

Survey Research On The Reading Habits Of M.M.S. Course Students Of University Of Mumbai, Studying In Greater Mumbai, Thane, And Navi Mumbai Districts Of Maharashtra

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INTRODUCTION

Inter alia, knowledge and awareness are extremely essential for a corporate career and/or entrepreneurship. For gaining the same, reading, listening, observation, reflection, imagination, creativity, and envisioning are the processes to be used. Of them, observation and listening may be construed as results of primary sensations, viz., visual and auditory sensation. Reading and listening are the vital cognitive processes which help in acquisition of knowledge and awareness. And, reflection, imagination, creativity, and envisioning are the outcomes of the processing of the knowledge and awareness acquired. Knowledge and awareness help in building intelligence, skills, abilities, and competencies. In the competitive business scenario, higher the knowledge and awareness an individual possesses, greater are the chances of his success. At the post graduate business education level, hence, it is vital for students to read and listen a lot to gain vast knowledge and awareness. Hence, the importance of reading and listening needn't be overemphasized.

Reading is an important component of learning. Learning may be defined as the life-long continuous process of acquisition, retention, recall, and effective utilization of knowledge, skills, abilities, competencies, and awareness. Learning may be acquired through various sources, by different methods, times, places, disciplines, degrees, frequencies, speeds, and under various circumstances. Acquired learning must be retained; otherwise, it may lead to waste of time, energy and resources. Ability to retain is a crucial aspect of gaining knowledge and awareness. Information overload mandates the wise and selective retention coupled with timely and regular updating to maintain sound knowledge base. Ability to recall the relevant knowledge at a suitable time and in demanding circumstances ensures its usefulness. Knowledge must be utilized to achieve one's goals and objectives, in whatever sphere of life they may be.

People differ in their abilities, willingness, interests, choices, styles, methods, practices, and habits of reading. These individual differences get manifested in their scholastic performance, intelligence level, occupational and business success/failure. This paper intends to understand the individual differences in reading interests and habits. One of the most important suggestions for promotion of learning is to develop reading habits among students. Habits are more or less, routine ways of acting. Happiness depends on developing good habits. Habits also motivate human behaviour. However, habits need to be learned.

Habits of reading are an economic way of adjusting to routine requirements of daily reading. They help in mastering the content of learning. Hence, efforts should be made to develop reading habits since childhood with due planning.

Books are the treasured wealth of wisdom in the world and the inheritance of generations and nations. Happy is the person who acquires the habit of reading since childhood. Poor indeed is the person who does not read, and empty is his life. Reading has different forms, e.g., classic reading and online reading. Both have their advantages but as the world is changing and new technologies are seen every day, we see that the online reading is becoming more powerful, preferred, and influencing.

Knowledge is very important for people, especially, the ability to read and write. Knowing just only how to speak like in the ancient times is not enough at all. Actually, there is increasing competition among people in the society today because of the developments in the world and the growth of the population. The ability of using language becomes one of the many ways for determining the potential of an individual. A person who is uneducated or who has received a low education has less chance in life than someone who can read and write well or who has received the higher education.

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People who read and write well have the better opportunities in getting jobs. They need to learn and be educated for receiving those chances. As a result, reading and writing skills have an important role on how people become successful. Capability in reading and writing generates more security in life. How can a person be safe from using the medicine or even hair spray if he or she does not know how to read the label? How can they understand the contract clearly without a skill in reading? They may let others read the contract to them, but it will be risk for a reason that they can be cheated.

Reading is one of the crucial pleasures of life. When a person reads, he or she is simultaneously gaining knowledge and escaping into another world. Anything and everything a person wants to learn about or is interested in can be found in a book. In today's world, with technology being as advanced as it is, there are on-line books (e-books) and audio books so that anyone can stay active in their busy world and still have time for reading. Reading offers something for everyone: knowledge, ideas, information, and pleasure, etc. When someone is reading for information, he is reading in a much different way, than when reading for pleasure. Reading, like so many other things, is an acquired habit.

LITERATURE REVIEW

The topic of reading habits of students seems to be an interesting area for research, as such, the research on this topic has not been substantial. One of the major research work done in this area was published in '*Reading And Library Usage Habits Of The Students Whose Mother Tongue Was Turkish In Vienna, Austria*', by **Bülent Yilmaz** and **Mag.Kemal Cindi**, Hacettepe University, Faculty of Letters, Department of Library Science, Beytepe-Ankara, Turkey. The major findings of the said research were: that the majority of the students had no reading habits. The ratio of the students who were not having any reading habit and had a little reading habit reached to 80%. The smallest ratio belonged to the heavy readers. Majority of the students who had reading habits preferred to borrow the books from the public libraries (41.9%). It was interesting that school libraries were not among alternatives. Because, there were no libraries in most of the schools. It was seen that about two third of the students did not use the public libraries. The proportion of the non-users together with little-users was 77%. The smallest group was of heavy users. It was understood that the problem of library usage was more serious than the problem of reading habits of the students. Because, the ratio of the non-users was higher than non-readers. Students usually used the public libraries for borrowing books. Borrowing CDs and cassettes was not as common as borrowing books. One of the most important reasons of students' use of public libraries as places to study was lack of a personal room in their houses. Being from a village or province was seen to be affecting the reading habits of the students. More than half of the students whose families were from villages did not have any reading habit and only 2% of them had strong reading habit. It was concluded that those students whose families were from province read much more than the others. According to the research data, 71.3% of parents did not read books and 83% of them did not use the library. 60% of the students whose parents did not read books had no reading habit. In other words, if the students' parents read, the children also read, if not, they didn't. But none of students said he/she did not read if he/she has an elder who read. A similar difference was seen in the level of the frequent reading, too. It was clear that the reading habits of the families had affected the students' level of the reading. Reading habit is not the single factor which affects the educational achievements of the students. But that research data showed that there was a meaningful relationship between them. While 72.7% of the students who failed in third class were non-readers, there was nobody who failed among the students who had heavy reading habit. There was a well known relationship between reading habit and language development. There was a similar relationship between the level of library usage and the marks students got. Only 4.3% of the non-users had high marks. But, this ratio increased to 60% for heavy users. Similar difference between two groups was seen based on the medium marks. The students who watched TV for 1-2 hours in a day were non-readers. But, this ratio was 47.8% for the frequency of 3-4 hours and 32.6% for 5 hours and over. While more than half of the students who watched TV 1-2 hours in a day were heavy readers, there were not any heavy readers among the students who watched TV 5 hours and over in a day. Relying on those data, it was concluded that watching TV affected reading habits of the students negatively.

Another major study on reading habits has been reported in the research paper titled '*Computer Technology and College Students' Reading Habits*' by **Li-Bi Shen**, Department of Applied Foreign Languages, Chia-Nan University of Pharmacy and Science, Tainan, Taiwan 71710, R.O.C. The purposes of that study were to determine if computer

technology had an impact on EFL college students' reading habits and if students' online reading habits and their demographic variables, such as gender, age, CJEE scores, employment status, and online hours were related. 124 valid survey questionnaires were collected from college students in a university in southern Taiwan. The results indicated that college EFL students' reading habits changed from paper-based to internet-based reading. 83.9% of students read online information often everyday and 69.3% of them read emails every day. In contrast, only 31.4% of them read newspapers, and 33.1% of them read magazines often every day. The top 8 things students did online daily were checking emails (100%), listening to music (96.8%), chatting with friends (96%), using MSN (95.2%), reading online information (88.7%), viewing online photo albums (85.5%), using Yahoo messenger (76.6%), and shopping online (54%). Students read more online news, emails, sales information, movie reviews, and fashion news than any other information. As to the topics of interest, the ranking sequence that students indicated was entertainment, news and media, computer and internet, recreation and sports, references, arts and humanities, and health. The results also indicated that gender, age, education, CJEE scores, employment status, online hours, and college students' reading habits were related. Suggestions and implications as well as future research directions were included in that study.

The invention of computer in 1950s, the advance of computer technology in 1970s, and the prevalence of personal computers in 1980s and 1990s seem to have led to the revolution of people's literacy world in the 21st century. People now-a-days tend to rely more on computer-based resources (such as writing emails, sending free e-cards, watching online videos, reading online news, transmitting instant messages and photos by Yahoo or MSN messengers, exchanging information in online chat room or discussion areas) than paper based resources (such as writing letters, sending cards and postcards, reading newspapers, magazines, novels, and sending pictures by snail mails). As **Leu (2000, p.1)** pinpointed, *"Literacy is rapidly and continuously changing as new technologies for information and communication repeatedly appear and new environments for exploring these technologies are continuously crafted by users."*

Additionally, *"this new media and online literacy belong to and affect people of all ages"* (**Hagwood, 2003, p.387**). **Caverly and Peterson (2002, p.291)** also indicated that, computer technology is integrated into almost every aspect of learning in higher education: textbooks arrive with CD-ROMs; homework is delivered and graded on the World Wide Web; and assignments are designed to be completed collaboratively through electronic mail. In fact, the Internet has become an important part of college students' lives, not only for their studies and daily routines, but as a tool for getting to know other people and the rest of the world (**Chou & Hsiao, 2000, p.66**). In a survey study of the Internet addiction of 910 Taiwan college students, **Chou and Hsiao (2000)** found that college students who were addicted to the Internet spent an average of 17.66 hours on BBSs, 6.58 hours on the internet, 3.47 hours on e-mail, and 5.47 hours on games every week; whereas, those who were not addicted spent an average of 6.6 hours on BBSs, 3.94 hours on the internet, and 1.42 hours on e-mail every week. These interesting facts incited **Li-Bi Shen** to conduct a pilot study to inquire 83 college students in his writing class of their online access hours. 42% of them admitted that they spend more than 3 hours online and 57% of them spend 1 to 2 hours online every day. These data implied that college students did spend more time reading information online than reading offline every day (**Li-Bi Shen, 2006**). Thus, as **Hagood (2003, p.387)** emphasized, *"because new media and online literacy are part and parcel of our day-to-day lives, reading researchers and educators need to begin to view them as a central aspect of literacy research"*. It is of interest to know if computer technology affected students' reading habits and if we could help them in any respect. Helping more students to become effective readers is one of the goals of educators in modern times. If computers have replaced the traditional literacy world, it is noteworthy that educators, publishers, writers, and software engineers might cooperate with each other to create more interesting and economic online materials for students based on the knowledge of students' reading habits and reading behaviours.

With their endeavours, researchers have discovered that reading habits are associated with students' gender (**Scales & Rhee, 2001**), age (**Fusco, 1986**), educational background (**Scales & Rhee, 2001**); academic performance (**Palmer, & Tullos, 1986**), employment status (**Ogunrombi & Adio, 1995**), and professional growth (**Cheng, Shen, Chou, & Hung, 1997**). In the respect of gender, boys and girls do read differently. Boys' reading interest increased for automobiles, occupations, music, and travel, but decreased for outer space (**Stanchfield & Fraim, 1979**). Girls read significantly more books than boys did (**Synder, 1981**). Girls select topics of an affective nature more than boys, while boys choose topics related to physical activity more than girls (**McKenna, 1986**). Topics liked by both sexes included cartoons and

comic books, weird but true stories, rock stars, ghosts, magic, stories about famous people and exploring the unknown. Further, girls tend to be moderate and heavy book readers, while boys tend to be either light readers or non-readers (**Patterson, 1986**). **Scales and Rhee (2001)** reported that more females than males like to read the Bible and magazines, while more males than females like to read reports and manuals. They also discovered that gender, race, and education were predictors for adult participants' reading habits, while education and race were predictors for reading pattern. Reading interest or preferences seemed to be differed with different age levels. **Mellon (1990)** surveyed the leisure reading choices of rural teenagers, and found that their reasons for leisure reading were for entertainment and for acquiring information. Magazines and newspapers were found to be the most preferred reading materials of teenagers. **Hall (1989)** examined 285 freshmen at a large southern urban university. Over 70% of all the students favoured reading magazines and newspapers most and novels least, and half of the students read the sports, entertainment, and front-page sections of the newspaper regularly. Graduate ESL students spent more time reading academic materials than did their undergraduate counterparts (**Mokhtari & Sheorey, 1994**). Researchers' findings of reading habits varied on academic performance. On the one hand, **Sheorey and Mokhtari (1994)** indicated that there was no significant difference between high and low- proficient readers with regard to amount of time spent reading academic or non-academic materials. On the other hand, **Gallik (1999)** posed that there was a significant and positive relationship between students' cumulative grade-point average and time spent reading for pleasure during vacations. Further, **Mokhtari and Sheorey (1994)** explored the reading behaviour patterns of 158 ESL students and found that university ESL students' levels of education and English proficiency were associated with their reading behaviour patterns. Subjects in high English proficiency group spent more time reading academic materials than subjects in low English proficient group. On the contrary, **Hafner, Palmer, and Tullos (1986)** examined the differences in reading interests of good and poor 9th-grade readers and found no differences between good and poor readers in number of magazines or books read. However, good readers tended to prefer books classified as complex fiction, adventure, and personal development and insights, while poor readers preferred more concrete books that related to doing or making things. Additionally, based on **Mikulecky's (1979)** study, demographic variables such as race, income, and employment status have little predictive value for reading habits, and the gender of the reader slightly predicts reading habits and attitudes. **Ogunrombi and Adio (1995)** examined 600 students in 10 secondary schools in Nigeria to detect the factors that affected students' reading habits and found that home conditions did interfere with reading. Since few schools had libraries and trained librarians or teacher librarians, nor equipment and, nor new materials other than textbooks were available for students to read, they suggested public libraries to be established and stocked for students.

The rapid changes in the information age have resulted in literacy becoming more technological oriented. **Kern (2006)**'s study revealed that students read online information more often than offline information. Meanwhile, the time students spent in certain respect, especially in reading emails and online information surpasses reading those paper-based materials. The results also indicated that gender was related to reading news and jokes online. Age was related to reading news, sales information, and horoscopes online. Education level was tied to reading newspapers and magazines online. College students' joint entrance exam scores in English and their reading habits, such as reading magazine, jokes, weather, health, and sports information online, were relevant. Employment status and reading stories or novels were related. Students' online hours were related to read online movie review. **Grabe and Sigler (2002)**, evaluated students' use of an online study environment, used to mention that educational publishers would eventually integrate instructional content and study activities online. Since easy access to reading materials plays critical role in improving students' reading habits, the researcher suggested that book companies and educational publishers could provide more learning opportunities over the internet and commercial software products to help students form a solid or robust online reading habits. Specifically, language arts, literature, and stories should be levelled and built in online mode to help students read and to cope with students in different reading levels. Students will benefit more if educational publishers, instructors, and researchers cooperate with each other on developing reading materials and publishing on the Internet for students to use. And this is an important goal for researchers who are interested in the impact of computer technology on students' reading behaviours, since we all have to follow the flow of technology when mouse and keyboards as well as iPods dominate the world. The survey will be limited if the non-response rate is high. Therefore, further research can be conducted and focused on more

subjects and subjects in different schools and countries. It can also be emphasized on what types of information should be built online for students to read to enforce not only their reading habits, but also language skills in listening, speaking, reading, and writing.

Discussing the importance of reading before class teaching, **Tara Kuther** states, *“Here are six reasons why you should avoid temptation and, instead, read ahead of time, before class. When you read ahead of time, you're more likely to understand the organization of the lecture. You'll be better able to figure out what's important and what isn't and thereby take effective notes. If you've read beforehand, you can focus your attention on filling gaps in your understanding by paying more attention during some parts of the lecture and by asking questions. It's easy to participate when you know the topic. Reading beforehand helps you to know the topic and have the time to consider your perspective and opinions. Reading before class lets you show that you've read, that you care, and that you are intelligent. You'll be able to ask intelligent questions and participate in a way that demonstrates preparation, interest, and mastery of the material. Many classes require group work, often in class. If you've read, you're ready and likely will not mooch on your classmates, or benefit from their hard work. In turn, if you've read, you can tell when the group is taking a wrong turn. Reading ahead of time shows respect for the instructor and interest in the class. While instructors' feelings shouldn't be the primary motivator of your behaviour, relationships with faculty are important and this is one easy way to get your relationship with your professor off to a good start.”*

In literate societies, book reading plays a vital role in the lives of many adults. For example, findings from the National Adult Literacy Survey (NALS) of 1992 indicated that 96% of American adults reported reading books during the previous six months, with 17% reading every day (**Smith, 1996**). Researchers have established that students and adults read in their free time for enjoyment, knowledge, relaxation, social integration, development, utility, escape, or keeping abreast of current events; however, few studies have linked these functions of reading or attitudes toward reading within specific reading categories.

Greaney and Neuman (1983; 1990) have conducted two cross-cultural studies on young people's views of reading. In the first study, they adopted the uses and gratifications approach to explore the functions of reading for students in the third, fifth, and eighth grades in Ireland and the United States, and identified three basic functions for reading: enjoyment, utility, and escape. Later, they examined these three functions of reading for children aged 8, 10 and 13 from 13 countries, and found that reading may serve similar functions across a range of cultural settings for 10- and 13-year-olds. In these studies, the utility function incorporates *“reading to learn”* from both moral and educational aspects. The enjoyment function depicts reading as enjoyable, interesting and exciting, while the escapist function relates to reading in order to relax and to prevent boredom. For adults, a survey study showed that reading is not a substitute for human contact, but instead, social integration is a motivation to read among adults (**Steinberg, 1979**).

Kirsch, Guthrie and Love (1984) examined the reading practices for work and leisure with case studies and structural interviews of 99 American adults across various occupational categories. The study found that three uses for reading prevail in leisure time: these adults reported spending 23 minutes per day on average reading for relaxation, 19 minutes per day reading for keeping abreast, and 14 minutes per day reading for knowledge. Moreover, this study suggested that there were relationships between uses for reading and reading materials. First, reading for relaxation was frequently reported for fiction, news in magazines, sports in newspapers, and hobby magazines. Reading for keeping abreast was frequently reported for reading news in a newspaper or magazine, and reading for knowledge was reported for science articles in the newspaper, books on policies, medical handbooks, dictionaries and travel magazines.

THE DEFINITION OF READING HABITS

Reading habits, for the purpose of this paper, are defined as where, how often, how much, why, and what subject the students read.

OBJECTIVES OF THE RESEARCH

The main aims of the current research paper are:

1. To understand reading habits of the MMS course students of University of Mumbai studying in Management Institutes in Greater Mumbai, Thane, and Navi Mumbai districts of Maharashtra.
2. To understand the individual differences in the reading habits of the students.

RESEARCH METHODOLOGY

For this research paper, primary data were collected by survey research during April and May 2010, using a structured questionnaire with multiple choices, open ended questions. The secondary data were used from the sources duly acknowledged herein at appropriate places.

As of now, there are 30 Institutes in Greater Mumbai, 10 in Thane, and 12 in the Navi Mumbai districts, providing MMS course of University of Mumbai. For this paper, the data were collected from 100 students of 5 Institutes of pass-out batches of the years 2010 and 2011. Convenience sampling was done and equal representation was attempted for. The data have been presented and analyzed here below.

DATA ANALYSIS AND FINDINGS OF THE RESEARCH

✿ **Institutes** : The data was collected from the following five management institutes that conduct MMS course and are affiliated to the University of Mumbai. The following Table 1 shows the Institute-wise number of respondents.

Table 1: Management Institutes From Where The Respondents Were Included In The Sample

Management Institute	SFIMAR	IMCOST	IESMERC	SIESCOMS	SIMSR	TOTAL
No. of Respondents	34	31	18	10	7	100

The above institutes may be called as a representative sample because, out of 30, 10, and 12 institutes in Greater Mumbai, Thane, and Navi Mumbai districts respectively, the above mentioned institutes were taken for the study, covering one-third of the institutes in the said districts.

✿ **Age** : The frequency distribution of the respondents on the basis of age is shown in the Table 2 given below. The average age of the respondents is 23.2 years with standard deviation of 1.5 years.

Table 2: Age-Distribution Of The Respondents

Age in Years	21	22	23	24	25	26	26	Not Mentioned	Total
No. of Respondents	13	24	24	16	13	6	1	3	100

✿ **Gender** : In 100 respondents, 50 males and 46 females took part. Rest of the 4 respondents did not report on this question. Almost equal representation was given to both the genders to ensure that the results of the study will be free from gender bias.

✿ **Batch and Specialization** : The data was collected from 44 students of the year 2010 pass-out batch and 50 students of the year 2011 pass-out batch. Six students did not report this information. Out of 100 respondents, 15 were from Finance, 11 from Marketing, 7 from HR, and 1 from Operations streams. Rest of the respondents did not report their streams may be due to their non-finalisation of choice of specialization till then.

✿ **Work Experience** : The frequency distribution of the respondents on the basis of number of months of work experience before joining the MMS Course is shown in the Table 3 given below. Out of 100, the 63 respondents who reported on work experience indicated that they have an average work experience of 12 months with standard deviation of 12 months.

✿ **Basic Qualification** : The Table 4 shows the Basic Qualifications of the respondents. The data indicates that almost 50% of the students of MMS course come from engineering or commerce background. Arts, pharmacy, and science background students were lesser in number. Some of the educational streams such as law, applied arts, medicine, and

Table 3: Distribution Of The Respondents Based On Pre-MMS Course Work Experience

Work Experience (Months)	0	>0 to 6	>6 to 12	>12 to 24	>24 to 36	>36 to 42	Not Mentioned	Total
No. of Respondents	24	3	13	17	4	2	37	100

architecture seem conspicuous by their absence.

Table 4: Pre-MMS Course Qualifications Of The Respondents

Stream	Arts	Commerce	Science	Engg.	Management	Pharma	N.A.	Total
No. of Respondents	6	24	14	25	7	1	13	90

✿ **Marks Obtained By The Respondents In MMS Semesters :** For the 1st, 2nd, and 3rd Semesters of the MMS course, 64, 43, and 15 respondents respectively reported their percentage of marks as shown in the Table 5. It only shows that they scored average marks ranging between 66 and 67 with standard deviation ranging between 3 and 5 marks.

Table 5: Marks Obtained By The Respondents In The First Three Semesters Of MMS Course

	No. of respondents out of 100	Minimum % marks	Maximum % marks	Average marks	Std. Deviation of marks
Sem. I	64	54	75	66.05	4.881
Sem. II	43	56	77	66.40	5.029
Sem. III	15	60	72	66.87	3.044

✿ **Main Areas Of Reading :** The following were reported as the main areas of reading interests by the respondents. It is a matter of concern that MMS course students do not read reference books and international news. More preference was given to fictional writing- novels, comics, sports, adventure, and mysteries. This denotes that the students read more for relaxation and pleasure than for useful business and management related knowledge.

Table 6: Main Areas Of Reading Interests Of The Respondents (Data In % Of Respondents)

Fiction/novels	General news	Business news	Text books	Reference books	Hobby books	International news
37	21	10	25	0	11	0
Comics/Sports, Adventure, Mysteries	Self help books	Science & Technology	Misc. Subject Books/ Mags.	Misc. Books/ Magazines	Arts, Drama, Music, Literature	Auto/ Biography
17	8	8	15	16	5	4

✿ **Sources Of Reading :** The following were reported as the sources of reading by the respondents. The data indicates that internet dominates as the major source of reading, followed by the libraries at the Institutes, and personal and friends' libraries. It seems that we do not have enough or relevant resources in public libraries for management course students. These findings are in conformity with the earlier researches reported here above on this topic that the internet has overtaken as the most preferred source of reading due to its wide access, coverage, flexibility, convenience, and speed. Similarly, the public libraries even in the cities like Mumbai, Thane, and Navi Mumbai do not have enough or relevant stock of books on management to attract the students.

Table 7: Sources Of Reading Used By The Respondents (Data In %)

Sources of reading	Institute Library	Personal Library	Public Library	Internet	Friend's Library	Other/s	G	N.A.	Total
% of Respondents	22	17	10	27	14	2	6	2	100

✿ **Daily Time Distribution of Respondents:** The respondents reported on their daily time distribution at home, for lectures, assignments, etc. As shown in the Table 8, 10 hours are spent at home and travel, 8.5 hours are spent on lectures, projects, and assignments. There seems to be no time allotted for reading.

The 80 out of 100 respondents reported that they spend 4 to 12 hours per day at home, with average of 8 hours and standard deviation of 4.6 hours. The average time spent by the respondents for travel per day is 2 hours with standard deviation of 1.2 hours. The average time spent for lectures per day is 5.75 hours with standard deviation of 2.6 hours; for projects the average time is 1.7 hours with standard deviation of 1 hour; and for assignments, the average time spent per day is 1 hour with standard deviation of 0.77 hours. That indicates that on an average, the respondents spend 8.6 hours per day directly for academic purposes.

The average time spent on entertainment (average 1.5 hours per day with standard deviation of 1.2), friends and

relatives (average 1.5 hours per day with standard deviation of 1.2), and health (average 0.9 hours per day with

Table 8: How The Respondents Usually Spend Their Daily Time

Respondents out of 100		Home	Travel	Lectures	Projects	Assignments
Respondents		80	75	85	69	67
Mean		8	2	5.7	1.7	1
Std. Dev.		4.6	1.2	2.6	1	0.8
Respondents out of 100	Entertainment	Friends/ Relatives	Health	Future	Other	Waste
Respondents	77	61	24	36	10	27
Mean	1.5	1.4	0.8	1.6	1.8	2
Std. Dev.	1.2	1.2	0.6	3.9	2.4	4.6

standard deviation of (0.6), aggregates to spending of 3.9 hours per day for personal well-being. 36 out of 100 respondents reported that they spend an average of 1.6 hours with standard deviation of about 4 hours thinking about their future career and life. This indicates the quantum of stress experienced at even young adulthood age range of 21 to 28 years of age. Merely 10% of the respondents reported average time spent on miscellaneous purposes to the tune of 1.75 hours a day with standard deviation of 2.4 hours. The respondents seem to be little conscious or concerned about waste of time as only 27 out of 100 have reported on time wasted per day on an average of 2 hours with standard deviation of 4.59 hours. Only 15 out of 100 respondents have reported the number of hours they use for reading per day with average of 2.3 hours and standard deviation of 2.1 hours.

✿ **Reading of Management Articles** : Following are the areas in which students have shown interest in reading of management articles. General articles, economics and cases are seen to be dominating readings on management. Negligible reading about global matters/issues and lesser reading of core management subjects are the issues of concern needing further attention.

Table 9: Subject Matters Of Reading Interests In Management Related Articles

Marketing	Finance	HR	Business	Cases	General	Economics	Global	Nil	N.A.
8	14	18	10	33	46	33	2	2	134

✿ **Reading of General Knowledge Articles** : Following are the areas in which students have shown interest in reading general knowledge articles. In the field of general knowledge, economics, environment, management, and general articles are preferred by the students. Students do not seem to be interested in politics, technology and entertainment.

Table 10: Subject Matters Of Reading Interests In General Knowledge Related Articles

Political	Social	Economics	Mgmt.	Environment	Health	Entertainment	Sports, Arts	General	Technology	Nil	N.A.
2	7	28	18	20	6	2	9	18	2	1	182

✿ **Reading of Text Books** : Following are the areas in which the students have shown interest in reading text books. Amongst the text books, the books on general subjects, HR, finance, and marketing management are preferred more. Perhaps this is due to the dominance of HR, Finance, and Marketing streams as the favored specializations. The Operations and Systems specializations are less preferred by the students. Though there are sizeable numbers of students with basic educational background in engineering, they seem to prefer non-engineering related post graduation in management.

Table 11: Subject Matters Of Reading Interests In Text Books

Area	Mktg.	Finance	Operations	HR	Systems	General	Nil	N.A.	Total
No. of Respondents	28	30	11	35	7	67	1	121	

✿ **Students' Participation In Extra-curricular Activities** : The data indicates that the popular committees wherein students participate are placement, social, and events committees. Out of the 100 respondents, 30 have reported that they do not participate in committees. Such committees provide opportunity to work in group; but many students are not interested in them.

Table 12: Students' Participation In Extra-Curricular Activities

Committee	Social	Alumni	Placement	Corporate	Events	Sports	Cultural	Misc.	Yes, N.A.	No
Participants	8	1	11	4	5	4	2	14	13	30

✿ **Students' Participation in Sports** : Cricket, badminton, and carom are the preferred sports of the students. However, 31% of the respondents reported that they do not play any sport at all.

Table 13: Students Participation In Sports

Sport	Badminton	Basket-ball	Cricket	Carom	Volleyball	Table Tennis	Misc.	Yes, N.A.	No
Participants	8	2	11	7	3	3	2	29	31

✿ **Purpose of Reading** : The dominant purpose of reading has been reported to be acquisition of knowledge/ awareness. The other purposes of reading are time pass and relaxation/enjoyment. Very negligible numbers of students have reported reading for reference purposes.

Table 14: Purposes For Which The Respondents Read

Purpose	Knowledge, Awareness	Time pass	Relaxation, Enjoyment	Exam, GD, PI, Academics	Reference
No. of Respondents	76	16	15	7	2

✿ **Place of Reading** : It can be seen from the Table 15 given below that the most preferred places of reading are home, library, reading from the internet, institute premises, and during travel. Reportedly, a large number of students read during lectures (36%), and in the canteen (21%). It may be further probed as to what are the reasons for students to read during the lectures. Institute premises and canteens are used for reading, may be in groups by the students for discussions and project works.

Table 15: Places Where The Respondents Read. (Figs. Indicate % Of The Respondents)

Home	Hostel	Lectures	Library	Premises	Canteen	Internet	Travel
90	13	36	70	54	21	67	46
Food	Friends' Place	Road	Bus Stop	Garden	Picnic spot	Native Place	
8	14	6	18	12	7	12	

✿ **Hours of Reading Per Day** : About 53% of the students, who gave clear answers to this question, reported that they read 1 to 2 hours per day, and 19% read 2 to 3 hours per day. About 15% of the students read for less than 1 hour a day. The proportion of heavy readers is much lesser as compared to the proportion of poor readers.

Table 16: Average Number Of Hours Used For Reading In A Day

<1	1 to 2	2 to 3	3 to 4	4 to 5	Varies	N.A.	Total
12	42	15	9	2	6	14	100

CONCLUSIONS

The major results of the research are:

1. The respondent students do not have sufficient reading habits. Majority of them merely read for one to two hours in a day. This is too less, considering the complexity and dynamism of the business environment and post graduation level of their management course.
2. They generally read fictional writing, novels, comics, sports, adventure, and mysteries more than the text books. The absence of reading of reference books and international news is definitely a cause of concern. Merely 31% of the respondents read general and business news. That means rest of the students are not up to date with their knowledge of latest events and news.
3. Students usually prefer to read on internet and institute's library. Usage of personal library is limited, whereas, public libraries do not seem to have enough or relevant management books to offer.
4. There is apparently no significant relationship between the reading habits and the marks obtained by the students. This can be seen from the varying reading habits of the respondent students and the skewed nature of the marks obtained by them, which was around 66% with the standard deviation around 4.
5. The students spend maximum time at home, for lectures, travel, and projects. They seem to ignore health, socialization with friends and relatives. The daily waste of average 2 hours is significant. Furthermore, only 27% of the respondents have reported on waste of time. That means majority of them are not even aware or conscious about the waste of time.
6. The respondents have displayed preference for general, case studies, economics, and HR books in the management. The reading on the global issues and business is among the least preferred.
7. For general knowledge, the respondents are preferring economics, environment, management, and general news. Politics, technology and entertainment are the least preferred items for general knowledge reading.
8. In the choice of text books, apart from the general texts, the students read on HR, Finance, and Marketing management the most.
9. The respondents have reasonable participation in the committee works at the institutes. They work on the placement committees most, followed by the social, events, and corporate relations. Such preferences may be for improving external interface.
10. About 31% of the respondents do not engage in sports, and 29% have not mentioned specific sports, though they reported playing sports.
11. Large majority of the respondents (76%) have stated that they do read to gain knowledge and awareness. Nonetheless, many of them (31%) read for time pass and relaxation.
12. Home, institute's library, reading from the internet, and during travel are the major places of reading. Many students have reported that they read on the premises of the institute, during lectures, and in canteen. Further research may be conducted to find out as to why they read so.

LIMITATIONS OF THE PRESENT STUDY AND SCOPE FOR FURTHER RESEARCH

This study has been conducted in the cities of Greater Mumbai, Thane, and Navi Mumbai. Hence, the conclusions may not be valid for the institutes located in rural and semi-urban areas. This study does not cover the students of some of the reputed management institutes like JBIMS, Sydenham, Welingkar.

Perhaps, the conclusions may be different with inclusion of those institutes. This study has not attempted to find out the gender differences in reading habits and was also not attempted to find the differences in the reading habits that may be arising out of social, economic, cultural, linguistic, religious, familial, and occupational differences among the respondents. These limitations may provide further scope for research in this area.

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