
The Correlation among Reading Habit, Reading Attitude and Academic Performance of the Students

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KEYWORDS

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ABSTRACT

The reading habit is considered as an essential aspect for creating the literate society. It forms personality of an individual to think and generate new ideas. The purpose of the study was to understand the reading habit and reading attitude among undergraduate students and their correlations with academic performance. This study used online survey approach for collecting data from undergraduate students of private universities of Gulshan-e-Iqbal, Karachi. The questionnaires were sent to the students through WhatsApp, 240 responses were received from the survey. The study shows that the positive attitude of reading and reading habit has positive correlation with academic performance of undergraduate students. However, reading anxiety has negative relationship with student's achievement.

INTRODUCTION

The reading habit is considered as an essential aspect for creating the literate society. It forms personality of an individual to think and generates new ideas (Abid, Aslam, Alghamdi& Kumar, 2023). Reading plays the vital role to the exchange the knowledge with different people (Chettri& Rout, 2013). Owusu-Acheaw&Larson (2014) described that Reading is a learning activity that develops the ability to not only read between the lines but it provides a chance to move with the words. However, reading habits also affect students' academic success. Bashir &Mattoo (2012) argued that academic achievement is meant to be the skills and knowledge that the student gains from the educational institutes. Moreover, they claimed that both reading and educational performance are interconnected and are dependent on each other. The students' academic background varies from one another. The environment, setting and initial

years of education has significant impact to maintain the reading habits. Therefore, the style of reading, reading habits and attitude vary.

Everyone had plenty of time to read before television was invented including children, young people, and elders. Teachers, doctors, engineers and other people used to spend their leisure time on reading poetry, fiction and novels and religious books. Palani (2012) argues that educational institutes which offer English courses demand extensive reading. But unfortunately, reading has lost the value nowadays. Today's generation has restricted themselves to the mobile phones and social media.

Reading habits explore the person's inspiration of reading. A person can actually be kept interested in reading by using a variety of reading resources. Chettri& Rout (2013) asserted that reading materials such as books, articles, magazines, newspaper,

religious books, online E-books etc. are the most inexpensive sources of knowledge and for pleasure time. It is also claimed that if a person enjoys reading, he or she will learn more from readily available and inexpensive materials. The same is true, particularly for students with varying academic backgrounds. The learning materials available in the library encourage them to read and understand more about the reading world.

Mardianti, Wijayati & Murtadho (2021) stated that students may experience anxiety when they see unfamiliar words or foreign cultural material while reading in class. They try to avoid reading in the given time frame. Guimba & Alico (2015) claimed that students may experience reading anxiety in the classroom when the teacher critically corrects them while reading the text aloud. Students may feel anxious when teachers bring the unfamiliar content. When teacher corrects the errors committed by the students, the students may perceive it negatively. Therefore, the negative feedback of the teacher often leads to anxiety in a learning environment that is not pleasant for the student. Guimba & Alico (2015) also found that the reading anxiety and difficulty in reading have a significant negative impact towards the academic performance.

Rosli, Razali, Zamil, Noor, & Baharuddin (2017) claimed that absence of reading habit among students lead to poor performance in their assessment and exams. Thus, it is required to develop a good reading habit and excellent performance. Unfortunately, due to the great influence of social media and other factors, individuals nowadays have little interest in reading books, magazines, newspapers, fiction, or poetry (Palani, 2012). The invention of social media affected reading behavior among students. Different online applications are being used by more and more people to fulfill their information needs. As a result,

they change their habit and attitude towards printed text materials. On the other hand, the effect of reading habit is that people skim and browse social media apps to shorten reading time. Many studies have been done by researchers in different countries through quantitative or qualitative research methods. However, this study intends to know the relationship among reading habit, reading attitude and academic achievement of undergraduate students in Karachi through quantitative research.

The objectives of the research study were:

1. To examine the correlation between reading habits and academic performance of the students.
2. To determine the correlation between reading attitude and academic performance of the students

The following hypotheses were formulated:

- H₁: There is a positive correlation between reading habit and academic performance of the students.
- H₂: There is a positive correlation between reading enjoyment and academic performance of the students.
- H₃: There is a negative correlation between reading anxiety and academic performance of the students.

This study may be helpful for colleges, instructors, parents, and libraries in order to give students with better facilities for reading. The results of this study may help people better understand the importance of reading habits, reading attitude (enjoyment and anxiety).

Literature Review

The importance of reading has been expressed in many research works in the past which were conducted to understand the nature of the reading habits of individuals. Consistent academic success is a result of a reading habit and a positive reading attitude.

Reading Habit

According to Miranda, Hermansyah, and Mortini (2023), developing good reading habits should start

early age since if we do, nothing will come as a surprise. Above all, the reading habits of students must teach from an adult age. With time and maturity, students develop reading habits. According to Mushtaq, Soroya & Mahmood (2021), people's reading habits determine how they organize their reading. Some people enjoy reading written or printed stuff because they are more direct while others prefer digital materials because they are quicker to use.

Moreover, Murad, Ibrahim, Malek, Abdullah & Hashim (2013) explored the concept of reading among citizens. Non-probability Sampling was used to choose residents of Perkam, Punga, Tradisi, Jalan, and Gombak aged between 6 and 60 years. According to their findings, 39% of respondents spent 2 hours on reading, 28% spent more than 2 hours. 19% of respondents spent 1 hour on reading, and the remaining 14% spent just 30 minutes. The findings revealed that novels were preferred by 28% of respondents, followed by comic books, novels, academic books, periodicals, and newspapers. on reading. But Most of them responded that they spent more than 2 hours on the reading. Issa, Aliyu, Akangbe & Adedeji (2012) studied the reading interest of Federal polytechnic students, 43% of students prefer reading notebooks and 39.5% are textbook readers related to academic activities, only 9.5% and 7.3% are the novel, magazines and newspapers readers. They were called enforce readers because of the poor reading background.

Reading Attitude

The way students feel about reading is largely influenced by their psychological state of mind and emotions. In addition, attitudes are described as the predispositions to respond in a consistently favorable or unfavorable manner with respect to a given object (Smith & Li, 2020). A learner's attitude might change as a result of the environment, circumstances, the

interests and motivation of peers, as well as the learner's own feelings (McKenna, Conradi, Lawrence, Jang & Meyer, 2012). Akhmetova, Imambayeva & Csapó (2022) examined the relationship between reading attitude and reading achievement, the study reveals substantial issues with how students acquire their reading competence. Seven secondary schools were selected randomly for data collection.

According to Ogbodo (2010), reading is the most important strategy for achieving success. According to Bhan and Gupta (2010), it is based on the needs of the people. They discovered that the students' study habits and academic success were not significantly impacted by gender. On the other hand, Uusen (2012) originated the difference in the reading attitude of boys and girls. Wherein the survey involved 140 respondents from randomly selected schools from Harjumaa and Estonia, 58% of girls consider themselves as a good reader than boys. In contrast perception of 33% boys were the same. 46% of boys and 32% found themselves as average readers. Also, it was found that 16% of boys and 9% of girls do not like to read at all. Moreover, Owusu-Acheaw (2014) studied the reading attitude and academic achievement of the students of Koforidua Polytechnic, 57% strongly agreed that reading had an impact on academic achievement, 29.5% agree, 7.1% disagree and 9.9% strongly disagree with it, as well most of the students indicated that good readers are more capable to understand exam questions easily than the not so good readers. Reading enhances the student's competencies. Reading attitude is one frame that accommodates both reading enjoyment and reading anxiety (Owusu-Acheaw, 2014).

Reading Enjoyment

Reading that is engrossing and possibly to the point of entire attention for the reader has been referred to as

reading enjoyment. Because of this, the reader is not easily distracted and sustains attention through difficulties and focus on understanding what he reads (Cremin, Mottram, Collins, Powell & Safford, 2014). Reading for pleasure has historically been described as an activity that "stimulates the imagination and awakens diverse interests" and that "it is at root a play activity, and usually paratelic, that is, pursued for its own sake" (Paris & McNaughton, 2010).

Owusu-Acheaw (2014) asked students about their reading perceptions. 10.9% responded that reading is difficult, 20.8% said reading is enjoyable and interesting, but 5.9% were viewed that reading is boring and had not developed an interest and love for reading. However, Daniel, Esoname, Chima&Udoaku (2017) supported that the majority of the students of AFE Babalola University of age between 15 to 18 and 19 to 21 do not spend time on pleasure reading. The most of the students read for examination, self-development, development of speaking skills, and written English. They also read their lecture, notes, self-written notebooks, and journals just passing the exams, yet very few read for their interest or intellectual activity. According to the study, reading habits have a considerable impact on academic performance and are positively correlated with academic achievement.

Reading Anxiety

Piccolo, Giacomoni, Julio-Costa, Oliveira, Zbornik, Haase&Salles (2017) stated that reading anxiety was initially defined as an emotional and/or unpleasant physical reaction in youngsters when they do or think about reading tasks. Children who avoid reading have been labeled as "reluctant readers" by several authors. In a survey of 436 youngsters, overall anxiousness was found. When compared to children with lower levels of (RA), children with high levels of (RA) showed inferior reading

achievement. The concept was reviewed by Jalongo& Hirsh (2010) viewed in the context of the psychoanalytic study. A definition of "reading anxiety" was recently been proposed by neuroscience. According to this theory, when a child reads, his brain's emotional neural networks are active, which will cause reading to become connected with those emotions (Piccolo, et al. 2017). Ramirez, Fries, Gunderson, Schaeffer, Maloney, Beilock& Levine (2019) argued that the relationship between "early reading anxiety & early reading performance" had not been systematically studied. Vaughn, Denton, & Taylor (2013) described the relationship between internalizing and externalizing psychopathology and reading achievement has received the majority of attention in the few researches. Whether, both internal and external reading motivation, clinical anxiety disorders, or experimentally induced emotional states and their effects on preferred reading methods are all related to academic achievement (Ramirez, et al. 2019).

Lien (2011) studied the relationship between reading anxiety and gender of undergraduate students. He discussed some strategies are important for students who are facing the reading anxiety problem. Furthermore, his study showed that every student varies in reading attitude because of anxiety level. Some have low level of anxiety and some have high. Female students are more anxious as compared to the male students. Al-Shboul, Ahmad, Nordin& Rahman (2013) stated two factors first was reading anxiety, when the student had fear of making mistakes and other was reading problem, when students were not able to read the words or texts, subject matter and also unknown vocabulary. Low interest in reading caused reading anxiety. Aisyah (2017) studied the reading anxiety in classroom. The participants were from junior high school Bandung.

46% students agreed that unfamiliar vocabulary is a reason of reading anxiety and 44% agreed that reason for anxiety is unknown culture context and 30% are agreed that fear of making error is a reason for reading anxiety in the classroom.

Research Methodology

Design

A research design is comprised of different elements like research paradigm, research approach, and data collection method that provide guidelines for carrying out the study (Creswell & Clark, 2017; Myers, 2019). Correlational research design is used to determine the relationship between two or more than two variables (Cohen, Manion & Morrison, 2018). In this study, correlation research design of a quantitative approach (positivism paradigm) was used. Moreover, a cross sectional survey method was applied to collect data about variables (reading habits, reading attitude, reading anxiety and academic performance of the students).

Sample

The researcher used purposive sampling technique. The sample comprised undergraduate students enrolled in different private universities of Gulshan-e-Iqbal Karachi in semester spring 2022. The inclusion criteria were those students who enrolled in BS English only. The final sample consisted of $n = 240$. In which males = 79 (33%) and females = 161 (67%).

Instrument

In this study, data is collected in the form of close ended questionnaires. This study examines the relationships among reading habit, reading attitude, reading anxiety and student academic performance.

To measure the reading habit, eight questions were asked, what type reading material they like to read, such as magazines, newspapers, novels, fiction, academic purpose, comics, religious books, E- book reading, and adopted from the study of Daniel, Esoname, Chima, & Udoaku (2017) using frequency scale (1 = never, 2 = sometime, 3 often, 4 = rarely 5 = daily). For measurement of reading attitude, the study adopted the Adult Survey of Reading Attitude (ASRA) by Smith (1991). Moreover, reading attitude was studied by two constructs. These were as follows:

- (1) Five items for Reading enjoyment.
- (2) Six items for reading anxiety and difficulty.

To measure the academic performance of students, the five-point Likert scale (where 5 = strongly disagree, 4 = disagree, 3 = neutral, 2 = agree 1 = strongly agree) were adopted from the measure of Owusu-Acheaw (2014). Cronbach's alpha coefficients were calculated to evaluate the internal consistency of the items which were 0.87, 0.82 and 0.79 respectively performed by IBM SPSS Statistics 22.0 software.

Data Collection and Data Analysis

The questionnaires were sent to the students through WhatsApp, 240 responses were received from the survey. Data was analyzed using IBM SPSS Statistics 22.0 software. ANOVA was used to compare the mean of study habits in terms of multi-mode qualitative variables (such as academic degree and faculty of study). Pearson correlation coefficient was used to investigate the correlation between academic achievement and variables. P-values less than 0.05 were considered as significant.

Framework of the Study

Independent Variables Dependent Variable

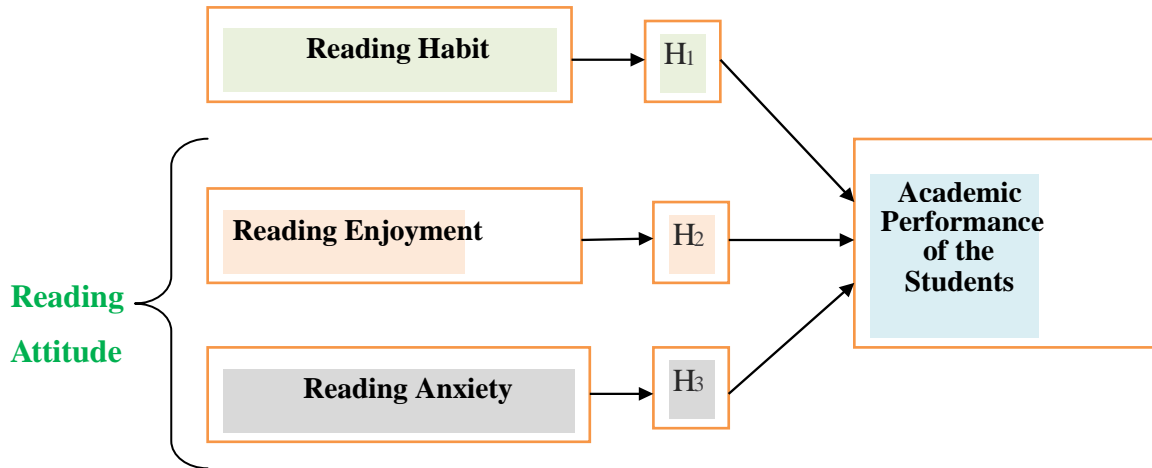


Figure 1: Conceptual framework of the Study

Results

The results of the study were as follows:

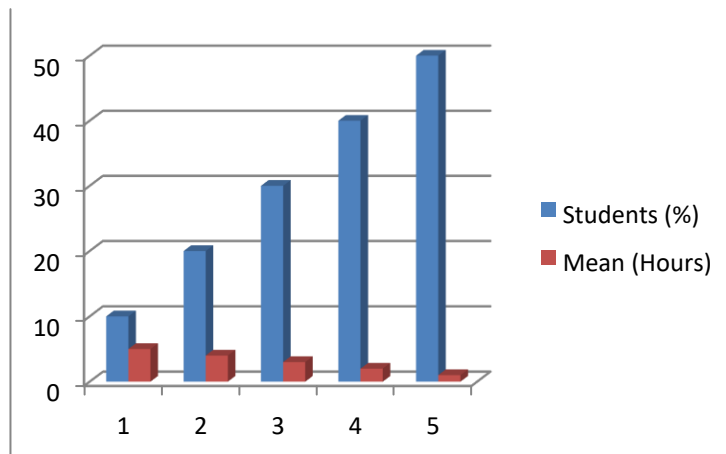


Figure 2: Time Spent on Reading Daily

The above graph demonstrates that 10% of students used to read for five hours per day, 20% of students used to spend 4 hours each day, and 30% used to spend 3 hours, 40% used to spend two hours whereas 50% of students used to spend only one hour.

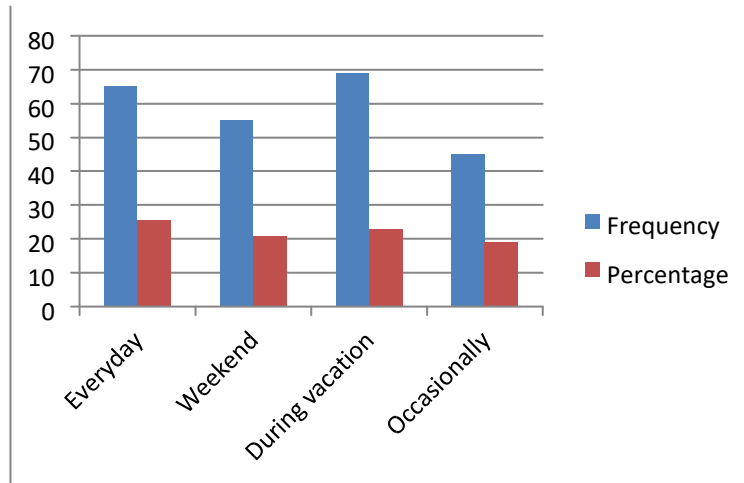


Figure 3: *Frequency of Reading for Enjoyment*

The above graph shows the frequency of reading for enjoyment. The reading tendency is different with respect to time.

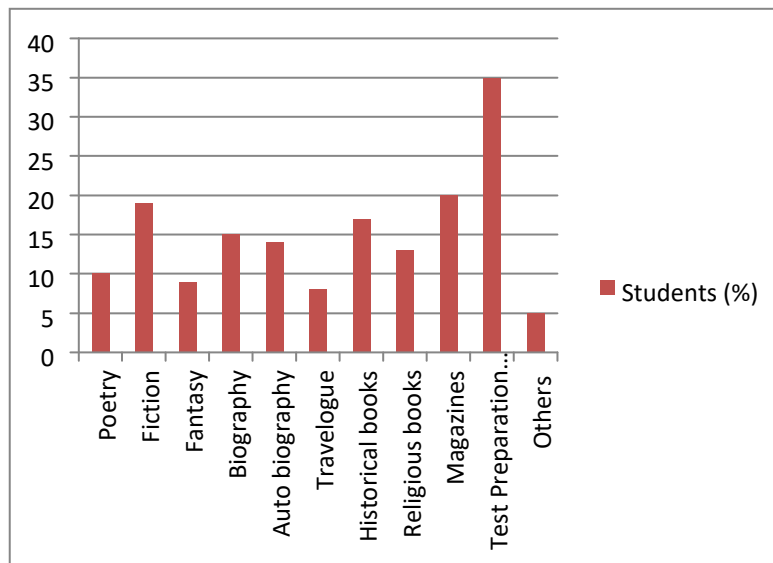


Figure 4: *Genus of Books Students Read Beyond Academic Reading*

The above figure shows the students preferences for reading books for enjoyment. Mostly students used to read test preparation guide books, magazines and fictions.

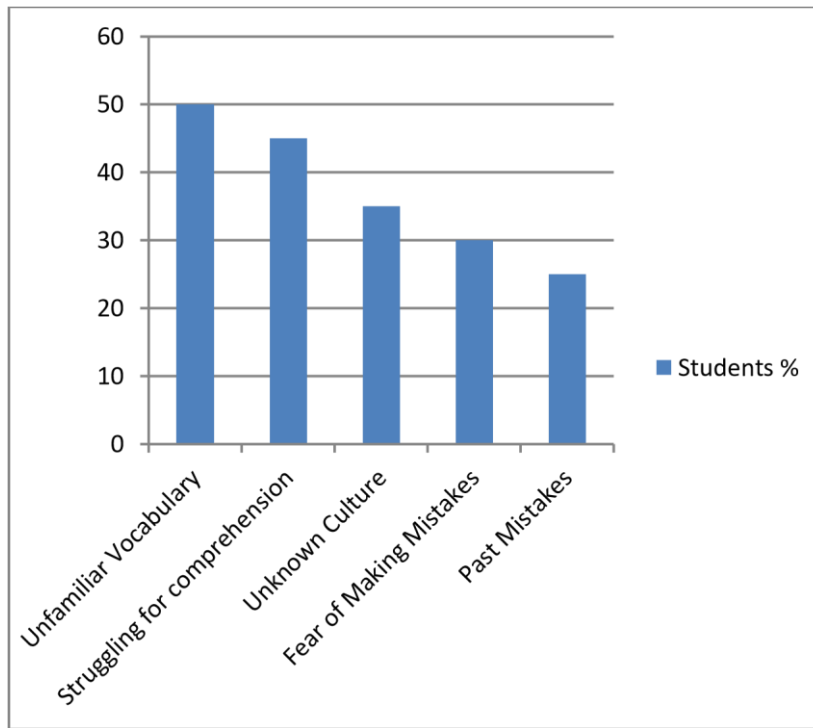


Figure 5: Causes of Reading Anxiety among students

The above graph shows the percentage of students and causes behind their reading anxiety.

Table 1

Regression Analysis

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.376 ^a	.141	.059	.842	.141	1.714	20	208	.033
a. Predictors: (Constant), TS5, RE6, TS1, RA1, TS3, RA4, RE3, TS4, TS2, RA7, RE5, RA2, RA8, RA5, RE7, RA3, RE1, RE4, RA6, RE2									
b. Dependent Variable: AP1									

Note: TS= Time spent on reading (Reading Habit), RE= Reading Enjoyment, RA= Reading Anxiety, AP= Academic Performance

The above table presents the result of variance in academic achievement (criterion variable) by time spent on reading, reading enjoyment and reading anxiety (predictor variables). Here R square 0.59, describes that predictor variables predicts 59% variance in academic achievement. Thus, Time spent on reading (TS), Reading Enjoyment (RE) and Reading Anxiety (RA) produces 59% change in academic achievement.

Table 2

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24.305	20	1.215	1.714	.033 ^b
	Residual	147.485	208	.709		
	Total	171.790	228			

Note: TS= Time spent on reading (Reading Habit), RE= Reading Enjoyment, RA= Reading Anxiety, AP= Academic Performance

a. Dependent Variable: AP1

b. Predictors: (Constant), TS5, RE6, TS1, RA1, TS3, RA4, RE3, TS4, TS2, RA7, RE5, RA2, RA8, RA5, RE7, RA3, RE1, RE4, RA6, RE2

The above table describes clear results. It shows that p-value is .033 <.05 at 0.05 level of significance which indicates that Time spent on reading (TS), Reading Enjoyment (RE) and Reading Anxiety (RA) are significantly related with academic achievement.

Table 3 The Coefficient table of Regression Analysis

Coefficients								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.549	.614		5.781	.000		
	RE1	-.006	.095	.007	-.068	.946	.391	2.559
	RE2	-.007	.096	.008	-.076	.940	.328	3.046
	RE3	.096	.073	.118	1.307	.193	.505	1.978
	RE4	.086	.080	.104	1.073	.285	.440	2.271
	RE5	.018	.066	.021	.266	.791	.675	1.481
	RE6	.027	.072	.029	.382	.703	.741	1.349

RE7	-.016	.074	.019	-.222	.824	.570	1.753
RA1	-.063	.057	-.086	- 1.109	.269	.682	1.467
RA2	.209	.072	-.265	2.896	.004	.491	2.035
RA3	.071	.067	-.092	1.051	.295	.538	1.860
RA4	.041	.063	-.050	.650	.516	.696	1.438
RA5	-.140	.070	-.173	- 1.990	.048	.545	1.833
RA6	-.094	.087	-.108	- 1.084	.280	.419	2.385
RA7	.004	.067	-.005	.058	.954	.530	1.886
RA8	.023	.061	-.031	.383	.702	.614	1.627
TS1	.009	.075	.009	.121	.904	.796	1.256
TS2	.000	.081	.000	-.004	.997	.644	1.552
TS3	.039	.065	.045	.603	.547	.740	1.351
TS4	-.080	.058	.100	1.380	.169	.779	1.283
TS5	-.021	.057	.025	-.358	.721	.868	1.152

a. Dependent Variable: AP1

Note: TS= Time spent on reading (Reading Habit), RE= Reading Enjoyment, RA= Reading Anxiety, AP= Academic performance

The above table explains contribution of predictor variables (factors) for criterion variable. Beta values for Reading Anxiety (RA) are negative which shows negative correlation between predictor and academic achievement, while positive beta values for TS and RE show positive correlation with academic achievement. $P \leq 0.05$ indicates that time spent on reading (TS), Reading Enjoyment (RE) and Reading Anxiety (RA) is significantly related with academic achievement.

Discussion

The academic performance for every student is the most important aspects. However, in this study it was found that reading is mandatory for every student in achieving good marks and better academic performance. It was also found that most of the students read the books for many hours whereas other students read for the academic purpose, some students read the books for pleasure. However, anxiety is one of the

aspects which are also found in the students and when there is stress in the mind of students they face different emotions that trigger. Mendezabal (2013) looked into the study habits of 239 Filipino students; it was found that these students had moderate study habits, which suggested that their study skills were poor and ineffective. On the other hand, the findings of a survey on Iranian library school students showed that overall, pupils' study habits scored 60.5 out of 100. The level of study habits was moderate. Another study by Garner-O'Neale & Harrison (2013) on 59 undergraduate chemistry students in the West Indies found that 59.2% of the students had good study habits, whereas the remaining students had bad study habits. The main cause of students' academic failure, according to Khan (2016), is inadequate study habits. Students who struggle academically can improve their performance by using the right study techniques and habits, which will help them, avoid issues in the classroom like

failure. Alimohamadi, Dehghani, Almasi, Ashtarani, Jonbakhsh, Paymard, & Khalili, (2018), Rabia, Mubarak, Tallat & Nasir, (2017), Fereydoonimoghadam & Cheraghian (2009), Torabi, Haghani & Mousavi (2014) did not discover a statistically significant relationship between study habits and academic success. Poudel (2016) discovered a direct correlation between study habits and academic success. The study discovered a significant relationship among study habits and students' current position of student in class, expected position in result, quiz competitions, speech competitions and extracurricular activities.

It was also found in present study that there was positive correlation between reading enjoyment and academic success. Whitten, Labby, & Sullivan (2019) also conducted study on "The impact of pleasure reading on academic success" and found that students who read self-selected books for pleasure did better in the subjects of English, mathematics, physics, and history. The average English and science test scores of students who read for pleasure increased by 0.11% and 1.71%, respectively, while mathematics and history test scores increased by 4.43% and 2.05%, respectively. Biswas (2023) found that the university's undergraduate and graduate students are increasingly reading for pleasure, but this is far from enough. There are a few causes behind the fact, taking the socio-economic situation as an example. After being accepted into the institution, students' career-oriented thinking is the most obvious tendency among the students. They all want to start a lucrative job right away after finishing their undergraduate and graduate degrees. This is why, in addition to their academic education, they frequently read manuals relating to their jobs.

It was found there was negative correlation between reading anxiety and academic success. Likewise, Ramirez, Fries, Gunderson, Schaeffer, Maloney,

Beilock & Levine (2019) found a bidirectional correlation between early reading anxiety and poor reading achievement. As a result, they proposed that reading achievement and reading anxiety are linked in a recursive negative feedback loop: poor reading achievement can cause reading anxiety, and reading anxiety can cause intrusive worries about ability that lower reading performance above and beyond one's skill level.

There are some limitations of this study. First of all, because this was a cross-sectional study, it was unable to establish a causal link between the study variables because cross-sectional studies are not designed in that manner. Self-reporting as a method of data collection was another drawback of this study. This strategy may have had an impact on the accuracy of results while ensuring the samples that the secrecy of their responses.

Conclusion and Recommendations

It is concluded that there is positive correlation among reading habit, reading enjoyment and academic performance. Moreover, there is negative correlation between reading anxiety and academic performance of students. Reading is incredibly beneficial for students. It is a healthy habit and activity that provides information, knowledge and enjoyment to students. Many students find reading to be very interesting while some students in this study also reported experiencing reading anxiety.

It is recommended that:

- University departments may also organize interesting events such as healthy reading competitions, seminars, exhibitions and book fairs.
- Students must read a variety of books. A student's reading habit helps them become more knowledgeable, builds their self-confidence, and improves their personality.

- However, they must choose good literature because books influence the human mind.
- The students should engage themselves in reading more and more. They will develop their reading skills in this way.
- Students should feel enjoyment in reading because when reading becomes a habit, reading anxiety naturally vanishes.
- In fact, reading itself is a good therapy to remove stress. This is something that students should try.
- Teachers should explain the students about the reading anxiety and how to overcome it.
- Parents should try to instill a love of reading in their children by providing them with books to read.

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