Chapter 2

Review of Related Literature
A review of previous literature on the topic is an essential component of study. It logically connects the previous body of literature with the current work. This step helps to provide useful hypothesis and helpful suggestions for significant investigations. Thus review of related literature plays a very important role in research activities. This chapter presents an overall review of studies conducted in India as well as in abroad, in chronological order regarding the study. Some studies are directly related and some are related only indirectly. Its ultimate goal is to provide up-to-date information on a particular area during a certain period.

Grzeschik et al (2011) conducted a case study entitled “Reading in 2110 – reading behavior and reading devices: a case study”. The purpose of these experiments is to find out whether and how reading behavior might be influenced by reading devices. In total, three experiments, the first one more independent from the second and third, investigate how European Library and Information Science students react to electronic reading devices, unfamiliar as they are with them. The second and third experiments explore implications such as reading rate, concentration and symptoms of fatigue in conjunction with electronic reading devices. Test objects were the Sony eBook Reader, the IREX iLiad, LCD computer screens, Laptops and the Smart Phone HTC Touch HD in comparison with printed documents and books.

Auci and Yuksel (2011) conducted a study entitled “Cognitive and Affective Contributions of the Literature Circles Method on the Acquisition of Reading Habits and Comprehension Skills in Primary Level Students”. This study aimed to examine the effect of literature
circles on fourth grade primary students' reading habits and comprehension skills of students and teachers.

**Shabani et al (2011)** conducted a paper under the title “Reading behavior in digital environments among higher education students: analysis of demographic factors in Iran”. This paper aimed to study the reading behavior in digital environment based on demographic factors including faculty, degree and gender among higher education students of Isfahan University.

**Can et al (2010)** conducted a study entitled “Adolescence Student’s Reading Habits”. This study was carried out in order to understand the reading habits of 8th, 9th, 10th, 11th and 12th grade students (in their free times) who are in their adolescence period. These findings were gathered by applying the questionnaires on secondary and high school students coming from different socio-economic classes, in the first term of the of the 2009-2010 Academic Year in Kirsehir(Turkey).

**Parlette and Howard (2010)** conducted a study under the title “Personal Growth, Habits and Understanding: Pleasure Reading Among First-Year University Students”. This study examined the reading habits and experiences of first-year undergraduate students at Dalhousie University and the University of King’s College in Halifax, Nova Scotia, Canada. First-year undergraduate university students (aged 18 to 20) were recruited to take part in focus group discussions and responses were analyzed to examine the role of reading in their lives, both academic and personal; the development of reading habits from childhood; reading engagement strategies; and selection strategies. This study suggests that reading for pleasure is a well-established habit amongst many first-year undergraduate students.

**Pehlivan et al (2010)** conducted a study entitled “Determining reading interests and habits of candidate teachers”. The aimed of this
research is to investigate reading habits and interests of students in the faculties of education. The study is a descriptive undertaking in the scanning model. The sample of the study was chosen from students studying in universities in the Turkish Republic of Northern Cyprus.

Folorunso et al (2010) presented a paper under the title “Family characteristics, students' reading habits, environment and students' academic performance in Nigeria”. The paper examined family background factors that affect students' academic achievement in institutions of higher learning in Nigeria.

Ögeyik (2009) conducted a study under entitled “Investigating Reading Habits and Preferences of Student Teachers at Foreign Language Departments”. This study investigates reading habits and general views on reading of the students attending teacher training departments. Since reading is one of the principal skills while teaching and learning a second or foreign language, it is assumed that the gathered data in this sample study will highlight educators to get a general profile about reading habits and preferences of students. The research findings revealed that the students from both departments had positive attitudes towards reading and were widely involved in reading activities. Another optimistic outcome was that the students read both in native and foreign languages.

Compton-Lilly (2009) conducted a study entitled “Disparate Reading Identities of Adult Students in One GED Program”. This paper explored the emerging reading identities of 10 adults who were pursuing GED (General Educational Development) credentials.

Triad Research Group (2008) conducted a study entitled “A survey of adults in Cuyahoga Country regarding their reading habits” for Cuyahoga Country Public library. The data was collected through a survey. From the study it was found out that 78% adults in Cuyahoga Country said they read a book not required for work or school in the
preceding year and 71% said that they read a literacy work. It was also found that 88% of all the adults in the country read literature, other books including those for work or school or listened to books. The result reveals that reading levels were high in this country. The younger reader's i.e. 18-24 years olds and 25-34 year olds who read said that they read only 1 to 5 books last year (56%) while 43% of readers aged 35-54 read 1 to 5 books last year. The reading further increased among readers aged 55 and over. It was also learned that apart from reading, watching T.V at least for an hour (97%) is quite a prominent activity in Cuyahoga Country. Majority of the respondents (39%) said that library was the main source from where they get books others being bookstores and friend or relatives.

**Osikomaiya (2008)** presented a paper under the entitled “A survey of the Perception and Attitude of Junior Secondary School Students to Reading Habit”. This paper set out to find the perception and attitude of Junior Secondary School Students to reading. It sampled the students from Odogbolu Local Government Area of Ogun State. A total of one hundred and fifty participants were drawn from ten selected Junior Secondary Schools. The findings show that there is significant different between male and female perception and attitude to reading. Also, students from high socio-economic background perform better than students from low socio-economic background.

**Daik (2008)** conducted a study under the title “Reading Habits of Teachers in Four Government-Aided Secondary Schools (Mission Schools) in Kuching District”. This study attempts to investigate the different types of reading materials, frequency of reading, teaching load and factors that influence reading habits among teachers in the four government-aided secondary schools (Mission Secondary Schools) in Kuching District. The respondents in this study were 118 teachers from
the four schools. The main methodology employed in this study was a survey questionnaire. Interviews were also conducted on twenty of the teachers who had responded to the questionnaires. The data were analysed and concluded that most of the teachers have poor reading habits.

**Banou, et al (2008)** conducted a paper under the title “The reading behavioral patterns of the Ionian University graduate students: Reading policy of the Greek academic libraries. This paper aimed to probe the reading behavioral patterns and perception of the students of the Ionian University. An empirical study was conducted from April to June 2007, through the development of a structured questionnaire equally distributed to a stratified sample of 335 undergraduate students from all the departments of the Ionian University. The undergraduate students of the Ionian University show reading behaviors that are different from the general population. Academic libraries can form specific policies regarding the reading habits and behavior of the undergraduate students in terms of compulsory reading and leisure reading.

**Yang (2007)** conducted a study entitled “Cultivating Reading Habit: Silent Reading at School”. This paper investigated the effectiveness of a new whole-school approach reading scheme in a Chinese school in Hong Kong. Students read at least 15 minutes every school day in either Chinese or English. Results of the questionnaires and the interviews, conducted for teachers and students, indicate that teachers and students see the role of reading differently. It concludes that junior level students who have less public examination pressure enjoy reading better than the senior students.

**Sharma and Singh (2007)** conducted a study under the title “Reading habits of faculty members in Natural Sciences: A case study of University of Delhi”. This study is based on the reading habits of faculty
members in Natural Sciences of Delhi University. The data for the study were collected through a survey approach by distributing a questionnaire among a sample of 53 randomly selected respondents. The study aimed at finding out the kind of literature read by the respondents, how frequently they visit library to know the influence of the subject background on their reading habits, purpose of reading etc.

Abdul Karim et al (2007) conducted a study entitled “Reading habits and attitude in the digital age”. The main aim of this study is to know the reading habits and attitude of the Bachelor of IT students and the Bachelor of Arts students from the International Islamic University, Malaysia. It also aims to study the gender difference. This study is based on a survey approach. The data has been collected from a sample of 400, out of which 127 responses were received. This study was conducted to understand the reading habits and attitude of the students of IT and Arts. The IT students rely more on web sites than any other source and they use electronic resources more than the Arts-based students.

Leff B (2006) conducted a study entitled “The reading habits of medicine clerks at one medical school: frequency, usefulness, and difficulties”. The purpose of this article is to describe the reading habits of medicine clerks, which previously have not been well described. Understanding issues related to student reading habits may provide insights and opportunities for medical educators to develop methods to improve clerks' clinical clerkship experiences and their information literacy skills.

Krolak (2005) presented a paper entitled “The role of libraries in the creation of literate environments”. The objective of this paper is to show how library and information services in public and school libraries, in community learning centers or NGO resource centers work towards creating literate environments that support basic education for all. The
author feels that developing literate environments at home, in the classroom, in the work place and in the community are essential for acquiring literacy, development and life long use. In many countries, people cannot imagine daily life without written information. But in many developing countries there is serious dearth of reading materials hence, a lack in reading culture. In countries where people struggle for meeting their daily requirements, it is beyond their purchasing power to afford reading materials. As a solution it has been suggested that local newspaper can be published through libraries and NGOs.

Dykeman (2005) presented a study under the title “The effect of the internet on reading habits”. This paper lays emphasis on the usage of media viz., television, radio, telecommunications and internet and brings forth the importance of these media. Reading was always related to printed materials like novels, textbooks, reference, manuals, magazines, newspaper, journals, articles, poems; stories etc. but these new technologies have had a huge impact on modern life. Many books, traditional magazines and journals are now easily available electronically. Authors feel that there is plenty of material that can be read on-line as well usually measured by the number of minutes per day spent reading printed material.

Abeyrathna and Zainab (2004) conducted a study entitled “The status of Reading Habit and interests among Secondary School Children in Sri Lanka”. This study explored the leisure reading habits and interest among 300 secondary school students from 10 schools in Sri Lanka. The study also observed the students attitude towards reading, their use of the school library and knowledge of how the school library are organized for locating needed materials. The problems students face in obtaining reading materials is also identified.
Education Department, Hong Kong (2001) conducted a study entitled “Survey on the Reading habits of students in Hong Kong”. The present study is a survey conducted in Hong Kong with an objective to investigate the reading habits of Primary 1 to Secondary 5 students relating to books, newspaper and electronic information. Their interests in reading as well as reading conditions at home and school were also surveyed. Major findings on students’ reading conditions at home and at school were that after school or at leisure, the activities that students do most are watching television, playing computer games, music, chatting with friends. The article showed that more students read books at lower levels whereas at higher levels more students read electronic information. It is also known that the types of books that students favor are for entertainment and leisure rather than for enhancing their intellect.

Another thing that has been found out is that the percentage of students spending 2 hours or more per week on reading books is higher if their parents go to the public libraries with them or listen to them reading stories. The students who have books at home usually spend more time on reading books compared with those with few or none. The article concludes that parents’ active participation would promote students’ interest in reading. Easy access to reading materials is one of the important factors in cultivating reading habits in students and that students would spend more time on reading if reading activities are promoted and a reading atmosphere created in schools.

Panigrahi (1998) conducted a study under entitled “Information use and Reading habits of Working Women in the Steel City of Rourkela, India”. This study provided an insight into the reading habits, information needs and information seeking behavior of the working women of an Indian steel city, Rourkela. Data collected through a structured questionnaire from 100 working women are analysed. The majority of the
working women have stressed the need for an adequate and varied reading materials.

Allen, et al (1992) conducted a study entitled “Multiple Indicators of Children’s Reading Habits and Attitudes: Construct Validity and Cognitive Correlates”. In this article Sixty-three 5th-grade children completed daily-activity diaries indicating how they spent their nonschool time for 15 days. From these diaries, estimates of the minutes per day that were spent in various activities were derived. The estimate of book-reading time from the activity diary correlated with new measures of individual differences in exposure to print that use a checklist-with-foils logic and that have very brief administration times. Both diary-estimated and checklist-estimated book reading predicted a variety of verbal outcome measures, but estimates of television watching did not. Multiple regression and factor analysis confirmed the convergent and discriminant validity of a construct argued to be best conceived of as nonschool print exposure that appears to be measured as well by the checklist tasks as by the activity-diary method. In contrast, certain types of questionnaire methods of assessing reading habits and attitudes appear assess the extent of general positive attitudes toward reading rather than the degree of print exposure itself.
REFERENCES


