Reading Habits among Children in Nellore District of Andhra Pradesh: A Study

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Abstract
The main purpose of the present study is to know the reading habits of school going children in the Nellore district of Andhra Pradesh. Survey method of research is used in the present study. The population of this study consists of children studying from 7th class to 10th class in the high schools of Nellore district of Andhra Pradesh. In total 1008 children were selected from 42 schools using stratified random sampling method. 63.6% of children have library facilities 51.5% of the children visit the library without significant differences between boys and girls and English medium and Telugu medium. The rural children visit the library less than the urban children. Generally library periods is not provided in the time-table of the children. Teachers play the major role in the selection of books for the children. Most of the children depend upon class room notes given by their teachers. Usually the library-going habit among children is less.

Keywords: Reading Habits, School library, Children

Introduction
The main purpose of the present study is to know the reading habits of school going children in the Nellore district of Andhra Pradesh. A habit may be defined as a tendency or practice which is hard to give up. Usually habits are acquired in childhood. Good habits are essential for the progress of an individual as well as the society. Reading is one of such good habits. As Wordsworth has said ‘child is the father of man’. The reason for this is that a person will be in the most receptive state in the childhood. He is impressionable to everything that occurs in the environment. Hence, the reading habit which is acquired in the childhood will be the guiding star throughout his life. An adage says that a nation that leads is a nation that reads. This type of leadership is possible only when all the people of the nation are educated. Universal education is possible only when reading habits are developed and strengthened from childhood. A child, who acquires reading habits, blossoms early and begins to enhance his mental horizon and develops full personality right from childhood. A child who is accustomed to reading in his formative years continues the habit throughout his life. As he grows older, he begins to read serious books dealing with family, neighbors, society and the nation at large. He begins to understand his responsibilities and tries to discharge them scrupulously. Reading gives clarity of
thinking to the child and enables him to develop his public personality also. He begins to know the sacrifices made by the freedom fighters against the alien rulers and realizes that the present generation has a tremendous task ahead for the rejuvenation of the country. He tries to elect a government which is less corrupt and which is more welfare-oriented. In short, reading habit has important consequences on the thinking of the children, their behavior in life and future of the country. In fact, children are the builders of the nation and their behavior has a tremendous impact on the progress of the nation. That is why the great savant and administrator, Rajaji has described children as the bricks that form the foundation of the national mansion. Hence, there is a pressing need to create book culture and reading habits among children right from a tender age. The child begins to develop physically, mentally, emotionally socially and morally right from the childhood.

Reading is important for everybody in order to cope up with the changing world of a technological age. But unfortunately, the number of those who do not read enough is also increasing. There are still some people, young and old, who cannot get access to reading activities and reading programmes at all. They have neither initial access to nor lasting interest in books and readings. Hence, there is a pressing need to develop the reading habit in children from an early age.

The success of any individual in the school is largely dependent upon the extent to which his reading skills develop. In a way, the rate of reading determines the rate of learning. If he fails in reading, he will experience failure practically in every other field. To be a well adjusted child, and later a well integrated adult, the individual needs to read skillfully at every level of education.

At present the reading habits of the children are declining. Children are not encouraged to read prescribed books as well as other general books. They are provided with readymade answers by teachers rather than being allowed to prepare independently. Due to this, the creativity among the children is getting killed. Also due to the emergence of the electronic media, the reading habits of children are disappearing. Therefore, there is an urgent need to conduct a study of reading habits of children so as to avoid a social calamity. A study on reading habits is also necessary to sensitize the government about the importance of promoting reading habits among children. The study is also useful to the teachers and the parents who play a vital role in the reading habits of children. Above all, it serves as a guideline to the librarians. In a way, it is the librarian who serves, encourages and directs the students not only in cultivating reading habits in children but also in showing the way of their future progress. Hence, the research topic entitled ‘Reading Habits among Children in Nellore District of Andhra Pradesh’ has been undertaken. In this context, there is a need to conduct surveys on the reading habits of children for the many-sided development of the society.

**Review of Literature**

The earlier studies that are made on the reading habits of children are enumerated in the following paragraphs.

Adhvaryu\(^1\) in his study describes how the library functions as a promoter for reading. According to Adisshaiah,\(^2\) the aim of reading is promoting and enriching thinking.
According to him, right to reading means that everybody must have independent access to knowledge so that creative thinking is possible for everyone. Anan Prakash made a study on the reading habits in secondary schools and stressed on the importance of the library in school education. Awashti made a study on reading performance among teenagers. Devarajan conducted a survey on the impact of socio-economic background on the reading habits of children in the secondary schools in Kerala. Gupta describes the determinants of reading habit. The study made by Heeks deals with the literature liked by the children. The sample survey conducted by the Ministry of Education and Social Welfare, Government of India says that reading habits are to be inculcated at a young age when the mind is most impressionable. It mentions some important measures to be undertaken with respect to the promotion of reading habits. Iyia and Adekunmai in their study examine reading as a habit and the need to encourage the habit among the teenagers in Nigeria. Kaushik and Khanchi conducted a study on the reading habits of rural under-graduate students. Kolhatkar mentions library’s lion’s share in promoting the reading habits of children. Kumar and Somaraju conducted a significant study on stimulating children to read. Majid and Tan conducted a study on reading habits of children in Singapore. Malhan describes that whatever impressions and habits a child develops in his childhood are carried to the rest of the life. Mehta and Usha Rani made an attempt on the role of libraries on reading and learning habits of children in developing countries. Mudhol describes the importance of book reading and the role of libraries in shaping the children.

Nagaraju conducted a study on the study habits of high school pupils in relation to certain Psycho-sociological factors. Nattar discusses problems and makes suggestions to improve the reading habits of college students in Tamilnadu. Nirmala conducted a study about the causes of poor reading ability in Telugu among the students of select secondary schools in Tirupati. Rainey studied the common problems faced by South Pacific Island countries in the development of good reading habits in primary school children. Rajaram describes strategies for promoting reading habits in India. Sahai conducted an empirical study to know the role of library in creating reading habits. The Research Unit of T.T.C. Singapore, made a study on reading interests. Shah made a study on developing better reading habits. Shoken conducted a study on promoting a love for reading. Shukla and Bharadwaj conducted a survey on the reading habits of school going children. Srinivasa Rao and Venkateswara Rao in their study examine the role of librarian in promoting reading habits. Waghmare and Patel conducted a study on reading habits and participation in extracurricular activities of residential students. The study made by Wouw deals with the promotion of reading habits in the primary schools. The present study has been undertaken as no study has been conducted on the reading habits of children in Nellore district.

Objectives of the Study

The main aim of the present study is to examine the reading habits of children studying from VII to X classes. The specific objectives of the present study are the following:

- To know the frequency of visit and time spent by the children in their respective school libraries;
• To examine the provision of Library Periods in the school time-table;
• To know the existence of public library in the residential locality of children;
• To identify the role of parents, friends and teachers in developing reading habits among children;
• To know the type of material read by children for their examination purpose;
• To know the availability of books useful to children in school libraries.
• To know the newspapers reading habit among children; and
• To study the influence of watching television and movies on the reading habits of children.

Methodology

Survey method of research is used in the present study. The population of this study consists of children studying from 7th class to 10th class in the high schools of Nellore district of Andhra Pradesh. There are 384 high schools in the three revenue divisions (Nellore, Kavali and Gudur) of Nellore District. Out of 384 high schools, 42 schools were selected using stratified random sampling for the present study. From each revenue division, 14 schools were selected. There are 23,620 children studying from VII – X classes in the selected schools. From each school, 24 children were selected for study. In total 1008 children were selected from 42 schools using stratified random sampling method.

The primary data required for the study is collected through a questionnaire tool. A questionnaire is prepared both in English and Telugu versions. A pilot study is conducted on 50 children to know the defects of the questionnaire. The questionnaire is modified after getting feedback from them. The investigator personally distributed the questionnaires to a sample of 1008 children. The investigator clarified the doubts raised by the children on the spot and collected the filled-in questionnaires from them.

Analysis and Interpretation of Data

The collected data is analysed and interpreted in the following paragraphs.

Existence of School Library

The school library is a place where the mind of the children is moulded in their formative years. It not only improves the knowledge of the children but also creates a literary taste in them. A question is posed to the children to know the existence of school library. The replies given by them are shown in Table 1.

<table>
<thead>
<tr>
<th>Reply</th>
<th>Gender</th>
<th>Medium</th>
<th>Area</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>English</td>
<td>Telugu</td>
</tr>
<tr>
<td>Yes</td>
<td>356</td>
<td>285</td>
<td>192</td>
<td>449</td>
</tr>
</tbody>
</table>

Table 1

Distribution of children according to their gender, medium, area and replies with regard to the existence of school library.
Table 1 shows, majority of the school children (63.6%) informed that there are libraries in their respective schools. The remaining of them (36.4%) replied negatively. It is also evident from the table that there is a significant difference in the replies of boys and girls with regard to the existence of libraries in their schools as indicated by chi-square value which is significant at 0.05 level with one degree of freedom. It means that more number of boys replied that their schools have libraries compared to girls. It may be due to the lack of awareness among girls about the existence of libraries in their respective schools.

It is also obvious from the table that there are no significant differences in this regard between the English and Telugu Medium children on one hand, and rural and urban children on the other hand as indicated by chi-square values which are not significant at 0.05 level with one degree of freedom.

**Visit to School Library**

The respondents, who replied that their schools have libraries, are again asked whether they visit their school libraries or not. The replies given by them are shown in Table 2.

<table>
<thead>
<tr>
<th>Reply</th>
<th>Gender</th>
<th>Medium</th>
<th>Area</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>English</td>
<td>Telugu</td>
</tr>
<tr>
<td>Yes</td>
<td>180</td>
<td>150</td>
<td>107</td>
<td>223</td>
</tr>
<tr>
<td></td>
<td>(50.5%)</td>
<td>(52.6%)</td>
<td>(55.7%)</td>
<td>(49.7%)</td>
</tr>
<tr>
<td>No</td>
<td>176</td>
<td>135</td>
<td>85</td>
<td>226</td>
</tr>
<tr>
<td></td>
<td>(49.5%)</td>
<td>(47.4%)</td>
<td>(44.3%)</td>
<td>(50.3%)</td>
</tr>
<tr>
<td>Total</td>
<td>356</td>
<td>285</td>
<td>192</td>
<td>449</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>(\chi^2 = 0.271)</th>
<th>(\chi^2 = 1.979)</th>
<th>(\chi^2 = 40.076)</th>
</tr>
</thead>
<tbody>
<tr>
<td>d.f. = 1</td>
<td>d.f. = 1</td>
<td>d.f. = 1</td>
<td></td>
</tr>
<tr>
<td>T.V. = 3.84</td>
<td>T.V. = 3.84</td>
<td>T.V. = 3.84</td>
<td></td>
</tr>
<tr>
<td>Not Sig.</td>
<td>Not Sig.</td>
<td>Sig. at .05 level</td>
<td></td>
</tr>
</tbody>
</table>
It is obvious from Table 2 that nearly half of the children (51.5%) visit the school library and 48.5% of the children do not visit it. It may be due to the non-availability of required books or inadequate staff members to run the libraries.

It is evident from the table that there are no significant differences between boys and girls on one hand, and the English medium and Telugu medium children on the other hand in visiting the library. It is indicated by chi-square values which are not significant at 0.05 level with one degree of freedom.

There is a significant difference in this regard between the rural and urban children in visiting the library. It is indicated by chi-square value which is significant at 0.05 level with one degree of freedom. More number of urban children are visiting the library compared to rural children.

**Time spent in the School Library**

Spending time for reading books in the library is very useful to children. If the child spends reasonable time in the library, it not only enriches his knowledge but also inculcates reading habit in him. The children who are visiting their school libraries are further questioned to know the average amount of time spent per day in the library for reading. Their replies are shown in Table 3.

**Table 3**

<table>
<thead>
<tr>
<th>Time</th>
<th>Children</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Less than half an hour</td>
<td>107</td>
</tr>
<tr>
<td>Half an hour to one hour</td>
<td>153</td>
</tr>
<tr>
<td>One hour to one and half an hour</td>
<td>38</td>
</tr>
<tr>
<td>More than one and half an hour</td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td>330</td>
</tr>
</tbody>
</table>

It is evident from Table 3 that a high percentage of the children (46.4%) spend half an hour to one hour per day in the library. It is also evident from the table that nearly one-third of the children (32.4%) spend less than half an hour, 11.5% of them spend one hour to one and half an hour and the remaining 9.7% of them spend more than one and half an hour per day in the library.

**Provision of library periods in the time-table**

The provision of a library period in the regular time-table makes the children to cultivate the reading habit. Such provision also encourages the children to strengthen their knowledge. Hence, the children who replied that there are libraries in their schools,
were asked whether there are any library periods in their school time-table. The replies given by them are shown in Table 4.

### Table 4
Distribution of children according to their gender, medium, area and replies with regard to provision of library periods in their time-table

<table>
<thead>
<tr>
<th>Reply</th>
<th>Gender</th>
<th>Medium</th>
<th>Area</th>
<th>Total No. of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>English</td>
<td>Telugu</td>
</tr>
<tr>
<td>Yes</td>
<td>95 (26.7%)</td>
<td>60 (21.1%)</td>
<td>72 (37.5%)</td>
<td>83 (18.5%)</td>
</tr>
<tr>
<td>No</td>
<td>261 (73.3%)</td>
<td>225 (78.9%)</td>
<td>120 (62.5%)</td>
<td>366 (81.5%)</td>
</tr>
<tr>
<td>Total</td>
<td>n=356 (100)</td>
<td>n=285 (100)</td>
<td>n=192 (100)</td>
<td>n=449 (100)</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 2.739 \]
\[ \text{d.f.} = 1 \]
\[ \text{T.V.} = 3.84 \]
N.S

\[ \chi^2 = 26.522 \]
\[ \text{d.f.} = 1 \]
\[ \text{T.V.} = 3.84 \]
Sig. at .05 level

\[ \chi^2 = 3.677 \]
\[ \text{d.f.} = 1 \]
\[ \text{T.V.} = 3.84 \]
N.S

It is evident from Table 4 that over three-fourths of the children (75.8%) have no library periods in their school time-table. The remaining of them (24.2%) replied that they have such provision.

It is also evident from the table that there is no significant difference in the replies of boys and girls on one hand, and rural and urban children on the other hand with regard to the provision of a library periods in the time-table as indicated by chi-square values which are not significant at 0.05 level with one degree of freedom.

It is observed from the table that there is a significant difference in this regard between English and Telugu Medium children. It indicated by chi-square value which is significant at 0.05 level with one degree of freedom. More number of children of English Medium replied that there is a provision of library periods in their school time-table compared to the children of Telugu Medium. It may be due to the reason that majority of the English medium children are studying in Navodaya, Social Welfare and residential schools which have the provision for library periods in their time-table.

### Availability of useful books in the library

Children read textbooks for their class-room work and general books for fun, entertainment and general knowledge. The books are useful for a healthy growth of the mind of the child. Hence, the respondents are asked to know whether the books useful for their study are available in their libraries. The replies given by them are shown in Table 5.
It is evident from Table 5 that most of the respondents (96.4%) replied that the books useful for their study are available in their libraries. The remaining of those (3.56%) replied negatively in this regard.

It is also evident from the table that there are no significant differences in the replies of boys and girls on one hand and the English and Telugu medium children on the other hand with regard to the availability of useful books for their study in their school libraries. It is indicated by chi-square values which are not significant at 0.05 level with one degree of freedom. Further, it is found that there is no significant difference in this regard between the rural and the urban children. It is indicated by chi-square value which is not significant at 0.05 level with one degree of freedom.

Existence of public library

Public libraries are libraries maintained in certain places by organizations other than schools like Local Governments and State Government. They serve as nodal centers for the dissemination of knowledge and information in various fields of human life. They are useful for life-long learning. The children are questioned to know whether there is any public library in their locality. The replies given by them are shown in Table 5.

Table 6

Distribution of children according to their gender, medium, area and replies with regard to the existence of public library in their locality

<table>
<thead>
<tr>
<th>Reply</th>
<th>Gender</th>
<th>Medium</th>
<th>Area</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>English</td>
<td>Telugu</td>
</tr>
<tr>
<td>Yes</td>
<td>208 (40.8%)</td>
<td>225 (45.2%)</td>
<td>164 (57.3%)</td>
<td>269 (37.3%)</td>
</tr>
<tr>
<td>No</td>
<td>302 (59.2%)</td>
<td>273 (54.8%)</td>
<td>122 (42.7%)</td>
<td>453 (62.7%)</td>
</tr>
<tr>
<td>Total</td>
<td>n=510 (100)</td>
<td>n=498 (100)</td>
<td>n=286 (100)</td>
<td>n=722 (100)</td>
</tr>
</tbody>
</table>
Table 6 shows, majority of the respondents (57.0%) replied that there is no public library in their locality. The remaining of them (43.0%) replied positively in this regard. It is also evident from the table that there is no significant difference in the replies of boys and girls with regard to the existence of public library in their locality as indicated by chi-square value which is not significant at 0.05 level with one degree of freedom.

It is observed from the table that there are significant differences in this regard between the English and the Telugu Medium children on one hand, and English and Telugu medium children on the other hand with regard to the existence of public library in their locality. It is indicated by chi-square values which are significant at 0.05 level with one degree of freedom. It means that more number of English medium children replied that there is a public library in their locality compared to Telugu medium children. It may be due to the reason that majority of the English medium schools are located in urban areas where public libraries usually exist. More number of urban children replied that there is a public library in their locality compared to rural children. It is due to the fact that public libraries are located in urban areas.

**Persons guiding children in the selection of books**

Children require guidance at every stage of their school education. They require guidance with respect to the selection of books and other reading materials for their course work as well as general study. Hence, a question has been put to the children to know from whom they got guidance in the selection of books for reading. The replies given by them are shown in Table 7.

**Table 7**

**Distribution of children according to their replies with regard to the Persons guiding in the selection of books**

<table>
<thead>
<tr>
<th>Sl No.</th>
<th>Source of guidance</th>
<th>Children (N = 1008)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Self</td>
<td></td>
<td>409</td>
<td>40.6%</td>
</tr>
<tr>
<td>2.</td>
<td>With the help of teachers</td>
<td></td>
<td>551</td>
<td>54.7%</td>
</tr>
<tr>
<td>3.</td>
<td>With the help of parents</td>
<td></td>
<td>156</td>
<td>15.5%</td>
</tr>
<tr>
<td>4.</td>
<td>With the help of librarian</td>
<td></td>
<td>24</td>
<td>2.4%</td>
</tr>
<tr>
<td>5.</td>
<td>With the help of friends</td>
<td></td>
<td>75</td>
<td>7.4%</td>
</tr>
</tbody>
</table>
It is clear from Table 6 that majority of the children (54.7%) select their books for reading with the help of their teachers. It is also evident from the table that 40.6% of children select books for reading by themselves, 15.5% of them select books with the help of their parents, 8.9% of them select books with the help of their brothers and sisters, 7.4% of them select books with the help of their friends and 2.4% of them select books with the help of their librarian.

Family members reading more number of books

The characteristics of children are mounded generally by their parents, teachers, family members and the society at large. Hence, a question has been put to the children to know about the members of the family who read more number of books. Their responses are shown in Table 8.

Table 8

<table>
<thead>
<tr>
<th>Family member</th>
<th>Number (N = 1008)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father</td>
<td>356</td>
<td>35.3%</td>
</tr>
<tr>
<td>Mother</td>
<td>121</td>
<td>12.0%</td>
</tr>
<tr>
<td>Brother</td>
<td>320</td>
<td>31.8%</td>
</tr>
<tr>
<td>Sister</td>
<td>253</td>
<td>25.1%</td>
</tr>
<tr>
<td>All of the above</td>
<td>194</td>
<td>19.2%</td>
</tr>
</tbody>
</table>

Note: Respondents were permitted to tick more than one answer.

Table 8 shows that over a third of the children (35.3%) informed that their fathers read more number of books. It is followed by brothers (31.8%), sisters (25.1%), mothers (12.0%) and all the family members (19.2%).

5.9. Type of study material read for examination purpose

Generally school children prepare for examinations based on different types of study materials. In this connection, a question has been put to the children to know the type of materials they study for preparing their examinations. The replies given by them are shown in Table 9.
Table 9

Distribution of children according to their replies with regard to the type of materials they study for preparing their examinations

<table>
<thead>
<tr>
<th>Reply</th>
<th>Children (N = 1008)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Textbooks</td>
<td>230</td>
</tr>
<tr>
<td>Class notes given by teachers</td>
<td>635</td>
</tr>
<tr>
<td>Guides</td>
<td>56</td>
</tr>
<tr>
<td>Periodical sources</td>
<td>5</td>
</tr>
<tr>
<td>Tuition notes</td>
<td>40</td>
</tr>
<tr>
<td>All of the above</td>
<td>283</td>
</tr>
<tr>
<td>Any other</td>
<td>12</td>
</tr>
</tbody>
</table>

Note: Respondents were permitted to tick more than one answer.

It is evident from Table 8 that majority of the children (63.0%) depend upon notes given by their teachers for preparing for examinations. Only 22.8% of children study textbooks, 5.6% of them study guides, 4% of them read tuition notes and 0.5% of them study periodicals for preparing for examinations. Over a fourth of children (28.1%) collect information from more than one source i.e., textbooks, class notes, guides, periodicals and tuition notes for preparing for examinations. It is also evident that 1.2% of them study other than the above materials.

Newspaper reading

Newspaper reading is a good habit. Newspapers inform us about the happenings of the world daily. Moreover, children have to continually update their general knowledge in the ever-changing world. Newspapers inform the children about the policies of the government, economic developments, trade and commerce, laws amended or newly made etc., they keep the children up-to-date. Hence, children should read the newspapers daily. Therefore, a question has been put to the children in this regard. Their replies are shown in Table 10.

Table 10

Distribution of children according to their gender, medium, area and replies with regard to frequency of reading of newspapers
It is evident from Table 4.31 that majority of the children (61.2%) read newspapers now and then, 33.1% of them read regularly and the remaining of them (5.7%) do not read newspapers at all.

There are significant differences between boys and girls on one hand, and English and Telugu medium children on the other hand in the frequency of reading newspapers. This is indicated by chi-square value which is significant at 0.05 level with two degrees of freedom. That means boys are reading newspapers more frequently compared to girls and English medium children are reading more frequently compared to Telugu medium children.

There is also a significant difference between the rural and urban children in the frequency of reading newspapers. It is indicated by chi-square value which is significant at 0.05 level with two degrees of freedom. The urban children are reading newspapers more frequently compared to rural children. Hence, it can be concluded that factors like gender, medium and area have an impact on the frequency of reading newspapers by children.

**Watching television**

In modern times, television is a house-hold gadget of recreation. But it should be noted that the television is both a curse and a blessing. On the negative side, television kills the time of children and exposes them to undesirable knowledge, programmes and pictures. On the positive side, television is a real blessing. Some of the advantages of the television to the children are video lessons and visual presentation of places, scenes, leaders, scientists, great literary people and other great personalities of the past and the present. Television is a good source of recreation also for children. Hence, a question has been put to the children whether they watch television regularly. The replies given by them are shown in Table 11.

**Table -11**

<table>
<thead>
<tr>
<th>Reply</th>
<th>Gender</th>
<th>Medium</th>
<th>Area</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>English</td>
<td>Telugu</td>
</tr>
<tr>
<td>Regularly</td>
<td>197 (38.6%)</td>
<td>137 (27.5%)</td>
<td>127 (44.4%)</td>
<td>207 (28.7%)</td>
</tr>
<tr>
<td>Now and then</td>
<td>288 (56.5%)</td>
<td>329 (66.1%)</td>
<td>144 (50.4%)</td>
<td>473 (65.5%)</td>
</tr>
<tr>
<td>Not at all</td>
<td>25 (4.9%)</td>
<td>32 (6.4%)</td>
<td>15 (5.2%)</td>
<td>42 (5.8%)</td>
</tr>
<tr>
<td>Total</td>
<td>510</td>
<td>498</td>
<td>286</td>
<td>722</td>
</tr>
</tbody>
</table>

$\chi^2 = 14.527$
$d.f. = 2$
$T.V. = 5.99$
$\text{Sig. at 0.05 level}$

$\chi^2 = 23.057$
$d.f. = 2$
$T.V. = 5.991$
$\text{Sig. at 0.05 level}$

$\chi^2 = 6.554$
$d.f. = 2$
$T.V. = 5.991$
$\text{Sig. at 0.05 level}$
It is evident from Table 11 that majority of the children (76.8%) watch television regularly and the remaining of them (23.2%) replied negatively.

There are significant differences between boys and girls on one hand and the English and the Telugu Medium children on the other hand with regard to watching television regularly. It is indicated by chi-square values, which are significant at 0.05 level with one degree of freedom. It means that more number of girls watch television regularly compared to boys, and more number of English medium children watch television regularly compared to Telugu medium children.

There is a significant difference in this regard between the rural and the urban children as indicated by chi-square value which is significant at 0.05 level with one degree of freedom. It means that more number of urban children watch television regularly compared to rural children.

**Time spent in watching Television**

There is no doubt that the child derives several advantages in watching the television. But both the children and the parents should realize that excessiveness of anything ends in negative and sometimes harmful results. If the number of hours spent for watching television is more than reasonable, it may adversely affect the eye-sight of a child, make him lose interest in studies and also encourage him to abscond from school. If the child is addicted to serials, his mind gets poisoned by the machinations of the characters in the story. A question has been posed to those children who watch television regularly to know the number of hours they spend in watching television. The replies given by them are shown in Table 12.

**Table 12**

**Distribution of children according to their gender, medium, area and replies with regard to the time spent in viewing television**

<table>
<thead>
<tr>
<th>Reply</th>
<th>Gender</th>
<th>Medium</th>
<th>Area</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>English</td>
<td>Telugu</td>
</tr>
<tr>
<td>Yes</td>
<td>359</td>
<td>415</td>
<td>249 (87.1%)</td>
<td>525 (72.7%)</td>
</tr>
<tr>
<td>No</td>
<td>151</td>
<td>83</td>
<td>37 (12.9%)</td>
<td>197 (27.3%)</td>
</tr>
<tr>
<td>Total</td>
<td>n=510</td>
<td>n=498</td>
<td>N=286 (100)</td>
<td>n=722 (100)</td>
</tr>
</tbody>
</table>

χ² = 23.200  
d.f. = 1  
T.V. = 3.84  
Sig. at .05 level

χ² = 23.373  
d.f. = 1  
T.V. = 3.84  
Sig. at .05 level

χ² = 63.747  
d.f. = 1  
T.V. = 3.84  
Sig. at .05 level

<table>
<thead>
<tr>
<th>Reply</th>
<th>Gender</th>
<th>Medium</th>
<th>Area</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>English</td>
<td>Telugu</td>
</tr>
<tr>
<td>1 hour</td>
<td>210 (58.5%)</td>
<td>276 (66.5%)</td>
<td>140 (56.2%)</td>
<td>346 (65.9%)</td>
</tr>
</tbody>
</table>
It is evident from Table 12 that majority of the children spend on an average one hour per day in watching television. 23.5% of them spend two hours, 9.0% of them spend three hours and 4.7% of them spend more than three hours.

There are significant differences between boys and girls on one hand, and English and Telugu medium children on the other hand in the amount of time spent in watching television. It is indicated by chi-square value, which is significant at 0.05 level with three degrees of freedom. That means girls are spending more time in watching television compared to boys, and Telugu medium children are spending more time in watching television compared to English medium children.

However, there is no significant difference between rural and urban children in this regard as indicated by chi-square value, which is not significant at 0.05 level with three degrees of freedom.

Television as an obstruction for reading

A question has been put to the children to know whether watching television is an obstruction for their reading. The replies given them are shown in Table 13.

Table 13

<table>
<thead>
<tr>
<th>Reply</th>
<th>Gender</th>
<th>Medium</th>
<th>Area</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>English</td>
<td>Telugu</td>
</tr>
<tr>
<td>Yes</td>
<td>175 (48.8%)</td>
<td>244 (58.8%)</td>
<td>136 (54.6%)</td>
<td>283 (53.9%)</td>
</tr>
<tr>
<td>No</td>
<td>184 (51.2%)</td>
<td>171 (41.2%)</td>
<td>113 (45.4%)</td>
<td>242 (46.1%)</td>
</tr>
<tr>
<td>Total</td>
<td>359</td>
<td>415</td>
<td>249</td>
<td>525</td>
</tr>
</tbody>
</table>
\( \chi^2 = 7.828 \)  
d.f. = 1  
T.V. = 3.84  
Sig. at .05 level

\( \chi^2 = 0.035 \)  
d.f. = 1  
T.V. = 3.84  
Not Sig.

\( \chi^2 = 0.084 \)  
d.f. = 1  
T.V. = 3.84  
Not Sig.

It is evident from Table 13 that majority of the children (54.2%) feel that watching television is an obstruction for their reading and 45.8% of them feel that watching television is not an obstruction for their reading.

Table 13 shows that there is a significant difference between boys and girls in their replies with regard to the statement ‘television as an obstruction for their reading’. It is indicated by chi-square value, which is significant at 0.05 level with one degree of freedom. That means more number of girls replied that watching television is an obstruction for their reading compared to boys.

There are no significant differences between English and Telugu medium children on one hand and rural and urban children on the other hand in this regard. It is indicated by chi-square values, which are not significant at 0.05 level with one degree of freedom.

**Impact of movies on reading habits**

Cinema has been a source of entertainment since a long time. There are certain films which have social value. Some of them condemn social evils like drinking. Some films encourage social reforms like widow remarriage and the abolition of untouchability. Some films present the problems of the various sections of the community like farmers and industrial workers. A question is put to the children to know whether their study is adversely affected by watching movies. Their replies are shown in the Table 14.

<table>
<thead>
<tr>
<th>Reply</th>
<th>Gender</th>
<th>Medium</th>
<th>Area</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>English</td>
<td>Telugu</td>
</tr>
<tr>
<td>Yes</td>
<td>265 (52.0%)</td>
<td>309 (62.0%)</td>
<td>135 (48.3%)</td>
<td>436 (60.4%)</td>
</tr>
<tr>
<td>No</td>
<td>245 (48.0%)</td>
<td>189 (38.0%)</td>
<td>148 (51.7%)</td>
<td>286 (39.6%)</td>
</tr>
<tr>
<td>Total</td>
<td>n=510 (100)</td>
<td>n=498 (100)</td>
<td>N=286 (100)</td>
<td>n=722 (100)</td>
</tr>
</tbody>
</table>

**Table 14**

**Chi-square**  
\( \chi^2 = 10.240 \)  
d.f. = 1  
T.V. = 3.84  
Sig. at .05 level

\( \chi^2 = 13.508 \)  
d.f. = 1  
T.V. = 3.84  
Sig. at .05 level

\( \chi^2 = 0.693 \)  
d.f. = 1  
T.V. = 3.84  
Not Sig.
It is clear from Table 14 that majority of children (56.9%) feel that watching movies affect their reading while 43.1% of them feel that watching movies does not affect their reading.

The table shows that there are significant differences between boys and girls on one hand and English and Telugu medium children on the other hand in their replies with regard to the statement ‘watching movies as an obstruction for reading’. This is indicated by chi-square values, which are significant at 0.05 level with one degree of freedom. That means of more number of girls replied that watching movies is an obstruction for their reading compared to boys. Similarly more number of English medium children replied that watching movies is an obstruction for reading compared to Telugu medium children.

However, there is no significant difference between rural and urban children in this regard. It is indicated by chi-square value, which is not significant at 0.05 level with three degrees of freedom.

**Findings**

Major findings of the study are:-

- Majority of the school children (63.6%) replied that there are libraries in their respective schools have libraries.
- Half of the children (51.5%) visit the school library. There are no significant differences between boys and girls, and the English medium and Telugu medium children in visiting the library. There is a significant difference in this regard between rural and urban children in visiting the library.
- A high percentage of the children (46.4%) spend half an hour to one hour per day in the library. Nearly one-third of the children (32.4%) spend less than half an hour.
- Over three-fourths of the children (75.8%) replied that there are no library periods in their school time-table. There is no significant difference in the replies of boys and girls on one hand and rural and urban children on the other hand with regard to the provision of library periods in the time-table. More number of children of English Medium replied that there is a provision of library periods in their school Time-Table compared to the children of Telugu Medium.
- Most of the respondents (96.4%) replied that the books useful for their study are available in their libraries. There are no significant differences in the replies of boys and girls, on one hand and English and Telugu medium children on the other hand with regard to the availability of useful books for their study.
- Majority of the respondents (57.0%) replied that there is no public library in their locality. There is no significant difference in the replies of boys and girls with regard to the existence of a public library in their locality. There are significant differences in this regard between the English and the Telugu Medium children on one hand and the rural and the urban children on the other hand.
- Majority of the children (54.7%) select their books for reading with the help of their teachers.
• Over a third of the children (35.3%) replied that their fathers usually read more number of books, followed by brothers (31.8%), sisters (25.1%), mothers (12.0%) and all the family members (19.2%).
• Majority of the children (63.0%) depend upon notes given by their teachers for preparing examinations.
• Majority of the children (76.8%) watch television regularly. There is a significant difference between boys and girls on one hand and English and the Telugu Medium children on the other hand with regard to watching television regularly. More number of urban children watch television regularly compared to rural children.
• Majority of the children (61.2%) read newspapers now and then, while one-third of them (33.1%) read regularly.
• Majority of the children (62.8%) spend on an average one hour per day in watching television while 23.5% of them spend two hours. There are significant difference between boys and girls on one hand and English and Telugu medium children on the other hand in the amount of time spent in watching television. There is no significant difference between rural and urban children in this regard.
• Majority of the children (54.2%) feel that watching television is an obstruction for their reading. There is a significant difference between boys and girls in their replies with regard to the statement ‘watching television is an obstruction for their reading’.
• Majority of children (56.9%) feel that watching movies affect their reading. There are significant differences between boys and girls on one hand and English and Telugu medium children on the other hand in their replies with regard to the statement that ‘watching movies is an obstruction for reading’.

Suggestions

The following are the suggestions made by the investigator:

• Over a third of the children (36.4%) replied that there are no school libraries in their respective schools. The Government of Andhra Pradesh should take necessary steps to establish school libraries in those schools where they do not exist. The school libraries play an important role in inculcating and improving reading habits among children.
• Nearly half of the children (48.5%) do not visit their school libraries. It may be due to the unawareness of children about the school libraries or the children are not properly motivated by their respective teachers. Hence, the teachers should motivate the children to go to the library so that the children can inculcate reading habit.
• Among those children, who are visiting the library, nearly one-third of them (32.4%) are spending less than half an hour. Hence, teachers of the school should give library-oriented assignments to the children so that they can spend more time in the library. Essay and elocution competitions are to conducted for the children by school authorities on occasions like Independence Day, Republic Day, Environmental Protection Day and Eradication of AIDS Day so that the children will visit the school library and spend some more time in it.
• Majority of the children (75.8%) replied that there are no library periods in their school Time-Table. Hence, the school authorities should take necessary steps to
include at least one library period in the school Time-Table. This enables the children to know the importance of the library and develop their reading habits.

- Majority of the school children (57%) replied that there are no public libraries in their residential locality. Hence, the Government of Andhra Pradesh should take necessary measures to establish public libraries if feasible in the residential locality of children as the public libraries play an important role in enhancing the reading habits of children.

- Majority of children (63.0%) study class notes given by their teachers for preparing for examinations. Only 22.8% of them are studying textbooks for preparing for examinations. Hence, instead of giving class notes, teachers should teach children how to use textbooks and other library books in preparing their own notes for examinations.

- Majority of the children, who are watching television (54.2%) informed that watching television is one obstruction for reading. Among the children, who are watching television majority of the children (76.8%) are watching television regularly, and 37.2% of them are spending 2 hours or more for watching television. Hence, the parents and teachers should motivate the children to watch only those educational programmes which are useful to them. They should restrict the children not to watch serials telecasted by various channels. Necessary steps should be undertaken by parents that their children should not become addicts to Television.

- Majority of the children (56.9%) are of the view that watching movies affect their reading. Hence, parents, teachers and librarians should motivate the children to limit watching movies only to those which are useful for developing their personality, character, moral values etc.

- Majority of the children (61.2%) read newspapers now and then and 5.7% of them do not read newspapers. Hence, librarian, teachers, parents and family members should motivate children to read newspapers regularly.

- Finally, the investigator feels that every school should have a library. There should be a provision of library period in the school time-table. Parents, teachers and librarian should inculcate and develop reading habits among children. The school librarians should provide necessary reading materials and services useful to children. The Government of Andhra Pradesh should take necessary measures in the development of reading habits among children.

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