# PROMOTING READING HABITS AMONG HIGH SCHOOL CHILDREN: A STUDY OF HIGH SCHOOL LIBRARIES IN VIJAYAPURA CITY, KARNATAKA, INDIA

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This paper looks at promoting reading habit among secondary school students in Lagos state: the role of Library & ICT. Extensive reading habit is an imperative tool for improving academic performance of students. The important of library and ICT among secondary students reading habit in Lagos cannot be over emphasized. This is because the library and ICT are the backbone of any successful student. Education as we all know is the bedrock of any nation and if the students cannot stand up to their colleagues in other parts of the world, then the main aim of schooling is defeated. This paper presents the roles of teachers, parents, environment and materials on students reading habit. It also highlights the use of ICT resources, factors affecting reading habit and strategies to promote reading habit.

Key words: Best practices, Reading habits, Library services

**Introduction**

Early childhood development repeatedly confirms the high value of early intervention and literacy services for children. Reading and related skills development activities can advance children's literacy skills. In the present scenario the librarians and information centers play an important role and emerging as a site of learning, sometimes more important even than class rooms. The ways to build library infrastructure, collection and offer services to children is the major issues in making children aware.
In order to provide best services the libraries should be provided with best collection, staff and services.

Best practices are help for improving quality of libraries and library services. These practices should lead  to be build a good communication among users and library. It build bridge to fill the gap between collection, available services and user community.

**Best practices in the libraries**

➢ Book exhibitions
➢ Library hour, Orientation
➢ New arrivals
➢ Library broachers
➢ Training
➢ Book reviews
➢ Awards
➢ Guidance
➢ Newspaper clipping
➢ E- library services
➢ Story telling, Discussions and self learning both physical and digital
➢ Multimedia sources and services
➢ Children's films with message
➢ Digital Library, E- books
➢ Web-based resources
➢ Reading room, References and e- reading hub
➢ Posters
➢ Competitions, Books fairs, Reading programmes
➢ Biographies and meet the reader programmes
➢ Student librarians
➢ Visit to local best libraries.
➢ Motivational activities to visit, sue and share library resources.

**Reviwes:**

1. Ms. Kushmeeta Chettri, Dr S.K. Rout. (2013). This article explains about Reading occupies a pivotal role in the life of a man. Reading opens the doors of the treasures of knowledge. Reading is one of the most important components of our language and it is an essential tool for lifelong learning for all learners. In order to face the 21st century, education has to prepare these learners to adapt to social and technological changes that are taking place at an unprecedented rate. Reading especially is a resource for continued education, for the acquisition of new knowledge and skills, for gaining information through media, especially newspapers, books, radio, television, and the computers.

2. Khreisat, M. and Kaur, S. (2014). This study aims to investigate English recreational reading habits of Arab Jordanian EFL university students when classes are in session and during vacation, and the types of recreational reading they engage in. The findings indicated that students read more when they were on vacation compared to their readings while classes are in session. Slightly more than half (57 percent) the students always read emails/chat rooms/Facebook, which are their most preferred type of recreational reading. Non-fiction books were the least favourite among students with 47 percent of students indicating that they never or rarely read this type of genre. Among all the reading interests, only novels had a significant correlation with the students CGPA.

3. This paper discusses that the growing influence of technology has had a significant impact on the reading process of undergraduate students and it is thus of priority interest now to understand the factors influencing independent and digital reading. The paper aims to discuss these issues. Factors such as gender, the motivation to read and the time spent reading for academic purposes were found to be significant predictors. Also, given the impact of technology on the lifestyle, it was important to determine whether the respondents had adopted digital reading over printed reading by taking into consideration their preferred reading format.

4. **Emmanual Baro E and others. (2011)**  The study reveals that  the students mostly rely on textbooks, medical journals, the internet, colleagues, and the Nigerian National University Commission's virtual library for information. They rarely use electronic resources such as MEDLINE, HINARI, the Cochrane Library, and EbscoHost. This could be because of a lack of awareness and skills necessary to search databases. Problems such as lack of time, the challenge of locating "good citable stuff", inability to use effectively the medical library, and poor skills in information searching were mentioned. The study recommends that medical librarians and faculty should collaborate in integrating information literacy skills into the medical school curriculum.

5. **Moorsel-G (2011)** surveyed directors of MMS (Mini-Med School) programme understand the need to include CHI (Consumer Health Information), and successful programmes at state university of New York at Stony Brook and else where demonstrate the potential for collaboration with affiliated health science libraries to integrate CHI Instruction into MMS curricula. Ward-D [21] defines IL and states IL instruction means teaching students about research while helping them you find value in the world and to participate in it.

**Objectives:**

1. To identify the information needs of the school children
2. To identify the available sources and services among schools in Vijayapura
3. To identify the use of libraries by school children
4. To Identify opinions about the library system among the schools children

**Methodology:**

A survey method research has been used to conduct present study. Primary data has been collected through the questionnaires. Visited the library to identify the status of the libraries in the school. Used interview and questionnaire tools to collect data and analysed using statistical

tools.

Data Analysis

1. Gender wise distribution

| Gender | Frequency | Percentage |
|--------|-----------|------------|
| Male | 12 | 24 |
| Female | 38 | 76 |

Gender wise distribution of respondents  study reveals that , majority of the respondents belongs to female category  that is 76%  (38 students) and 24% of the students belongs male category.

2. Percentage wise distribution

| Percentage  of student | Frequency | Percentage |
|------------------------|-----------|------------|
| 90 and above | 5 | 10 |
| 80 to 90 | 13 | 26 |
| 70 to 80 | 14 | 28 |
| 60 to 70 | 14 | 28 |
| 50 to 60 | 4 | 8 |
| below 50 | 0 | 0 |
| total | 50 | 100 |

The table shows that more number of school children scored 60-80 percentage  of marks. Followed by 90 and above percentage of only  10% and remaining performance in in general 50-60%.
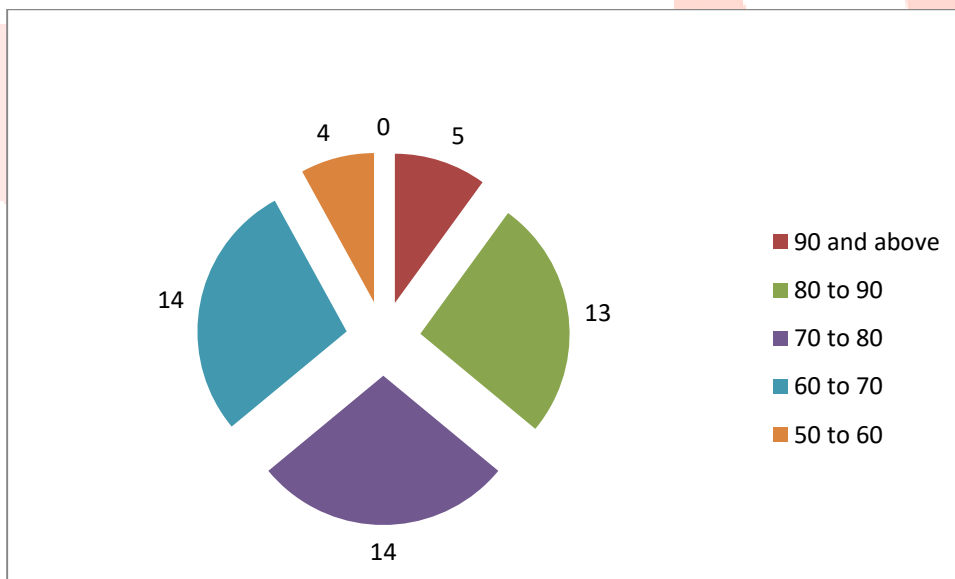
3. Background of the family

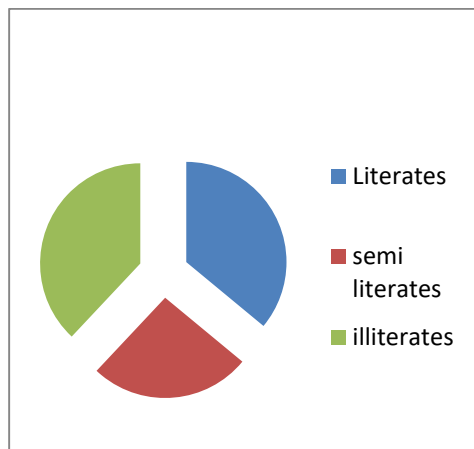| Parents | Frequency | Percentage |
|---|---|---|
| Literates | 18 | 36 |
| semi literates | 13 | 26 |
| illiterates | 19 | 38 |
| total | 50 | 100 |



Table-4 explains more number of families of respondents 38% (19) belongs to illiterates and equal number 18%( 36) belongs to literates family followed by 26%(13) semi literate families.

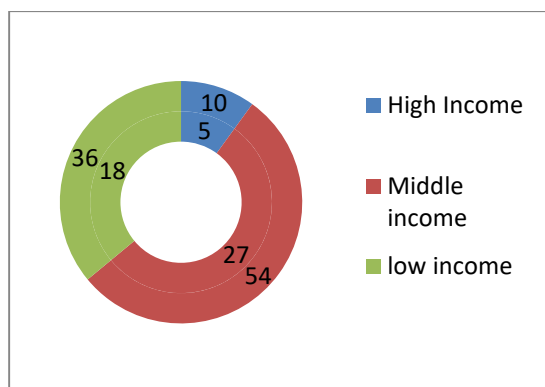| Income | Frequency | percentage |
|---|---|---|
| High Income | 5 | 10 |
| Middle income | 27 | 54 |
| low income | 18 | 36 |
| total | 50 | 100 |

Table-5 interprets more number of families 54%927) belongs to middle income level and followed by 36%(18) low income families and very less number of families 10%(5) belongs to high income level.

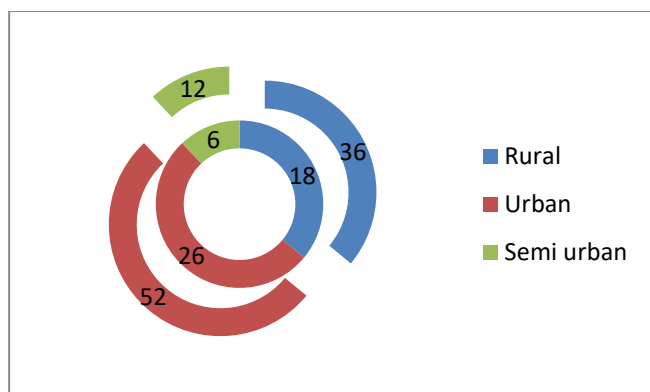| Location | Frequency | Percentage |
|---|---|---|
| Rural | 18 | 36 |
| Urban | 26 | 52 |
| Semi urban | 6 | 12 |
| total | 50 | 100 |



Table-6 gives information about location wise distribution of participants. Majority of them 52%(26) belongs to Urban locality followed by 36% (18) belongs to rural locality and very less are from semi urban location.

<div align="center">Library facility</div>

| | Frequency | Percentage |
|---|---|---|
| Yes | 42 | 84 |
| No | 8 | 16 |
| Total | 50 | 100 |

Table-8 deals with library facility in the schools. 84% of the students opine that there is library facility in the schools and very less students 16%(8) said that there is no library facility

4.  Types of resources

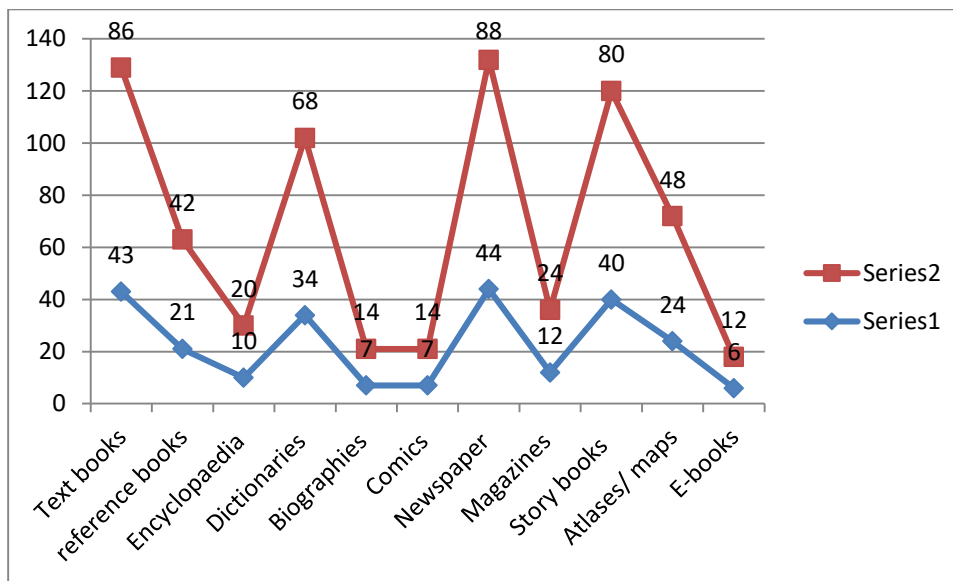| Resources | frequency | percentage |
|---|---|---|
| Text books | 43 | 86 |
| reference books | 21 | 42 |
| Encyclopaedia | 10 | 20 |
| Dictionaries | 34 | 68 |
| Biographies | 7 | 14 |
| Comics | 7 | 14 |
| Newspaper | 44 | 88 |
| Magazines | 12 | 24 |
| Story books | 40 | 80 |
| Atlases/ maps | 24 | 48 |
| E-books | 6 | 12 |

Table-9 interprets multi resources availability in the school libraries. Majority of the library collection News papers 88% and books 86% followed by 80% of the collection story books, and even more number of 68% dictionaries, 48% Atlases/maps, 42% reference books, 20% encyclopedias, 24% magazines are also available. Very less number e-books 12% , biographies 14%, comics 14% are also available in the library collection.

Library visit

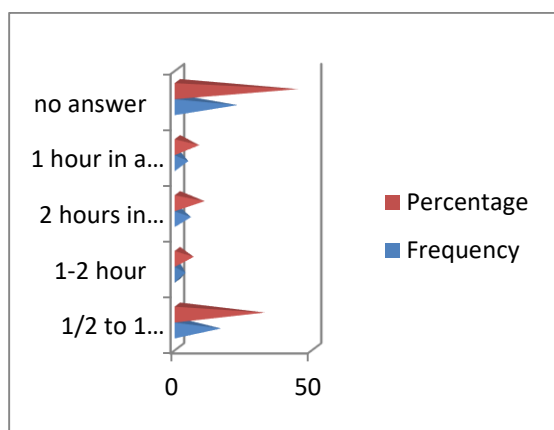| Library visit | Frequency | Percentage |
|---|---|---|
| 1/2 to 1 hour | 16 | 32 |
| 1-2 hour | 3 | 6 |
| 2 hours in a week | 5 | 10 |
| 1 hour in a week | 4 | 8 |
| no answer | 22 | 44 |
| Total | 50 | 100 |

Table -10 reveals that majority of the students 44% were not selected any positive answer about library visit it shows that more number of students were not visit the library frequently. 32% of the participants visit library for 1½ o 1hour, 10% of students visit library for 2hours a day , 8% of the students I hour in week. It shows that very less number of students visit library very frequently.

1. Reason

| Reason for not visiting library | Frequency | Percentage |
|---|---|---|
| separate place is not available | 29 | 58 |
| full time qualified librarian not available | 17 | 36 |
| other infrastructure | 9 | 18 |
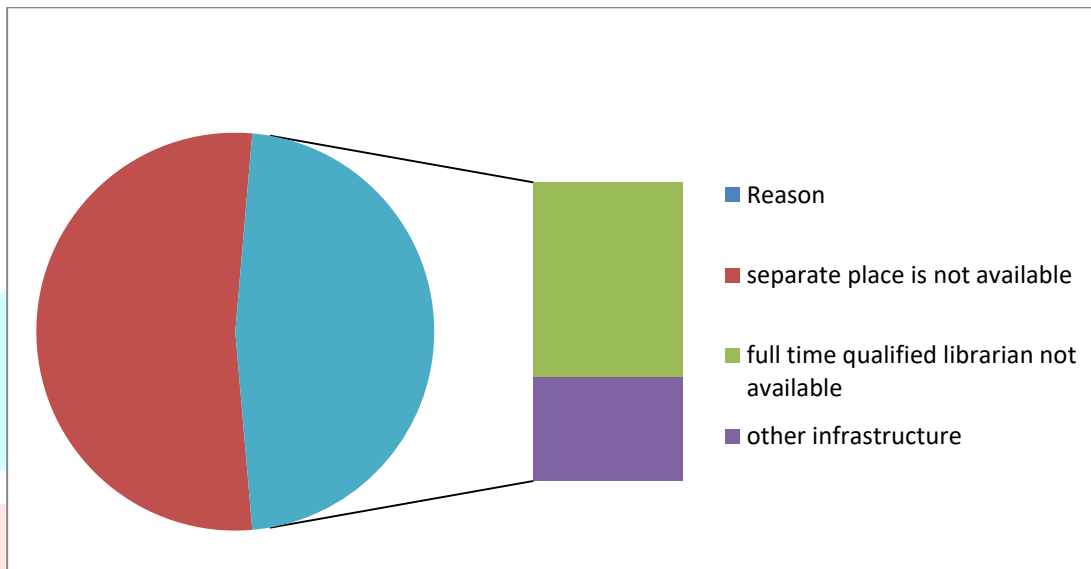


This table explains about reasons for not visiting library. Majority of participants 58% opines that separate place for library was not available followed by 36% of the students said that majority of the school libraries were not having full time qualified librarian not available. 18% of the respondents opines other infrastructure also not available in the schools.

2. Chosen Resources

| Resources | Frequency | Percentage |
|---|---|---|
| Print books | 37 | 74 |
| Electronic books | 18 | 36 |
| Magazines | 13 | 26 |
| Newspaper | 30 | 60 |
| Websites | 5 | 10 |
| Nothing | 2 | 4 |
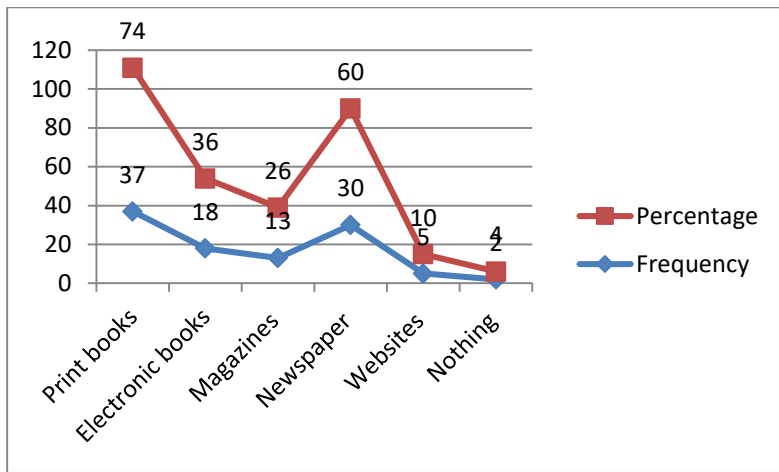
This table reveals about use of resources available in the school libraries. Majority of the users use print books 74%, followed by 60% of the users use newspapers as a major sources in the library. very less number Respondents use websites ie, only 10%.
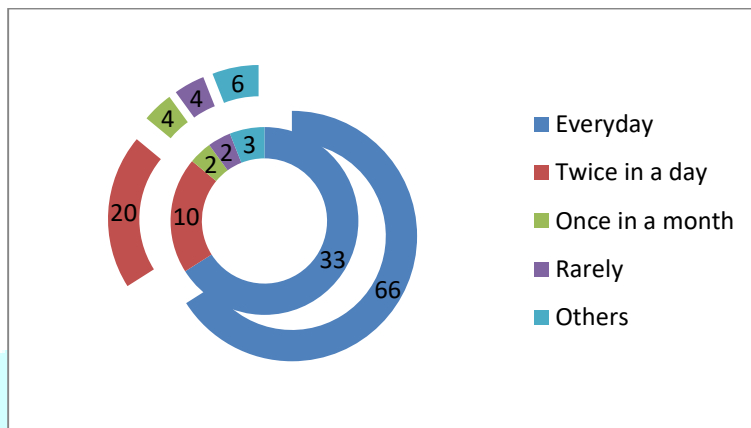
Preferred format

| Preferred format | Frequency | Percentage |
|---|---|---|
| Reading from print form | 32 | 64 |
| Reading from electronic reader device | 4 | 8 |
| Reading form computer | 12 | 24 |
| Reading from iPhone/smartphone/ipod | 19 | 38 |
| Reading from tablet/laptop | 7 | 14 |
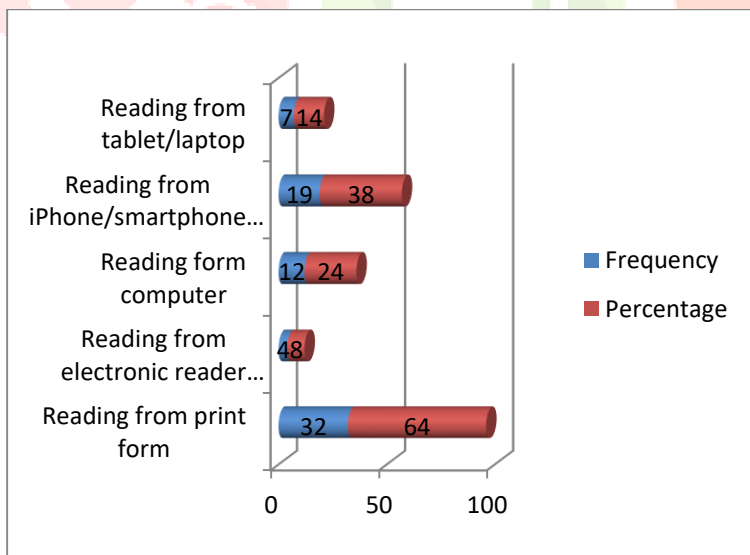


This table explains about form of sources used by respondents. Majority  64% of the students prefer print form of resource and 38% of the students prefer iphone/ smart phone/iphone.

3. How often do you read

| Reading | Frequency | Percentage |
|---|---|---|
| Everyday | 33 | 66 |
| Twice in a day | 10 | 20 |
| Once in a month | 2 | 4 |
| Rarely | 2 | 4 |
| Others | 3 | 6 |
| Total | 50 | 100 |



This table denotes frequency of reading among school children. More number of students 66% read everyday followed by 20% twice in a day.

Preferred form of resources to read among respondents

| Preferred books to read | Frequency | Percentage |
|---|---|---|
| Comedy | 30 | 60 |
| Drama | 26 | 52 |
| Non-Fiction | 9 | 18 |
| Fantasy | 5 | 10 |
| Horror | 9 | 18 |
| Textbooks | 35 | 70 |
| reference books | 18 | 36 |

**Frequency**

- Comedy 30
- Drama 26
- Non-Fiction 9
- Fantacy 5
- Horror 9
- Textbooks 35
- reference books 18
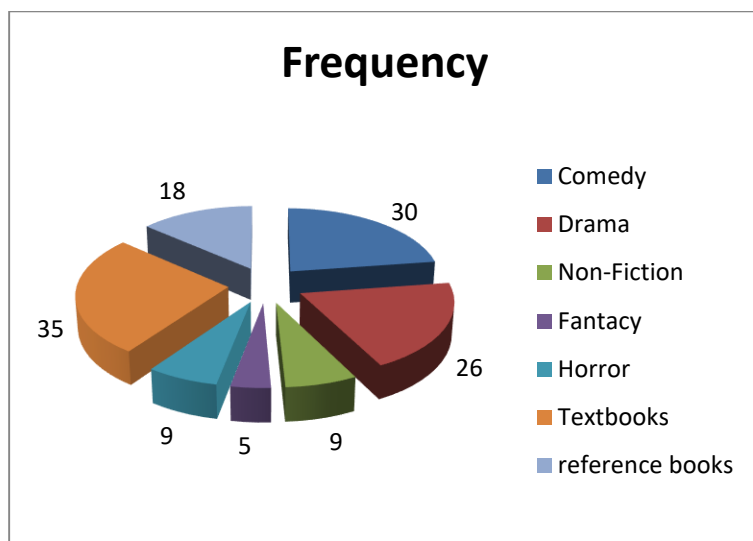
This table explains about Preferred form of resources to read among respondents. More number of students 70% use textbooks, another majority 60% group of students use comedy books, 52% of students prefer drama type of resources. Few students ie, 36% use reference books for their study.

4. Opinion about library facility

| Library attributes | Excellent | Very good | Good | Fair | Poor | Total | Mean |
|---|---|---|---|---|---|---|---|
| Book collection | 10 20 | 18 36 | 19 38 | 1 2 | 0 0 | 48 96% | 2.14 |
| Reference source | 6 12 | 2 4 | 14 28 | 4 8 | 11 22 | 37 74% | 2.46 |
| Journal and magazines | 1 2 | 3 6 | 10 20 | 12 24 | 2 4 | 28 56% | 1.9 |
| Newspaper | 25 50 | 11 22 | 8 16 | 1 2 | 1 2 | 46 92% | 1.6 |
| Reading rooms | 6 12 | 9 18 | 6 12 | 3 6 | 16 32 | 40 80% | 2.68 |
| Facilities and furniture | 6 12 | 4 8 | 9 18 | 2 4 | 18 36 | 139 | 2.78 |
| Library services | 4 4 | 9 18 | 16 32 | 2 4 | 8 16 | 118 | 2.36 |
| Library staff | 7 14 | 4 8 | 10 20 | 3 6 | 16 32 | 137 | 2.74 |
| Network connection | 2 4 | 5 10 | 6 12 | 6 12 | 16 32 | 134 | 2.68 |
| Lighting and ventilation | 9 18 | 4 8 | 6 12 | 0 0 | 15 30 | 110 | 2.2 |
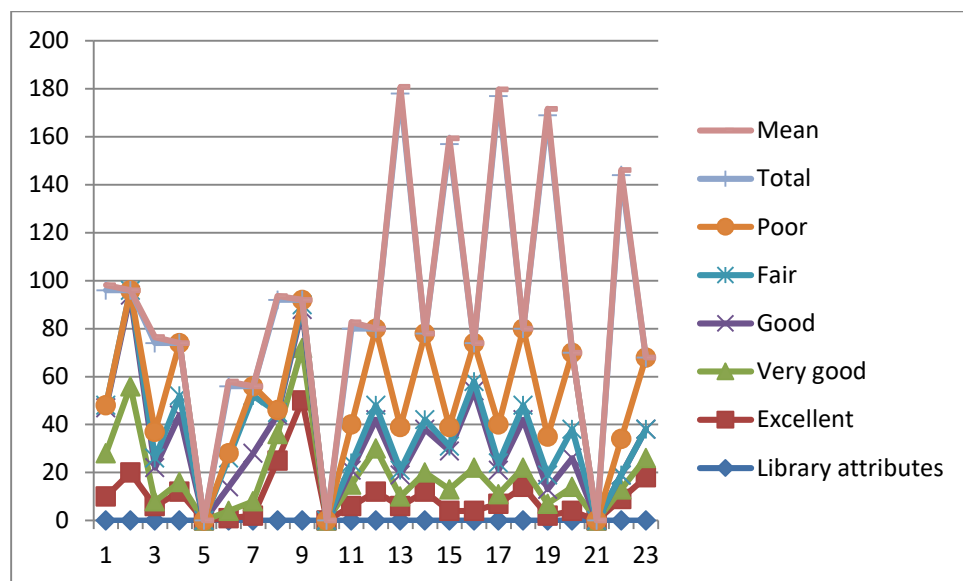
Major findings

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More number of students 66% read everyday followed by 20% twice in a day.

More number of students 70% use textbooks, another majority 60% group of students use comedy books, 52% of students prefer drama type of resources. Few students ie, 36% use reference books for their study.

**Suggestions :**

- Schools play an important role in building students educational as well as all round development
- Schools are the second home for them.
- Schools should be very organized and systematic in providing various facilities to the students.
- Apart from the formal education and only syllabus oriented teaching students also provided by the various types of knowledge and guidance from the schools. Libraries are best sources for provide them.
- Study find that majority of the students felt that well equipped libraries were not found, hence school administration and government has to provide well equipped library system to the students.
- Schools provide very basic education which further leads to the foundations for the students education as well as entire life. Hence its required that required information sources should be made available to the students. The school administration and government should provide required sources and facilities which are helpful in building the entire life of the students.
- Apart from the textbooks knowledge other type of knowledge like general knowledge, life skills, communication knowledge, behavioral knowledge also very much important in school education. So the schools and government should provide all infrastructural and resources facilities to the students.
- Best practices to promote reading habits, reading culture, use of library should be practiced by the schools.
- Everyday one to two hours of time should be provided exclusively for library use.
- Library hours should be mentioned in the time table itself and it should be made compulsory.

**Conclusion**

It is concluded from the study that both parents and teachers play an important role in promoting the reading habits. The foremost factor that is evident from this study is the interest of students that make them study more. They mostly study in order to enhance their knowledge. In the absence of teachers, parents help their children in their study especially the father as the mother is busy in doing home chores but still she tries to help their children. Both mother and father encourage their children to read a lot. Students also get motivation to read more from their siblings also as they study a lot at home. Along with the self-interest of students to read any sort of material, students also read books that are recommended by their teachers. Although this study has some limitations as the data is taken from the institutes of Punjab, it still gives insight knowledge of factors that are influential in promoting the reading habits of students in Pakistan. It is recommended on the basis of findings that both parents and teachers should work in collaboration to develop interest of students to read healthy material. Along with this, libraries should also be equipped with numerous sort of electronic and printed material as more than 50% students consult libraries to get reading material

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