

The Impact of the University in Increasing the Book Reading on Students: Case Study Soran University

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Abstract

Reading is perusing through texts to understand concepts. In the event that you battle to centre, reading can improve your attention span. Books with better structures encourage us to think in sequence the more we read, the more our brains are able to link cause and effect. The main aim of this study is to investigate the effective factors that the role of the university in reading books. The sample of the study includes all the students at Soran University. The focused on populace size for the investigation is 400 understudies who chose haphazardly. The acquired information were broke down with the SPSS program by using methods containing descriptive statistics, Chi-square test. The results indicated some factors such as good communication between reading a book and students, offering university and professional development courses with a variety of skills for students, The research includes "Individual Reasons", "age group", "Perusing material during recreation time", "Department", play a significant role in reading book students in the university.

Keywords

reading, book reading, Soran University, chi-square test



I. Introduction

Alongside the significant aptitudes of overseeing time and making successful notes at university is the task of reading. As you make the progress to college learning, changes in the manner in which you should structure your time are clear; there is much to do and you may rapidly understand that you should assume on the responsibility for organizing study and leisure times to be effective. Regularly, as well, the progress to enormous auditoriums and note-production from talks might be different to you; you have made notes in class previously, yet staying aware of the pace and volume of material introduced can be a genuine test (Barrs and Thomas, 1993). Similarly perusing changes at college.

For some understudies, however, the progressions required are not all that undeniable as the sharp increment in understanding burden and trouble. As you enter college, reading takes on a focal job as a major aspect of your way to deal with learning. It is critical to read freely and successfully to learn noteworthy segments of a course of study. The reality of the situation may prove that you have neglected to create solid understanding abilities (Pandian, 1997). You trust that the perusing approaches you have spent until this point will work for you. Tragically, such a large number of understudies read inactively, neglecting to build exact appreciation with the direction of a reason or objective for reading. The outcome is that an excessive number of understudies start to loathe their reading and come to see it as an important malevolence.

Reading doesn't need to be a difficult undertaking that you fear. But, to maintain a strategic distance from these evil emotions about reading, you should contribute a brief period to grow more dynamic understanding methodologies (Cohen, 1996). This might be the first occasion when you intentionally utilize a technique for reading thus it might feel abnormal for a while. However, our experience shows, and reading experts know, that a functioning way to deal with perusing will probably be more beneficial and intriguing for you. "Reading" is the way toward taking a gander at a progression of composed images and getting significance from them. Be that as it may, the unpredictable procedure of perusing additionally requires the expertise of talking, so we can articulate the words that we read. An instance of reading is books or magazines.

Reading is significant on the grounds that it builds up our musings, gives us endless knowledge and lessons to read while keeping our minds active. Books can enable us to learn, comprehend, and makes us more astute. Also the information, jargon extension, and thinking abilities we grow, so read a decent book today! Your book's motivation is objective. It's what you and your book set out to achieve, for example, to Inspire change (Gross, 1996). In examining the way of life of perusing, our point was to depict the coordinated example of understanding conduct, practices, convictions, and information, and to see how the staff and understudies effectively made and kept up this example Inform the peruser. A story's message, or subject, is the thing that the writer needs to show you through their composition.

A few stories have a particular sort of message called a good, or a daily existence exercise. You can discover the message of a story by taking a gander at the characters' activities and zeroing in on what is rehashed all through the story. Reading can even loosen up your body by bringing down your pulse and facilitating the strain in your muscles. Regardless of whether you are hoping to develop yourself or gain some new useful knowledge, it's conceivable to peruse a book in a solitary day. Be that as it may, beginning today, you can change your understanding propensity.

At the point when you mean to comprehend a writer, it won't take you too long to even consider reading a whole book. Understanding a book is the most ideal approach to peruse it rapidly (Carruthers, 1992). A recent report at the University of Sussex found that perusing can decrease the worry by up to 68%. It works preferable and quicker over other unwinding techniques, for example, tuning in to music or drinking a hot cup of tea. The exhibition of understudies these days is ascribed to their helpless foundation in the perusing society which is a vestige from their elementary school through the optional and up to the University level. To peruse is to get thoughts from print or composed materials. Perusing is a method of getting information. Additionally, the seven qualities incorporate having a place, kinship, benevolence, interest, certainty, fortitude, and expectation (Igwe, 2011).

II. Research Methods

To acquire the essential information for the investigation, a poll study has been planned especially for this reason gathered through the understudies of Soran University during 2020. In this manner, the example for the examination comprised of 400 understudies in the college. Information gathered by controlling the exploration instrument were examined in accordance with each examination question and speculation. Expressive insights, (for example, frequencies and rates) were utilized to respond to the examination questions. A Chi-square test was utilized to investigate the theories. The SPSS program was utilized to run all the examinations for the investigation.

III. Results and Discussion

3.1 Socio Demographic Characteristics of Respondents

The distribution of the respondents according to gender, education, time spent on reading, and age group is presented in Table 3.1. The finding revealed that the majority of the respondents (73%) were male, while the remained 27% were female. In any case, (Doiron, and Asselin, 2011) propose the opposite that sexuality and characteristic learning are interrelated in light of the way that men are more open to data than women. To demonstrate respondents' book reading and factors descriptive statistics were used to gather and collect the frequency and percentage for each variable. Students who were enrolled at Pamukkale University in the faculty of education instructor training Program during the fall semester of 2010 to 2011 academic year participated in the study. Students in the Faculty of Arts and Sciences who wish to teach middle school to apply to the instructor training Program in their 3rd or 4th year. The program accepted 833 students (433 third-year students and 380 fourth-year students) with grade point averages above 2.50, and 132 of these prospective teachers (97 females and 35 males) volunteered to participate in the research. The average age of participants in the sample was 21. The demographic information of the participants. By looking at the table about the time spent on reading shown that Less than one is 48%. on the other hand, one to three hours is 6.8%. Table 3.1 shows that the vast majority (63.5%) of the respondents are less than 30 years old and 36.5% are more than 30 years old. Also, the table shows that the 48.0% of the employees are between 25 to 30 years old this indicates that the youth have a very good opportunity to read a book students' at Soran University, which has positive results on performance since youth are more lively, technologically educated, multi-skilled, and less resistant to change. Moreover, the average age group portrayed by 30.0%. Also, the table shows that the majority of numbers of employees' groups are representing that 66.3% of the respondent's age is less than 30 years old and 33.8% are more than 30 years old. Reading a book is important because it provides students with opportunities to respond to literature; it gives students appreciation about their own cultural heritage as well as those of others; it helps students develop emotional intelligence and creativity; it nurtures growth and development of the student's (Noonan, 2010).

Table1. Socio Demographic Characteristics of Respondents

Variable	Frequency	%	
Gender	Male	109	27.3
	Female	291	72.8
Education	Chemistry	28	7.0
	Biology	93	23.3
	Mathematics	194	48.5
	Sociology	51	12.8
	History	34	8.5
Time spent on reading	Less than 1	192	48.0
	1-3	27	6.8
	4-6	98	24.5
	7-9	116	29.0
	10 and above	110	27.5
	Others	49	12.3
Age group (Year)	< 20	62	15.5
	20 – 25	192	48.0
	> 25	146	36.5

Reading improves the jargon of understudy: Reading of books like books, papers, magazines, banners, and other educative materials have been demonstrated to help increment the jargon of understudies. Students can visit locales like the Booksrun site to get day by day helpful books. On the off chance that you are an educator or an instructor, you can control the understudies into writing down new words that they experience on regular schedule and afterward study them; it will assist them with learning new things and furthermore upgrade their jargon. Great vocabularies among understudies assist them with composing great and amazing tasks and articles. It opens the understudies to great and educational substance.

Among the difficulties confronting instruction in Africa, the absence of qualified educators in the scholastic area was among the difficulties expressed in Information Guide Africa. In the event that the understudies can be presented to the useful substance and books themselves, they'll have the option to reach to where their coaches never came to and accomplish more endeavors in the scholarly part. On the off chance that you are given a task or venture to explore, being presented to a wide range of books can assist you with fathoming the tasks effectively without paying your colleagues or taking others' works. Composing is fun in the event that it is your pastime. Perusing numerous books can assist you with figuring out how to compose quite well and who knows, you can turn into the following greatest writer.

3.2 Factor Affecting Characteristics of Respondents

The analysis classified prospective teachers' thoughts regarding the importance of reading into three categories: academic reasons, social reasons and personal reasons. In particular, 37.50% of the participants stated that they read for academic reasons, 32.54% stated that they read for social reasons and 29.96% stated that they read for personal reasons Table 2. The first subcategory within the category of academic reasons was "learning and gaining knowledge", which was based on participant responses such as "Reading a book is a way to learn", "Gaining knowledge is required for effective action", "People are able to talk about, understand and interpret what that they know about", and "In short, a book is a vehicle for knowledge". "Developing critical and creative thinking skills". Critical thinking enables us to criticize, establish cause and affect relationships and interpret phenomena. Participants' statements regarding this subcategory associated reading with the development of thinking: "Reading is necessary to learn about what interests us and to analyze events based on cause and effect relationships". In addition, participants stated: "Reading develops my imagination. I imagine myself in the story and am able to put myself in the place of one or all of the characters in the book"; and "Unlike watching TV, where everything is presented to me, I use my imagination to experience the story when reading a book". Some participants stated that they read not only to benefit themselves but also to benefit others and better participate in society. The first subcategory was "appreciating alternative perspectives". This subcategory is related to the idea that reading modifies people's perspectives and influences their worldviews, which is reflected in the following statements: "Reading a book broadens my perspectives by allowing me to make better decisions and look at situations from many angles" and "I enjoy reading because I learn about new topics and am able to change my perspective". "Participating in society", in which reading was viewed as a way to interact with other members of society by sharing what was read: "Reading is a way for me to join the social life around me. It helps me overcome my introversion and communicate with other people" Some participants also stated: "Reading is important when conversing with other people"; and "I like conversing with my friends about the books we read . "Recognizing and understanding

different peoples and cultures”. Participants stated that respecting others was an important value that held societies together and promoted peace and harmony: “Reading opens doors to different worlds”; “Not everyone has the chance to live in different cultures; however, a person can learn about different cultures by reading books about them. Reading also broadens our little world and shows that there is more to the world than just our experience”. Subcategory was “learning about current events”, which related to knowledge of daily events and understanding the world: “Newspapers, magazines, journals, and books help us become aware of the world”; and “Reading licenses us to be instructed about step by step social, social, and political events”.

Table 2. Factor Affecting Characteristics of Respondent

Variables		Frequency	%
Perusing material during recreation time	Magazine	68	17.0
	Newspaper	74	18.5
	Academic book	117	29.3
	Textbook	88	22.0
	Literature	53	13.3
You have a lot of books in your room	Yes	225	56.3
	No	175	43.8
Individual Reasons	Developing personal identity	47	11.8
	Organizing one’s life	56	14.0
	Relaxation	124	31.0
	Experiencing enjoyment	65	16.3
	Happiness	108	27.0
Social Reasons	Appreciating alternative perspectives	13	3.3
	Participating in society	49	12.3
	Recognizing and understanding different peoples and cultures	95	23.8
	Learning about current events	141	35.3
	Establishing empathy	102	25.5
Academic Reasons	Acquiring knowledge	102	25.5
	Improving language skills	185	46.3
	Developing critical and creative thinking skills	113	28.3
You think reading is boring	Yes	237	59.2
	No	163	40.8
Reading is one of your favourites activities	Yes	214	53.5
	No	186	46.5
You think reading is a waste of time	Yes	188	47.0
	No	212	53.0

3.3 It Can See That the Relationship between Socio Demographic Factor and Reading A Book

The results represented that the relationship between "Reading material during leisure time" and "Reading a book" ($P < 0.01$) is significant. Moreover, the highest percentages of respondents, including 34.4% and 13.7% were respectively strongly agree and disagree about the Reading material during leisure time, as well as the same

percentages were observed in the columns of neutral and strongly agree with the term of reading a book.

The results appeared that there is a significant relationship between " Age group" and "Reading a book" (P<0.05). The results also indicated that nearly 25.5% of the students are agreeing about age group. On the other hand, the results represent that a combined of 29.8% of respondents were neutral in the subsection of reading a book.

Also, the relationship is significant between "Department" and "Reading a book" (P<0.0). The results indicate that 47.0% of respondents were somewhat agreed about Department while they accounted 35.3% satisfied for role of university affecting the reading a book. (Jensen, B., 2012).

The results represented that the relationship between "Reading material during leisure time" and "Reading a book" (P<0.01) is significant. Moreover, the highest percentages respondents, including 52.0% and 4.0% were respectively strong agree and agree about the personal Reasons, as well as the same percentages were observed in the columns of neutral and strongly agree with the term of reading a book.

Different findings were observed and these outputs are corresponding to the results of (Meyer, 1993) that observed the role of university action network-based reading a book is an approach to fostering students' behavior with its roots in social marketing and social brain science. Also, (Jones et al, 2008) (reported that the role of the university approach starts with an investigation of the barriers that obstruct one specific conduct. A few lines of evidence demonstrate that the inability of the individual to realize the imminence is the calamitous change.

Table 3. The Association of Variables by Reading a Book

Variables		Reading a book						χ^2	P-value
		Strong dissatisfied	Dissatisfied	Neutral	Satisfied	Strong satisfied	Total		
Perusing material during recreation time	Magazine	20.7	20.7	27.6	17.2	13.8	100.0	32.29	0.009
	Newspaper	11.0	30.1	17.8	32.9	8.2	100.0		
	Academic book	15.2	29.8	34.4	15.9	4.6	100.0		
	Textbook	11.8	11.8	25.5	41.2	9.8	100.0		
	Literature	8.3	27.1	33.3	26.0	5.2	100.0		
Age group (Year)	< 20	7.9	21.1	27.6	23.7	19.7	100.0	50.61	0.020
	20 - 25	7.4	20.0	42.3	9.1	21.1	100.0		
	> 25	6.7	14.8	37.6	11.4	29.5	100.0		
Department	Chemistry	13.8	13.8	37.9	24.1	10.3	100.0	44.69	0.040
	Biology	12.3	24.7	16.4	41.1	5.5	100.0		
	Mathematics	14.6	19.9	36.4	23.8	5.3	100.0		
	Sociology	13.7	11.8	7.8	54.9	11.8	100.0		
	History	21.9	17.7	20.8	27.1	12.5	100.0		
Individual Reasons	Developing personal identity	13.8	17.2	34.5	31.3	3.2	100.0	68.62	0.000
	Organizing one's life	19.2	34.2	15.1	19.2	12.3	100.0		
	Relaxation	13.2	25.8	40.4	16.6	4.0	100.0		
	Experiencing enjoyment	15.7	15.7	3.9	52.0	11.8	100.0		
	Happiness	16.7	18.8	35.4	16.7	12.5	100.0		

Why reading a book each day is a practical objective, in the event that you are set up to place in the hours. Perusing a whole book very quickly may appear to be overwhelming, yet everything boils down to basic math. The normal grown-up peruses around 200–400 words for every moment. There's no preferred super food for your mind over a book. Reading is the most ideal approach to quickly increase a profound and expansive comprehension of a point or control. You can peruse a whole book each day, however it will cost you. It's a monstrous objective and can be nonsensical, however it works for me. Psychological Neuropsychologist Dr. David Lewis found that 'perusing worked best, lessening feelings of anxiety by 68 percent'. It was superior to tuning in to music (61%), drinking tea or espresso (54%), and going for a stroll (42%). It just took 6 minutes for members' feelings of anxiety to be decreased.

IV. Conclusion

Universities assume a significant function as pioneers in instructing and learning, in training, examination, and innovation. In showing exercises, colleges give proficient preparation to significant level positions, just as the training fundamental for the improvement of the character. Colleges assume a significant function as pioneers in instructing and learning, in training, exploration, and innovation (Ramirez, 2003). In showing exercises, colleges give proficient preparation to elevated level positions, just as the instruction fundamental for the advancement of the character. The function of the colleges is imperative to all divisions from a socially too lawful perspective. Alumni of all controls need information about supportability too. Colleges can help in giving the new information and aptitudes expected to address the difficulties of economic advancement in a network, in raising public mindfulness and giving preconditions to educated dynamic, capable conduct, and shopper decision. Universities are considered to have been viewed as key establishments in cycles of social change and advancement. The most significant job they have been relegated is the creation of exceptionally gifted labour and exploration yield to meet apparent targets. Another job that colleges may play is in the structure of new foundations of common society, in growing new social qualities, and in preparing and mingling individuals of the new social period (Walberg and Tsai, 1985).

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