

## Changing Reading Habits Of The Students Of Punjabi University In Digital Environment

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### ABSTRACT

*Information Communication and Technology (ICT) is universal accepted and excellent tool for human kind, undoubtedly it served each and every aspect of society. ICT has provided new attributes to reading and reading habits. In the present scenario reading habits are diversifying with a very rapid pace. ICT furnished new fashion of reading; any reader is just a click away to access the desired amount of information. Reading shows the personality of an individual and it helps them to develop the proper thinking methods and creating new ideas. Present study emphasis the changing reading habits of the students of Punjabi University patiala .*

**KEYWORDS:** Reading, Reading Habits, Internet, ICT

### INTRODUCTION

Reading is a basic and very regular practice of human nature from childhood to old age. Since early time society indulge in reading habit and time to time updating his knowledge by this perception, because reading and knowledge have direct relation. Every knowledge able and extraordinary person in each area credits to his reading skills. Generally concrete knowledge comes after thorough reading of detailed literature. Since the emergence of Internet and ICT reading becomes easy and accessible. Anybody can access anything from anywhere by just clicking their finger on the mouse within minutes, provided Internet connectivity. Internet facilitates too much that anything which required, generally available within short time on Internet. But over dependency of current generation on Internet is its major shortfall. Today most of the readers adopt shortcuts for required literature. If someone needs any type of information or data, Google remains first choice in such cases. Library, books, reference tools are the subject of past, reference sections of the university libraries lying deserted, waited for users. No doubt books are still in use but the majority of clients are students and text books are the preferred stuff. It is so because curriculum is restricted to the some prescribed books and all editions are not available in the form of e-books. Students turn to the Internet first, when faced with a question or an assignment for class (Bowman, 2002). It is observed that either such readers which do not have any option are tagged with printed books or who are deep lovers of books and prefer leisure reading. It is unanimously acknowledged that Internet is the wonderful achievement of the ICT and survival of coming generations seems tough without it. Young generation who have more experience with computers and grow up with this technology will reveal different attitude towards reading in digital environment (Ramirez, 2003).

### WHAT IS READING

Reading is simple to read any entity it may be a face, a book, a paper having some notes or any document with some written text or picture. Reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information (Anderson et al., 1985). Reading is the process of constructing meaning through the dynamic interaction among: (1) the reader's existing knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation (Wixson et al, 1987). Otherwise reading is a phenomenon which is performed by every individual, every time. All the human being remains in the process of reading their thought. It is not necessary to read physically some object rather it is a continuous occurrence of an event.

## **TYPES OF READING**

Broadly reading may be categorized in two types

### **PURPOSE BASED READING**

In the purpose based reading reader must need to read to achieve its target. Students read for examination, researchers read for their research, scientists read to perform experiments and so. Purpose based reading again may be categorized on the basis of requirement of the individual. If reader is busy in some serious project, a comprehensive and multiple reading is needed at this stage. In case of ready reference only reference tool is sufficient to consult.

### **LEISURE READING**

Leisure Reading is basically purposeless reading, it is the part of reading which is performed for entertainment or time pass or anything to readable. Hughes-Hassell and Rodge (2007) defined leisure reading as: —the reading students choose to do on their own, as opposed to reading that is assigned to them. Also referred to as voluntary reading, spare time reading, recreational reading, independent reading, reading outside of school, and self-selected reading, leisure reading involves personal choice, choosing what one wants to read, and reading widely from a variety of sources—not just books.

### **ON THE BASIS OF FORMAT READING MAY BE AGAIN DIVIDED IN TWO TYPES**

1. Traditional Reading or Printed Reading
2. Modern Reading or Online Reading

### **TRADITIONAL READING OR PRINTED READING**

Reading through the traditional means of literature i.e. printed books, printed newspaper, manuscript or other type of conventional documents is called traditional reading or printed reading, since early time only traditional reading was very much in practice due to limited resources. But after the emergence of Internet and cloud computing means of reading has drastically changed, it does not mean people fully depend on internet for their reading requirements.

### **MODERN READING OR ONLINE READING**

Now with the boom of Internet in the 21<sup>st</sup> century people often read electronic books, e- journals, electronic database, online articles and research papers etc. Everyone can access online documents on their PCs or laptops from the various locations without physical hard work, search the required material. Online reading is very much feasible, if it is for leisure because big amount of leisure literature is freely available on internet, thousands of search engines and websites are dedicated to free literature, not only text but images, video clippings and you tubes etc. may be accessed without spending a Paine. Tabs and kindles are the best tools for leisure reading, because these are portable and easy to carry anywhere. Online reading may be performed in the form of digital or virtual, means subscription of contents directly through the web or cloud, the other way of online reading is through the material already stored in the form of CDs, Pen-Drive, Hard-Disc etc. with the help of computer, laptop and overhead projectors etc.

## **OBJECTIVES**

The following were the specific objectives of the study.

1. To know the various reading habits of the students.
2. To know changing reading habits of the students with emerging of ICT
3. To find out the various preferences in reading habits

4. To find out the level of satisfaction in various patterns of reading
5. To know the various problems faced by students during reading.
6. To know the dependency of students on various e-resources

## REVIEW OF RELATED LITERATURE

Reading has increasingly been the object of empirical and theoretical investigations. Studies in the area of reading come from various academic disciplines including LIS, education, social science, and recently information systems. Findings about reading contributes significantly to how library provides its services, how teaching students to read can be made more effective, and how web site and system design can be made more useful and user friendly. Among common findings as reviewed by Ross (2002) on reading habits are such that: —heavy readers are more likely to be female than male; to be younger rather than older; and to have achieved a higher education level than the population at large. Some research can be found conducted on college or university students on their reading habits and attitudes. Blackwood *et al.* (1991) studied the pleasure reading habits of 333 college seniors enrolled at a small, public, US Liberal Arts University. The findings indicated that the majority were reading for pleasure - reading primarily newspapers and most were reported to spend more time reading during vacations than when classes were in session. Both male and female students reported reading for pleasure about 2.5 hours each week while classes were in session and slightly more during vacations. In another study, Sheorey and Mokhtari (1994) examined the reading habits of 85 college students enrolled in an elective development reading course at a large university in the Midwestern USA. They reported that students read an average of 4.75 hours per week. Student who scored higher on a test of reading comprehension reports spending slightly more time on nonacademic reading. Gallik (1999) found that magazines were the popular type of reading material for pleasure reading and are reported to be read frequently by 75 percent of the college students. Among other findings, Pandian (2000) reported that, about 80 percent of Malaysian university students are reluctant readers of both English and Malay materials. Ethnicity, home environment, reading models, gender and school environment are important indicators of reading. Students from the urban areas are found to be reading more than the rural counterpart. Pandean also came up with profile habitual readers in different languages namely English, Malay, Chinese, and Tamil. Some researchers argued that the growth of electronic media may give negative implication to the fact that people are less engaged in extensive reading and lack the ability to read deeply and to sustain a prolonged engagement in reading (Liu, 2005). Ramirez (2003) provides evidence that people would print from the internet in order to engage further reading. Liu also provides the evidence that the age factor contributes to reading behavior on the internet. In addition, younger people can tolerate more time reading the screen-based materials.

## SURVEY DESIGN

Study was limited to the students of the Punjabi University, Patiala. A questionnaire survey was conducted to collect the information regarding the reading habits of the students in context of books, journals, newspapers and e-resources. Total 50 questionnaires were distributed to collect the primary data, out of which 50 questionnaires were found usable for analyses, so response was 100%. The questionnaires were filled from the users by personal visits. Questionnaires were distributed randomly to the users. Collected data analysed and presented in the graphical form.

## DISCUSSION

### CATEGORIZATION OF THE POPULATION

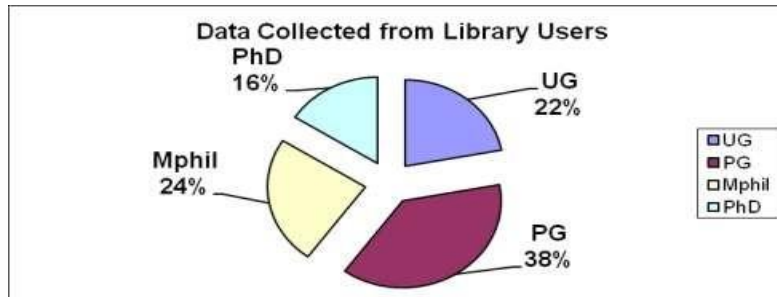


Figure- 1

Figure 1 shows categorization of population. Data was collected from 50 respondents out of which 38% were post graduate students, 24% M. Phil students, 22% under graduate students and 16% Ph.D scholars.

### FREQUENCY OF LIBRARY VISIT

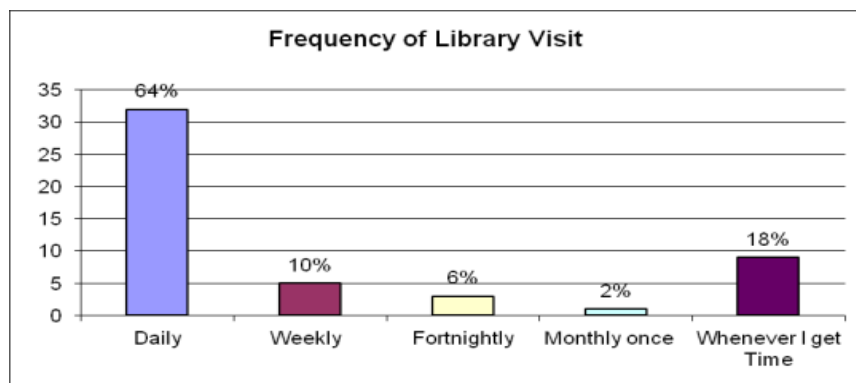


Figure- 2

Figure 2 shows the frequency of the library visit of various students. 64% students visit library daily whereas 18% respondents visit library whenever they get time. 10% respondents visit library on weekly basis and 6% make use of library on fortnightly basis. Only 2% respondents visit library once in a month. Responses from figure 2 show that library is used a lot by the respondents because majority visit daily to the library.

### DAILY TIME SPENT IN LIBRARY BY STUDENTS

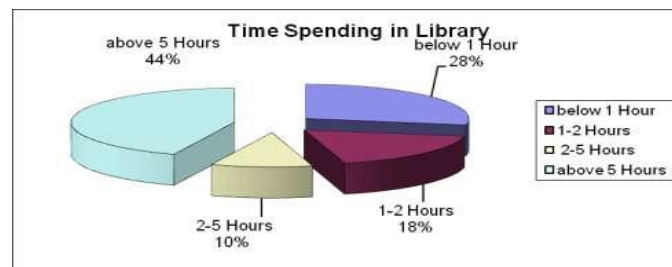


Figure- 3

Figure -3 shows that 44% respondents spent more than 5 hours in the library daily whereas 28% respondents spent less than one hour. 18% students remain with library 1-2 hours daily and 2-5 hours are spent by only 10% respondents. Result shows that in the era of digitization libraries are equal important and significant number of respondents remain with library for a long period.

#### READING HABITS TOWARDS VARIOUS RESOURCES

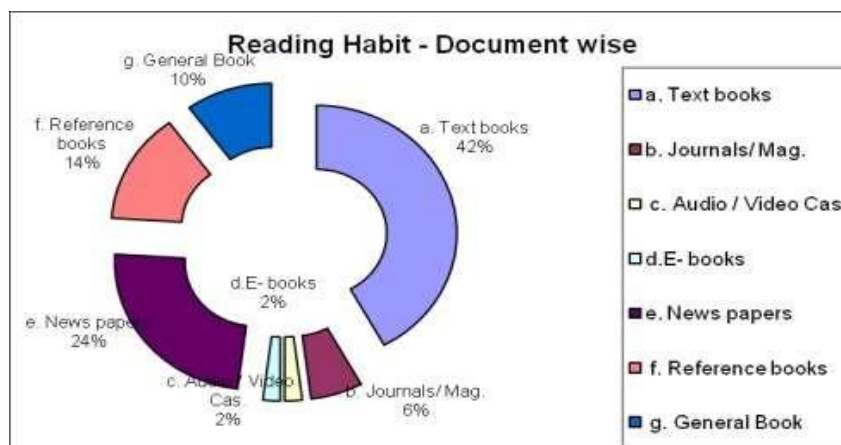


Figure- 4

Figure 4 shows that 42% respondents prefer to read text books whereas 24% gave their first choice to newspapers. 14% respondents devote their reading to reference books whereas 10% respondents prefer to read the general books. Only 6% students visit library to consult journals or magazines. It is very shocking that in the era of digitization only 2% respondents make the use of e-books and audio-visual material each. Figure 4 shows that respondents still believe in traditional resources. **Student's Opinion about Journals/Magazines**

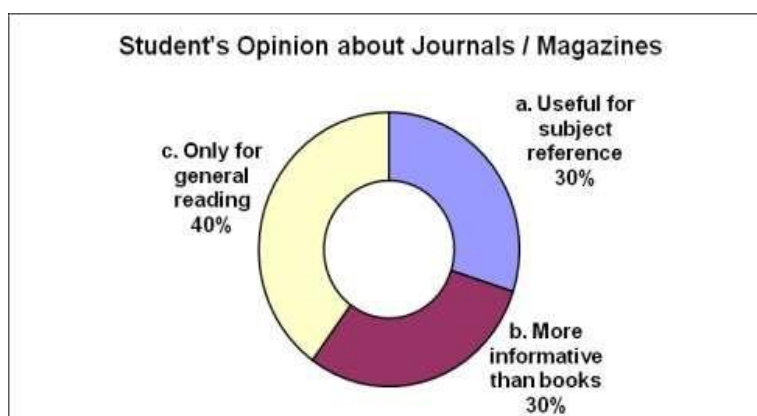


Figure- 5

Figure 5 shows that respondents have various views regarding the journals and magazines. 40% respondents read journals/magazines only for general reading whereas 30% respondents consult journals/magazines to get more information than books. 30% respondents use journals/magazines as a reference tool of their respective subject.

## STUDENT'S OPINION ABOUT NEWSPAPER READING HABIT

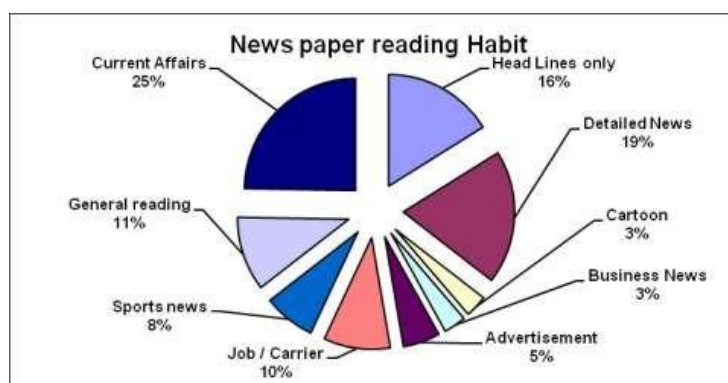


Figure- 6

Figure 6 shows that 25% respondents read newspaper for current affairs whereas 19%

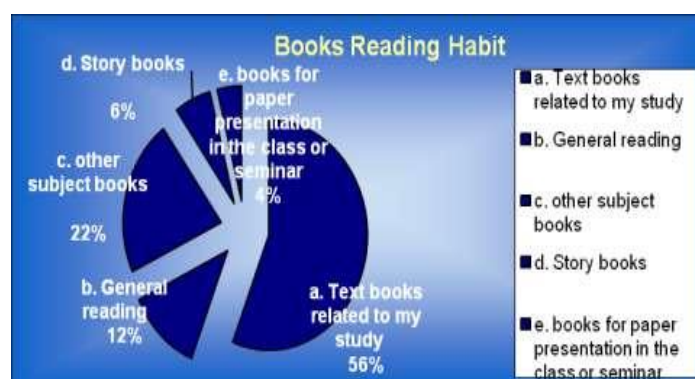


Figure- 7

Respondents use it for detailed news. 16% students consult newspaper only for headlines and 11% for general reading. 10% respondents consult newspaper for seeking carrier and job information whereas 8% respondents read newspaper to get sports news. **Student's Opinion about Books Reading Habit**

Figure 7 shows that majority of the 56% respondents prefer to read text books whereas 22% respondents read books other than their course. 12% respondents come to library for general reading whereas 6% respondents borrow storybooks and only 4% respondents borrow books from the library for the paper presentation in their class or for seminar purpose.

## Student's Opinion about E-Resource Reading Habit

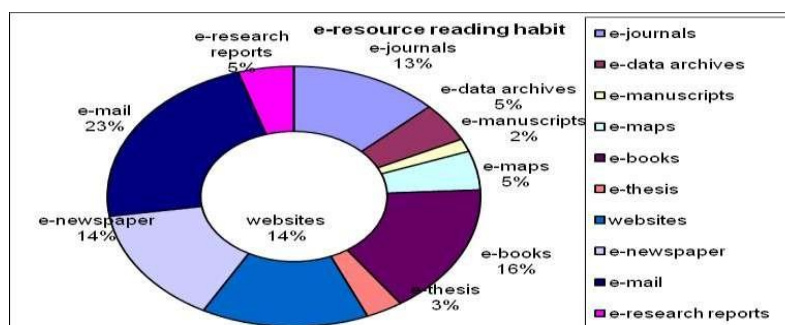


Figure- 8

Figure 8 shows that majority of respondents i.e. 23% prefer to use e-mail services where as

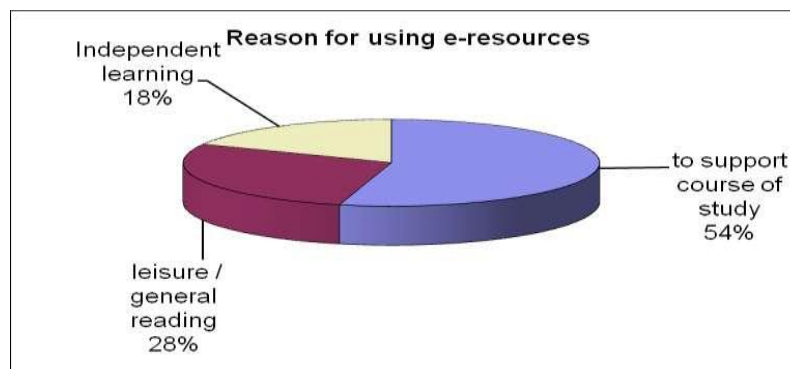


Figure- 9

14% make the use of websites and e-newspapers for each. 16% respondents like to use e- books to strengthen their literary level, where as 13% respondents use e-journals for scholarly work in their respective field. 5% respondents use e-research report, e-data archive and e-maps for each respectively. E-thesis and e-manuscript are very less in use. **Student's Opinion about Reason for using E-Resources**

Figure 9 shows that the 54% respondents use e-resources for the fulfillment of their course material whereas 28% respondents use e-resources for general reading. Only 18% respondents use e-resources for the independent learning. Result shows that e-resources are used mainly for to strengthen the respective course content, respondents use it mainly within their subject reach.

#### STUDENT'S OPINION ABOUT TOOL USED FOR READING OF E-RESOURCES

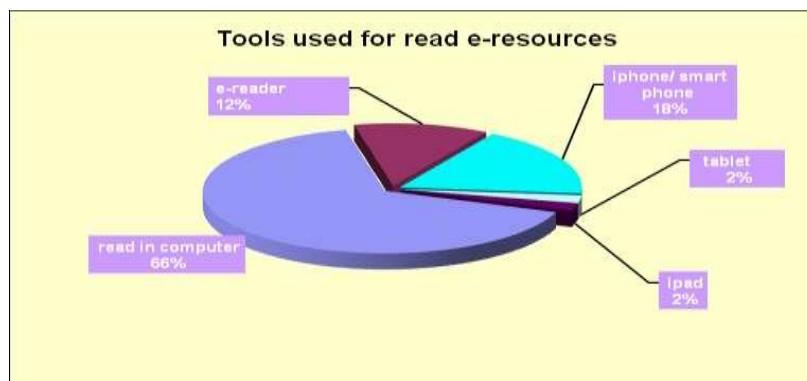


Figure- 10

Figure 10 shows that majority of 66% respondents use computer for reading of e-resources

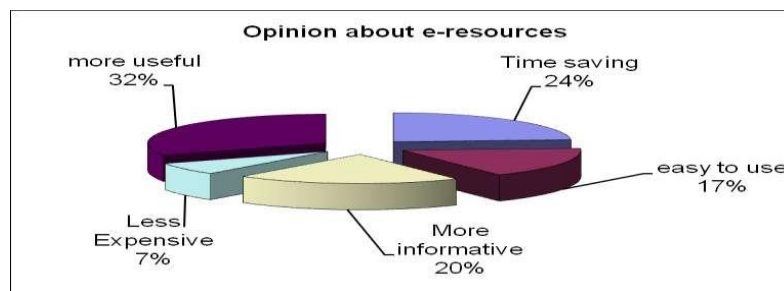


Figure- 11



Whereas 18% respondents consult e-resources on their I-phone or smart phone. 12% respondents have e-reader for the reading of e-resources and only 2% respondents use their tablet and i-pad for reading of e-resources respectively. Result shows that being so many modes of access of information computer is still on top. **Student's Opinion about E- Resources**

Figure 11 shows that 32% respondents think that e-resources are more useful whereas 24% respondents feel that the e-resources are time saving resources. 20% respondents observe that e-resources are more informative than the traditional resources whereas 17% respondents feel that e-resources are easy to use and only 7% respondents think that the e-resources are less expensive.

#### DIFFICULTIES IN USING E-RESOURCES

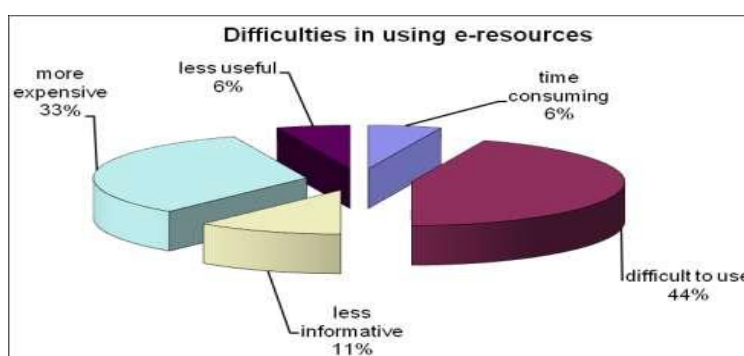


Figure- 12

Figure 12 shows that 44% respondents face difficulty in using various e-resources. 33% respondents think that e-resources are more expensive whereas 11% viewed that e-resources are less informative. 6% respondents feel that e-resources are less useful and time consuming each. To make the maximum use of the e-resources, it is must to remove the various technological hurdles.

#### CONCLUSION

Study reflects that digitization have a great impact on library users of Punjabi University, they are well aware of various e-resources and ICT services. But simultaneously traditional resources may not be ignored because a huge majority of respondents make the use of traditional resources. Dependency of respondents on e-resources hinders due to lack of awareness because 44% respondents face difficulty in using various e-resources. To make the optimum use of various ICT based library services and e-resources proper orientation and training programme are needed to conduct frequently. Better internet connectivity and advanced ICT components are the backbone of the digital library. Besides, it is also important to provide the equal attention on traditional resources and services, as respondents are not in compromising mode and take the benefit of both the services to quench their literary thirst.

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