

Reading Preference and Motivation Elements in Reading Habit Research

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Received Date: 30 August 2022

Accepted Date: 21 September 2022

Published Date: 1 November 2022

Abstract. This conceptual paper examines the research conducted on university students' reading habits over the past three years. Several pertinent questions, facts, and figures were extracted from the accumulated material. These statistics are essential for university library management with limited resources and funds. Reading preferences questions inquire about the purpose of their reading, whether for leisure, information gathering, or academic requirements. Paper versus digital reading preferences is among the most frequently asked about themes. The highlights include the time of day, how long, and where you prefer to read. This concept paper also addresses the subject of why digital reading is preferred.

Keywords: Reading habit research, reading preferences, reading motivation, information management, library management.

1 Introduction

One thing that is crucial for everyone is reading. Reading provides a path to knowledge achievement since it can reveal and offer fresh perspectives. Reading will teach you a lot of new things. Reading may help people to learn new things or even things you would never have thought of. Additionally, reading serves as a tool for boosting one's intellectual, spiritual, emotional, and self-confidence. It implies that reading will provide numerous opportunities to learn as much as is practical for daily living. Reading will simultaneously improve the ability to think critically, analytically, and imaginatively. As a result, Aksan & Kisac (2009) stated that reading is a basic component of education that aids people in learning because doing so develops their

capacity for critical thinking. According to Husaini. et al. (2012), who did a study on the subject, librarians play a crucial role because they are the only location where the large majority of people may access books. To engage reluctant readers, one must first demonstrate the advantages and pleasures of reading. With their coaching, youngsters may acquire a favourable reading attitude. Additionally, reading also brings pleasure and happiness to the soul; hence it is assumed that reading is a mental and spiritual activity. The reading activity allows readers to travel the world without being constrained by location and time boundaries. Reading will give you the chance to envision ideas and thoughts. These are a few reasons people occasionally invest their time and money in reading activities. However, not everyone has the time or money to invest in reading. Why does it happen then, what are the motivations and preferences that made people read? This paper discusses several reading habit research papers done in recent years that studied reading behaviour among university students. This concept paper offers significant insights into reading habits research among university students at the micro level that can shed some perspective on reading preference and what motivates them to read in the current digital era. Reading is unquestionably one of the most significant cultural practices in countries that have developed economies. The study of reading habits is also an essential research topic, particularly for the stakeholders of public universities, in relation to the relevance that reading habits have at the national level (i.e., policymakers, administrators, librarians, researchers, and related faculties). Research and data about the reading habits of university members are of high value to policymakers when it comes to justifying allocations and funds, especially considering the rising cost of database subscriptions. This is especially true in light of the fact that university members read for pleasure. Data and information on current trends of readership among current generations of university students are of interest to library administrators for the purpose of devising the best information package acquisition and the best way to serve and educate current generations of university students. This study is interested in the present style of research on reading habits among university members since it will provide insights into what is being questioned in surveys and questionnaires in recent times. Reading preference and reading motivation are two key components of research questions that are strongly tied to the modern world of electronic sources or digital reading, as much of the research refers to it. These two components are also major components of research questions. We ask that you not make any changes to the form.

1.1 Reading Preferences

Several reading elements from recent studies highlighted the significance of user reading shift towards more hybrid or reluctantly, and possibly more toward a fully digital reading behaviour. This question is possibly the most important needed answering that affects strategies, staffing and fund allocation. Parodi et al. (2019) composed the Purpose-Guided Reading Habits Survey which enquired about respondents preferred medium and concentration, devices, and discourse genre across 3 reading purposes; academic reading, reading for entertainment, and reading for information seeking. Parodi et al. (2019) study showed that over 84% of university students favour

the paper medium. The students stated that they prefer reading on paper for academic purposes in general and because they are able to concentrate better. The statistical analyses reveal that all comparisons between paper and digital media are statistically significant in favour of paper. The results align with those from other studies. It is notable that there is a high degree of preference for papers among university students across countries and cultures. The study stated that paper is better for concentration and gives better comprehension, memorization, and learning results. Fascinatingly, when the reading purpose is for information seeking, most students' preferences clearly indicate that they favour the digital medium (global mean 87%). Ding, (2020) surveyed university students' reading habits and it was found that more than 20% of the students think that paper reading is still the main form of reading. Nearly 50% of the students think that e-reading is the mainstream of current reading, while about 30% think that paper reading is the same as traditional reading. From the overall situation, e-reading is undoubtedly the mainstream of college students' reading. Although paper reading has not been replaced, many college students seek a balance between the two.

Some students say that the impact of e-reading on memory is relatively small, and the content that can be memorized after reading is relatively small. Because of this, many students think that e-reading benefits less than paper reading. Based on this, e-reading has a huge impact on traditional reading. However, e-reading cannot replace the traditional reading mode. In the process of reading, e-reading has advantages, but traditional reading will not leave the stage of the times, nor will it be abandoned by college students any time soon. E-reading is a new kind of thing, with strong novelty and attractiveness, easy to attract students' attention. At the same time, e-reading contains more vivid and interesting content, the text description is relatively easy to understand, and it will not bring too much pressure on students when they are reading. In addition, e-reading materials have a more appealing appearance than traditional reading materials, which undoubtedly increases the attraction of e-reading and weakens the competitiveness of traditional reading (Ding, 2020).

According to the findings of Stoller and Nguyen's (2020) study, participants had opposing preferences for paper medium reading depending on whether they read for entertainment or academic purposes. 61% of respondents preferred digital materials when reading for entertainment, defined in the survey glossary as "reading for enjoyment and/or relaxation in one's leisure time." Only 29% of respondents preferred paper-based materials when reading for entertainment. 60 per cent of respondents indicated a preference for paper materials when reading for university studies, while 32 per cent indicated a preference for digital materials. This preference for paper materials was reversed when respondents read for professional development. When compared across years of schooling, students' choices regarding the type of paper were not significantly different. The majority of participants at each level, including first-year, second-year, third-year, and graduate students, showed a preference for digital materials while reading for leisure but a preference for paper materials when reading for academic purposes at university. The vast majority of graduate students polled expressed a significant preference for paper materials over digital ones for university studies. According to the findings of Prasanna Kumara's study (2019), the majority of

respondents favour paper books as the source for reading. They use textbooks and the notes were taken in class to prepare for the examinations. According to the study's findings, the vast majority of students (43 per cent) believed that they could quickly obtain knowledge. However, only a small percentage of students believed they could download books from the internet (30 percent).

Ahmad et al. (2019) studied reading habits from the perspective of gender comparison among college students. Patterns of text-medium preferences were parallel to the results just reported when examined by the type of university in which respondents were enrolled. The study indicated that most male students prefer online reading material while most female students prefer academic reading materials. Fictions and novels are least preferred by the male students, while as in female students' newspapers are the least preferred sources. Female students use online resources on a much higher rate than male students however in the case of utilization of human resources available in the library male students are ahead of their female counterparts. Little utilization of online resources is surely a matter of concern. The possible reason for that, as indicated by the study is the least assistance and support provided by the library staff. Kumara and Sampath Kumar (2019) surveyed reading habits' impact on university students' academic achievement. The study found that 30% of students use the Internet for sending and receiving e-mails, followed by research (28%), and for downloading important texts (13%). However, the types of information and materials mostly read by the respondents are their notebooks, textbooks and electronic resources.

Other noteworthy aspects of reading preferences that have been called into question as of late include reading frequency (Baba & Affendi, 2020) and the time of day at which reading is done (Rahman et al., 2019). Baba and Affendi (2020) reported that thirty-eight percent of respondents did their academic reading on a daily basis, thirty percent of respondents said once a week, ten percent of respondents answered once a month, and twenty-three percent of respondents admitted that they rarely read for academic purposes. Intriguingly, 41% of respondents read for pleasure every single day, 26% said they did so once a week, 16% said they did so once a month, 13% acknowledged that they just occasionally read for pleasure, and 2% stated they never read for pleasure. According to the data, the frequency of academic reading among the respondents is highly promising, as the majority of them read academically every day or at least once a week. This finding is quite encouraging. In the same vein, the majority of those who participated in the survey stated that they engaged in leisure reading on a daily basis or at least once a week. According to Rahman et al. (2019), the most common (excellent) periods for reading cyber literature were before sleeping (25 per cent of the time), "while waiting" (21 per cent of the time), and "being alone" (1 per cent of the time) (20 per cent). Research on reading habits, such as that carried out by Mirza et al., is interested in a number of questions, including where people prefer to read the most (2021). They noted that the vast majority of the respondents (41 percent) are of the opinion that they visit the library "once a week." This was followed by (16 percent) of respondents who visit "once a month," which was followed by (16 percent) respondents, who claimed that they visit the library "every

day." On the other hand, thirteen percent of those who participated in the survey said that they "rarely" go to the library.

1.2 Reading Motivation

What motivates or drives university students to read academically and leisurely? The questions about the driving factors behind their reading choices are of research interest though there are some overlaps with the question of reading preference. According to Deale and Lee (2021) based on research conducted on Hospitality Management Students, 63% of the students mention that they tend to read more if they have more free time. The participants also demonstrated that they spent 2.43 hours every week reading as part of their recreational reading during school sessions. Besides that, the survey also shows participants reported spending 4.71 hours on reading as part of recreational reading during vacations ranging from 0-40 hours. According to Cerit and Ünlü (2020), the fact that most university students do not spend enough time reading books and more towards having fun in their social life can be seen as one of the obstacles to gaining reading habits. Reading habit is a habit that should be acquired from a young age. Deale and Lee (2021) stated in their research that students read 6.67 hours for classes, ranging from 0 to 25 hours on average. Students were also asked about why they read; 77% of the respondents decided to read because they were concerned over their grades and 61% mention that interest in the topic within the course made them read even. Besides that, Students' intention towards reading books especially the textbook is due to the fact that they need to obtain something for the fulfilment of their classes and will impact in terms of their GPA, because of that, finding ways to elevate the habit of reading among student would be helpful for their academic achievement hence by suggesting educator to incorporating some activities and assignments into courses that lead to reading habit would be very helpful. Deale and Lee's study based on a survey conducted on 94 students, reported that 57 of the students agreed that the Internet was helpful in the classroom in terms of allowing them to access information easily, and motivating them to read more. According to B and Kumar (2021), ICT has significantly enhanced the respondents' reading habits based on their research. Further, it is found that, 44.2% of the respondents which consist of a majority of the respondents, strongly believed that by using ICT they could read more books that are available online, 35.8% of the respondents mentioned that it saves time in searching information, and able to get many information by their fingertips and 32.1% of the respondents' state that by using the ICT they can read any information packages at any time and also easily find out library sources online. This study was conducted on 2,159 respondents, showing a positive opinion concerning the impact of ICT on reading habits.

According to Divya and Haneefa's (2020) findings, the accessibility of electronic devices such as laptops, mobile phones, and the Internet encourages pupils to read. Additional Attributes of Digital format material such as saving, downloading, searching, finding, and bookmarking encourage students to read digitally. According to research that has been carried out, 95 percent of students claim that digital information in some way improves their reading behaviour and their selective reading

practice. This is likely due to the enormous number of digital documents that are available on the internet. In addition, because digital information encourages students to skim read, students are more likely to do so. Students can progress in a variety of reading-related areas through the use of digital reading, which is one of those areas. Reading comprehension in areas such as interactive reading, superficial reading, one-time reading, sequential reading, and the extended reading is improved in students.

2 Conclusions

In conclusion, the reading habits of university students have a weight of relevance not only within the university but also within the library and on a national level. Data and statistics imply that people are shifting their reading habits toward consuming digital content as a result of the present economic slump and restricted resources. Despite this, there is still a widespread conviction that paper formats will remain the most popular in the long run. According to what was discussed in a few papers that were mentioned earlier that related the reading preferences and motivation, it can predict the reading habit of the users in terms of what they prefer to read (paper versus digital, for what purpose), when (time of the day, duration), and where they read (location) (faculty, classroom, library). Therefore, it is recommended that future research be conducted to investigate the reading habit, with reading choice and motivation serving as the primary components.

Acknowledgments

This paper is conducted for UiTM under grant No: 600-UiTMSEL (PI. 5/4) (004/2022) (165/2021).

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