



STUDY OF READING HABITS OF E- RESOURCES OF DR. ARUN MOTGHARE MAHAVIDYALAYA'S STUDENTS

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ABSTRACT:

The primary objective of this study is to examine the reading habits of undergraduate and postgraduate students of Dr. Arun Motghare Mahavidyalaya. The research employs a survey method, involving a total of 120 students selected from various departments under the Arts and Science faculties. The findings reveal that reading is a common activity among the students, with most of them primarily engaging with personal textbooks and notebooks, especially during examination periods. Teachers' prescribed textbooks and class notes were identified as the main sources of their reading material. Additionally, the study aims to determine the types of reading materials most frequently accessed by the students.

Keywords: *Reading, Habit, E-Resources.*

INTRODUCTION :

Dr. Arun Motghare Mahavidyalaya, Kondha-Kosra, was established in 2000 and has successfully completed 24 academic years. The present study aims to explore the reading habits of undergraduate and postgraduate students of the college. Reading is an essential human need and serves as a fundamental tool for personal growth, learning, and leading a better life. People read for various purposes—pleasure, information gathering, learning, or social interaction. According to Clark and Rumbold (as cited in Akanda, Hoq, and Hasan, 2013), reading is a crucial component for achieving success in life. A lack of good reading habits often results in poor academic performance, whereas students with strong reading habits tend to perform better. Deavers (2000) emphasizes that students who regularly engage with books and develop their reading skills can gain deeper self-awareness and understanding. Conversely, those deprived of reading opportunities may struggle to cultivate effective reading habits.

E-resources originated from the concept of electronic publishing. Since 1985, significant developments have taken place in this field, addressing storage challenges and helping to manage the ever-increasing flood of information. Due to the advantages of e-resources, many print materials are now being digitized. In recent years, the Information Technology revolution has transformed the operations of numerous institutions, and today we live in a predominantly digital world. The production and use of electronic documents have grown enormously, making them a critical consideration for libraries and information centers.

Electronic resources are particularly useful due to their portability and the ability to store multiple books on a single handheld device. Additionally, many published materials are now available on open-access platforms, further enhancing accessibility and convenience for users.

Therefore, this study seeks to assess the reading habits of undergraduate and postgraduate students of Dr. Arun Motghare Mahavidyalaya and to examine how these e-resources habits relate to their academic performance based on survey findings.

METHODOLOGY:

Among the various research methodologies available, the descriptive research method was selected for this study. The primary purpose of the research is to understand the reading habits of students. For data collection, a structured questionnaire was designed, and a few personal interviews were also conducted with students. A sample of 120 undergraduate and postgraduate students from the Arts and Science faculties was selected for the study. The results are presented in the tables below.

Data Analysis and Interpretation

Table 1 presents the gender-wise distribution of student respondents. Out of the total participants, 48 (40%) were male and 72 (60%) were female. The table indicates that the number of female respondents is higher than that of male respondents.

Table 2 presents data on students' frequency of library visits. Among the respondents, 40 (33.33%) students visited the library daily, 20 (16.66%) visited 2–3 times a week, 34 (28.33%) visited once a month, and 26 (21.66%) visited rarely. The findings indicate that the majority of students visit the library daily for reading purposes.

Table 3 illustrates the reasons why students visit the library. Among the respondents, 64 (53.33%) students visited the library to read subject-related books, 36 (30%) visited to borrow reading materials, and 10 (8.33%) used the library for photocopying and internet access.

Table 4 shows the amount of time students spend reading e-books and other reading materials. Among the respondents, 10 (8.33%) spent less than one hour per day, 46 (38.33%)

spent 2–4 hours, 26 (21.66%) spent 5–6 hours, 20 (16.66%) spent 6–8 hours, and 18 (15%) spent more than 8 hours reading daily. The data indicate that the majority of students spend 2 to 4 hours reading each day. This suggests that librarians should encourage students to devote more time to reading to further enhance their knowledge and learning habits.

Table 5 explains that students read books not only for examinations or acquiring knowledge but also for various other reasons. The majority of respondents, 36 (30%), reported reading primarily to pass examinations. About 18 (15%) students read to gain knowledge and stay well-informed, while 12 (10%) read to pass the time or for leisure. Additionally, 24 (20%) students indicated that they read to improve their chances of securing a good job.

Table 6 shows the preferred places where students like to read. The majority of students, 36 (43.2%), preferred reading in the central library. About 18 (21.6%) students liked reading in the classroom, while 24 (28.8%) preferred reading at home, making it one of the most common choices. Additionally, 18 (21.6%) students preferred reading on the campus grounds, and 24 (28.8%) indicated other places as their preferred reading locations.

Table 7 describes students' preferred times for reading. Among the respondents, 48 (40%) preferred reading in the morning, 36 (30%) in the evening, 24 (20%) in the afternoon, and 12 (10%) at night. The table indicates that the majority of students favor the morning as their preferred time for reading.

Table 8 shows students' preferred languages for study. The majority of students, 78 (65%), preferred Marathi, 18 (15%) preferred English, and 24 (20%) chose Hindi. No students reported a preference for other languages such as Sanskrit, Telugu, or Urdu.

FINDING:

Reading is a valuable habit for everyone, and E-resources reading skills are essential for students' academic growth and overall development. At Dr. Arun Motghare Mahavidyalaya, Kondha-Kosra, educators play an important role in encouraging and supporting students to cultivate regular reading habits as well as e-resources. E-resources reading contributes not only to individual growth but also to the intellectual progress of society. Therefore, students who actively engage in reading help build an informed and knowledgeable community, which is vital for the progress and development of the nation.

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Table-1 Population study

Gender	Respondents	Percentage
Male	48	40 %
Female	72	60 %
Total	120	100

Table-2 Frequency of visiting to the library

Visiting the library	Respondents	Percentage
Daily	40	33.33
Once in a week	20	16.66
Once in a month	34	28.33
Rarely	26	21.66
Total	120	100

Table-3 Purposes of visiting library

Purpose of visiting	Respondents N-120	Percentage
To Reading particular subject E-books	64	53.33 %
To borrow library materials	36	30 %
To photocopy reading materials	10	8.33 %
To use the internet	10	8.33 %
Total	120	100 %

Table-4 Frequency of E-Resources Reading

Reading Frequency	Respondents	Percentage
Less than an hour	10	8.33%
2-4hours	46	38.33%
5-6hours	26	21.66%
6-8hours	20	16.66%
Above 8 hours	18	15%
Total	120	100%

Table-5 Purposes of Reading

Purposes	Respondents n=120	Percentage
To pass the examination	36	30%
To get the knowledge and information	18	15%
To be well in formed	18	15%
To while away time	12	10%
To get a job	24	20%
To time pass	12	10%

Table-6 Preferred favorite place for reading

Favorite place for reading	Respondents n=120	Percentage
Central Library	36	43.2%
Class Room	18	21.6%
Home	24	28.8%
Campus Ground	18	21.6%
Other places	24	28.8%

Table-7 Frequency of preferred time for reading

Preferred time	Respondents n=120	Percentage
Morning	48	40%
Afternoon	24	20%
Evening	36	30%
Late night	12	10

Table-8 Preferred language for Reading

Language preferred	Respondents n=120	Percentage
English	18	15%
Hindi	24	20%
Marathi	78	65%
Others	00	00%

Figure:1 Population study

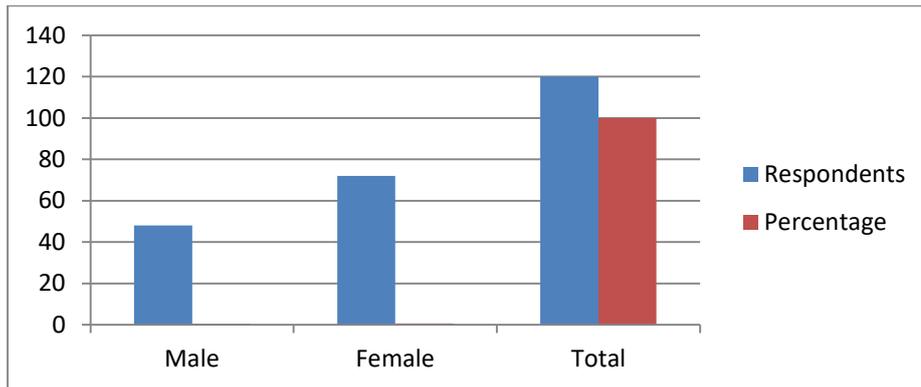


Figure:2 Frequency of visiting to the library

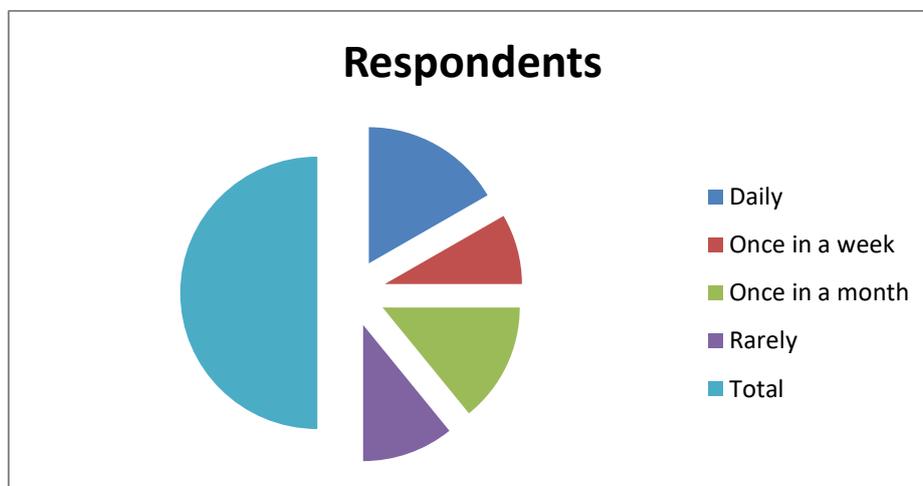


Figure: 3 Purposes of visiting library

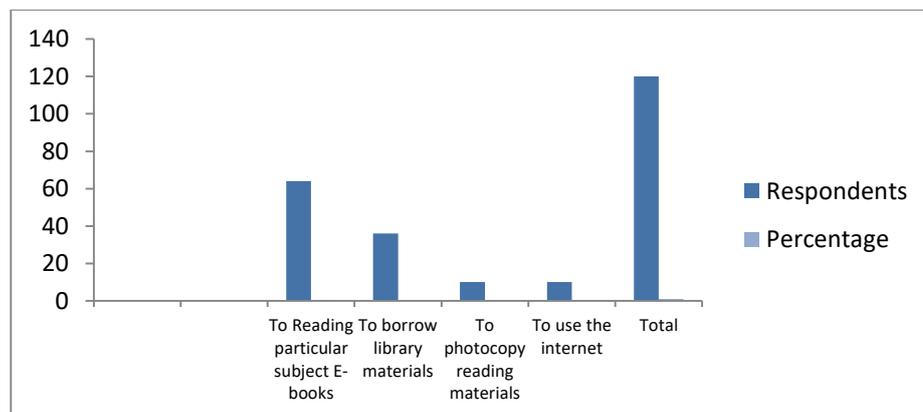


Figure: 4 Frequency of E-Resources Reading

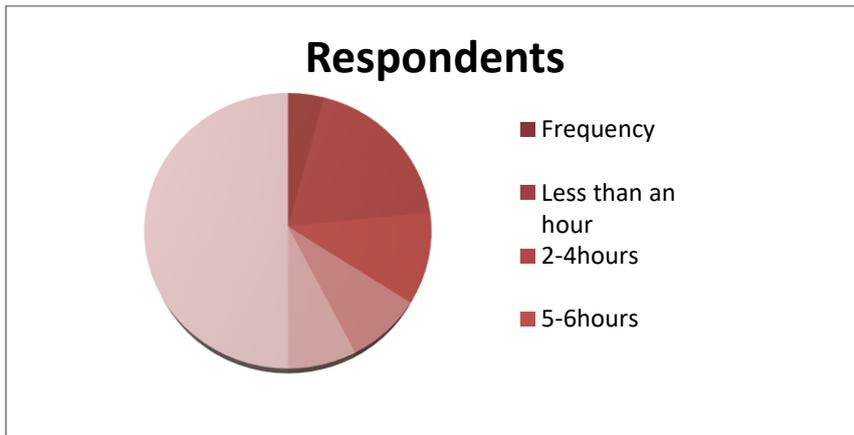


Figure: 5 Purposes of Reading

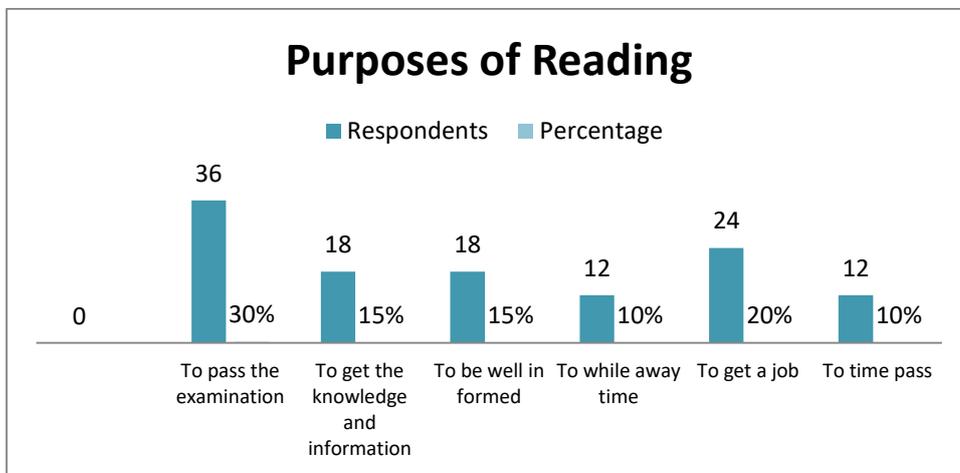


Figure: 6 Preferred favorite place for reading

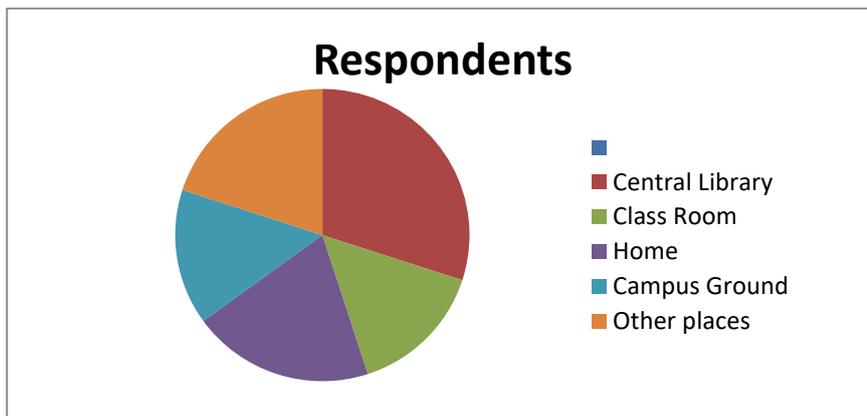


Figure: 7 Frequency of preferred time for reading

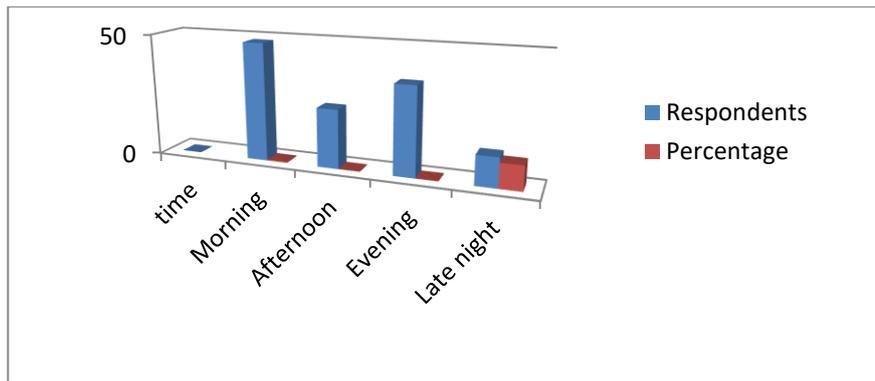


Figure: 8 Preferred language for Reading

