

Importance of Reading Habits

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Abstract

Reading plays a key task in a man's life. Reading opens the doors of information riches. It's an effective way to introduce the baby to the surrounding world. It is the very foundation on which to build the child's edifice. Reading is one of our language's most important components and is a vital tool for lifelong reading for all students. To face the twenty-first century, reading must prepare these learners to respond to profound social and technological changes. Under these circumstances, education depends to a large extent on language competence. In this context, reading in general is a tool for continuing education, acquiring new knowledge and skills, gaining information through media, especially newspapers, books, radio, television, and computers.

Keywords: Reading habits; Importance of Reading Habits; Parts of Reading Habits; ICT etc.

Introduction

Reading is typically an activity that is individual. It is one of the ways data can be obtained. "Reading is the bulwark of a man against solitude, his portal of freedom, his eternal delight. This puts in here yesterday and tomorrow. Reading offers insight through which individuals can broaden their knowledge horizons, recognize, expand and deepen their curiosity, and develop a deeper understanding of themselves, other human beings, and the environment. In a highly educated culture, Reading has come to hold the most important place in education as a means of communication. Book is still a major part of the lives of people in our modern society, and given the advent of the new audio-visual devices, the book is still the most important means of communication ever invented in its normal traditional form. Consequently, achieving quality basic education includes cultivating good reading habits for both youth and adult learners. Reading is a gateway to a wealth of experience that connects people far beyond time or distance. To students in general, reading is important in order to cope with new knowledge in a changing world—the

technological age. The ability to read is at the core of lifelong reading and self-education. Reading is a very important issue that is not just about fun, but a necessity; the essential reading resource. Reading is a way to understand one's own experiences better, and it can be an exciting journey of self-discovery. It is the art of reading printed and written words, the most powerful method of conscious reading that affects the degree and reliability of data, as well as readers' attitudes, values, convictions, decisions and behavior.¹

Reading Habits

Reading activity is considered a habit when repeatedly performed. Reading habits are often viewed in quantitative terms in terms of the quantity of materials being read, the rate of reading as well as the average time spent reading, and this habit can be developed. Reading, which is a long-term habit beginning with the very early ages, is the prominent gateway to the information space. It can be interpreted as a method that helps individuals acquire imagination and improve their capacity



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for critical thinking. In this context, reading habit is an important tool for individuals' personality development and mental capacity development. Reading is an access to social, economic and civic life in addition to personal and mental developments. In addition, all reading habits in terms of emotional response increase individuals' emotional satisfaction. Reading interests also apply to the selection of topics or desires for reading a genre of literature. Therefore, it is often assimilated that a person has formed a reading habit and interest when such practice is willingly carried out for leisure time. Assumed that it was possible at an early age to cultivate this habit and value. There would, of course, be disparities of interest between individuals of different age, sex and highly affected by internal parts such as home, motivation, and behavior, as well as external parts such as peers, universities, educators, and individuals' library facilities.²

Reading habit refers to the behavior expressing the likeness of reading of different types of reading and reading tastes. It's a pattern that organizes an individual's reading. Over the past decade, scholars have focused their efforts on studying the students' reading habits. Such researchers have discovered through their efforts that reading patterns are related to the race, age, educational background, academic performance, and professional growth of students. Attempts have been made for reader groups. The "dormant readers" were those who enjoyed reading and considered themselves readers but did not take the time to read or refresh their information on a regular basis. We were not negative in reading, but prioritized other things such as sports, social life, and work at school. During convenient times such as during school breaks or after major projects were finished, they could read. The uncommitted and unmotivated readers were the second and third classes. Those in both groups have a negative attitude towards reading and have not liked reading. The unengaged readers have been open to suggestions for future reading and have positive attitudes towards other readers. The unmotivated readers have not been open to suggestions for future reading and have been dismissive for those who do read. In a more recent study,⁴ classified reading levels of 108 children aged 11 to 12 into four groups; heavy readers (reading 24 or more books a year or 2 books a month); medium readers (reading 7 to 23 books a year or 1 book a month); uncommon readers (reading 1 to 6 books a month (1 book every 2 months) and non-readers. The last two classes make up a large percentage of children aged 9-10, suggesting that the reading patterns were

not well established. An analysis of differences in reading habits from nation to nation reveals that the place of books in the scale of values of those responsible for their promotion is of paramount importance: every State, community and school authority, educator, parent and pedagogue must be seriously persuaded of the consequence of reading and books for human, social and cultural life if they are concerned. The very infrequent in ancient times before the invention of printing, and even after the Age of Humanism it was only accessible to an educated elite and economic development made continuous demands on the intellectual cooperation of a majority of people, has raised the question of how the "freedom to learn" for all can become a fact of science, has thrown new light on the sense of reading. The "right to read" also means the right to improve one's intellectual and spiritual skills, the right to learn and progress. Reading was once appreciated purely as a means of receiving an important message, but today reading research has defined the act of reading itself as a multi-level mental action that greatly contributes to the intellect's development. The process of translating graphic images into abstract constructs creates great demands on the brain; an infinite number of brain cells are stimulated during the reading processing process. Psychological studies have shown that enhancing the ability to read also leads to increasing the ability to learn as a whole, far beyond mere reception. Good reading is a critical confrontation with the author's material and ideas. At a higher level and with longer texts, it becomes more important to understand relationships, construction and structure, and interpret the meaning. If the new material is linked to existing concepts, critical reading is likely to evolve into innovative reading, a transformation that results in completely new outcomes. Systematic language and personality development.⁵

Consequence of Reading Habits

Reading is one of the three things a child starts his education with. Yes, his academic life's success and failure depends largely on his ability to read. Reading can be considered a basic skill to be learned by any learner, and therefore every effort should be geared towards their early childhood development. Studies have shown that schools and teachers are not as powerful as parents and friends do on children. The people with whom children spend most of their time are those who control their life's thoughts and directions. It's always a good thing for a kid to be around people who promote reading and reading. There are many benefits to picking up

these reading habits, particularly when it comes to issues related to the cognitive development of the infant. A child may grow up with some difficulties without a reading habit, particularly if in a line of work involving reading at any stage.¹⁴ Found that boys, while reading for pleasure, strengthened their language skills involuntarily and unconsciously. [3] claimed that reading habits have strengthened the reading abilities of children. The problem of reading whether it is for education or leisure is also relevant because it helps to expand the perspectives and awareness of young people.⁸

For a healthy intellectual growth, a good reading habit is important and plays a very crucial task in enabling an individual to achieve functional performance. In addition, the desires of a person are significantly determined by the amount he will read and the frequency with which he will follow his reading operation. One gets confirmation or rejection of one's own ideas by reading books, which makes one think about right and wrong in society more critically. Reading gives people a sense of values that allows them to progressively develop the greatest of all virtues, that is, the ability to understand rather than condemn. Books can also be very soothing, particularly when you have questions about yourself and your beliefs. Pleasure reading fosters the growth of reading as a life-long practice that strengthens both language skills and fluency while reading for pleasure.⁶ Stated that reading frequency inside and outside the school has a major impact on the development of pace and fluency in reading, vocabulary, overall verbal ability and academic achievement.

Affected Parts of Reading Habits

Children's reading habits have been of great interest to teachers, families, publishers of librarians and other stakeholders for a long time. Knowing children's reading habits and interests will help educators take the necessary steps to improve children's reading. It is widely recognized that at the early stage it is best to inculcate and nurture the lifelong habit of reading. Nevertheless, it is a general observation that more emphasis is placed on study reading than on recreational or voluntary reading among children.⁷ Noted that while students in Singapore will not hesitate to read materials related to education, it remains an uphill task to get them to become lifelong readers and read for pleasure. There are numerous parts that inspire children to read. An international survey showed that almost half of the UK students involved in the study said they were reading for relaxation while

most children from twelve developing countries reported that they were reading for passing exams. A survey of teenagers in Britain between the ages of 11 and 18 found peer pressure to be the most significant reason to read books. A study of 431 pre-kindergarten students through grade eight in the United States showed that 71% of students who regarded themselves to be strong readers had a positive attitude towards reading, while none of the students who considered they to be bad readers enjoyed reading. A 6th-form student study in Malaysia¹¹ found that the most important motivating factor was self-interest or personal interest, and this favorable attitude was well formulated among girls and those in the stream of the Arts. The National Library and Documentation Service Board (NLDB) conducted a survey in Sri Lanka in 2002 and found the following situations; students' reading habits were poor, school libraries' condition was not encouraging as book collections were old, and most students read "light" materials such as magazines, novels, comic books and newspapers.⁹ Researched reading issues in secondary schools in Sri Lanka and identified three major obstacles in encouraging reading habits. These include; preference for speaking and listening to the radio; insufficient reading materials to be accessed in school libraries and preference for watching television. Most of the reading was for review purposes specifically. A survey conducted in Britain of 8,000 children aged 10, 12, and 14 found that children had very varied reading. A similar survey of children, aged between nine and twelve years, conducted in Denmark, noted many variations in the reading preferences of children. It was found that the kids read a total of 1598 fiction and non-fiction books written by over 700 writers over a period of one month. Adventure stories were the most popular among the children in Singapore, followed by mystery stories. Primary school students in Australia liked reading action adventure as much as science fiction and fantasy while fantasy fiction was at the top in Britain, followed by books of satire, horror and scare. A study investigating the favorite past time activities of primary and middle school students in China reported that the most popular recreational activity was "watching TV," followed by reading books. A similar survey of primary 1 to secondary 5 students in Hong Kong found that the two most favored after school leisure activities are watching TV and playing computer games. Another research in Britain found that young people between the ages of 11 and 18 were more likely than reading books to watch television or use the internet. The literature review indicates that several parts,

especially technological changes, are likely to affected children's reading habits.

Task of ICT In Reading Habits

The day students can swap their 30-pound book bags for lightweight portable reading devices don't seem far away in the future anymore. Several manufacturers are now selling devices that can be adapted for use in education and some of their print titles are cautiously translated into e-book formats by textbook publishers. Electronic books are expected to gain widespread use as an educational tool for several years, but this has not necessarily come to fruition. It seems that all the necessary elements are in place for the first time: affordable yet highly functional portable reading devices, an increasing number of book titles available, and a technologically literate population of students hungry for new media. Thus, the stage seems to be set for the most widely used tool in education history, the printed textbook. The classroom is an obvious target for introducing e-books because students typically embrace new technology to buy a high volume of costly, bulky and quickly discarded books. No studies have yet been carried out to determine the impact that would have on students' reading habits to substitute traditional textbooks with e-books. Similar to their predecessors, information and communication technologies (ICTs) give readers different opportunities. ICTs have made it possible for libraries to become digital libraries. Digital library is simply a collection of electronically stored information. For example, African Digital library's capacity has shown that people in the African region are able to access information on the Web. The emergence of the World Wide Web (WWW) is perhaps the greatest symbol of the shift through reading in scholarly communication.¹² The possibility of searching multiple resources at a time is provided by digital tools—a task achieved more quickly than when using written equivalents. It is possible to print online tools and save searches so that they can be replicated at a later date. More often than not, digital services are upgraded than written devices. One major advantage—particularly for distance learners or those with limited time to access the library—is access from outside the library through dial-up facilities. Therefore, it is easy to use online services because readers may access information from the library; from internet cafes; from their offices; and - at times—from the comfort of their own homes at any time of day. The evolving position of ICT's, and in particular the use of e-resources, imparts the structure of people's reading habits

and dramatically changes it. The world is going the electronic route which affects how people use library services and/or read them. For example, the digital book definition (more widely known as e-book) is changing readers' habits. In general, the Internet plays a crucial task in accessing the tools of information. Information sources and other Internet opportunities are growing exponentially. In an effort to search for knowledge, the steady increase in Internet use for education and research and the development of search tools have affected the reading habits. The library is made up of various electronic resources in terms of digital format, such as electronic books, electronic journals and electronic reports. These e-resources are available in CD-ROM format, online, and those publications that were originally published in print or other formats that were converted into digital formats to be accessed on the Web. Many web browsers include Internet explorer, MSN, Netscape, and a range of search engines including Yahoo, Google, Hot Bot, MSN, Alta Vista. In addition, e-resources may include the entire collection of manuscripts, over-used printed document, large archival value printed material, photographic collections, oral history recordings, and other scattered but useful audio-visual collections that are converted for preservation purposes into digital format. Whelan in 2004 explains the findings of an Ohio study conducted by over 13,000 grade 3 to 2 students who claimed that their school libraries enabled them to become better learners by supplying them with tools for their research assignments and enabling them to do better homework. In general, the students appreciate the task of their library in IT guidance, providing data literacy skills, searching the Internet, reviewing websites, using power points, verbs, excel, and other apps.¹³

Conclusion

Reading contributes to understanding the literature and promotes excellence in one's world experience. Most of the studies conducted worldwide and in the Indian context often emphasize that rapid urbanization and technological developments affected the reading habits of individuals in developing countries. Recent research suggests independent reading habits, or students who choose to read on their own time are strong indicators of success in school and reading. Scholars also find that in middle school years, recreational reading decreases significantly. Increasing numbers of studies concentrate on crucial issues related to middle school years student motivation and reading habits.¹⁰ Such research

showed that students who obtained high scores in reading evaluations, among other measures of literacy reading, tended to have strong intrinsic enthusiasm for reading, and also chose to read outside of school on a regular basis. In his study of independent reading literature, [10] writes: "The correlation between the recorded free voluntary reading and the growth of literacy is not broad in all studies, but remarkably consistent." Nearly every study that has examined this relationship has found a positive correlation, and it is present even when different tests, different reading habits methods, and different free reading definitions are used. Considering the complex relationships between independent reading habits, reading literacy, and school achievement, more research is needed throughout adolescence on independent reading activities and reading motivation.

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