

# Effect of demographic factors on reading habits among youths: With special reference to Dharwad district

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## ARTICLE DETAILS

### Article History

Published Online: 20 January 2019

### Keywords

Reading, Reading Habits, Books, Demographic Factors, Gender, Family size

## ABSTRACT

Reading has been the passion of the greatest personalities of all times. Words of knowledge have been passed on through generation and reading habit influences in the promotion of one's personal development in particular and social progress in general. The present study highlights that the effect of demographic factors on reading habits among youths with particular reference to Dharwad district and how the demographic factors effects on youths. The main intention of the research investigator is to find out the problems of reading habits of the students. Reading habit is an essential and important aspect for creating the literate society and shapes the personality of the individual. The research investigator has adopted the descriptive survey method. Purposive sampling techniques are also used. The study revealed about the descriptive survey method. Purposive sampling techniques are also used. The study revealed about the Gender, Family size, family type, marital status, occupation, education, social class etc of the respondents. The study takes a cursory look at how demographic factors are determinant of reading habits.

## 1. Introduction

Reading is a skill that keeps mind active and healthy which develops positive thinking and give you a better perspective of life. If you have the passion to read, you will know the pleasure and perks of reading. Reading is a multifaceted process involving word recognition, conception, fluency, and inspiration. Reading is the motivated and fluent synchronization of word recognition and comprehension. Reading is a gaining of language and knowledge from different sources, communicating and sharing the thoughts in the form of information and ideas. It is a complex interaction between text and the reader, molded by past knowledge, experiences, attitude. It requires continues practice, development, fine-tuning, creativity and critical analysis.

As quoted by **Margaret Fuller**, Today's Readers are Tomorrow's Leaders- wherein reading is an essential component of leadership development. Reading enhances socializing skills naturally as you are more confident about your abilities and knowledge which makes you more empathetic towards others. New thoughts pop-up in your mind by active reading which stimulates and develops new perspective towards a better life. Reading makes you think creatively, visualize and use your imagination.

Reading Habit is an essential and important aspect of creating the Literate Society in this world. It shapes the personality of an individual and it helps them to develop the proper thinking methods and creating new ideas. At present, due to the influence of Mass Media, people could not show much interest in Reading books, magazines, and journals etc. Therefore, there is the urgent need to develop the Reading Habit among the individuals in the society.

Herman emphasized that status, age, group, sex, and information needs of the library users influence reading habit.

The factors affecting the Reading Habits are:

- Nature of a reader
- Needs of a reader
- Nature of Information required
- Educational qualifications of a reader
- Cost of Reading material
- Availability of Reading material
- The way of the interaction of users and Information

## 2. Objectives

The following are the main objectives of the present study:

- To examine the role of mass media and its influence on Reading Habits.
- To study Reading Habits and their attitude towards reading preferred language material.
- To know the motivating factors for reading preference for reading
- To explore the general awareness and perception of youth towards reading.
- To identify the problems encounter while reading.
- To study the effect of Demographic variables (age, gender, place, status) such on Reading Habits among Youths.
- To give suggestions for promoting Reading Habits among youths

## 3. Methodology

For the present study, the survey method of research is employed. Further Structured Questionnaire is used as data collection tool for collecting required information from the study population. Questionnaire was devised according to the objectives and available literature on the topic.

Further, appropriate sampling technique was adopted for deriving sample from population. Later, structure questionnaire is distributed among the youths of Dharwad District which

comprises of five talukas namely, 1) Dharwad 2) Hubli 3) Kalghatagi 4) Kundagol 5) Navalgund.

The data so collected was analyzed, tabulated and was tested statistically by using appropriate statistical tests for testing the formulated hypotheses of the study for accepting or rejecting of null hypotheses.

The present study is conducted on demographic factors effect on reading habits among youths of Dharwad district. Totally 1500 questionnaires were distributed among the selected sample out of which 800 questionnaires were received from the youths under study with response rate of 53.33% which can be considered as good response.

**4. Review literature**

- Baladhandayutham&Suji (2014) explain analyze the Reading Habit of the students, awareness about library, satisfaction of library materials and drawback of reading at the library. The study adopted Random sampling method for collecting the data. The authors find out majority of the students daily visit library, almost one third of respondents are initiated by librarians for reading habits, 68.92 per cent of the respondents agree to that Library is a appropriate place for reading. Finally the authors conclude Library is store house of knowledge and the librarians are answerable to motivate the persons to utilize the library sources.
- Acheaw and Larson (2014) conducted a study on reading habits among students and its effect on academic performance and the study adopted data collection for questionnaire based survey of Koforidua Polytechnic students. The paper explains the importance of reading they preferred 62.5 per cent of respondents are reading novel or fiction, 14.9 per cent of students specified to learn new things and only 4 per cent of students indicated reading is bored. 62.0 per cent of students opinion is that they read lecture notes when they visit the library facility, 25.0% indicated they read textbooks. Finally the authors conclude majority of the respondents had the view that reading habits have consequence on academic performance.
- Akanda, Hoq and Hasan (2013) explain Reading habit of students in social sciences and arts. The study included questionnaire based survey method. The authors investigate reading interest and habits of students; outline the major trends and manipulate the Internet, radio, television, a mass media on the reading habits of those students. The paper shows that majority 43.85 per cent of students read for 'to develop life', 44.62 per cent of students get information sources in 'library'. The authors recommended libraries should be developed to be a focus for young people.
- Parvathamma, N.,&Gavisiddappa, Anandhalli. (2010) in their study explains the use of reading materials by BE and M.tech students and teachers and opinion of librarians regarding the use of reading

materials by students and teachers in 50 Engineering colleges in Karnataka state, including three deemed universities are presented. Author feels that students and teachers vary in their approach to locate reading materials in the library. Students directly go to the shelves and search for reading materials while teachers consult OPAC to locate required reading materials, students are found to use informal channels like discussion with friends and teachers, while teachers depend more on books and journals to satisfy their information needs. study mentioned that BE students use reading materials mainly to prepare for examination, MTech students use them for completion of their project work and teachers use them for teaching, preparation of research articles and research project reports. Study concludes that all users were satisfied with text book collection and Indian journals in their libraries, except the adequacy of document collection where there is only a marginal association.

**5. Data Analysis**

In any research work data collection, classification, tabulation, analysis and interpretation is the most important and turning point. Because of this stage where the objectives framed for research will be studied and hypotheses will be proved or disproved. All these are possible only when data so collected is put into statistical tests for deriving a proper conclusion.

The present chapter reports the analysis of data gathered through the questionnaire designed for the youths of the Dharwad district. The data analysis is based on structure questionnaire responses of 800 respondents constitute the population for this study. The required information was collected through a well-designed questionnaire and also through interview technique. The information thus collected is tabulated and presented in appropriate tables.

Total 1500 questionnaire was distributed among the youths of Dharwad District, 800 valid responses were received back with response rate of 53%. The data so, collected from the respondents are analyzed based on the objectives of the study in the form of frequency, percentage tables and statistical tests in the following section.

**Demographic Profile of the Respondents**  
**Table 1: Gender wise Distribution of the Study Population**

Sl. No	Gender	Frequency	%
1	Male	417	52.1
2	Female	383	47.9
	<b>Total</b>	<b>800</b>	<b>100.0</b>

Table -1 reveals about the gender wise distribution of the study population, it is noticed that out of 800 respondents under study, more than 52% (N=417) of the population belongs to a male category and remaining 47.9% (N=383) of them belongs to female counterpart.

**Table 2: Religionwise Distribution of the Respondents**

Sl. No	Religion	Frequency	Percent
1	Hindu	498	62.3
2	Muslim	137	17.1
3	Christian	127	15.9
4	Jain	21	2.6
5	Others	17	2.1
	<b>Total</b>	<b>800</b>	<b>100.0</b>

Table – 2 shows that the study population under study consists of religions like Hindu, Muslim, Christian, Jain and the others. Out of 800 respondents, 62.3% (N=498) of the Youth belongs to Hindu religion, 17.1% of (N=137) Muslims, 15.9% (N=127) of Christian and remaining 4.7% belongs to other religion. It can be analyzed from the above discussion that the majority of the youth represented by Hindu religion. Since, the study population consists of a highest number of Hindus. Hence, their representation is more in the study.

**Table 3: Social Class of Youth under Study**

Sl. No	Social Class	Frequency	Percent
1	GM	380	47.5
2	OBC	168	21.0
5	SC	44	5.5
6	ST	45	5.6
	<b>Total</b>	<b>800</b>	<b>100.0</b>

Table 3 interprets that composition of Social class of the youth under study, the study population comprises General Merit, Other backward class, SC and ST respectively. It is observed that the study population belongs to 47.5% (N=380) of GM, 21% (N=168) of OBC, 5.5% of SC and 5.6% of ST (N=45)

community respectively. From the above analysis it can be concluded that majority of the study population belongs to General Merit and rest of them are belongs to other backward class.

**Table 4: Languages known by the respondents under study**

Language	Speak		Read		Write	
	N	%	N	%	N	%
Kannada	800	100	723	90.38	650	81.25
English	342	42.75	250	31.25	196	24.5
Hindi	75	9.38	52	6.5	35	4.38
Urdu	35	4.38	15	1.88	11	1.38
Marathi	23	2.88	12	1.5	8	1
others	1	0.13	1	0.13	1	0.13

Local language of Kannada happens to be the mother tongue of all the respondents under study, so large majority of the respondents can speak, read and write Kannada (650 -

81.25% ) and then followed by English (196 -24.5%),Hindi(35- 4.38%). Only a few of them know Urdu (11 - 1.38%) and Marathi language (1-8%) respectively.

**Table 5: Educational Qualification of youth under study**

Sl. No	Education as Qualification	Frequency	Percent
2	Primary Education	6	.8
3	SSLC	7	.9
4	PUC	114	14.3
5	Degree	475	59.4
6	Post Graduate	147	18.4
	<b>Total</b>	<b>800</b>	<b>100.0</b>

The above table indicates that the education status of the respondents under study, out of 800 respondents, a higher percentage (475-59.4%) of respondents have completed their

Graduation, followed by 18.4% (N=147) of them completed Post Graduation. Only a few of them had M.Phil/Ph.D degree (44-5.6%). However very small percentage of youths have less

educated so overall the majority of the users under study have a graduation to their credit.

**Table 6: Occupation of the Respondents**

Sl. No	Occupation	Frequency	Percent
1	Government	170	21.25
2	Business	180	22.5
3	Agriculture	32	4
4	Student	350	43.75
5	Retired	22	2.75
6	Others	46	5.75
	<b>Total</b>	<b>800</b>	<b>100.0</b>

Table 6 depicts the occupation wise distribution of the respondents, among them, majority of them are students (350-43.75%), while 22% (N=180) of them involved in business

activities and an equal percentage of the study population working as a government servant (170 – 21.25%) and remaining involved in other activities.

**Table 7: Annual Income of the study group**

Sl. No	Income in Rs	Frequency N=450	Percent
1	<1 Lakh	70	15.55
2	1-3 Lakhs	90	20.00
3	3-5 Lakhs	120	26.66
4	>5 Lakhs	170	37.77
	<b>Total</b>	<b>450</b>	<b>100.0</b>

Table – 7 reveals the income wise distribution of the respondents, significant number of (170-37.77%) of respondents have income more than five Lakhs while 26.66% (N=120) of the respondents have income in the range of 3-5 Lakhs, Another 20% (N=90) of the respondents have income in

between 1-3 Lakhs only, 15.5% (N=70) of the them have less income, that is less than 1 Lakhs. It can be analyzed from the above discussion that the majority of the proportion of the respondents have an income more than 3 lacks.

**Table 8: Marital Status of the youths under study**

Sl. No	Marital Status	Frequency	Percent
1	Unmarried	664	83.0
2	Married	123	15.4
3	Widowed	4	.5
4	Divorced	5	.6
5	Others	4	.5
	<b>Total</b>	<b>800</b>	<b>100.0</b>

Table – 8 shows that the marital status of the population under study. The greater majority of the respondents (664 – 83.9%) are unmarried followed by those 15.4% (N=123) of them have married and remaining are 1.6% either they are

widowed or divorced. One of the reason may be that the present study is mainly focused on youth, hence the majority of them are unmarried.

**Table 9: Type of Family**

Sl. NO	Family Type	Frequency	Percent
1	Nuclear Family	558	69.8
2	Joint Family	242	30.3
	<b>Total</b>	<b>800</b>	<b>100.0</b>

A family is a social group which is made up of parents and children which is united by the blood relation, bonding and living together in a single household with each other in their respective manner. The above table reveals the type of the family possessed by the respondents under study. A higher

percentage (558-69.8%) of the study population have a nuclear family and remaining 30.3% (N=242) are in the joint family system. From the above discussion it can be summarized that majority of the respondents reported from a nuclear family.

**Table 10: Size of the Family**

Sl. No	Family Size	Frequency	Percent
1	2 – 3	271	33.9
2	3 – 5	369	46.1
3	6-10	119	14.9
4	Above 10	41	5.1
	<b>Total</b>	<b>800</b>	<b>100.0</b>

Family size is defined as the number of children/individual in the household and family size also effects/supports the reading habits in one or other way. It is observed from the above table that more than 46% (N=369) of the respondents have a family size in the range of 3 to 5 members followed by 14.9%(N=119) have a family size in between 6 to 10 members. Hardly few respondents have a family size of more than 10 members. It can be seen that the majority of the family composed with 3 to 5 members.

**Table 11: Father’s Education of the respondents**

Sl. No	Father’s Education	Frequency	Percent
1	Illiterate	34	4.3
2	Primary Education	59	7.4
3	SSLC	110	13.8
4	PUC	86	10.8
5	U.G.	473	59.1
6	P.G.	27	3.4
	<b>Total</b>	<b>800</b>	<b>100.0</b>

Father’s education considered as one of the important variables to decide the reading habit of their children. In this context a question was asked to the respondents and their response has been recorded in table 11. Majority of the

respondents (473-59.1%) father have completed degree followed by 13% (N=110) have SSLC qualification to their credit. More than 10% (N=86) of the fathers have completed PUC and remaining fathers have less educated.

**Table 12: Mother’s Education of the readers under study**

Sl. No	Mother’s Education	Frequency	Percent
2	Primary Education	63	7.9
3	SSLC	167	20.9
4	PUC	180	22.5
5	U.G.	343	42.9
6	P.G.	15	1.9
	<b>Total</b>	<b>800</b>	<b>100.0</b>

Mother’s education is also considered as one of the important factors in influencing the reading habits of their children. In this context a question was asked to the respondents and their response has been recorded in table 12. Majority of the respondents (343-42.9%) mother’s have

completed a degree, followed by 22%(N=180) have PUC qualification to their credit. More than 20%(N=167) of the mother’s have completed SSLC and remaining mother’s have less educated.

**Table 13: Opinion about Reading Habit**

Sl. No	Habit of Reading	Frequency	Percent
1	Yes	577	72.1
2	Somewhat	223	27.9
3	No	0	0.0
	<b>Total</b>	<b>800</b>	<b>100.0</b>

A question was asked about the opinion about the reading habit among the respondents under study and their response was presented as shown in table 13. More than 72%(N=577) of the respondents have a habit of reading and remaining 27.9%

(N=223) of the respondents have less interest in the reading. In summary, the reading habit makes the overall development of the personality in developing their carrier.

**Table 14: Kind of material preferred by respondents**

SI. No	Kind of Material	Responses	
		N	Percent
1	Books	768	96.0%
2	Fiction	315	39.4%
3	Newspaper	767	95.9%
4	Magazine	597	74.6%
5	e-Resource	321	40.1%
6	Mass Media	789	98.6%
	<b>Total</b>	<b>3557</b>	<b>444.6%</b>

Most of the respondents have good reading habits and most of the respondents prefer various types of reading material such as books, fiction, newspapers, mass media, e-resources, magazines etc., to meet their information requirements. Out of these resources most of the youths prefer mass media to read and browse the information. An equal percentage of the respondents also consult books (768-6%) and newspaper (767-95.9%) for reading and

consulting. Another 74.6% (N=597) of the youths also consult magazines to get the required information. While nearly 40 (N=40.1%) prefer for e-resources and very few respondents consult for fiction (315-39.4%). It can be analyzed from the above discussion that social media books and newspapers are the most preferred source for reading by the youths under study.

**Table 15: Preferred place for Reading**

SI. NO	Place of Reading	Responses	
		N	Percent
1	Home	708	88.6%
2	School/College	529	66.2%
3	Library	651	81.5%
4	Clubs	6	.8%
5	Public Place	9	1.1%
6	Café	8	1.0%
7	Travelling	12	1.5%
8	Others	7	.9%
	<b>Total</b>	<b>1930</b>	<b>241.6%</b>

Further question was asked to indicate the place of reading, the users have mentioned various places for reading as shown in the above table. The greater majority of the youths (N=708 88.6%) prefer a home as a reading place and then followed by 81.5% (N=651) prefer library as a place of reading because they will get all kind of material in the library so

is the best place for reading. More than 66.2% (N=529) of the respondents read in school and college premises during the leisure time. Very few respondents prefer reading in traveling, public places and cafe shops etc. From the above analysis it can reveal that home and library are the best places for reading by the youths under study.

**Table 16: Frequency of Reading of youths under study**

SI. NO	Frequency of Reading	Responses	
		N	Percent
1	Every Day	557	69.6
2	Once in 2 days	104	13.0
3	Once in 3 days	12	1.5
4	Once in Week	88	11.0
5	Once a Month	16	2.0
6	Once in 3 Months	4	.5
7	Once in 6 Months	7	.9
8	Once a Year	1	.1
9	Occasionally	7	.9
10	Rarely	4	.5
	<b>Total</b>	<b>800</b>	<b>100.0</b>

To know the frequency of the reading among youths a question was asked to indicate the frequency of reading and their response was recorded as shown in the above table. It is observed that higher proportion (557-69.6%)of the respondents read every day, 13%(N=104) of the respondents read once in

two days, while 11% (N=88) of the respondents once in a week. Remaining 5% (N=4)of the respondents read more than one month. From the above analysis, it can be inferred that the majority of the youths cultivate the habit of reading either daily or once in two days.

**Table 17: Number of hours spent for reading each time**

Sl. No	Number of hours spent for reading each time	Frequency	Percent
1	Less than 1 hour	159	19.9
2	1-3 hours	420	52.5
3	3-6 hours	176	22.0
4	6hr and above	45	5.6
	<b>Total</b>	<b>800</b>	<b>100.0</b>

Table 17 shows Number of hours spent for reading each time. It is observed from the above table that good number of respondents (420-52.5%) spent 1-3 hours for reading. Another 22% (N=176) youths spent 3-6 hours for reading, 19.9%

(N=159) of the respondents spent less than one hour for reading remaining 5.6% (N=45) of the youths spent 6 and above 6 hours for reading. It can be inferred that on an average 3 hours spent for reading for each time.

**Table 18: Language preferred for reading by the youths**

Sl. No	Languages Preferred	Frequency	Percent
1	Kannada	723	90.38
2	Hindi	52	6.50
3	English	250	31.25
4	Others	80	10.00

It is noted from the above table 18 that most of the respondents (723-90.3%) understudy preferred Kannada Language for reading because it is quite obvious that Kannada language happens to be a mother tongue of all the respondents under study so they prefer Kannada language for

reading. The English seems to be a second preferred language for more than 31.25% (N=250)of the respondents. Few respondents also prefer Hindi as a language for reading. 10%(N=80) of the respondents also read in other languages.

**Table 19: Time of Reading**

Sl. NO	Time of Reading	Responses	
		N=800	Percent
1	Morning	286	35.8%
2	Afternoon	140	17.5%
3	Evening	304	38.0%
4	Night	366	45.8%
5	At my own leisure time	450	56.3%

Table 19 shows the time of reading by the respondents under study. It is evident from the above table that more than 56.3% (450)of the respondents read a book at their own leisure time. Another 45.8%(N=366) prefer at night time while 38% (N=304)of the respondents read in the evening time. A small

percentage of the respondents read in the afternoon and remaining 35.8%(N=286) they read in the morning hours. So it is clear from the above table that majority of the users prefer at their own time or at night.

**Table 20: Extent of Reading by Youths under Study**

Sl. No	Extent of Reading	Frequency	Percent
1	Greater Extent	174	21.75%
2	Some extent	478	59.75%
3	Little extent	148	18.5%
	<b>Total</b>	<b>800</b>	<b>100.0%</b>

Table 20 provides the information regarding the extent of reading the books by the respondents under study. Majority of the respondents (478-59.75%) read the books some extent

while 21.75%(N=174) read the greater extent and remaining 18.5%(N=148) read at the little extent.

**Table 21: Purpose of Reading**

SI. NO	Reading Purpose	Responses	
		N=800	Percent
1	Recreation	262	32.8%
2	Information	727	90.9%
3	Research	67	8.37%
4	Education	709	88.6%
5	Do not know	9	1.1%
6	No Response	10	1.3%
	<b>Total</b>	<b>1784</b>	<b>223.07%</b>

Readers under study were asked to indicate the purpose of reading, it is observed that the greater majority (727-90.9%) of the reader read for the purpose to gain information while 88.6%(N=709) read for the educational purpose, and another 32.8%(N=262) read for recreational purpose only 8.37%(N=67) read for research purpose. So it can be interpreted that the

majority of the respondents read, to gain the information, most of the respondents read for educational and average number of respondents read for recreational purpose, and very less number of respondents do not have any purpose behind the purpose of reading.

**Table 22: Reading Skills among the youths**

SI. No	Reading Skills	Frequency	Percent
1	Very Good	87	10.9%
2	Good	424	53.0%
3	Fair	280	35.0%
4	Poor	4	.5%
5	No Comment	5	.6%
	<b>Total</b>	<b>800</b>	<b>100.0%</b>

Respondents were asked about their reading skills. Majority of the proportion (424-53.0%) of the respondents have good reading skills and another 35%(N=280) of the

respondents have fair reading skills, however 10.9% (N=87) of the respondents have very good reading skills very few respondents have poor reading skills.

**Table 23: Motivators for Reading**

SI. NO	Motivators for Reading	Responses	
		N=800	Percentage
1	Home Environment (Parents)	548	68.5%
2	School System	380	47.5%
3	Teachers	302	37.8%
4	Friends	294	36.8%
5	Self	310	38.8%
6	Colleagues	15	1.9%
	<b>Total</b>	<b>1849</b>	<b>231.1%</b>

One of the major objective of the study was to know the motivators for the reading. The above table depicts that 68.5% (N=548) of the respondents are motivated by their parents, while 47.5%(N=380) of them are motivated by the school system another 37.8% (N=302) respondents feels that they are motivated by their teachers, 38.8% (N=310) of the respondents feel that they are self-motivated and 36.8% (N=294) of the respondents feel that their friends have motivated and

1.9%(N=15) of the respondents feel that they are motivated by their colleagues. Thus, we can interpret that majority of the respondents consider home environment to be their motivational force. Most of them consider schools system, friends, teachers and colleagues have motivational factors for the youth.

## 6. Findings

### The Major Findings of the Study from the Analysis of the Data are given below: -

Out of 1500 questionnaire distributed, 800 questionnaires were received back with response rate of 53.33%.

1. Out of 800 respondents under study, more than 52% (N=417) of the population belongs to a male category and remaining 47.9% (N=383) of them belongs to female counterpart.
2. 62.3% (N=498) of the Youth belongs to Hindu religion, 17.1% of (N=137) Muslims, 15.9% (N=127) of Christian and remaining 4.7% belongs to other religion
3. The study population consist of 47. % (N=380) of GM, 21% (N=168) of OBC, 5.5% of SC and 5.6% of ST (N=45) community respectively.
4. Majority of the respondents can speak, read and write Kannada (650 - 81.25%) and then followed by English (196 -24.5%), Hindi (35- 4.38%).
5. Higher percentage (475-59.4%) of respondents have completed their Graduation, followed by 18.4% (N=147) of them completed Post Graduation.
6. Majority of them are students (350-43.75%), while 22% (N=180) of them involved in business activities and an equal percentage of the study population working as a government servant (170 – 21.25%) and remaining involved in other activities.
7. Significant number of (170-37.77%) of respondents have income more than five Lakhs while 26.66% (N=120) of the respondents have income in the range of 3-5 Lakhs

8. The greater majority of the respondents (664 – 83.9%) are unmarried followed by those 15.4% (N=123) of them have married and remaining are 1.6% either they are widowed or divorced
9. A higher percentage (558-69.8%) of the study population have a nuclear family and remaining 30.3% (N=242) are in the joint family system
10. more than 46% (N=369) of the respondents have a family size in the range of 3 to 5 members followed by 14.9% (N=119) have a family size in between 6 to 10 members

## 7. Conclusion

Reading is inseparably linked to learning. And learning leads to an overall mental, professional, and human development. Reading not only gives people new ideas, information, and insights, it also helps them to become more complete in every aspect. As Birkerts (2010) observed, "In a lifetime of reading, we store impressions ... according to private systems of distribution, keeping factual information on one plane, acquired psychological insight on another, ideas on a third, and so on."

Therefore, reading is crucial for every human being because it benefits people not in one way but several ways. With the decline of the reading habit among young people, it is important to find new ways to instill love for reading in their hearts and improve their reading habit. This cannot be done overnight. It will take concerted efforts from all quarters and the creation of an atmosphere conducive to reading at home, educational institutions, libraries, and workplaces, to bring back the golden days of reading.

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