

Development And Validation Of Reading Habits Inventory

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Abstract

The objective of the study was to construct an inventory to assess the reading habits of B.Ed., college students. 480 B.Ed., college students from the western part of Tamil Nadu were taken for the survey. The investigator first prepared 59 items based on five dimensions. Experts evaluated those items and decreased the number to 54. After face validation, the inventory was administered to responders. The difficulty index value and discriminative power formulas were employed to evaluate the quality of each item. In the item analysis, twelve (12) inappropriate items were eliminated, leaving 42 items for the final tool. The reliability values of this inventory were found as 0.88 (KR-20 method) and 0.82 (Test-Retest method). The final form of the inventory was found to have content validity, according to the experts. The statistical analysis indicates that this reading habits inventory is reasonably fairly valid and reliable for assessing reading habits.

Key words: Reading, Habits, Construction, Students, Inventory.

Introduction

Human life revolves around reading. Reading unlocks wisdom. It's an essential tool to introduce the world to a child. It is the base on which the rest of the child's life will be built. Reading is a crucial tool for lifelong learning for all students. Reading habits provide greater information, knowledge, and understanding of things and their activities. Reading is an active skill for getting knowledge and meaning. One's personality and mental capacities benefit greatly from a regular reading habits. Students must develop appropriate reading and studying habits for high success (Fatiloru Oluwayemisi Florence et al, 2017).

The growth of contemporary technologies has changed society. In this modern era, smartphones are new recreational platforms. The current trend shows that watching mobile screens is more interesting than reading books. Smartphone overuse kills reading habits gradually (Levratto et al., 2021). Students' reading habits have changed a lot because of mobile phones and digital media (Liu, 2005). It is important to know the level of reading habits among students as the use of mobile phones has increased in a global level.

While reviewing the previous studies related to reading habits, the investigator found some standardised tools for measuring reading habits. Before making this research tool, the investigator

looked at other research tools that had already been made by Li-Bi Shen (2006), Prakash Sannakkanavar (2020); Cecil Smith (1992); Fatiloru Oluwayemisi Florence et al, (2017) and Oyewusi and Ayanlola (2014). Even though they are well-made, these tools don't seem to fit the language, style, and way of life of the students here. Therefore, the investigator decided to construct a reading habits inventory that matches to the Tamilnadu context.

Objectives of the study

The main objectives of the study were as follows

1. To develop a reading habits inventory for measuring the reading habits of B.Ed., college students.
2. To standardise the reading habits inventory for practical uses.

Tool development

The investigator discussed with friends, teachers, and professors to get ideas for the reading habits survey tool. Besides that, the investigator read books that are about reading. Based on the discussions and readings, the investigator decided to prepare yes or no type inventory for measuring the reading habits of students and initially prepared 59 items based on the following five dimensions for the reading habits inventory.

1. Perception on reading

To know a person's reading habits, it is necessary to understand his perspective on reading. Perception on reading dimension includes one's positive and negative opinion on reading.

2. General reading practices

General reading practices include leisure time reading, regular reading, kind of reading, reading timings, and having a book always.

3. Purpose of reading

Human actions are driven by a purpose. Purpose of reading includes for happiness, educational achievement, recreation, relaxation, and knowledge updating.

4. Reading related activities

Reading-related activities include buying books, going to the library, subscribing to books, being a member of the reader club, and going to book fairs.

5. Utilising technology for reading

Utilising technology for reading includes searching books in online, using gadgets for reading, downloading books, and online reading.

The distribution items of the Reading Habits Inventory according to each dimension are shown in table 1.

Table 1 Reading habits inventory distribution of items at the initial stage

S. No.	Dimensions	No of items
1	Perception on reading	18
2	General reading practices	20
3	Purpose of reading	8
4	Reading related activities	6
5	Utilising technology for reading	7
Total		59

Expert's opinion

After the initial set of items was drafted, it was submitted to a review panel comprised of two experts in the field of education and two experts in the field of language education in order to obtain informal feedback on the language employed, the content, and to determine whether there are any ambiguous items. According to the view of the experts, five items were discarded, leaving the draft with 54 elements. Table 2 shows

the Reading Habits Inventory items after the expert's opinion.

Table 2 Reading habits inventory distribution of items after expert's opinion

S.No.	Dimensions	No of items
1	Perception on reading	16
2	General reading practices	17
3	Purpose of reading	8
4	Reading related activities	6
5	Utilising technology for reading	7
Total		54

Participants

A research tool can't be made perfectly only with the guidance and help of knowledgeable professors. It can be attained by testing the research tool on samples to verify if the tool meets its purpose along with experts' guidance. For this purpose, the tool was administered on 480 samples. Among, 56 male students and 424 female students. The samples were taken from 15 teacher education colleges in three districts of Tamilnadu (Erode, Coimbatore, and Tiruppur) by using a simple random sampling technique. The students in the sample were from different age groups (below 25, 25–30, and over 30), different places (rural and urban), different marital statuses (married and unmarried), and have different levels of education (Graduates and postgraduates).

Item analysis

The quality of an instrument is defined by the quality of each item inside the tool (Ebel&Frisbie, 1991). After collecting data from participants via Google forms, the information was tabulated for analysis. The data were further analysed utilising the difficulty index and discriminative power formulae. Based on the scores, the obtained data were arranged in descending order and divided into two categories as upper 27 percent and lower 27 percent and item analysis was carried out. On the basis of the discussion with experts, the items with a discrimination value of less than 0.30 and a difficulty value of less than 0.20 were eliminated from the reading habits inventory, and the remaining items were retained. By implementing these standards, 12 items were deleted from the final reading habits inventory and 42 items were chosen. Table 3 provides a detailed item analysis of the Reading Habits Inventory.

Table 3 Item Analysis for Reading Habits Inventory

S. No.	Statements	D.V.	D.I.	Item status
1.	I often go to book stall to buy a new books	0.55	0.30	Selected
2.	I subscribe and follow at least one weekly/monthly magazine	0.80	0.40	Selected
3.	I don't miss the book fair	0.70	0.40	Selected
4.	I am a member of the readers' club	0.45	0.50	Selected
5.	I have a mini library in my home for reading	0.55	0.30	Selected
6.	I spend some of money from my savings for buying books or magazines	0.50	0.40	Selected
7.	Reading is one of my favourite activities	0.95	0.10	Rejected
8.	I am so busy that I cannot read	0.65	0.50	Selected
9.	It is difficult to concentrate on reading	0.75	0.30	Selected
10.	I don't find any difficulties in reading	0.55	0.50	Selected
11.	Reading is one of the best ways for me to learn new things	0.95	-0.10	Rejected
12.	I am the kind of person who enjoys a good book	0.50	0.80	Selected
13.	I worry a lot about my poor reading	0.75	0.30	Selected
14.	Formal features of a book (thickness, font size, illustrations, etc.) affect my preference for reading	0.95	0.1	Rejected
15.	I don't like reading	0.9	00	Rejected
16.	I find reading as a boring activity	0.70	-0.20	Rejected
17.	Reading is a channel for gaining real-world knowledge	0.55	0.70	Selected
18.	Reading improves my vocabulary	0.95	0.1	Rejected
19.	Due to my heavy workload, I don't have spare time for reading	0.55	0.30	Selected
20.	I draw inferences from my reading	0.70	0.40	Selected
21.	I could summarize what I read	0.75	0.5	Selected
22.	I think that only those who do not have work to do read a lot	1.0	0.0	Rejected
23.	I spent a lot of my spare time in reading	0.95	-0.10	Rejected
24.	I used to read to avoid sleep	1.0	0.0	Rejected
25.	I never pursue another work till I complete reading of a book	0.55	0.30	Selected
26.	I used to read even the information on a waste paper	0.75	0.30	Selected
27.	I used to read my favourite books repeatedly	0.75	0.50	Selected
28.	I used to read when I eat	0.65	0.50	Selected
29.	I used to read when I go to sleep	0.35	0.30	Selected
30.	I used to read fictions only	0.45	0.70	Selected
31.	I spend a lot of my leisure time in reading	0.45	0.50	Selected
32.	I like reading textbooks of Indian authors	0.70	0.40	Selected
33.	I read at least 10 pages apart from my profession related	0.80	0.40	Selected
34.	Usually I have one book in my bag for reading	0.70	0.40	Selected
35.	I search and read good books	0.50	0.80	Selected
36.	often I visit library for reading books	0.65	0.70	Selected
37.	I spent at least a few hour to study new things	0.75	0.30	Selected
38.	I usually buy book to read rather borrowing from others	0.75	0.50	Selected
39.	I always have my favourite books with me	0.75	0.50	Selected
40.	I read books for my education purpose only	0.20	0.40	Selected
41.	I read to get more information	0.85	0.10	Rejected
42.	I read for recreation	0.75	0.50	Selected
43.	I read more books for my personal development	0.4	0.0	Rejected
44.	I read more books to improve my communication	0.95	-0.1	Rejected
45.	I never read any books for mind relaxation	0.70	0.40	Selected
46.	I read the newspaper daily for my knowledge updating	0.25	0.30	Selected
47.	I read for pleasure	0.65	0.70	Selected
48.	I never use technology for reading	0.75	0.50	Selected
49.	Though the text is in digital format, I read with much interest	0.70	0.40	Selected
50.	I order books via online for reading	0.55	0.30	Selected
51.	I use Kindle to read	0.50	0.80	Selected
52.	I often browse to find new books to read	0.65	0.50	Selected
53.	I like to download the study materials to read	0.80	0.40	Selected
54.	I use electronic gadgets for reading my studies	0.50	0.40	Selected

Table 4 Reading habits inventory item distribution after item analysis

S. No.	Dimensions	No. of items
1	Perception on reading	9
2	General reading practices	15
3	Purpose of reading	5
4	Reading related activities	6
5	Utilising technology for reading	7
Total		42

Validation of the tool

The investigator established the Reading habits inventory's reliability, validity, and norms.

Reliability of the tool

The term "reliability" refers to the consistency and stability of test scores (Arunkumar&Nithya, 2012). In this investigation, the investigator utilised the Kuder Richardson 20 formula to ensure the internal consistency of the 42-item reading habits inventory and determined its reliability to be 0.88. In addition, the investigator used the test-retest method to ensure the stability of the research instrument. The investigator selected 100 samples from the primary sample of 480 for this purpose by using convenient sampling technique. On the 100 selected samples, the 42-item reading habits inventory, which was constructed through item analysis, was utilised once again. The tool's stability was established by comparing the second trial scores of 100 samples to the first trial scores of the identical 42 items. The correlation value of the two trial scores was 0.82. The both reliability values 0.88 and 0.82 indicated the 42 item reading habit inventory was highly reliable.

Validity of the tool

A test or tool is considered to be valid if it serves the intended purpose (Arunkumar&Nithya, 2012). The 42-item research tool was once again given to the experts for evaluation to ensure its validity. According to the opinions of experts, the research tool serves its intended purpose. This established the content and face validity of reading habits inventory.

Scoring Norms

There are 42 items on the reading habits inventory. The instrument has a yes or no format. This instrument has both positive and negative statements. This inventory assigns 1 mark to the 'yes' option and 0 mark to the 'no' option for positive statements. For negative statements, it is the opposite scoring. The maximum score can be obtained by reading habits inventory is 42 and minimum score can be obtained by reading habits inventory is zero. The initial 54-item data table has been reduced to 42 items. Table 5 shows a summary of the data from all 480 samples.

Table 5 Scores of the Participants

Particulars	Values
Mean	25.34
Median	26
Mode	29
Standard Deviation	5.89
Kurtosis	0.15
Skewness	-0.32
Range	36
Minimum	5
Maximum	41
Sum	12163
Count	480

Table 5 shows that the reading habit scores greater than 31 (mean + standard deviation) represent a high level of reading habits, while scores below 19 (mean - standard deviation) represent a low level of reading, and scores between 19 and 31 represent a medium level of reading habits. The level of reading habits inventory is presented in Table 6.

Table 6 The level of reading habits inventory

S.No.	Scores	Level of reading habits
1.	0-18	Low
2.	19-31	Medium
3.	32-42	High

The final version of the tool

The Reading Habits Inventory is made up of 42 statements that fall under the five dimensions. Table 7 displayed the dimensions of the items.

Table 7 Dimension wise items in reading habits inventory

Name of the Tool	Dimensions	No of items	Serial No. of items
Reading habits inventory	Perception on reading	9	7,8,9,10,11,12,13,14,15
	General reading practices	15	16,17,18,19,20,21,22,23,24,25,26,27,28,29,30
	Purpose of reading	5	31,32,33,34,35
	Reading related activities	6	1,2,3,4,5,6
	Utilising technology for reading	7	36,37,38,39,40,41,42

Positive and negative items exist on the reading habits inventory. Description of positive as well as negative items listed in Table 8.

Table 8 Description of positive and negative items in reading habits inventory

Name of the Tool	No of items	Positive items	Negative items
Reading habits inventory	42	1,2,3,4,5,6,7,9,10,12,14,15,16,17,18,19,20,22,23,24,25,26,27,28,29,30,32,34,35,36,37,38,39,40,41,42	8,11,13,21,31,33

The final version of reading habits inventory is shown in Annexure 1

Conclusion

During the development and validation of the Reading Habits Inventory, enough attention was taken to verify that the inventory served its

intended purpose. While this inventory is based on the replies of B.Ed. students, the investigator is confident that it can also be utilised with other college students and higher secondary school students due to its generic character. This inventory will be of great use not only to researchers, but also to teachers, professors, and parents who wish to determine the reading habits of their children. Even though the inventory is properly constructed and validated, it has some limitations. The inventory is validated with Indian students, particularly those from southern India. Consequently, the inventory must be validated in different regions of the country as well as in other cultural contexts. In future research, applying this inventory to additional demographics and conducting a correlation study between this reading habits inventory and other reading habits attitude surveys will add to the literature.

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Annexure I: Reading Habits Inventory

S. No.	Statements	Yes	No
1.	I often go to book stall to buy a new books		
2.	I subscribe and follow at least one weekly/monthly magazine		
3.	I don't miss the book fair		
4.	I am a member of the readers' club		
5.	I have a mini library in my home for reading		
6.	I spend some of money from my savings for buying books or magazines.		
7.	I am so busy that I cannot read		
8.	It is difficult to concentrate on reading		
9.	I don't find any difficulties in reading		
10.	I am the kind of person who enjoys a good book		
11.	I worry a lot about my poor reading		
12.	Reading is a channel for gaining real-world knowledge		
13.	Due to my heavy workload, I don't have spare time for reading		
14.	I draw inferences from my reading		
15.	I could summarize what I read		
16.	I never pursue another work till I complete reading of a book		
17.	I used to read even the information on a waste paper		
18.	I used to read my favourite books repeatedly		
19.	I used to read when I eat		
20.	I used to read when I go to sleep		
21.	I used to read fictions only		
22.	I spend a lot of my leisure time in reading		
23.	I like reading textbooks of Indian authors		
24.	I read at least 10 pages apart from my profession related		
25.	Usually I have one book in my bag for reading		
26.	I search and read good books		
27.	often I visit library for reading books		
28.	I spent at least a few hour to study new things		
29.	I usually buy book to read rather borrowing from others		
30.	I always have my favourite books with me		
31.	I read books for my education purpose only		
32.	I read for recreation		
33.	I never read any books for mind relaxation		
34.	I read the newspaper daily for my knowledge updating		
35.	I read for pleasure		
36.	I never use technology for reading		
37.	Though the text is in digital format, I read with much interest		
38.	I order books via online for reading		
39.	I use Kindle to read		
40.	I often browse to find new books to read		
41.	I like to download the study materials to read		
42.	I use electronic gadgets for reading my studies		