Reading Habits during Covid-19 Period

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ABSTRACT-

The present study was conducted on the reading habits of students during Covid-19 lockdown period. Study was focused on the undergraduate & postgraduate students of Guru Nanak College, Budhlada. In the pandemic situation of Covid-19 students were spending time in their houses. Their classes were online and they spent most of their time in accessing online information. The data was collected through Google form. The questionnaire was circulated to 300 respondents and 272 complete questionnaires were considered for data analysis. The study reveals that majority of the respondents (51.8%) read different type of sources to prepare for exams. Moreover 44.8% of the respondents read their syllabus related material. It was found that 38.6% of the respondents have stated that more use of social media has affected their reading habits. A large number of respondents (64.7%) read both printed and electronic resources. The study further describes that 58.1% of the respondents have revealed that they read more content in the lockdown period.

Keywords: Covid-19, reading habits, social media, web resources, recreation.

INTRODUCTION

The pandemic situation of Covid-19 has drastically impacted the educational, economic, social and other activities of human life at worldwide. Corona virus was first detected in Wuhan (China) in December 2019. After its outbreak in other countries, WHO (World Health Organization) declared it a pandemic on 11th march, 2020 (Times of India, 2020). As per the WHO guidelines to reduce the impact of Corona virus many countries declared lockdown (WHO, 2020). In India, government declared complete lockdown for 21 days to contain the virus (Economic Times, 2020).The first phase was from 25th March, 2020 to 14th April, 2020 followed by second phase from 15th April to 3rd May, 2020. Phase third was from 4th May, 2020 to 31st May, 2020 (MHFW, 2020). During this lockdown period, all the educational institutions were closed for physical classes and other work. As per the UGC guidelines, colleges and universities were conducting online classes (UGC, 2020). Students were attending the classes by using different type of apps i.e. Google meet, Zoom, Microsoft Teams, Google Suit and YouTube etc. Students and teachers remained busy with the smart phones, laptops, desktops for accessing and sharing of information. Even the teachers of schools, colleges and universities have done sincere efforts for delivering the contents to the students. The technological innovations have reduces the gap between the learners and teachers. It has given a new boost to education during the lockdown period.

The technological innovations have reduces the gap between the learners and teachers. It has given a new boost to education during the lockdown period. But online teaching has impacted the mental health of students. They spend maximum time on screens of smart phones and other devices. It has reduced the physical activities of students and impacted the eye sight related problems (Lisher; Safi & Dickson, 2021).

OBJECTIVES OF THE STUDY

The study has following objectives:

- To know the reading habits of students during lockdown.
- To know the preference of students about reading materials.
- To know the time spend for reading per day.
- To know the availability of reading material during lockdown.
- To know the hurdles in reading.
- To know the change in reading habits during Covid-19.

METHODOLOGY

To complete this study a structured questionnaire was designed and distributed to the 300 undergraduate and post graduate students of Guru Nanak College, Budhlada through Google form. Out of these questionnaires 272 fully completed questionnaires were accepted. Percentage method was used to analysis the data.

REVIEW OF LITERATURE

Adeyemi (2020) conducted a study to know the influence of Covid-19 lockdown on reading habits of Nigerians. The study shows that majority of respondents were young of take part in the survey, while the respondents of 61 year old were less in number. The study indicates that 78.6% respondents keep reading to reduce boredom, whereas 86% respondents read material for information on Covid-19 situation. A large number of respondents (97.8%) used phone for reading. It was found that 39.2% respondents read three to four hours in a day, while 21.9% respondents read five to seven hours in a day. It is clear from the study that respondents spend the valuable time on readings. Moreover, 58.1% respondents have stated that motivational factor has increased the reading habits. The non-availability of reading material is found as a big hindrance to reading habits.

Kapasia et al. (2020) investigated the impact of lockdown on learning status of undergraduate and postgraduate students during Covid-19 pandemic in West Bengal. The study shows that 87.7% students used text books and electronic resources for completion of syllabus; whereas 71% respondents consulted text books by themselves. It was found that 85.8% of the respondents used smart phones and 14.2% used laptops for attending online classes. Students used Zoom, YouTube, Google Classroom and other devices for accessing online information. A majority of the students faced problems in attending online classes due to poor connectivity and poor economic conditions.

Kumar & Dwivedi (2020) conducted a study to know the impact of corona virus lockdown on Indian population. The study shows that during lockdown 40% people worked from their homes, whereas 31% people used the Internet to read on social media. A majority of the respondents (52%) used various apps for communication and working online. Moreover, 75% respondents shared and read information related to corona virus. It was found that respondents have increased the use of social media during lockdown for different activities.

Parikh et al. (2020) conducted a survey on reading habits of library users during Covid-19.The study reveals that reading habits of users have increased during lockdown period. The study further indicated that 74% respondents of faculty and 64% respondents of students have read the books during lockdown period. It was found that 15% of the respondents did not read any book. It was found that 50% respondents both from faculty and students preferred to read both printed and electronic books. Even 60% faculty also read research articles and 33% preferred to read newspapers. In the lockdown period 20% faculty and a large number of student respondents adopted MOOC courses. It was suggested by the respondents that libraries should purchase more e-resources during lockdown period.

Table 1: Gender wise distribution of respondents.

Sr.No.	Gender	Number of respondents	Percentage (%)
1.	Female	127	46.7
2.	Male	145	53.3
3.	Total	272	100

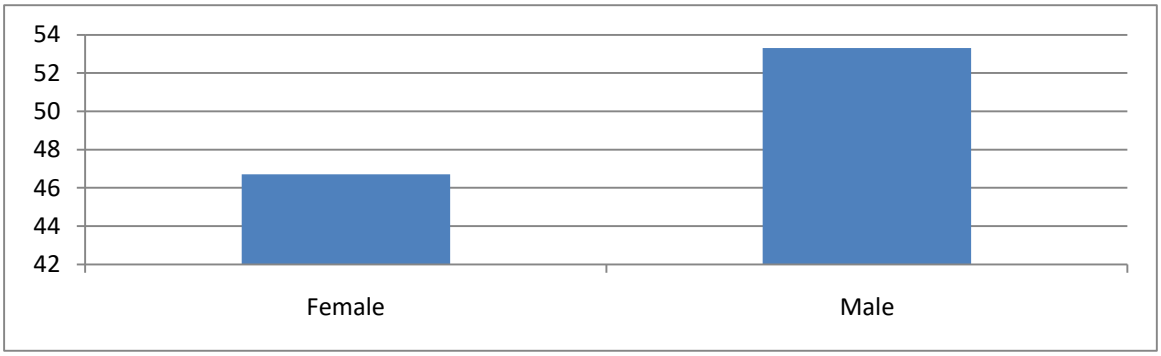


Figure 1: Gender wise distribution of respondents.

Table 2: Age wise distribution of respondents.

Sr.No.	Age	No. of responses	Percentage (%)
1.	Below 21	135	49.6
2.	21-25	106	39
3.	26-30	20	7.4
4.	Above 30	11	4

Sannakkanavar (2020) investigated the effect of Covid-19 on reading habits of students and teachers. The study describes that female respondents from students and teachers were more active readers as compared to male respondents during lockdown. The study further shows that respondents from science discipline have read more material as compared to arts discipline. It was found that educational institutions have developed more e-contents to facilitate readers.

Yyas & Tandel (2020) organized a study to know the impact of lockdown during Covid-19 on reading habits of academic staff in state open universities. The study depicts that 83% respondents have stated that they read regularly, while 14% read occasionally. It is clear from the study that 76% respondents used both print and electronic resources, whereas 14% respondents read electronic resources only. The study further reveals that a majority of respondents read newspapers for

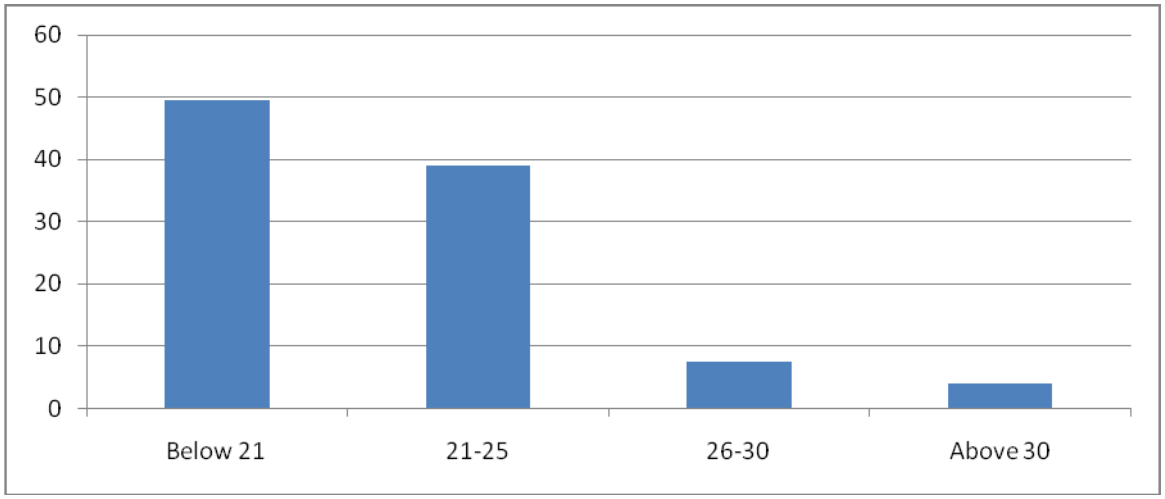


Figure 2: Age wise distribution of respondents

Table 3: Purpose of reading.

Sr.No.	Purpose	No. of responses	Percentage(%)
1.	For recreation, entertainment and relaxing	51	18.7
2.	To get general information	117	43
3.	To prepare for exams	141	51.8
4.	For covering syllabus	71	26.1
5.	No other work to do	22	8
6.	For making best use of spare time	71	26.1
7.	For religious purpose	15	5.5

updating knowledge. It was found that the reading habits of respondents have increased from 3% to 10% during lockdown. Moreover 38% respondents have spent less than one hour, while 34% respondents spend three to five hours per day for reading. The respondents used mobile, laptop and desktop for reading electronic resources. It was found that 48% of the respondents read the books thoroughly, while 28% respondents did quick reading. It was stated by 97% respondents that reading has brought change in their performance.

Packialakashmi & Thenesha (2021) surveyed the adolescent respondents to know the reading habits during lockdown period. The study indicates that a majority of the respondents (33%) read newspapers during lockdown period. It was found that 51% of the respondents were young who like reading and most of the respondents (83%) used smartphone for reading, while 10% of the respondents used laptops. Moreover, respondents spend one to three hours per day for reading purpose. It is clear from the study that reading habits have improved during the lockdown period.

Chalari and Vryonides (2022) carried out a study to know the reading habits of adolescents during COVID-19 in Greece and Cyprus. The study has revealed that girls read more books as compared to boys. Moreover, the study has described that there

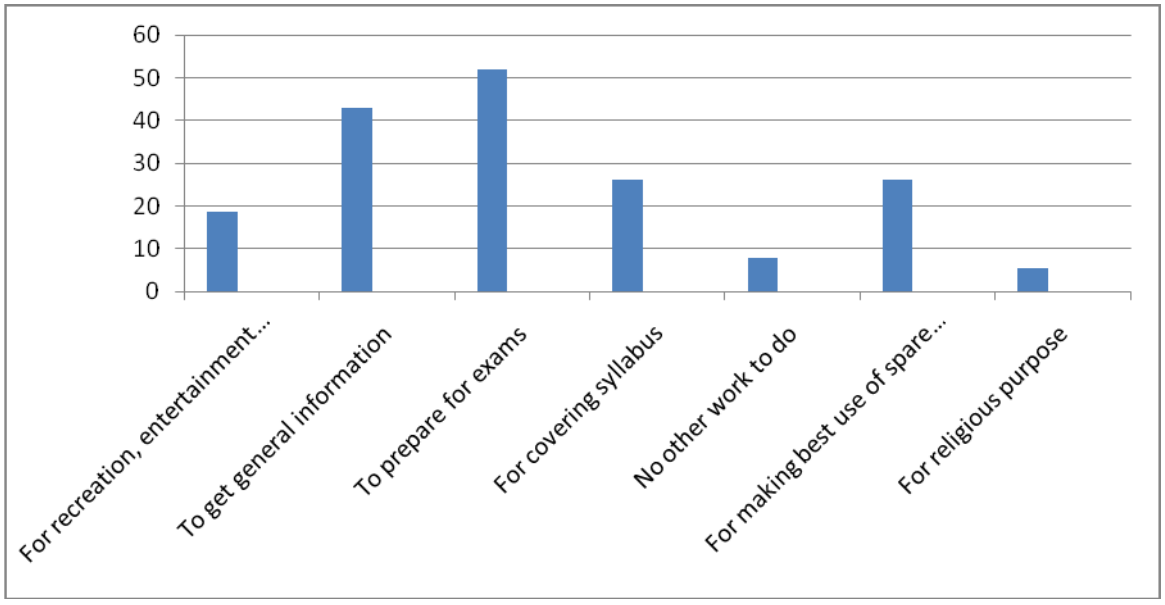


Figure 3: Purpose of reading.

Table 4: Preferred reading material.

Sr.No.	Material	No. of responses	Percentage (%)
1.	Newspapers	97	35.7
2.	Magazines	31	11.2
3.	Syllabus books	122	44.8
4.	Web resources	68	25
5.	Research journals	35	12.8
6.	Novel	39	14.3
7.	Story books	53	19.4
8.	General knowledge books	90	33
9.	Competitive exam books	79	29
10.	Religious books	21	7.7
11.	Biographies	28	10.2

were no major difference about reading habits among the adolescents of native parents than migrated parents. It was found that reading had positive impact on the educational achievements.

ANALYSIS AND INTERPRETATION OF DATA

Table 1 and figure 1 shows gender wise breakup of respondents. 53.3% of the respondents are males and 46.7% are females.

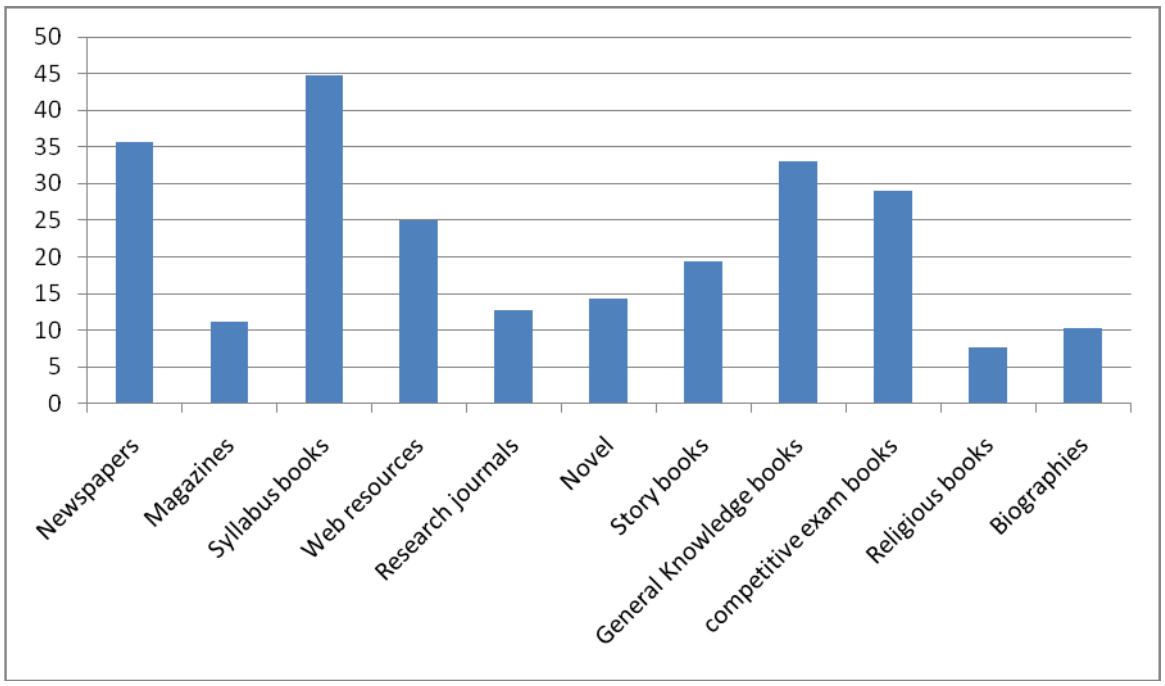


Figure 4: Preferred reading material

Table 5: Time spent per day

Sr.No.	Time	No. of responses	Percentage (%)
1.	1-30 minutes	40	14.7
2.	31- 60 Minutes	32	11.8
3.	1-2 hours	111	40.8
4.	2-3 hours	40	14.7
5.	More than 3 hours	49	18

Table 2 & figure 2 depicts that most of the respondents (49.6%) were under twenty years followed by (39%) who were between 21 to 25 years age group, whereas (7.4%) respondents were 26 to 30 year old. It shows that large numbers of respondents were in young age.

Table 3 & figure 3 describes that a large number of users (51.1%) read for examination preparation, whereas (43%) read for general information. Moreover, 26.1% respondents equally read for making best use of free time and for covering syllabus. Study found that 18.7% of the respondents read for recreation purpose. Preparation for the examination was the major purpose for reading.

Table 4 & figure 4 depicts the preference of respondents about reading material during Covid-19. It shows that 44.8% respondents prefer to read syllabus books followed by 35.7% respondents who prefer to read newspaper. Moreover, 33% respondents prefer to read general knowledge books and 29% prefer to read competitive exam books. A large number of respondents preferred different type of reading material during Covid-19 period.

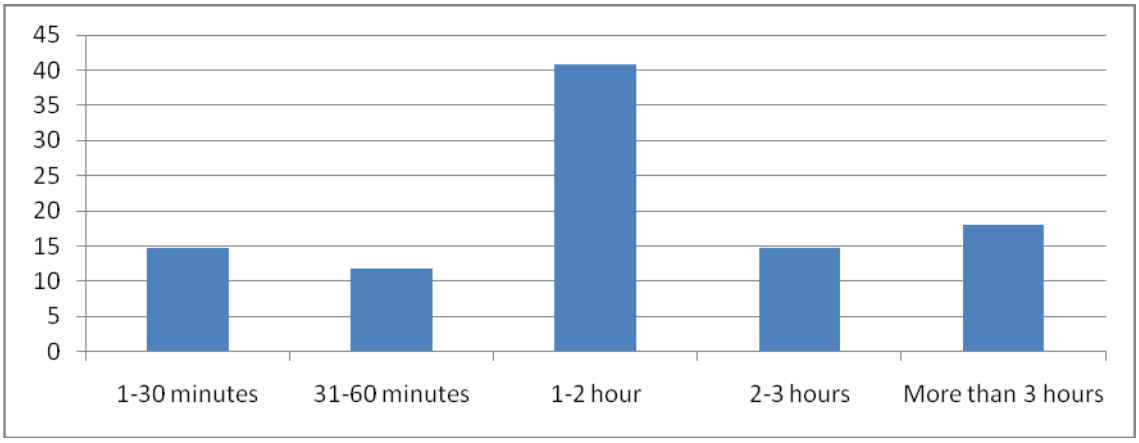


Figure 5: Time spent per day

Table 6: Factors affecting reading.

Sr.No.	Factors	No. of responses	Percentage (%)
1.	Laziness	73	26.8
2.	Household jobs	87	31.9
3.	Non availability of reading material	69	25.4
4.	More use of social media	105	38.6
5.	Costly reading material	54	19.8

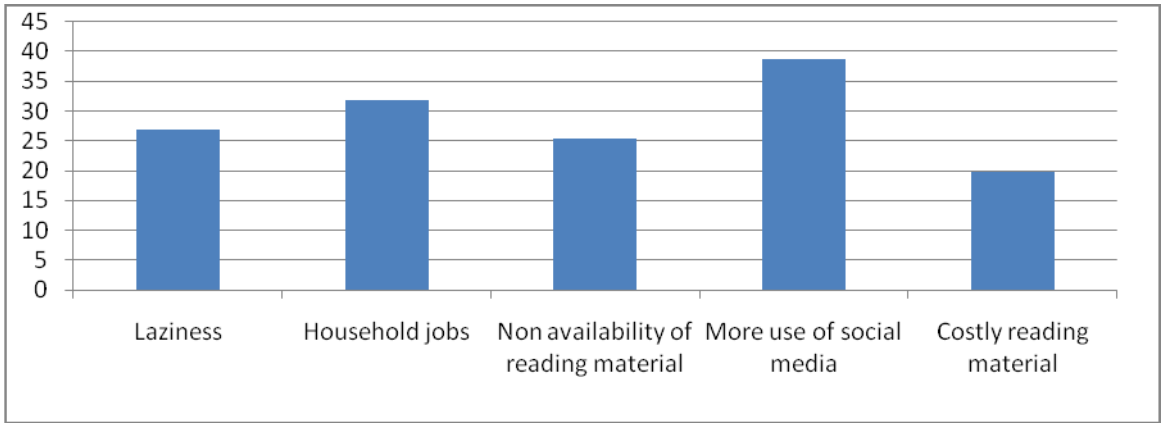


Figure 6: Factors affecting reading.

Table 5 & figure 5 show the average time spent for reading during Covid-19. The data shows that 40.8% of the respondents spent 1 to 2 hours for reading, whereas 18% respondents spent more than 3 hours for reading in a day. Data further shows that 14.7% of the respondents each spent equally 30 minutes and 2-3 hours for reading per day. It is clear from the data that most of the respondents prefer to read different types of material during the Covid-19 period.

Table 6 & figure 6 show that 38.6% of the respondents have stated that more use of social media affected their reading habits. Moreover, 19.8% of the respondents have felt that costly

Table 7: Mode of reading.

Sr.No.	Mode of reading	No. of responses	Percentage (%)
1.	Printed documents	51	18.8
2.	Electronic resources	45	16.5
3.	Both	176	64.7

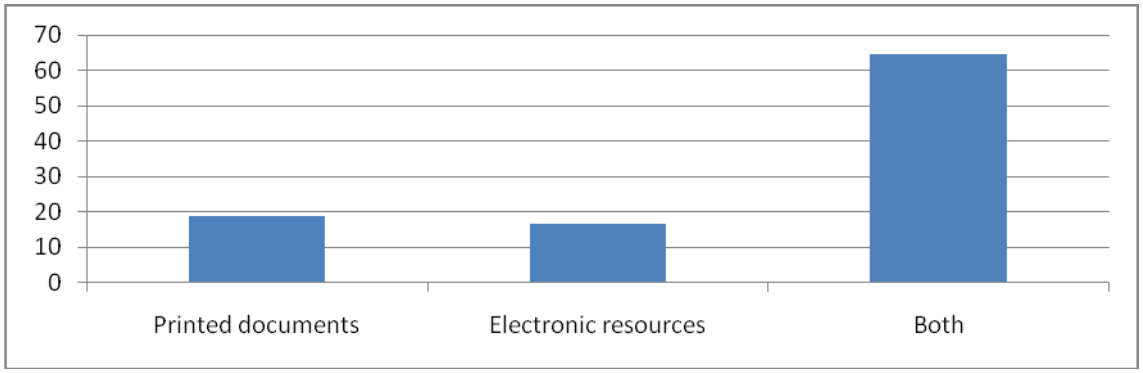


Figure 7: Mode of reading.

Table 8: Number of books read during Covid -19.

Sr.No.	Number of books	No. of responses	Percentage (%)
1.	One	31	11.4
2.	Two	47	17.3
3.	Three	27	9.9
4.	More than three	75	27.6
5.	Few pages of many books	92	33.8

reading material is also a big hurdle to their reading habits and 26.8% respondents have stated that laziness is also a hurdle in reading habits. It is clear from the table that different factors are affecting the reading habits among the students.

Table 7 & figure 7 describe the mode of reading adopted by the respondents. It was found that majority of the respondents (64.7%) read both printed and electronic resources, while 18.8% respondents read only printed material. It is clear from the table that respondents prefer to read both type of resources as per their convenience.

Table 8 & figure 8 describes the number of books respondents have read during lockdown period. Majority of the respondents (33.8%) read few pages of many books. It was found that 27.6% of the respondents have read more than three books and 17.3% respondents read two books in the lockdown period. It shows that during the lockdown students have read good numbers of books to enhance their knowledge.

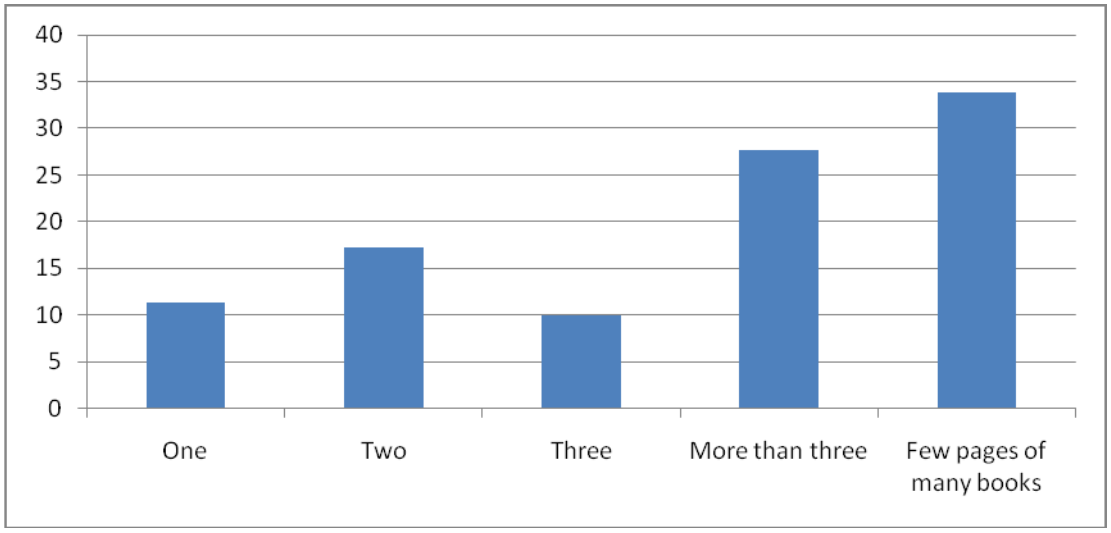


Figure 8: Number of books read during Covid 19.

Table 9: Do you read more content during lockdown days than before.

Sr.No.	Option	No. of responses	Percentage
1.	Yes	158	58.1
2.	No	60	22.1
3.	No change	54	19.8

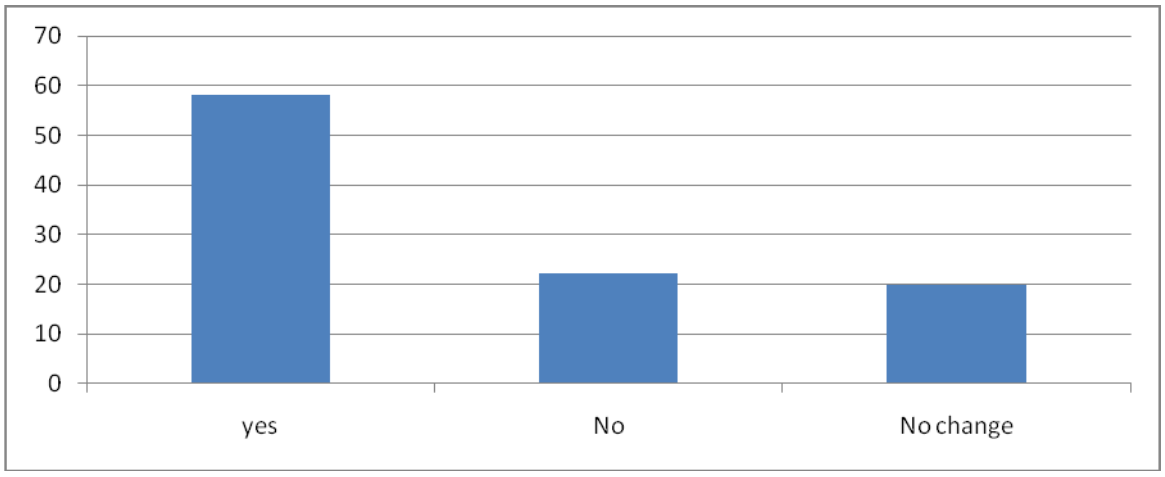


Figure 9: Do you read more content during lockdown days than before.

Table 9 and figure 9 describe the comparison of content reading during lockdown. It shows that 58.1% respondents have admitted that they read more content in the lockdown period than pre lockdown period, whereas 19.8% respondents have felt no change in reading the content. The data shows that during the lockdown, a majority of respondents read more content than before.

Table 10 & figure 10 depict the sources of reading material. A large number of respondents (62.1%) have mentioned that they got the material from the internet and 31.9% got from social media. A large

Table 10: Sources of reading material.

Sr.No.	Source	No. of responses	Percentage (%)
1.	Library	45	16.5
2.	Internet	169	62.1
3.	Social Media	87	31.9
4.	Already have reading material	73	26.8
5.	Teachers	68	25
6.	Friends	64	23.5
7.	Purchased	49	18

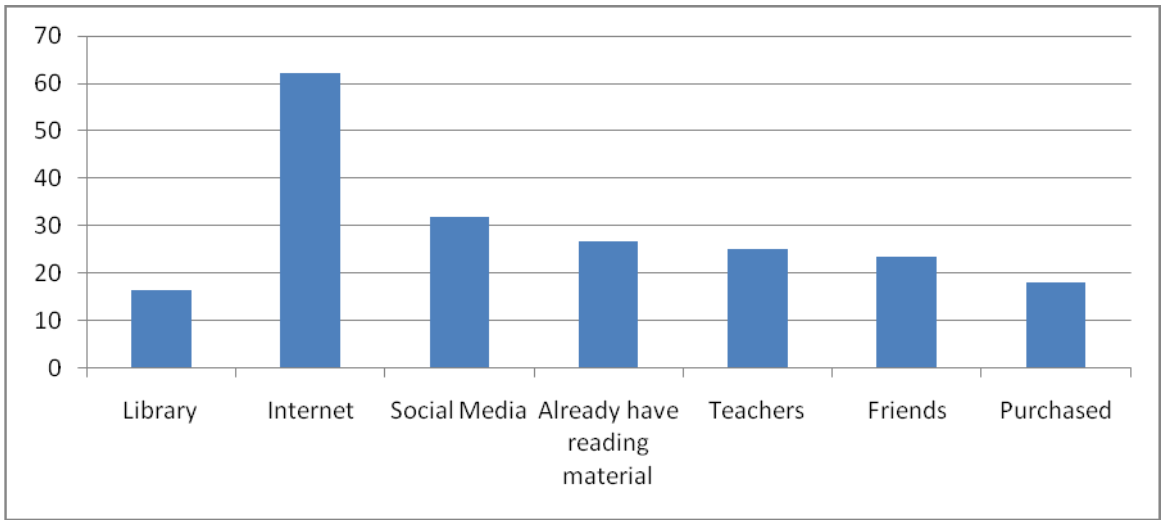


Figure 10: Sources of reading material.

Table 11: Enjoyment of reading.

Sr.No.	Option	No. of responses	Percentage (%)
1.	Yes	163	59.9
2.	No	48	17.7
3.	Partially	61	22.4

number of respondents (26.8%) read the already available material with them. Moreover, (25%) respondents received the reading material from teachers and (23.5%) from the friends. It is clearfrom the data that students consulted the internet based resources maximum during lockdown period.

Table 11 & figure 11 describe the enjoyment of reading in lockdown period. A large number of respondents (59.9%) have stated that they enjoyed

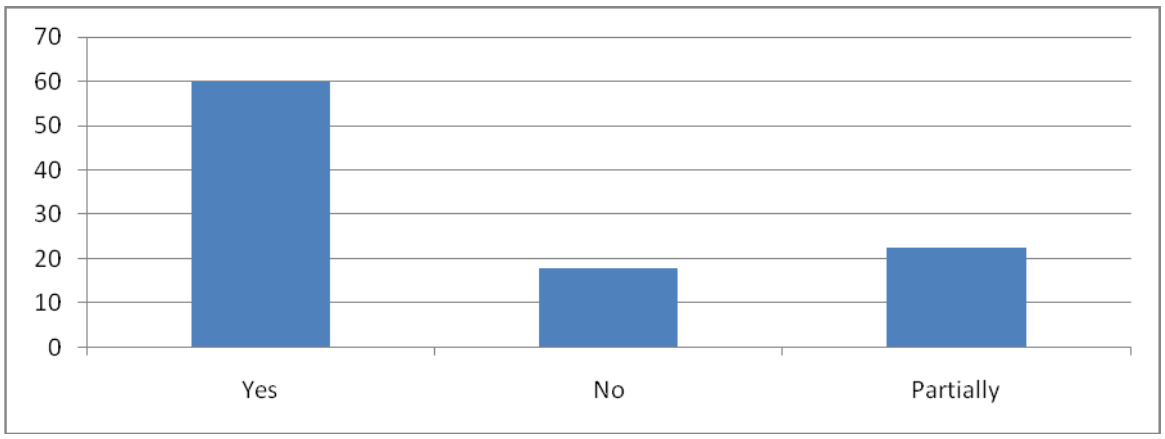


Figure 11: Enjoyment of reading.

Table 12: Continue of reading habit after lockdown.

Sr.No.	Option	No of responses	Percentage (%)
1.	Yes	140	51.5
2.	No	17	6.2
3.	Can't say	25	9.1
4.	Try my best	80	29.4
5.	Partially	10	3.8

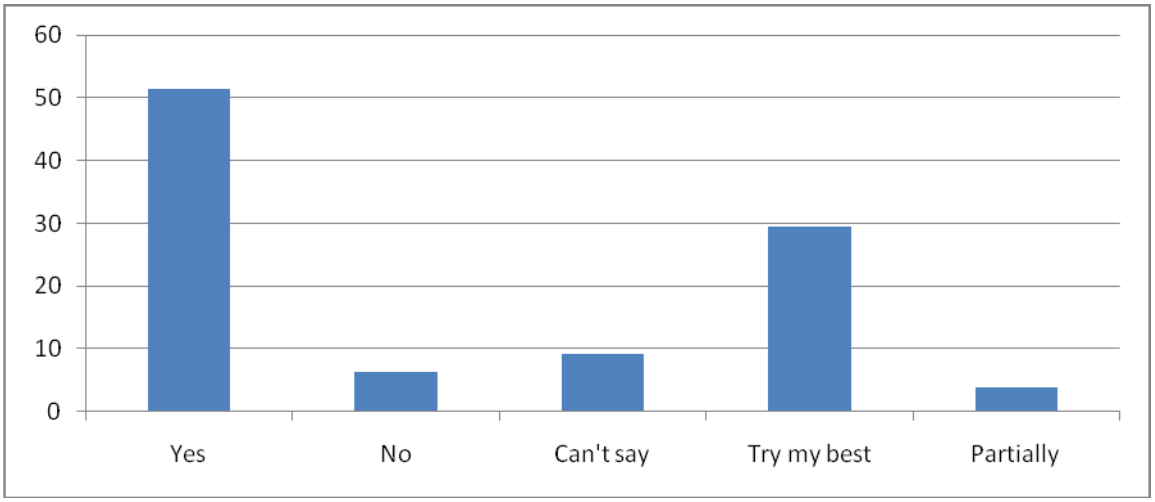


Figure 12: Continue of reading habit after lockdown

the reading during lockdown period, whereas 24.4% of the respondents have partially enjoyed the reading.

Table 12 & Figure 12 explain the opinion of respondents about reading habits after lockdown period. The data shows that (51.5%) respondents will continue the habit of reading after lockdown period. Moreover, 29.4% of the respondents have stated that they will try their best to keep reading habit continue.

FINDINGS AND CONCLUSION

The study was conducted to know the reading habits of students during Covid-19 lockdown period. After analysis the data the study found the following major findings:

- The study shows that a large number of users (51.1%) read for examination preparation, whereas 43% read for getting general information related to various issues.
- It was found that 44.8% of the respondents prefer to read syllabus books followed by 33% who read general knowledge books.
- The data shows that 40.8% of the respondents spent 1 to 2 hours for reading, whereas 14.7% spent 30 minutes daily for reading.
- The study reveals that 38.6% of the respondents have stated that more use of social media have affected their reading habits. Moreover, 19.8% of the respondents have felt that costly reading material is also a big hurdle to their reading habits.
- It was found that a large number of respondents (64.7%) read both printed and electronic resources, while 18.8% of the respondents read only printed material.
- The study describes that 27.6% of the respondents have read more than three books and 17.3% of the respondents read two books in the lockdown period. It shows that during lockdown period students have improved their reading habits.
- A large number of respondents (59.9%) have stated that they enjoyed the reading during lockdown period, 24.4% respondents have partially enjoyed the reading.
- The study reveals that 51.5% of the respondents will continue the habit of reading after lockdown period.

In the era of information and communication technology, a lot of information is being produced and communicated through different types of media. Covid-19 lockdown period changed the overall scenario of human life. It was an unexpected situation where people remained in their homes for a long time. Lot of physical activates stopped and educational institutions were shut down for unlimited period. To keep the education continues, online mode was adopted by the institutions. Most of the time students kept themselves busy with the Internet and social media. Students used the Internet and social media to spend their free time and for entertainment. During this time students got good opportunity to improve their reading habits. Students got lot of time due to lockdown for readings. The study shows that most of the students read their syllabus related and competitive exam books. Majority of the students read both print and electronic resources and also got the help of teachers for getting reading materials. During the lockdown period students felt a great change in their reading habits and they have decided to continue it in future also.

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