



School children's reading: A survey of difficulties

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Abstract

The present study was conducted on school students of Maharshi Karve School located at Pune University. A survey method was used to collect data through structured questionnaires. Among the population of 280 students, 8th and 9th standard of Maharshi Karve primary school. Sample was taken 110 with Random Sampling method. This study reveals what difficulties come in school children's reading, the role of libraries, parents, and teachers in their reading and the impact of social media upon school students reading. The main focus of this paper is to find out the difficulties in reading. Present study enables what things need to be done to overcome these reading difficulties.

Keywords: Children, reading habit, school, reading techniques

Introduction

Reading plays a significant role in the life of each and every person in the present knowledge society. Reading opens the doors of the treasures of knowledge. It gives experience, through which the individual grows his points of view, increases his advantage and picks up a more profound intellectual capacity of himself and other people of the world. People have been reading for a long time and thus words of knowledge have been reading for a long time and thus words of knowledge have been passed on through generations of the greatest personalities of all time. Reading helps students to grow mentally, emotionally and psychologically. Reading gives an opportunity to learn new things and it is also helpful to explore new ideas in a better way. Reading increases students' knowledge and makes students cleverer. Reading also provides ways to achieve success in life. With the help of reading students are able to solve the problem which comes within day to day life.

That's why "School Children's Reading: A survey of difficulties" it's becoming more important. School is the primary level of learning. If we find difficulties then we are able to find a solution to those problems. School is the primary level of learning, if we find solutions to student's problems about reading. They become good readers.

Reading Difficulties is also known by the term Readicide. Gallagher, Kelly (2009) [1] Readicide means a systematic killing of the love reading.

Literature review

Partha, SarathiModal (2008) "This paper discussed the reading habit of the students of class seven and eight. This study is based on a real life survey of 205 pupils carried out at bard wan town. It shows that spending hours on text and non- text book a day and their popular topic in magazines and newspaper".

Abeyrathna, P. H. A. S., & Zainab, A. N. (2004) [4] Explores the leisure reading habits and interest among 300 secondary school students from 10 schools in Sri Lanka. The study also observes 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. The study uses a structured questionnaire as the

survey instrument. The findings generally indicate that the students read regularly outside school hours. This reading however, is mainly confined to textbooks and mainly carried out for the purpose of acquiring knowledge or for study. Consequently, the library is used mainly to study or do homework rather than to borrow items to read at leisure. Most students indicate a positive attitude towards the library for providing them with the facility to carry out their study or meet friends, but hardly use the services the library provides. Most express dissatisfaction with their library's collection.

Kochanova, E., & Tornosova, M. (1995) [5] examines the reading habits of the 14-18 year olds at Zvolen district library. The study highlights that the maximum number of respondents read because they feel they ought to and they prefer for fiction, biographies as well as travel literature. The study comes out with the suggestions given by the users that the stack of the library should be increased, good support from the library staff and the triumphant promotion of the library increases the usability of the library.

Fasick, Adele. (1986) [6] reviews about the different methods used to gain information about the reading interests of young people and it is done through questionnaires, interviews, diaries, library records, recollection of stories and content analysis. Study reports that age and sex are two factors related to differences in reading interest. Study has focused on the ways in which format, literary style and psychological aspects of books for children affect their popularity. The author has 20 suggested the scope of future research should investigate why children prefer certain types of books.

Matlina, S. G., & Dvorkina, M. Y. (1985) examines the methods used to influence reading habits of library users. These methods change with the development of society and culture. The selection of a particular method depends on the desired goal, e.g. a discussion meeting is suitable for influencing the attitude of readers towards a book while the sole purpose of a poster is to draw the readers' attention to a certain book. The author mentions that Reading habits management methods are most frequently classified by the means they employ (e.g. audible, visual or printed means) or by their target groups and these methods should be

classified according to the objectives of the ideological, cultural and information work of libraries.

Ahmet, Pehlivan (2010) ^[9] “This report, based on a recent survey of over 8,000 primary and secondary pupils in England, explores why some pupils choose to read and others do not. The research literature shows that reading for pleasure benefits children in numerous ways. Yet, research also shows that young people’s reading enjoyment may be declining. Given current political concerns about reading and the clear benefits that reading for pleasure can bring, it is vital that more emphasis is placed on reading enjoyment both at school and at home. The National Literacy Trust therefore conducted a survey for Reading Connects in 2005 to collect evidence about children’s and young people’s reading preferences and reading behaviors with the aim of supporting parents, teachers and other literacy professionals in promoting wider Reading.”

Buunk and Bakker (1976) ^[10] have stated that since 1972 enschede public library has abolished the fees for readers less than 18 years; this resulted in the increase of young readers by 25%. The authors opine that a steady growth in adult issues may have been partially caused by children’s reading habit Lees (1978) has described the survey of the reading habit of 500 students in a variety of Melbourne secondary, technical and private schools. The survey pertained to how often students read magazines, Newspapers and comics. The second pertained to reading preference of the users

Need of the Study

Reading habits of school children are decreasing day by day. If we are able to find the problem of that condition then we can find solutions to that problem of school children reading. This study guide further studies the solutions about school students reading.

According to Gallagher (2009) ‘Schools are largely contributing to the development of readicide’ because of that this study has become more valuable.

Some reasons which affect the reading habits of school children. This is given as follows:

- It brings a lack of fun.
- Poor environments at home.
- Poverty.
- Not getting enough time to read.
- Workload given in school.
- Preparation for an exam.
- Not get required reading material to read.

Because of these reasons students are facing difficulties in reading. If the school wants to solve that problem of students they need to give time for pleasure reading to students. They also make available story books for school students.

This present study helps to know reasons which are affecting school children's readings. This study highlights the value of pleasure reading. We also come to know the importance of story books in school students' lives.

Objectives

- To know the reading habits of school students.
- To understand difficulties in reading faced by children.
- To find out the impact of social media on school students reading.

Hypothesis

Hypothesis 1: Workload given by the schools are affecting reading habits among school students.

Hypothesis 2: Non availability of reading materials creates difficulties in school children's pleasure reading.

Hypothesis 3: Non availability of time affects upon reading habit.

Scope and Limitations

This present study is limited to school students of MAHARSHI KARVE primary school (2024-2025), this study covers the information given by 8th to 9th standard students of MAHARSHI KARVE school. This school established in year 1965 and it located within the Pune university area.

Methodology

8th to 9th standard school children of Maharishi Karve primary school (2024-2025) was the 280 targeted population of the & 110 Students studied as a sample for this project, the survey method will be employed and questionnaire data collection technique will be used to collect data and also used interview data collection technique whenever it requires. There are 15 questions within the questionnaire and it is formulated as per the objective of the research report. It means it is a structured based questionnaire. For the purpose of understanding questionnaire designed in Marathi language because targeted groups from Marathi medium.

Sampling: Among the population of 280 students, 8th and 9th standard of Maharishi Karve primary school. Sample was taken 110 with Random Sampling method.

Analysis and Interpretation of data

The data for the project was collected through questionnaires, specially designed to know the difficulties in reading of school students. For that purpose Maharishi Karve School was selected to collect data. 8 th & 9th standard students are the targeted population of the study. 280 students are the total population of the study & 110 selected as a sample for that purpose a random sampling method was used.

Students are from Marathi medium that's why questionnaires were designed in Marathi language for them to understand. Total 110 questionnaires were distributed between school students, the students were asked to fill the questionnaires by ticking appropriate options. If students think more than one answer is correct, then they allow them to choose more than one option. After administering the questionnaires, the analysis of responses to each question was carried out.

1. Questionnaire Administered

The structured questionnaire was designed ‘to understand difficulties in school children's reading ’and the same was administered to students as shown in the following table no.1.

Table 1: Questionnaire administration table.

Administered/Gender	distributed	Received
Male	50	42
Female	60	58
Total	110	100

From the above table no.1 it can be analysed that a total of 110 questionnaires were distributed to a population that consisted of 50 males and 60 females, out of 110 questionnaires 100 questionnaires were received consisting of 42 male respondents and 58 female respondents.

2. Story books readers

Reading story books is good for pleasure. With the help of story books, students' reading habits are going to increase, a question was asked to know the reading habits of school students and responses received are tabulated as below in table no.2.

Table 2: Story books readers

Respondents	Yes	No	Total
8 th & 9 th students	92(92%)	08(08%)	100

From the above table no.2 it can be interpreted that out of 100 students, 92(92%) students like to read story books. These 92 students should be known for the advantages of story books reading. Because they must get pleasure after reading story books. While from the 100 students there are 8(8%) students don't like to read story books. There are less number of students who don't like to read story books because they could not be familiar with the advantages of story books reading or they are not getting pleasure in reading.

3. Students get time to read or not

Today's students spend less time on reading, as new technologies evolve every day. Their tendency towards using that. A question was asked to know if school students get enough time to read or not, if students get less time to read then it is difficult for school children's reading. Responses received for this question tabulated below in table no.3.

Table 3: Students get time to read or not

Respondents	Yes	No	Total
8 th & 9 th students	33(33%)	67(67%)	100

From the above table no.3 it can be interpreted that out of 100 students, 33(33%) get enough time to read story books. It indicates that fewer students get enough time to read story books. It could be because they make available time to read story books. While 67(67%) students out of 100 do not get enough time to read story books. It indicates that most students can't get enough time to read story books. It could be because they have housework at home or because of the workload given by school.

4. Story books reading time of school students

Story books enhanced communication skills as well as the thinking ability of the students. To become a good reader, thinker and writer need to spend more time on such a type of reading. A was asked to know the reading habits of school students, how much time they spend on story book reading to know that this question was asked. Responses received for this question tabulated in table no.4

Table 4: Story books reading time of school students

One hour	54(54%)
Two hour	12(12%)
Other option (10-45min)	19(19%)
Not spend time	5(5%)

From the above table no.4, it can be interpreted that out of 100 students 54(54%) students read story books for an hour. While 12(12%) students out of 100 read story books for two hours. Whereas 19(19%) students read story books from 10 minutes to 45 minutes.

It is clear that 5(5%) students do not like to read story books. They also do not spend time reading story books.

5. Reading period

Reading story books can help students to learn, understand & make them smarter, but students are not given time to read the story books. A question was asked to understand difficulties in reading faced by children. Responses received for this question tabulated in table no.5.

Table 5: Reading period

Respondents	Yes	No	Total
8 th & 9 th students	87(87%)	13(13%)	100

From the above table no.5 it can be interpreted that out of 100 respondents 87(87%) students think there should be a period for reading story books in school. Most of the students wanted a reading period in the school because they didn't get enough time to read story books. For the purpose of increasing reading habits they want reading hours.

It is clear that 13(13%) students out of 100 students do not want to have a separate reading period for reading story books in school.

6. Reading place

If a place is not comfortable for reading books then it becomes an obstacle in reading. A comfortable reading place is beneficial for reading. A question was asked to know the reading habits of school students, through that question we want to know where they read. Responses received for this question tabulated in table no.6.

Table 6: Reading place

School library	75(75%)
At Home	32(32%)
Public library	4(4%)
Classroom	5(5%)

From the above table no.6 it can be interpreted that out of 100 students, 75(75%) students read story books in the school library. These numbers indicate that most students are reading story books in the school library. While 32(32%) out of 100 students read story books at home.

It is clear that out of 100 students, 4(4%) students read story books in the public library. Whereas out of 100 students, 5(5%) students read story books in the classroom.

7. From where students make available story books.

Story books that readers want do not get easily read. If the necessary books are not available to the reader it becomes difficult to read. Through that question we want to know how they make available story books. A question was asked to know the reading habits of school students & responses received for this question tabulated in table no.7.

Table 7: From where students make available story books.

School library	83(83%)
Public library	6(6%)
By purchasing/buying	11(11%)
From friends	18(18%)
Other source	1(1%)

From the above table no.7 it can be interpreted that out of 100 students, 83(83%) students make available story books from the school library. This number indicates that most students make available story books from the school library. While out of 100 students 6(6%) students make available books from public libraries. It could be because of students not using public libraries for the purpose of issuing books. It is clear that out of 100 students, 11(11%) students make available books by purchasing, and 18(18%) make available story books from their friends. While there is only 1(1%) student who makes available books through online sources.

8. Favourite's books list of students

Students do not find good story books that they wish to read. They also do not understand what to read. A list of story books can be beneficial for them to read story books. A question was asked to know the reading habits of school students and to know the favourite books of stories. Responses received for this question tabulated in table no.8.

Table 8: Favourites books list of students

Shyamchi Aai 40(40%)	Sane guruji	Swami vivekand
Akabar Birbal 30(30%)	Chatrapati Shivaji Maharaj	Chava
Chintu 25(25%)	Gamati jamati	Dr.B.Ambedkar
Sindrela 25(25%)	Chacha Chaudhary	Arabian nights
Alibaba challis chor (20%)	Balvir	Jatak katha
Vikram Vetal 7(7%)	Panchatantra	Mahabharata
Agnipankh 5(5%)	Chatur kawala	Ramayana
Champak	Man me hai vishwas	Ganapatichya goshti
Tenaliram	Bolata popat	Smashanatil sone
Harry potter	Jashichi Rani	Ekch Pyala

From the above table no.7 it can be interpreted that Shyamchi Aai is the most popular book among school students. This is the favorite book of 40(%) Students. Akabar Birbal is a favorite book of 30(30%) students. It is clear that book titles like Chintu & Sindrela are favourites of 25(25%) students. Whereas given all titles favourite titles of students.

9. Types of books students like to read

Readers like to read different types of books. So the question was asked to know which kind of books readers like to read and to know the reading habits of school students. This question was asked & responses received for this question tabulated in table no.9.

Table 9: Types of books students like to read

Biographies/Autobiographies of great person	24(24%)
Story books	59(59%)
Poems books	47(47%)
Science fiction	19(19%)
Comics (like Chacha Chaudhary, Amarchitra.etc)	18(18%)
Fantasy books (like Harry potter)	13(13%)
Magazines (like Kishor)	4(4%)

From the above table no.9 it can be interpreted that 24(24%) students like to read biographies / autobiographies of great people out of 100 students. Out of 100 students, 59(59%)

students like to read story books & 47(47%) students like to read poem books. Whereas out of 100 students, 19(19%) students like to read science fiction books.

It is clear that out of 100 students, 18(18%) students like to read comic books and 13(13%) students like to read fantasy books. It also indicates that only 4(4%) students out of 100 like to read magazines.

10. Students like do that in the free time

It is very important that students plan their free time. If they use time well with proper planning. It will be beneficial for the students. A question was asked to understand difficulties in reading faced by children. What do students do in their free time to know that this question was asked? & Responses received for this question tabulated in table no.10.

Table 10: Students like do that in the free time

Watching T.V	30(30%)
Using mobile	32(32%)
Playing	40(40%)
Gossiping	15(15%)
Reading stories books	30(30%)
Playing video games	15(15%)
All of the above	3(3%)

From the above table no.10 it can be interpreted that out of 100 students, 30(30%) students like to watch TV when they are free. Out of 100 students 32(32%) use mobile when they have free time. Whereas 40(40%) students like to play games in free time & out of 100 students, 30(30%) like to read story books in free time.

It is clear that out of 100 students 15(15%) students like to play video games in their free time and there are 3(3%) students who are all given options.

11. Impact of non-availability of marks for story books reading

Reading story books improves children's concentration. Reading stories play a vital role in the growth and development of children; to become a good reader reading story books is the primary stage. A question was asked to understand difficulties in reading. Through that question we want to know no marks for story books reading if it creates difficulties in reading or not. Responses received for this question tabulated in table no.11.

Table 11: Impact of non-availability of marks for story books reading

Respondents	Yes	No	Total
8 th & 9 th students	34(34%)	66(66%)	100

From the above table no.11 it can be interpreted that out of 100 students, 34(34%) students think they can't read because there are no marks to read story books.

It is clear that out of 100 students, 66(66%) think that the non availability of marks for story books reading it's not create difficulties in story books reading.

12. Difficulties in reading story books

School students face many obstacles when they are reading story books. A question was asked to understand difficulties in reading faced by children. Responses received for this question tabulated in table no.12.

Table 12: Difficulties in reading story books

Can't get pleasure in reading	30(30%)
Can't get required books to read/less availability of reading material.	69(69%)
Don't have money to buy books	20(20%)
Don't have table, chair and table lamp at home	11(11%)
Parents don't allow to read story books	6(6%)

From the above table no.12 it can be interpreted that out of 100 students, 30(30%) students faced difficulties in reading because they can't get pleasure in reading. While out of 100 students, 69(69%) students faced difficulties in reading because they couldn't get required books or non availability of reading material. Whereas out of 100 students, 20 (20%) students faced difficulties in reading because they don't have money to buy story books for reading.

It clearly shows that 11(11%) students out of 100 have faced difficulties in reading because they don't have a table, chair & table lamp at home for reading. While 6(6%) students out of 100 faced difficulties in reading because parents don't allow them to read story books.

13. Impact of housework on reading

Students have house work at home. Particularly girls have more work at home as compared to boys. A question was asked to understand difficulties in reading faced by children. Responses received for this question tabulated in table no.13.

Table 13: Impact of housework on reading

Respondents	Yes	No	Total
8 th & 9 th students	61(61%)	39(39%)	100

From the above table no.13 it can be interpreted that 61(61%) students out of 100 students have housework at home. So they have less time to read story books. This indicates that most students have housework at home because they can't get time to read story books.

It is clear that out of 100 students, 39(39%) think work given at home does not give less time to read story books.

14. Time spent on social media of school students

Social media has become one of the most popular entertainment mediums nowadays. That's why students always spend time on social media. A question was asked to find out the impact of social media on school students reading. Responses received for this question tabulated in table no.14.

Table 14: Time spent on social media of school students

30 minutes	35(35%)
1 Hour	30(30%)
2 hour	13(13%)
More than 3 hour	20(20%)
Not spend time	30(30%)

From the above table no.14 it can be interpreted that out of 100 students, there are 35(35%) students who spend 30 minutes on social media. Whereas out of 100 students, 30(30%) students spend 1 hour on social media. While 13(13%) students out of 100 spend 2 hours on social media. It is clear that out of 100 students, there are 20(20%) students who spend more than 3 hours on social media. While 30(30%) students out of 100 do not spend time on social media.

15. Social media impact on reading

People devote more time on social media than reading books. With the help of social media people connected with each other. For the purpose of entertainment students used social media. A question was asked to find out the impact of social media on school students reading. With the help of this question we want to know which trending social media effects on reading. Responses received for this question tabulated in table no.15.

Table 15: Social media impact on reading

WhatsApp	26(26%)
Facebook	16(16%)
You tube	17(17%)
Video games	32(32%)
Tik Tok	70(70%)
Not impact	2(2%)
Other Media	2(2%)

From the above table no.15 it can be interpreted that 26(26%) out of 100 students thinks that whatsapp has a greater impact on reading. While out of 100 students, 16 (16%) students think that face book has a greater impact on reading. Whereas 17(17%) out of 100 students YouTube has a greater impact on reading and 32(32%) students out of 100 they think video games like(pub-g etc.) have a greater impact on reading.

It is clear that 70(70%) students out of 100 students think that tik tok has a greater impact on students' reading. While 2(2%) students think that social media does not have an impact on students' reading. Some students think that social media like Instagram, hike, and television impact on students' reading.

16. Overuse of social media

Social media is the most popular entertainment medium nowadays. Students spend a lot of time on social media. A question was asked to find out the impact of social media on reading. This question helps to know whether overuse of social media hurts physically and mentally. Responses received for this question tabulated in table no.16.

Table 16: Overuse of social media

Respondents	Yes	No	Total
8 th and 9 th students	78(78%)	22(22%)	100

From the above table no.16 it can be interpreted that 78(78%) out of 100 students think that because of overuse of social media they hurt physically and mentally. This number indicates that most students think that overuse of social media hurts students because they use social media for a longer time span.

It is clear that out of 100 students, 22(22%) students think that because of overuse of social media they do not hurt physically and mentally.

Major Findings

From the responses received it can be interpreted that 92(92%) students like to read story books. It shows they must be known with the advantages of story books reading. The remaining 8(8%) students don't like to read story books because they could not know the advantages of story books reading.

Responses received reveal that 67(67%) students do not get enough time to read story books. To solve that problem schools have to arrange reading periods to read story books. While 33(33%) students have time to read story books. From that collected data it found that most students do not get enough time to read story books. This finding proves hypothesis no.3. "Non availability of time affects reading habit".

From the responses received it can be evident that 54(54%) students read for an hour, they need to extend their reading time. Whereas 12(12%) students read books for two hours. This time was satisfactory. While 19(19%) students just spend 10-45 minutes on reading and 5(5%) students don't like to read story books. For them library hours are required to extend their reading time.

It is clear that 87(87%) students want to have a separate reading period for reading story books, because they may not get enough time to read story books. While 13(13%) students do not want a separate reading period for reading story books, because they may not like to read story books. This proves that non availability of reading period in school creates difficulties in reading.

From the response received it can be interpreted that only 4(4%) students read books in the public library and 5(5%) students read books in the classroom. This finding says that public libraries have to develop their reading facilities.

It is clear that 83(83%) students make available books from the school library. It is also clear that only 6(6%) students make available books from the public library. Findings indicate that public libraries need to enhance their role in the schools.

From the responses received it can be interpreted that Shyamchi Aai is the most favourite books of school students. 40(40%) students' favourite book title is Shyamchi Aai. Other titles like Chintu, Sindreal, and Akabar Birabal are also the most favourite titles of school students. This finding gives a list of favourite books titles that students like to read.

From the responses received it can be interpreted that 59(59%) students like to read story books and 47(47%) students like to read poem books. Other types of books students prefer not to read that much. There are only 4(4%) students who read magazines.

It is clear that 30(30%) students like to read story books in their free time. That figure needs to improve. School and parents of the students have a role to increase story books reading. While most students like playing, using mobile phones and watching TV.

From the responses it is clear that 34(34%) students think they can't read because there are no marks to read story books. While 66(66%) don't think like that. That data finds that non availability of marks for story books reading does not create difficulties in reading story books.

It is clear that 69(69%) students face difficulties in reading because they can't get required reading materials or non-availability of reading materials. This finding proves hypothesis no.2. "Non availability of reading materials creates difficulties in school students' pleasure reading".

From the responses received it can be evident that 61(61%) students have house work at home because of that they get less time to read story books. Here findings reflect the role of parents; they should decrease the house work of students. While 39 (39%) students do not agree with this statement. They think that housework does not impact reading.

It is clear that 30(30%) students do not spend time on social media. This makes clear that the remaining 70 (70%) students use social media. That figure is huge and needs to be decreased.

It is clear that 70(70%) students think that tik-tok has a greater impact on students' reading. That figure highlights that tik tok is the most popular social media on which students spend a lot of time. Because of that they feel that tik tok has a greater impact on reading.

It is clear that 78(78%) students think that because of overuse of social media students hurt physically and mentally. While 22(22%) students think that overuse of social media does not hurt them physically and mentally. Findings highlight that overuse of social media also creates difficulties in students reading.

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