



A STUDY OF READING INTEREST OF COLLEGE STUDENTS IN RAJKOT CITY

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ABSTRACT :

Reading is the key to success in education. It is the heartbeat of all courses offered in advanced education. In this manner it's critical to research understudy's perusing propensities and how to improve the abilities. The study was an analytical survey with a validated questionnaire of "Reading Interest inventory for college students" Total three hundred (300) students took part in the present research from the three Colleges of Rajkot town, Researcher tried to find the effect of some socio-demographic variables on reading interest. Result shows that there is significant mean difference between reading interest among various college students. Significant mean different also seen in the reference to Gender. Moreover reading interest is also significantly different in various faculties. The discoveries additionally demonstrated that practically every one of the respondents comprehend the significance of perusing. 61.5% love to peruse from their different fields of specialization regularly while 25.0% love perusing from their fields of specialization consistently. The examination affirmed that great perusing propensities upgrade scholastic execution.



KEYWORDS : Reading, Reading Habits, College Students.

INTRODUCTION

It cannot be denied library as essential for national civilization support. Period of developing and globalization has given positive effect toward information current (Komalasari, 2012). This special attention is needed because college's library is a part that cannot be separated from any educational institution. But there are many factors affecting reading interest among students. There are strong cultures of reading, family's factor, television effect, expensive price of books because there is no subsidy from government to buy paper. From here many things to be fault (Hartanto, 2006: 1). The development of students' interest to read is tight relationship with college's library existence. Nowadays we must intimate that students' interest in students' area is still low. Classical reason often upcoming is reading not cultured yet in society area, especially for students. In Gujarat state Saurashtra region is developing as education hub with more than 6 universities and numbers of colleges. Here Researcher tried to see the reading interests of college students in Rajkot city in context with some socio-demographic variables like colleges, gender, faculty and category.

In many researches researcher seen that socio-demographic variables has significant effect on reading interest, in one research Kenneth Row found that reading interest has a wide effect of school level, Teacher (Faculty) level. Another result says that Gender is significantly effecting the reading interest of students (Asher, S. R., & Markell, R. A., 1974). Through understanding, one can access to a

wide scope of learning found in different perusing materials like scholastic books, magazines, papers and diaries. One who does not realize how to peruse or dislikes to peruse will probably be age-old as the person in question neglects to profit by the chance to access the wide scope of information. Moreover, when perusers read to pick up data, they straightforwardly improve their perusing aptitudes and turn out to be better at perusing. Because of this, individuals who read widely can turn out to be great perusers as they are presented to new words. Thus, they will like perusing and wind up fruitful.

As indicated by research led by Taylor , Frye and Maruyama (1990), Anderson, Fielding and Wilson (1988), Stanovich (1986) and Walberg and Tsai (1984), perusing interest has a solid positive association with the accomplishment of understudies both in scholastics and life. At the point when understudies read, they will acquire information and this will assist them with having more extensive and more extensive viewpoints on specific issues. In addition, Anderson, Fielding and Wilson (1988) found that understudies' perusing interest is a standout amongst the best indicators of a tyke's improvement in perusing. In addition, different investigates likewise uncovered that perusing premium has been connected and identified with vocabulary improvement, cognizance, familiarity with language and just as general scholarly advancement (Guthrie and Wigfield, 2000; Taylor, Frye and Maruyama, 1990; Anderson, Fielding and Wilson, 1988; Stanovich, 1986). Subsequently, perusing interest is likewise connected to scholastic accomplishment of understudies' who love to peruse will most likely compose well and have more thoughts which will make them progressively inventive and imaginative (Grabe, 2003; Stansberry, 2009). That implies that understudies who have practically zero enthusiasm for perusing would not have the capacity to constrain themselves to get a book and read for scholastic purposes, let alone to peruse for joy. This is kept up by UNESCO (1983) who expressed that understudies who don't care to peruse at a beginning time won't embrace perusing propensity as they become more seasoned.

OBJECTIVES

The objectives of the present study are as below

1. To know about the reading interest of students with reference to Colleges.
2. To know about the reading interest of students with reference to Gender
3. To know about the reading interest of students with reference to Category
4. To know about the reading interest of students with reference Faculty

METHODOLOGY

Present study adopted the analytical approach to gather the information where the relationship between two or more variables was determined who affecting reading interest of students. In many previous researches, researcher seen that socio-demographic variables like Gender, Faculty, Category etc are affecting reading interest of students that is why in context to Saurashtra region especially Rajkot town was selected to collect the data. Randomized sampling technique was used to select the sample for this study. The researcher believed that the Give the most accurate answer in terms of their interest in reading. For the present study 300 student 188 male and 112 female students taken from three colleges for the study. All the students were from all three faculties (Arts, comm. and Science) to ensure that every sample can get equal chance of being selected in the study. "Reading Interest inventory for college students" made and standardized by researcher was used the collect the data. Collected data was interpreted by statistical techniques like T test and ANOVA (F) test.

HYPOTHESES

The following hypothesis formulated for the study

1. There will be no significant mean difference in reading interest of students with reference to Colleges.
2. There will be no significant mean difference in reading interest of students with reference to Gender
3. There will be no significant mean difference in reading interest of students with reference to Category

4. There will be no significant mean difference in reading interest of students with reference Faculty

Result & Discussion

**Reading interest and Colleges
Table-1**

Independent Variable (College)	N	M	SD	Source of variation	Sum of Squares	df	Mean Square	F	Sig.
Arpit college	79	57.32	7.293	Between Groups	3243.583	2	1621.792	24.319	0.01
Dhamsaniya College	129	56.48	9.969	Within Groups	19806.203	297	66.688		
R R Patel College	92	63.89	5.681	Total	23049.787	299			

Table No.1 devoted to the ANOVA calculations and it clears that the mean difference of reading interest is significantly different with the reference to colleges. Researcher took data from the three colleges depicted in the table, all the three colleges situated in the Rajkot city area but reading interest is different in all the three colleges. Researchers seen that college faculty is effecting student's reading interests here this could be the reason or some other reason might be, like availability of books, duration of college etc. As we found the significant mean difference here, formulated hypothesis is rejected.

**Reading interest and Gender
Table-2**

Independent Variable (Gender)	N	M	SD	T	Sig.
Male	188	56.49	9.383	17.84	0.01
Female	112	63.13	5.608		

Table No.2 describing the t calculations between two Genders and the means are significantly different at the level of 0.01; it says that reading interest is totally different with the reference to Male and Female students so formulated hypothesis is rejected. Biological and gender difference might playing role in this difference. Here it's visible that girl's reading interest is more than boy's reading interest. CBSE and Gujarat board's previous results show that girls secured top five positions and got more points than boys. If we correlate the board's results with present result it will be clear that yes girls have more reading interests than boys. Moreover some other factors could be affecting like biological structure, maturity level etc.

**Reading interest and Category
Table-3**

Independent Variable (Category)	N	M	SD	T	Sig.
Reserved	128	57.59	9.746	3.295	0.01
Unreserved	172	60.01	7.857		

Table No.3 depicting the results of calculated T between the two categories from students belong to, respectively reserved and Unreserved. There are many category can be formulated by the structure of society in Gujarat but Researcher took two category parameters made by the government. Result shows that there is no significant mean difference between the means of Reading interests in two categories. Students are reading in the library or at their houses, if we consider the environment of house the category might be playing major role in the interest of reading. In the beginning researcher formulated the hypothesis that there would be no significant mean difference in the means of reading interests with reference to Category, formulated hypothesis is rejected here.

Reading interest and Faculty
Table-4

Independent Variable (Category)	N	M	SD	Source of variation	Sum of Squares	df	Mean Square	F	Sig.
Arts	92	63.89	5.681	Between Groups	3243.583	2	1621.792	24.319	0.01
Commerce	129	56.48	9.969	Within Groups	19806.203	297	66.688		
Science	79	57.32	7.293	Total	23049.787	299			

After 10th Standard, Student deciding Faculty, the main stream of study they want to. But the factor affecting their choice could their reading interest. The same result we can see here that there is a significant mean difference at the level of 0.01 in the matter of Faculties. Formulated hypothesis is rejected here. It clears that reading interest is different at all the faculty students. Moreover the highest reading interest found in the Arts students.

CONCLUSION

1. There is significant mean difference in the reading interest of students with reference to colleges.
2. There is significant mean difference in the reading interest of students with reference to Gender
3. There is significant mean difference in the reading interest of students with reference to Category
4. There is no any significant mean difference in the reading interest of students with reference Faculty

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