked last in the list.

**Table No: 4**  
**Time spent on reading per day**

Sl. No	Time duration	No of Respondents	Percentage
1	Less than 1 Hr	35	30.7
2	1 to 2	57	50
3	2 – 3	18	15.8
4	More than 3	4	3.5
	Total	114	100

The table no 4 shows the time spent on reading per day by the respondents. It is noticed that majorities (50%) of the respondents were spending 1 to 2 hours in a day for reading. Around 31% of the respondents were spending less than one hour in a day for reading and 16% of the respondents were spending 2 to 3 hours for reading in a day. Only 4% of the respondents were spending more than 3 hours in day for reading.

**Table No: 5**  
**Preferred leisure time activities**

		Always	Sometimes	Rarely	Total	Mean	Rank
Reading	N	51	60	3	114	1.58	2
	%	44.7	52.6	2.6	100		
Surfing Internet	N	57	47	10	114	1.59	3
	%	50	41.2	8.8	100		
Music	N	71	41	2	114	1.39	1
	%	62.3	36	1.8	100		
Movies	N	44	49	21	114	1.8	5
	%	38.6	43	18.4	100		
Games	N	42	54	18	114	1.79	4
	%	36.8	47.4	15.8	100		

The table no 5 shows the preferred leisure time activities by the respondents. It is noticed that majorities (53%) of the

respondents were spending their leisure times sometimes for reading. Around 45% of the respondents were always spending

their leisure times for reading. Only 3% of the respondents were rarely spending their leisure times in reading. It is inferred that majorities (50%) of the respondents were always spending their leisure times in surfing internet. Around 41% of the respondents were sometimes spending and 9% of the respondents were rarely spending their leisure times in surfing internet. It is noticed that majorities (62%) of the respondents were always spending their leisure time listening music. Around 36% of the respondents were spending their leisure times sometimes for listening music. It is clear that majorities (43%) of the respondents were spending their leisure times sometimes for watching movies. Around 39% of the respondents were

spending their leisure times always watching movies and 18% of them were spending rarely on watching movies. It is noticed that majorities (47%) of the respondents were spending sometimes on games. Around 39% of them were spending always in games and 16% of the respondents were spending rarely on games by spending their leisure times. Based on the mean values, the preferred leisure times activity of the respondents ranked as, listening of music (1.39) ranked first, reading (1.58) ranked second, Surfing internet (1.59) ranked third, playing Games (1.79) ranked as fourth and watching Movies (1.8) ranked last in the list.

**Table No: 6**  
**Preferred Language for Reading**

Sl. No	Language	No of Respondents	Percentage
1	Tamil	48	42.1
2	English	54	47.4
3	Malayalam	12	10.5
	Total	114	100

The table no 6 shows the preferred language for reading by the respondents. It is noticed that majorities (47%) of the respondents were preferred English for reading. Around 42% of the respondents were preferred Tamil for reading. Only 11% of the respondents were preferred Malayalam for reading.

**Table No: 7**  
**Descriptive statistics of reading attitude**

Category	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	No of Items
<b>Reading activity and enjoyment</b>	3.001	2.763	3.237	0.474	1.171	0.031	8
<b>Anxiety and difficulty</b>	2.891	2.719	3.167	0.447	1.165	0.03	5
<b>Modality</b>	3.355	3.149	3.561	0.412	1.131	0.085	2
<b>Attitude overall</b>	3.012	2.719	3.561	0.842	1.31	0.052	15

Before going to discuss the descriptive analysis of the construct, the reliability analyses of the variables used in the study were conducted. The Cronbach alpha value is 0.80 and Internal consistency is good.

For the measure of reading attitude of the Management students, the study adopted the Adult Survey of Reading Attitude

(ASRA) from the work of Smith (1991). The questionnaire designed with three variables such Reading activity and enjoyment, Anxiety and difficulty and Modality to measure the reading attitude of the Management students. Four point Likert-type scale (Strongly Agree to Strongly Disagree") used.

The descriptive statistics of the Reading Attitude of the Management students is structured in Table 7. The result indicates that the average score for Anxiety and Difficulty is not high (mean value 2.891) which stated that that the majority of the respondents don't agree that reading is an Anxiety and Difficulty. Thus the result is good one that more number of management students felt that they are concern with reading and not felt difficulty. The value of Reading activity and enjoyment of Management Students consequently resulted with the high value of modality towards reading (mean value 3.001). This means that the respondents agree that they find reading as activity and they are enjoying the reading. The modality variable has mean value of 3.355 which indicated that the respondents feel that there are other methods to learn new things rather than by reading. This study indicates that the reading attitude among Management students is moderate with mean value of 3.012.

### Results and Discussion

This study was conducted in an attempt to enhance the understanding about reading habit and attitude of a Management Students of Tamil Nadu, India. For the study 114 students from Business School which affiliated to Anna University Chennai. They study reveals that one out two of the management students were spending 1 to 2 hours in a day for reading.

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It is notable one that one third of them were spending less than one hour in a day for reading. It is noticed that majorities of the management students were preferred English for reading. However half of population students were preferred their mother tongue such as Tamil and Malayalam for reading. Majorities of the Management students preferred to read Subject books, Newspapers and General Books. There is lack of awareness on reading of the Journals and Magazines among the Management students. Most of the management students preferred listening the music while they in leisure times. However next to that reading was preferred next to music.

### Conclusion

Several limitations could be found in the conduct of this study. The study conducted with selected business school in the Coimbatore, and which not replicated with entire population. The studies conclude that the technology based reading would motivate the student to read more as the students, who are digital community, using computers for and technologies for learning. Motivation should initiated to increase their reading by their regional language might be supported to increase to improvement in their language proficiency.



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