Reading Attitudes of Students in Medical Colleges of Mandya, Mysore and Hassan District

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Abstract
Reading is a conscious activity that aims to understand one's idea; therefore, it can also be explained as a mental action. Reading habit can be beneficiary to a person in the aspects of gaining knowledge. It is impossible to measure reading habits just by observing the print book in one's hand and number of books checked out from the library. The aspect of reading has reached beyond the books to the smart phone. This research paper focuses on the attitudes of the medical student towards reading, their reading habits, to what extent the shift from print to digital media is going on and the common obstacles that the medical students face while reading either print or digital texts.

Keywords: *Medical students, reading habits, reading attitudes, digital media*

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INTRODUCTION
Reading is one of the powerful and everlasting processes, which influence the promotion of one's personal development in particular, and social progress in general and helps to make life rich and more meaningful. The reader becomes totally a new being after he has read something, which is really valuable to him. In cultivating such a reading interest and making it as an effective habit in every individual, an extremely equal role falls on education system, parents, teachers, library and library managers. In making a child as responsible citizen, inculcating a good reading habit is essential. Habit of reading good books is a medium of change towards good citizenship. Creative and thoughtful reading begins when the reader learns how to find out what the author actually says. Reading enriches the knowledge-providing path towards wisdom.

Man is a social animal who always tends to adopt for the changing atmosphere, digital media is playing an important aspect for this change and for reading format. In the present condition, library occupies an important place in the modern education system and maintains a variety of educational resources for the benefit of its users. Whatever may be the source of reading, the concept behind it will be the same, i.e., acquiring knowledge for their social progress. Library managers should focus on this context and should work for the transformation.

Objectives
1. To determine the reading attitudes of the medical students.
2. To identify the time spent for reading daily, both print and digital text.
3. To identify the preferential level for visiting library and reading general books.
4. To identify the convenient place for reading.
5. To identify the distractions they face while reading.

REVIEW LITERATURE
Alemna summarizes the findings of surveys of factors affecting the reading habits of African children, and suggests that the main factors may be categorized as cultural differences, multi-linguicism, the authoritarian syndrome in African society, traditionalism, natural conditions (including heat and torrential rains), social factors, and the reading materials themselves [1].

Choudhury and Padhee reported the reading habits and interests of 200 undergraduate students in Rourkela College, India [2]. The objectives were to find out the reading

interests of the students, assess the relative priority of those interests, ascertain the role played by the college library in promoting and improving reading habits by providing proper facilities; and suggest appropriate measures for the promotion of good reading habits.

Karim and Hasan, in their study attempt to understand the reading habits and attitudes of the Bachelor of IT students and the Bachelor of Arts students from the International Islamic University, Malaysia; mention that, the web site is seen as an increasingly important reading source [3]. Some differences in reading habits and attitudes were also observed between male and female participants.

Krishna and Adwani in their study explain the digital information access and its impact on reading habit of users of MITS [4]. Purpose of their study is to know the various approaches for reading habits, frequency of use of library, types of reading material used by users, awareness of e-resources among users, limitations of reading habits in print/digital media access.

Leyva, in his paper describes a study undertaken at the National Autonomous University of Mexico (Universidad Nacional Autonoma de Mexico (UNAM)), to explore the influence of the Internet on the reading habits of students and their changing reading practices [5].

Lonsdale explores the characteristics and assesses the contribution made by new computer and multimedia systems designed specifically to promote the reading interest and capability of children [6]. The author has been engaged in research on the provision and use of audio-visual computer materials in UK schools for 5 years.

Massis in his study discussed the present state of e-book readers and considers the potential impact on the academic environment [7]. The study finds that the benefit of using e-book reader will promote students' academic activities, as they are cost affordable and possesses variety of features like ability to retrieve the largest number of reading materials to support students' course work.

Nattar in his study attempts to examine the problems related to reading habits of the students in libraries and a few of the suggested remedial measures [8]. Study deals on various problems and suggestions to improve the reading habit. Respondents expressed that they are improving their reading habit using the facilities in the library.

Yilmaz *et al.,* in their research determine the levels of reading habits among fourth-year students in the Faculty of Medicine at Hacettepe University and in the Faculty of Art, Design and Architecture at Bilkent University. Students do not read regularly, and they prefer to buy books that they wish to read [9]. Students generally could not read mainly due to insufficient time and use of the library is not related to the students' reading habits.

METHODOLOGY
Survey method was adopted to conduct the study and data had been obtained through the structured questionnaires, which were randomly distributed among the students. The study population included 1st year MBBS students to interns, house surgeons and PG students. Total 200 questionnaires were distributed to the samples; out of which, 167 filled in questionnaires were received. Out of 167, 112 were from first to 4th year students, 29 filled in questionnaires were from 5th year students and interns, 18 were from house surgeons and 8 were PG students.

Scope
The scope of the study is confined to only three medical colleges; they are Mandya Institute of Medical Science (MIMS) from Mandya, Mysore Medical College (MMC) from Mysore and Hassan Institute of Medical Science (HIMS) from Hassan. The questionnaires were distributed and personally collected from them. The study excluded the medical colleges like dental, physiotherapy, Ayurvedic, Unani, etc.

Data Analysis and Interpretation
Table 1 illustrates the area wise distribution of the respondents of the three colleges. It shows that maximum respondents 94(56.28%) are from urban and 73(43.71%) respondents are from rural area.

Table 2 provides information on time spent for reading print resources. Majority of respondents 69(41.31%) read print resources for more than 6 h per day, followed by the respondents 38(22.75%) who read less than an hour per day, 36(21.55%) use print resources 2–4 h per day for reading and minimum respondents 24(14.37%) read print sources for 4–6 h per day.

Table 3 illustrates the details of response for the time spent to read digital text per day. It can be seen from the table that out of total 167 respondents, 59.28% of the respondents spend less than an hour to read digital text per day; where in 57.62, 58.49 and 61.81% of the respondents are from MIMS, MMC and HIMS respectively. Besides this, it can be observed from the table that least respondents 4.19% spend five and above hours per day to read digital text.

Table 1: Area Wise Distribution.

Gender	MIMS		MMC		HIMS		Total	
	f	%	F	%	F	%	f	%
Rural	26	44.06	21	39.62	26	47.27	73	43.71
Urban	33	55.93	32	60.37	29	52.72	94	56.28
Total	59	99.99	53	99.99	55	99.99	167	99.99

Table 2: Time Spent for Reading Print Resources per Day.

Time spent	MIMS		MMC		HIMS		Total	
	f	%	f	%	f	%	f	%
Less than an hour	14	23.72	11	20.75	13	23.63	38	22.75
2–4 h	12	20.33	12	22.64	12	21.81	36	21.55
4–6 h	08	13.55	07	13.20	09	16.36	24	14.37
6 and above	25	42.37	23	43.39	21	38.18	69	41.31
Total	**59**	**99.97**	**53**	**99.98**	**55**	**99.98**	**167**	**99.98**

Table 3: Time Spent for Reading Digital Resources per Day.

Time Spent	MIMS		MMC		HIMS		Total	
	f	%	f	%	f	%	f	%
Less than an hour	34	57.62	31	58.49	34	61.81	99	59.28
2–4 h	16	27.11	14	26.41	14	25.45	44	26.34
4–5 h	07	11.86	05	9.43	05	9.09	17	10.17
5 and above	02	3.38	03	5.66	02	3.63	07	4.19
Total	**59**	**99.97**	**53**	**99.99**	**55**	**99.98**	**167**	**99.98**

Table 4: Purpose of Reading.

Purpose (n=167)	Daily		Few Times a Week		Few Times a Month		Less Often		Cannot Say		Total	
	f	%	f	%	f	%	F	%	f	%	f	%
Pleasure	39	23.35	27	16.16	32	19.16	33	19.76	36	21.55	167	99.98
For exams	91	54.49	57	34.13	19	11.37	-	-	-	-	167	99.99
Research/assignment	41	24.55	76	45.50	39	23.35	11	6.58	-	-	167	99.98
To know current events	81	48.50	34	20.35	43	25.74	09	5.38	-	-	167	99.97
Widen knowledge	75	44.91	28	16.76	58	34.73	06	3.59	-	-		
In special cases	24	14.37	66	39.52	32	19.16	12	7.18	33	19.76		

Table 5: Convenient Place for Reading.

Purpose (n=167)	Great Extent		Medium Extent		Little Extent		Not at All		Cannot Say		Total	
	F	%	F	%	f	%	F	%	f	%	F	%
Library	136	81.43	13	7.78	08	4.79	04	2.39	06	3.59	167	99.98
Home	94	56.28	31	18.56	22	13.17	11	6.58	09	5.38	167	99.97
Hostel	64	38.32	30	17.96	26	15.56	18	10.77	29	17.36	167	99.97
Any silent place	99	59.28	24	14.37	23	13.77	10	5.98	11	6.58	167	99.98

Table 4 demonstrates the purpose of reading. Out of 167 respondents, a majority of respondents 54.49% read 'daily' for the purpose of examination, as against to this, it can be seen that 45.50% of respondents read 'few times a week' for the purpose of research/assignment. As it can be observed from the table that 34.73% of respondents read 'few times a month' for the purpose to widen knowledge, besides we can observe that 19.76% of respondents read 'less often' for the pleasure. It can also be observed that out of total respondents, 21.55 and 19.76% opine 'cannot say' that purpose of reading is for pleasure and in special cases respectively.

Table 5 illustrates the most convenient place for reading. Majority of respondents 136(81.43%) favour library to a great extent as the convenient place for reading, followed by any silent place 99(59.28%), home 94(56.28%) and hostel 64(38.32%) respectively. Maximum respondents 31(18.56%) feel to a medium extent that home is a preferable place for reading and hostel 26(15.56%) to the little extent. It can be observed that 17.36% respondents opine 'cannot say' for hostel as the convenient place for reading and 10.77% respondents opine 'Not at all' for hostel as the convenient one for reading.

Table 6 illustrates the details of free time available for medical students in a week apart from their academic schedule. It can be seen from the table that out of the total 167 respondents, 46.70% of them get 2–4 h free time in a week; where in 28(47.45%), 24(45.28%) and 26(47.27%) are from MIMS, MMC and HIMS respectively. Followed by 50(29.94%) of the total respondents get more than 4 h free time in a week and 39(23.35%) of total respondents get 1–2 h free time in a week.

Table 7 shows the leisure time activities of the medical students. It can be observed from the table that maximum 87(52.09%) number of students prefer reading newspapers/magazines as their 1st preference in leisure time, followed by 81(48.50%) surfing net, 62(37.12%) watching TV/movies, and 58(34.73%) chatting with friends respectively. Maximum 43(25.74%) respondents opted for travelling followed by 42(25.14%) chatting with friends as their 2nd preference in leisure time. It can be observed that majority 57(34.13%) of respondents preferred 3rd preference for visiting and searching rare books in library followed by 51(30.53%) of them for reading novels/short stories.

Table 6: Available Free Time.

Free Time	MIMS		MMC		HIMS		Total	
	f	%	f	%	f	%	F	%
1–2 h in a week	12	20.33	13	24.52	14	25.45	39	23.35
2–4 h in a week	28	47.45	24	45.28	26	47.27	78	46.70
More than 4 h a week	19	32.20	16	30.18	15	27.27	50	29.94
Total	**59**	**99.98**	**53**	**99.98**	**55**	**99.99**	**167**	**99.99**

Table 7: Leisure Time Activities.

Activities (n=167)	1st Preference		2nd Preference		3rd Preference		Cannot Say		Not at All		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Reading newspapers/magazines	87	52.09	32	19.16	28	16.76	11	6.58	09	5.38	167	99.97
Reading novels/short stories	27	16.16	31	18.56	51	30.53	39	23.35	19	11.37	167	99.97
Watching TV/movies	62	37.12	41	24.55	22	13.17	18	10.77	24	14.37	167	99.98
Playing sports	43	25.74	22	13.17	38	22.75	27	16.16	37	22.15	167	99.97
Surfing net	81	48.50	38	22.75	25	14.97	15	8.98	08	4.79	167	99.99
Mobile games	21	12.57	19	11.37	24	14.37	51	30.53	52	31.13	167	99.97
Chatting with friends	58	34.73	42	25.14	39	23.35	18	10.77	10	5.98	167	99.97
Travelling	49	29.34	43	25.74	38	22.75	26	15.56	11	6.58	167	99.97
Visiting library and searching rare books	23	13.77	21	12.57	57	34.13	41	24.55	25	14.97	167	99.99

Table 8: *Obstacles While Reading.*

Hindrances (n=167)	Often		Sometimes		Seldom		Cannot Say		Total	
	f	%	f	%	f	%	f	%	f	%
Inconvenience in reading material	29	17.36	36	21.55	54	32.33	48	28.74	167	99.98
External attraction	21	12.57	32	19.16	44	26.34	70	41.91	167	99.98
Uncomfortable atmosphere	39	23.35	44	26.34	51	30.53	33	19.76	167	99.98
Stress and strain	41	24.55	59	35.32	38	22.75	29	17.36	167	99.98
Lack of concentration	19	11.37	31	18.56	59	35.32	58	34.73	167	99.98
Phone calls/messages	69	41.31	38	22.75	39	23.35	21	12.57	167	99.98

The above Table 8 illustrates that most often respondents face obstacles while reading. It can be observed from the table that majority 69(41.31%) of respondents 'often' face phone calls/messages as hindrances they face while reading. It can be noticed that 35.32% of respondents opine 'sometimes' that the stress and strain is the obstacle for them while reading. 35.32% of the respondents feel that lack of concentration is rare hindrance for reading and maximum 41.91% respondents opine 'cannot say' for external attraction as the obstacles for reading.

FINDINGS OF THE STUDY
1. Majority users still prefer four wall libraries as their convenient place for reading even in the age of virtual library.
2. It may be noticed 17.36% opined 'cannot say' for the statement that hostel is convenient place for reading which can be said that users sometimes prefer hostel as the convenient place for reading.
3. Even in the digital age, students prefer to read print resources.
4. Students read daily more for the exam purpose compared to research activities, pleasure, special situation, etc.
5. Newspaper reading habit occupies the most preferable leisure time activity.
6. Phone calls/messages are considered as the main hindrance while reading. Stress and strain, uncomfortable reading atmosphere, inconvenience in reading materials occupies the further places as hindrances for reading.

RECOMMENDATIONS
1. Awareness programme, seminars, workshops have to be conducted for the medical students, especially for UG students, in order to develop reading habits.
2. Reading newspaper is considered as the most preferable and relaxing activity in free time and many may not read novels etc. due to their unavailability in library; it is recommended that general books like novels, short stories, biographies etc. should also be procured in medical libraries in order to develop the reading habits of the patrons.
3. Orientation programmes, book talks should be arranged frequently so that students will get awareness of availability of rare materials and valuable resources in the library, which will help them to build and update knowledge.
4. As students prefer library as their convenient place for reading, study recommends that library should be kept open for 24 h with good security and comfort.
5. As phone calls, uncomfortable reading atmosphere, inconvenience in reading materials are the main obstacles while reading, it is suggested that library should give good reading atmosphere by implementing strict library policy and rules, conserving and preserving rare materials by digitizing them, providing digital facilities and services to the patrons.

CONCLUSION
Advent of digital media and the growing collection of digital documents have had a reflective impact on reading. In spite of rising e-resource usage and readership in recent years, e-resource is not yet positioned to replace print books. Both print books and digital text have unique attributes and serve discrete functions to meet patrons reading needs. Study says students are not participating in research activities and the causes implicated for this tendency are lack of

time and infrastructure, financial constraints, lack of future benefits and paucity of mentors who are well versed in research but are in busy schedule. Appreciation of research work should be made a part of institutional mindset. Promoting students' motivation to read can enhance the reading competency of readers; and education institution should carry on this responsibility for the betterment of the society.

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