READING HABITS OF TRIBAL STUDENTS OF DR. AMBEDKAR VIDYANIKETHAN CBSE SCHOOL, NJARANEELI, THIRUVANANTHAPURAM : A CASE STUDY

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Abstract

The paper examines the reading habit of tribal students of Dr AmbedkarVidyanikethanCBSE School in Thiruvananthapuram District. A structured Questionnaire with open-ended and closed-ended questions was used for collecting data. The questionnaire were distributed to 163 tribal students following Stratified random sampling method.The Statistical Package for Social Science(SPSS) was used to analyze the collected data. The findings of the study revealed that majority of the tribal students read books other than textbooks. But the time devoted by them for reading is less than one hour. It indicates student's low interest in reading. Thus the study conclude that tribal students need to improve their reading habit.

Keywords : *Reading habits, Tribal students*



1. Introduction

Reading is an important part of communication. It is more important than speaking and writing skills. It is an integral part of human life. As food is necessary for our body so is the reading for our mind. Reading means to understand the meaning of printed words that is, written symbols. While reading, we can acquire new ideas. Thus it helps us to develop other communication skills like speaking and writing and listening skills.

Reading habit is an essential life skill. The activity of reading is regarded as a habit when it is repeatedly carried out. In measurable terms reading habits is often considered in terms of the number of materials being read, the frequency of reading as well as the average time spent on reading and this habit can be cultivated (Wijesuriya, 1995). Reading, which is a long-term habit starting with the very early ages, is the prominent gateway to the knowledge room. It can be assumed as a practice that assists individuals to gain creativeness and develops their critical thinking capacities. In this sense, the reading habit is an essential tool for the development of personalities and mental capacities of individuals. In addition to personal and mental developments, reading is an access to social, economic and civic life. Moreover, all reading patterns in terms of emotional response enhance the emotional satisfaction of individuals (Clark and Rumbold, 2006).

Reading habit is very much important to students. Reading daily is one of the best habits a student can possess. Students who read frequently tend to become skilful readers. Their reading skills support them in deeply understanding the information and knowledge and also prepare them for academics. Students can acquire many benefits from reading. Apart from just vocabulary and grammar, reading books on various topics improves one's general knowledge, imagination, and creativity, among other things. Reading is an important factor that contributes to the growth of student's



intellect and emotion and paves the way to life-long learning (Loan, 2011). Thus reading plays a vital role in the optimistic growth and development of a student. Therefore it is important to inculcate the habit of reading among students.

2. Related Studies

Reading habit among students in Ekiti State Secondary Schools was evaluated by Babalola (2020). The study specifically examined the frequency and time of reading among Junior Secondary School students in Ekiti State, the extent students read, how teachers' attitudes affect their students reading habits, and ways reading habit can be improved.
The influence of students' reading habits on students' academic performance was examined by Popoola et al. (2020). A descriptive survey design was adopted. The schools in Ibadan North were randomly selected, making a total of five schools. Each of the participants was randomly selected, totalling 300 students. The study found that there was a significant positive relationship between student reading habits and student academic performance and there is no significant difference in the reading habit of male and female students. The study concluded that reading habit enhances the academic performance of students. Therefore, students should be encouraged to inculcate the reading habit by providing enabling environment and infrastructures that will stimulate students to read.

A study was carried out by Sivasubramanian and Gomathi (2019) on reading habits among higher secondary school students. The study showed that most of the students are very much enjoyable in reading books with fervour. 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.



Reading habit among junior high school students was investigated by Chairanissa and Wirza (2019) using a case study design involving ten students at one of junior high school in West Bandung Regency . The data were obtained from classroom observation, questionnaire, interview, and document analysis. This study revealed that the students had low reading habit and they preferred watching TV and surfing the internet than reading for their leisure time. Most of them read-only for 1-2 hours per day. In term of reading material preference, most of students preferred fiction books written in Indonesian language.

A study was conducted by Maharsi and Maulani (2019) to identify high school students' reading habit and their perceptions of reading for pleasure. There were 41 high school students grade XI involved in this study. Data were collected from questionnaires, observation, and an interview. Results indicated that during holidays nearly 50% of the students read sometimes, 12% read once a week, 9% once in a month, and 29% never read although books are available. The students agree that reading for pleasure give many benefits, but the quantitative data indicate students' low interest in reading.

Reading habit among students and its effect on academic performance was examined by Ameyaw and Anto (2018). Questionnaire study was employed for data gathering and SPSS was used to analyse the collected data. The findings of the study revealed that 45.19% of the respondents recognized the importance of reading in their studies and reading habits had affected the majority of students in their learning.

3. Objectives of the Study

1) To examine the reading habit of tribal students.
2) To understand the purpose of reading.
3) To identify the preferred media for reading.

4) To locate the convenient place of reading.
5) To identify the person who encouraged and gave suggestions to read books.
6) To find out the barriers which prevent student from reading.

4. Methodology

For getting the data on this field of study, methods adopted are review of literature and a structured questionnaire survey among the students ofDr.AmbedkarVidyanikethan CBSE School, Njaraneeli.The questionnaire were distributed to 163 tribal students following Stratified random sampling method. Three questionnaire were found to be incomplete and they were discarded. So 160 were selected for the analysis.Data obtained through questionnaire was tabulated, analysed and interpreted using SPSS and Excel.

5. Analysis of Data

5.1 Reading Books other than Textbook

As a part of education a student need to read many textbooks. Reading books helps to

explore a lot more than the confines of school text books and syllabus. Textbooks prepare them for exams while reading books other than textbooks help them to broaden their perspective about various topics and also contribute to their knowledge. Diagrammatical representation of reading books other than textbooks is given in the figure 1.



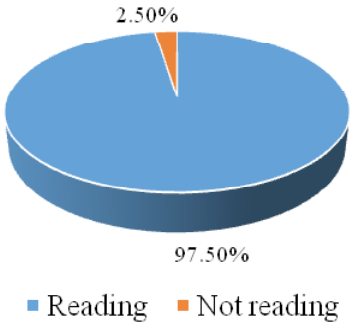


Fig.1.Reading Books other than Textbooks

It is understood from the Figure 1 that a lion share (97.50) of the respondents read books other than textbook and only a few (2.50%) respondents don't read books other than textbook.

5.2 Habit of Reading Regularly

Regular readers are generally hard to find nowadays. With the development of ICT, regular reading is generally found to be low. If we want to get most benefits from reading, we should start reading regularly. When we read every day, we are regularly engaging our brain in a work out. Table 1 depicts habit of reading books, magazines and newspapers regularly.

Table 1 : Habit of Reading Books, Magazines and Newspapers Regularly

Status of reading regularly	Number of respondents	Percentage
Reading	21	13.13
Not reading	2	1.25
Sometimesreading	137	85.63
Total	160	100.00

It is found from the Table 1 that more than half (85.63%) of the respondents were reading sometimes, 13.13% of the respondents were regularly reading Books, Magazines and Newspapers, and 1.25% of the respondents expressed they were not reading regularly.

5.3 Type of Publication for Reading

Diagrammatical representation of the type of publication for reading is given in the Figure 2.



Fig.2. Type of publication for Reading

It is clearly understood from the study that about 33.13% of respondents prefer book followed by Newspaper (31.87%), magazines (25.00%) and any other publications (10.00%).

5.4 Time Spend Per Day for Reading

Time spent by a student in reading plays a significant role in creating a good reader. If one has a good interest in reading, then he or she may spend a large time for reading. Table 2 represents average time spend for reading per day.



Table 2 : Average Time Spend for Reading per Day

Time spend per day for reading	Number of respondents	Percentage
Less than 1 hour	81	50.63
1-2 hours	56	35.00
More than 2 hours	23	14.37
Total	160	100.00

The Table 2 shows that half (50.63%) of respondents spend less than one hour for reading per day. About 35% of respondents spend 1-2 hours for reading per day and about 14.37% of respondents spend more than 2 hours for reading per day.

5.5 Preference of language for reading

Table 4.9 illustrates preference of language for reading. This table includes the languages such as Malayalam, English, Hindi, Tamil and others.

Table 3 : Preference of Language for Reading

Language for reading	Number of respondents	Percentage
Malayalam	87	54.37
English	59	36.88
Hindi	8	5.00
Any other	4	2.50
Tamil	2	1.25
Total	160	100.00

It is clearly understood from the Table 3 that "Malayalam" is the most preferred language for reading by the tribal students. Out of a total of 160 students, 87 (or 54.37%) have preferred to read in Malayalam. This is mainly due to the mother tongue of the respondents is Malayalam. The next preferred language is "English". About 36.88% preferred English followed by Hindi (5.00%), any other (2.50%) and Tamil (1.25%).

5.6 Habit of Using School Library

School libraries play a significant role in providing facilities for reading. They are fruitful centres for developing reading habit in students. Table 4 depicts habit of using library in school.

Table 4 : Habit of Using Library in School

Habit of using school library	Number of respondents	Percentage
Using	157	98.13
Not Using	3	1.88
Total	160	100.00

It is found from the Table 4 that lion share of the respondents, 157 (98.13%) use the library in school. Only meagre 1.88% are not using the library.

5.7 Purpose of Reading

Table 5 illustrates purpose of reading.



Table 5 : Purpose of Reading

Purpose of reading	Number of respondents	Percentage
To get information	97	60.62
For pleasure	31	19.38
From exam point of view	17	10.63
Preparation of class assignment	11	6.8
Preparation of seminar	4	2.50
Total	160	100.00

The results showed that the primary purpose of reading by tribal student is to get information (60.62%). About 31(19.38%) of the respondents read for pleasure and 10.63% read for exam point of view. For 6.88% of students, it helps them for the preparation of seminar and for 2.50% of students, it helps them for the preparation of class assignment.

5.8 Preferred media for reading

Technology has brought drastic changes in all walks of life. So reading media preferences has also changed. In this context, it was decided to know in what media the sample would like to read. Table 6 illustrates preferred media for reading.

Table 6 : Preferred Media for Reading

		Number of respondents	Percentage
Favourite reading format	Traditional print format	46	28.75
	Digital/Electronic format	37	23.13
	Both	77	48.13
	Total	160	100.00

Type of Electronic device prefer to read	Smart phone	80	70.18
	Laptop	22	19.30
	Desktop Computer	7	6.14
	C Reader device like	5	4.39
	kindle, Nook etc. Tablet/ I-Pad	0	0.00
	Total	114	100.00
Impact of using Electronic format	Yes	88	77.19
	No	5	4.39
	Not sure	21	18.42
	Total	114	100.00

It is clear from the Table 6 that nearly half (48.13%) of the respondents desired to read both Traditional Print format and Digital/ Electronic format, 28.75% of the respondents desired to read Traditional Print format, 23.13% of the respondents desired to read Digital/Electronic format .

It is known from the study that among the students who preferred digital/ Electronic format, the most preferred type of device is Smart phone (70.18%) , followed by Laptop (19.30%), Desktop Computer (6.14%) and C Reader device like Kindle, Nook etc. (4.39%), and no students preferred to use Tablet / I-Pad.

In order to know the influence of electronic/digital resources and electronic devices on the reading habit of the tribal students a question was asked to the students, whether their reading has improved and increased, after using these resources and a majority (77.19%) of the respondents thought that their reading had improved and increased after they started using electronic format and reading devices, 18.42 % of the respondents were not sure and 4.39% of the respondents did not think that their reading had improved and increased after starting to use the reading devices.



5.9 Convenient Place of Reading.

People may find different places most comfortable for reading. It may be home, school, school library or sometimes while travelling and soon. Table 7 depicts convenient place of reading.

Table 7 : Convenient Place of Reading

Convenient place of reading	Number of respondents	Percentage
School library	74	46.25
Home	35	21.88
Any other	23	14.37
While travelling	14	8.75
School	12	7.50
Public library	2	1.25
Total	160	100.00

The result of the findings as shows in Table 7 affirms that the majority of the respondent (46.25%) read in the school library. 35 (21.88%) students admitted that they prefer to read at home. 23 (14.37) students reported that any other is the convenient place of reading. 14 (8.75%) students expressed that they love to read while travelling. 12 (7.50%) of the respondents agreed that they read in the school. 2 (1.25%) of the respondents confirmed that they prefer to read in the public library.

5.10 Person Encourage and Give Suggestions to Read Books

Many persons influences the reading habit of a student. It can be their parents, siblings, teachers or friends. When students are motivated to read they can read more than those who are not.Table 8 depicts personencourage and give suggestions to read books.



Table 8 : Person Encourage and Give Suggestions to Read Books

Person encourage and give suggestions	Number of respondents	Percentage
Teacher	76	47.50
Friends	41	25.62
Parents	29	18.13
Librarian	5	3.13
Other	5	3.13
Sister/Brother	4	2.50
Total	160	100.00

It is evident fromthe study that nearly half (47.50%) of the respondents' teachers encouraged them and gave suggestions to read books and other reading materials and more than one-fourth (25.62%) of the respondents' friends encouraged the students and gave suggestions to read books. For 18.13% the parents, 3.13% the librarian, and for 2.50% of the respondents' the Sister/Brother encourages and gave suggestions for reading. It is understood from the above table that for a considerable few, 3.13% of the respondents' the other known persons encouraged them and gave suggestions to read books and other reading materials.

5.11Barriers Prevent from Reading

Several causes can hinder a reader from reading .Table 9 depicts barriers prevent from reading.



Table 9 : Barriers Prevent from Reading

Barriers prevent from reading		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD	t	Sig.
Too busy / No time	n	8	25	24	68	35	3.61	1.14	6.734	0.000
	%	5.00	15.63	15.00	42.50	21.88				
Too many school work	n	7	18	32	61	42	3.71	1.11	8.063	0.000
	%	4.38	11.25	20.00	38.13	26.25				
Like other Activate more	n	10	22	42	50	36	3.50	1.17	5.426	0.000
	%	6.25	13.75	26.25	31.25	22.50				
I am not able to find a good book	n	27	32	30	54	17	3.01	1.28	0.123	0.902
	%	16.88	20.00	18.75	33.75	10.63				
Prefer to use mobile	n	48	31	23	32	26	2.73	1.48	-2.300	0.023
	%	30.00	19.38	14.37	20.00	16.25				
Prefer to spend with friends	n	9	21	19	58	53	3.78	1.20	8.228	0.000
	%	5.63	13.13	11.88	36.25	33.13				
Prefer to play games	n	9	19	36	41	55	3.71	1.22	7.417	0.000
	%	5.63	11.88	22.50	25.62	34.38				
Prefer to watch TV	n	25	32	19	43	41	3.27	1.44	2.369	0.019
	%	15.63	20.00	11.88	26.88	25.62				
Any other	n	44	21	30	30	35	2.94	1.52	-0.469	0.640
	%	27.50	13.13	18.75	18.75	21.88				

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It is depicted in the Table 9 that about 36.25% of the respondents agreed that prefer to spend with friends is the reason for not reading regularly and 33.13% of the respondents strongly disagreed that prefer to spend with friends is the reason for not reading regularly.

It is obvious from the study that about 38.13% of the respondents agreed that too many school work is a barrier which prevent them from reading, 26.25 % of the respondents strongly agreed that too many school work is a barrier which prevent them from reading, 20% of the respondents were neutral, 11.25% of the respondents disagreed that too many school work is a barrier which prevent them from reading and 4.38% of the respondents strongly disagreed that too many school work is a barrier which prevent them from reading.

It is inferred from the study that one-fourth (25.62%) of the respondents agreed that prefer to play games is the reason for not reading regularly, 34.38 % of the respondents strongly agreed that prefer to play games is the reason for not reading regularly, 22.50% of the respondents were neutral and 5.63% of the respondents strongly disagreed that prefer to play games is the reason for not reading regularly.

It is revealed from the study that nearly half of the (42.50%) of the respondents agreed that too busy/ have No time is a barrier which prevent them from reading, 21.88 % of the respondents strongly agreed that too busy/ have No time is a barrier which prevent them from reading , 15% of the respondents were neutral, 15.63% of the respondents disagreed that too busy/ have No time is a barrier which prevent them from reading and 5.00% of the respondents strongly disagreed that too busy/ have No time is a barrier which prevent them from reading.

It is known from the study that about 31.25% of the respondents agreed that like other activities more is a reason for not reading regularly,



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21.88 % of the respondents strongly agreed that like other activities more is a reason for not reading regularly, 15.00% of the respondents were neutral and 6.25% of the respondents strongly disagreed that like other activities more is a reason for not reading regularly.

It is found from the study that one-fourth of the (25.62%) of the respondents agreed that prefer to watch TV is a reason for not reading regularly, 26.88 % of the respondents strongly agreed that prefer to watch TV is a reason for not reading regularly, 11.88% of the respondents were neutral, 20% of the respondents disagreed that prefer to watch TV is a reason for not reading regularly and 15.63% of the respondents strongly disagreed that prefer to watch TV is a reason for not reading regularly.

It is evident from the study that about 33.75% of the respondents agreed that they not able to find good book is a reason for not reading regularly, 10.63 % of the respondents strongly agreed that they not able to find good book is a reason for not reading regularly, 18.75% of the respondents were neutral, 20% of the respondents disagreed that they not able to find good book is a reason for not reading regularly and 16.88% of the respondents strongly disagreed that they not able to find good book is a reason for not reading regularly.

It is evident from the study that about 18.75% of the respondents agreed that preference to do other activities is a barrier which prevent them from reading, 21.88 % of the respondents strongly agreed that preference to do other activities is a barrier which prevent them from reading, 18.75% of the respondents were neutral, 13.13% of the respondents disagreed that preference to do other activities is a barrier which prevent them from reading and 27.50% of the respondents strongly disagreed that preference to do other activities is a barrier which prevent them from reading .



It is found from the study that about 20% of the respondents agreed that preference to use mobile is a barrier which prevent them from reading, 16.25 % of the respondents strongly agreed that preference to use mobile is a barrier which prevent them from reading , 14.37% of the respondents were neutral, 19.38% of the respondents disagreed that preference to use mobile is a barrier which prevent them from reading and 30% of the respondents strongly disagreed that preference to use mobile is a barrier which prevent them from reading .

6 Findings

Major findings of the study are:

- A lion's share (97.50%) of the respondents read books other than textbooks.
- Majority of the respondents (85.63%) were regularly reading Books, Magazines and newspapers.
- One third of respondents (33.13%) prefer books for reading.
- Majority of respondents spend less than one hour for reading per day.
- More than half of the respondents (54.37%) prefer Malayalam for reading.
- All most all the students use the school library.
- More than half of the respondents (60.62%) read to get information.
- Both traditional print format and digital/Electronic format are preferred by students. Smartphones were the most preferred electronic device for reading and no one prefer Tablet/ I-pad for reading.



- Majority of the respondents prefer to read at the school library.
- Nearly half (46.8%) of the respondents' Teachers encouraged them and gave suggestions to read books.
- Majority of students prefer to spend with friends and they do not see mobile phone as the barrier which prevent them from reading.

7. Conclusion

The findings of this study lead us to conclude that tribal students need to improve their reading habit**.** The reading habit is very much essential for the tribal students because it equips the students with necessary knowledge and understanding not only for building their own life but also for contributing positively to the socio-economic development of their community as well as to the nation. From the study, it is evident that the library is still the place for quiet study. Majority of the tribal students seen school library as the convenient place of reading and major source of getting books. Thus in the library there should be adequate reading area and related facilities to accelerate reading habit. The study reveals that teachers play a very significant role in the inculcation and promotion of reading habit in students. Thus the teacher has to explore the students to all types of reading and whenever possible, take the students to the library and teach them through the books and reading material available in the library. By this, the student gets motivated to visit and use the library resources. Teacher, librarians and others have to come together and work for the promotion of reading habit of students. The promotion of the reading habit of the tribal students and turning them into lifelong learners are quite important for building a knowledgeable society.



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