Factors Determining the Minds of Juvenile Based on Improved Reading Habits

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Abstract - The habit of reading is a significant phase for creating a society of literate in this world. It natures an individual's personality and helps them find new ideas and the proper method for thinking. In the current situation, people cannot find much interest in reading books, magazines and journals etc., due to the domination of the media. As a result, there is a need to develop the habit of reading among the people in the society. In this paper, the author has discussed the factors determining the minds of juveniles based on improved reading habits.

Keywords: Reading, Books, Magazines, Journals and Juvenile

I. INTRODUCTION

Reading is a necessary tool for learning knowledge, and the reading habit of a person has known an academic activity which builds talents in different reading methods and approaches. Over having a habit of reading, knowledge can be gained by reading printed and non-printed resources for example, books, electronic, magazines, journals etc.

Reading has been a passion for many people, even the most significant personalities of history. Humans have started reading ever since the ages, and so through generations, the words of knowledge have been passed on. The reading habit can influence one's personal development in particular and social progress in general. Regular reading improves intelligence, enhances emotions, upraises tastes, and gives perception for a person's life, thereby making a person ready for actual participation in social, cultural, religious, and political life. Reading is the fire that warms up the imagination of the person. It gives a new set of eyes and a new sense to the mind. A person who reads well has a capacity to wide intellectual limits and has more chances of success. Reading is a significant factor that affects intellectual and emotional growth.

Juveniles put together approximately l/5th of the total world population, but they form a majority as the users of many libraries. It is indeed included in the part of the student that youngest people use libraries. The Juvenile has been confirmed with the library experience, will undoubtedly become the most likely citizen who continues to use and support libraries. A vow to good service for youth, then, becomes an asset in the society's and library's prospect. In this paper, the main objective of library services for Juveniles is to support people in reaching a successful conversion from a young age to maturity by giving the resources and the atmospheres that will raise knowledgeable, social and emotional development. The library must know what juveniles need who are considered different in kind and force from other library users to achieve this goal.

Juvenile people indeed want to be treated the same as others and respected as adults. As a result, the same treatment given to grown-ups will not permanently be enough because they are repeatedly on the defensive part; Juveniles require smooth and mature handling. Library staff must know how to understand each demand and take it seriously, create a sense of comfort, and reserve confidence. Besides, policies must not simply restrict Juveniles' to access materials or services based on age. Juveniles should enable communication with this society and make them participate in policymaking.

II. REVIEW OF LITERATURE

Walia & Sinha (2014) attest that reading is viewed as a procedure, a method of reasoning, and a sort of genuine experience. It includes numerous mind-boggling abilities: the capacity to distinguish printed words and skim for data and, after that, maybe to read seriously.

Owusu-Acheaw & Larson (2014) research has found that reading propensities decide the academic accomplishments of students. Both reading and educational accomplishments are interrelated and subject to one another. Learners regularly originate from various situations and regions with multiple degrees of scholarly achievement. Hence, they vary in the example of reading propensities.

According to Kutay (2014), reading improves intellectual capacity by giving new ideas and thoughts and upgrading dictionaries and language essential in verbal communication. In the meantime, reading and educational accomplishments are fundamental for research staff and educationists to realize that each youngster, whether the individual is talented, everyday, ordinary or backward and

so forth, ought to be taught in their specific manner yet on the off chance that the person in question has excellent learning propensities, the person in question can perform well in scholastics and every circumstance.

Wan Dollah *et al.,* (2017) determined that reading behaviours assume a significant job in upgrading students' scholastic routine in schools. To accomplish effective academic performance among students, guardians must give more thoughtfulness regarding watching their kids' studying progress at home. It is the reading habits that help students in getting necessary and alluring wisdom. Reading propensities are what it needs to make a professional society.

M. Mohammad Yasir, Dr. P. Balasubramanian, (2020) The Public Libraries are the pillars of social development and changing tools of economically background and below literate peoples in India. It is one of the parts in resource provider of political, economic and technological changing growths to the peoples of India.

The work has endeavoured to study the profile of the public libraries, factors touching frequency of visiting public libraries, level of satisfaction with the services of public libraries and overall service quality of public libraries. The visitors' register provided the framework of the respondents to be covered. Users of the public library of Tirunelveli city constituted the sampling frame.

III. SIGNIFICANCE OF THE STUDY

The study gains importance from the students' point of view as it may help them realize that reading skills are as necessary as other communication skills. It was helping them to face the challenges and demands of the corporate and business sector they shall enter. Based on this background, the present study aims at studying the impact of one of these communication skills, viz., reading skills. Under this backdrop, the present study aims to assess the factors determining the minds of Juveniles based on improved reading habits.

IV. OBJECTIVES OF THE STUDY

The study aims at studying the reading habits of students. It further seeks to assess the performance of students based on their reading habits.

1. To study the factors determining the mind of Juvenile based on improved reading habits.
2. To suggest better ways to improve habits.
3. To analyze and investigate factors affecting reading habits.
4. To investigate the various improved reading habits like Reading Culture, Reading Attitudes, read Patterns, Critical Reading Skills, Reading Material Analysis and Reading Environment Influences.

V. RESEARCH METHODOLOGY

The research was limited to the minds of Juvenile based on improved reading habits. A structured questionnaire was developed using parameters identified from previous surveys.

A. Population

The response rate was 85 percentages, and the descriptive data for 337 respondents is presented below.

B. Research Tool

1. ANOVA (Analysis of Variance)
2. SEM (Structural Equation Modeling)

C. Hypothesis

$H_{1.1}$: There is no significant difference between age and the Reading Culture.
$H_{1.2}$: There is no significant difference between age and the Reading Attitudes.
$H_{1.3}$: There is no significant difference between age and the Reading Patterns.
$H_{1.4}$: There is no significant difference between age and the Critical Reading Skills.
$H_{1.5}$: There is no significant difference between age and the Reading Material Analysis.
$H_{1.6}$: There is no significant difference between age and the Reading Environment Influences.
$H_{1.7}$: There is no significant difference between age and the Reading Habits.

VI. RESEARCH QUESTION

Research Question 1 (RQ1): Does the variables viz. Reading culture, Reading Attitudes, Reading Pattern and Critical Reading Skills impact Reading Material Analysis?

Research Question 2 (RQ2): Does the variables viz. Reading culture, Reading Attitudes, Reading Pattern and Critical Reading Skills impact Reading Environment Influences?

Research Question 3 (RQ3): Does the variables viz. Reading Material Analysis and Reading Environment Influences impact Reading Habits?

VII. ANALYSIS AND INTERPRETATION

This chapter essentially presents the results and analysis of the data gathered from the reading habits of Juvenile. The data are grouped appropriately to carry out meaningful research. In the initial segment, it is proposed to exhibit the respondents' view on different parts of the minds of Juvenile based on improved reading habits factors like reading culture, reading attitudes, reading patterns. The last part of the section has focused on testing speculation. The entire research hypotheses which were formulated are tested using SEM.
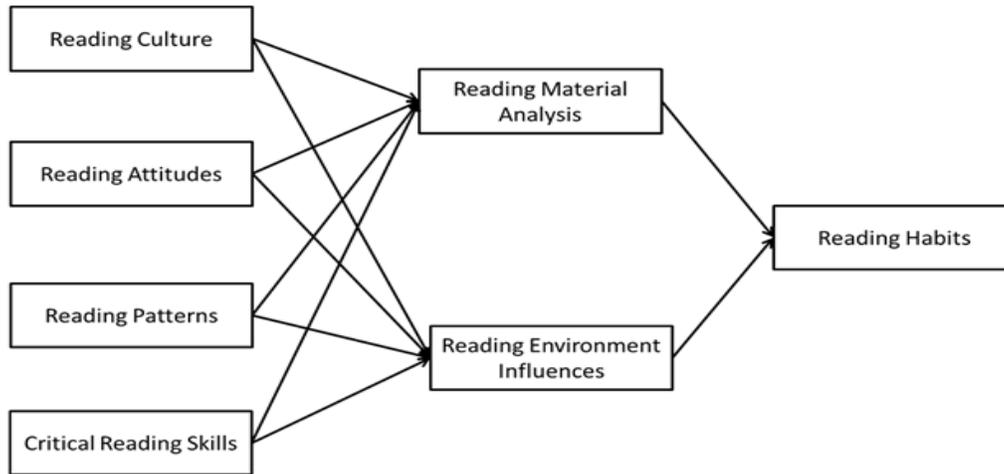
Source: Primary data

Fig. 1 Conceptual Framework

VIII. STRUCTURAL EQUATION MODELLING (SEM)

Structural equation modeling is a multivariate statistical analysis technique that is used to analyze structural relationships. This method is preferred by the researchers because it estimates the multiple and interrelated dependence in a single analysis.

A. Observed, Endogenous Variables

1. Reading Material Analysis
2. Reading Environment Influences
3. Reading Habits

B. Observed, Exogenous Variables

1. Reading Culture
2. Critical Reading Skills
3. Reading Attitudes
4. Reading Pattern

C. Unobserved, Exogenous Variables

1. e1 (error in the term of Reading Material Analysis).
2. e2 (error in the term of Reading Environment Influences).
3. e3 (error in the term of Reading habits).

D. Variable Counts (Group Number 1)

1. Number of variables in your model: 10
2. Number of observed variables: 7
3. Number of unobserved variables: 3
4. Number of exogenous variables: 7
5. Number of endogenous variables: 3
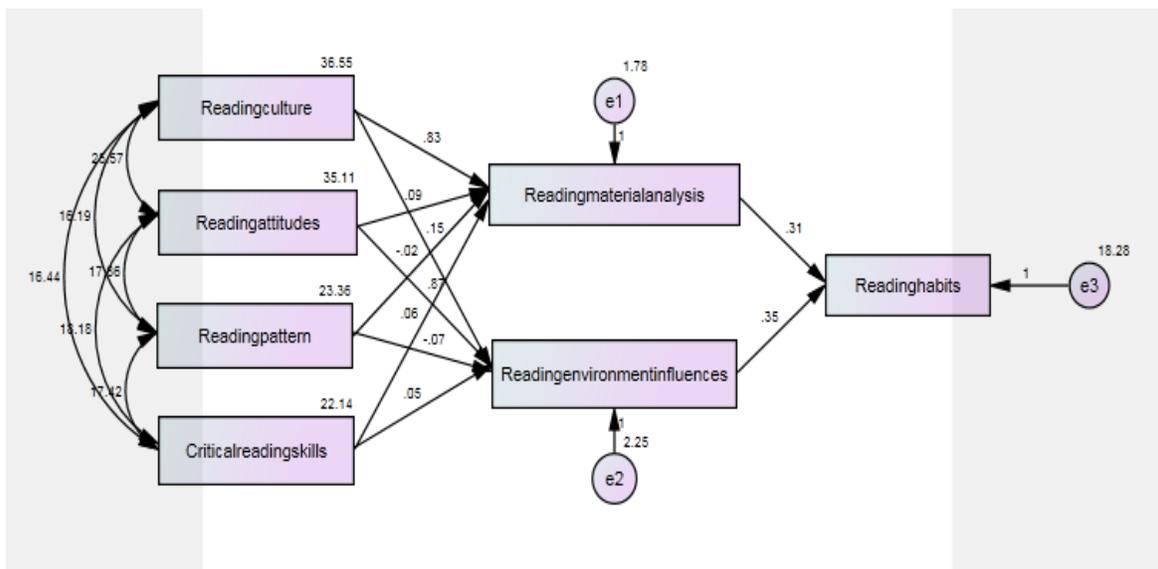
Source: Primary Data

Fig. 2 Users Information

TABLE I MAJOR MODEL FIT INDICES SUMMARY

Parameters	Acceptable values for Good Fit	Research Model Values
GFI	>0.9	0.964
AGFI	>0.9	0.976
CFI	>0.9	0.920
RMSEA	<0.06	0.01
RMR	<0.08	0.06

Interpretation: The Goodness of Fit index (GFI) value was 0.964, the Adjusted Goodness of Fit Index (AGFI) value was 0.976, and the Comparative Fit Index (CFI) value was 0.920. All these values were more significant than 0.9, indicating a perfect fit. It was found that the Root Mean Score Error of Approximation (RMSEA) value was 0.01 (lesser than 0.06), and Root Mean Square Residual (RMR) value was 0.06 (lesser than 0.08).

Discussion: The result in the above table shows that the model fit is good for the research analysis.

One Way Analysis of Variance of the Age, Reading culture, Reading Attitudes, Reading pattern, Critical Reading Skills, Reading Material Analysis, Reading Environment Influences and Reading Habits.

$H_{1.1}$: There is no significant difference between age and the Reading Culture.

$H_{1.2}$: There is no significant difference between age and the Reading Attitudes.

$H_{1.3}$: There is no significant difference between age and the Reading Patterns.

$H_{1.4}$: There is no significant difference between age and the Critical Reading Skills.

$H_{1.5}$: There is no significant difference between age and the Reading Material Analysis.

$H_{1.6}$: There is no significant difference between age and the Reading Environment Influences.

$H_{1.7}$: There is no significant difference between age and the Reading Habits.

TABLE II SIGNIFICANT DIFFERENCES

Variance		Sum of Squares	Df	Mean Square	F	Sig
Reading Culture	Between Groups	50.878	3	16.959	.455	.714
	Within Groups	12419.199	333	37.295		
	Total	12470.077	336			
Reading Attitudes	Between Groups	56.154	3	18.718	.534	.659
	Within Groups	11676.291	333	35.064		
	Total	11732.445	336			
Reading Pattern	Between Groups	60.337	3	20.112	2.871	.036*
	Within Groups	7686.428	333	23.082		
	Total	7746.766	336			
Critical Reading Skills	Between Groups	83.054	3	27.685	3.253	.021**
	Within Groups	7357.617	333	22.095		
	Total	7440.671	336			
Reading Material Analysis	Between Groups	56.288	3	18.763	2.567	.050*
	Within Groups	11024.329	333	33.106		
	Total	11080.617	336			
Reading Environment Influences	Between Groups	51.465	3	17.155	.479	.697
	Within Groups	11936.826	333	35.846		
	Total	11988.291	336			
Reading Habits	Between Groups	52.512	3	17.504	.561	.641
	Within Groups	10393.191	333	31.211		
	Total	10445.703	336			

** Significant at 1% level   * Significant at 5% level

Analysis: It can be seen from Table I that Null Hypotheses $H_{1.3}$, $H_{1.4}$ and $H_{1.5}$ are rejected as the p-value is lesser than 0.05. All other remaining null hypotheses are accepted.

Discussion: There is no significant difference between age and Reading Culture. There is no significant difference

between age and Reading Attitudes. There is a significant difference between age and Reading Patterns. There is a substantial difference between age and Critical Reading Skills. There is a considerable difference between age and the Reading Material Analysis. There is no significant difference between age and the Reading Environment

Influences. There is no significant difference between age and Reading Habits.

IX. SUGGESTION

1. Reading has to be meant for improving understanding ability and not alone in academics.
2. At the graduate level, tutors can influence their students to expand their reading preferences and not just subdue them to reading books to get higher marks.
3. A habit of reading newspapers seen highly among Juvenile may be increased among students to develop their word skills, GK, and critical reading.
4. The most acceptable way for regular improvement in reading habits is to have more reading programmers that help students understand and recollect easily.
5. Students must increase their everyday reading habits rather than occasionally or when it is required.
6. Reading books or any material on a title or subject of interest can certainly help in improving reading habits.

X. CONCLUSION

Reading is considered an important activity in the process of gaining knowledge. In the crusade of human society, it has been assumed a significant significance and becoming one of the critical factors in the operation of human beings, who are together involved in the rule of society and revelation of knowledge and exposure of well-educated society. Reading involves the people's contribution to developing a well-educated society. So, reading shapes better character, ideas, thinking right and attitude change. So, people who have reading habits are means to create a community of well-educated in our country. The above discussion reveals how vital the reading habit is and the formation of a well-educated society, which helps develop our country. Finally, it is concluded that people should help juveniles and support their reading skills to become part and section in their lives when they are young. Today, there are various public libraries where Juvenile can be encouraged to go and read books about fantasy and fiction. If that is done, it will help them define themselves with speaking and writing good English, ultimately leading to better educational performance.

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