

Investigation on Current Situation of Extracurricular Reading of Local College Students—A Case Study of Jilin Engineering Normal University

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Keywords: College students; Extracurricular reading; Reading status; Research analysis

Abstract. Through questionnaire survey of students in Jilin Engineering Normal University and analyzing their reading purposes, habits and contents, the paper explores the characteristics of reading status and potential difficulties, analyzes the causes of this dilemma.

Introduction

The study is based on investigation on the extracurricular reading status of 500 students of different majors from Grade 1 to 4 in Jilin Engineering Normal University. A total of 500 questionnaires have been issued, among which there are 486 valid questionnaires. A total of 256 men and 230 women account for 52.7 and 47.3 percent of the total number respectively. A total of 248 students of science and 238 students of literature account for 51 and 49 percent of the total number respectively. From the perspective of students' hometown, a total of 229 students from towns and 257 students from rural areas account for 47.1 and 52.9 percent of the total number respectively. A total of 128 freshmen, 136 sophomores, 116 juniors, and 106 senior students account for 26.3, 28, 23.9, and 21.8 percent of the total number respectively.[1]

In the questionnaire study, there are a total of 24 questions, involving five parts: student's basic background, reading quantity and time, reading interests and habits, reading purposes and methods, and reading attitude and psychology.[2]

Reading Quantity and Time

Reading Time.

Table 1 Reading frequency and daily reading time

Reading Frequency	Proportion (%)	Reading Time	Proportion (%)
Regularly	30	Less than an hour	38
Occasionally	44	One to two hours	42
Depending on moods	15.5	Three to four hours	12
Seldom	10.5	More than four hours	8

As shown in Table 1, there are 30 percent of the students reading regularly, 40 percent of the students reading only occasionally, 15.5 percent of the students reading with dependence on moods, and 10.5 percent of the students seldom reading. From the perspective of daily reading time, there are 38 percent of the students reading less than an hour, 42 percent of the students reading for one to two hours, 80 percent of the students reading less than two hours, 12 percent of the students reading for three to four hours, and only 8 percent of the students reading more than four hours, which shows that most of the students do not have the habit of regular reading. The survey of "How often do you go to the library" has shown a total of 170 people going to the library every day, 149 people

once a week, and 71 people once a month, which indicates more than half of the students often go to the library. However, a total of 98 people just go to the library at exam time and seldom go there at other times, which indicates that the library is just a place where they can learn by themselves before exam.[3]

Reading Quantity.

Table 2 Number of books and collected books per semester

Number of Books	Proportion (%)	Number of Collected Books	Proportion (%)
1 to 5	49	10 to 20	44.5
5 to 10	29	20 to 50	31.5
10 to 20	12.5	50 to 100	13
More than 20	9.5	More than 100	11

As shown in Table 2, there are 78 percent of the students reading within one to ten books each semester and only 12 percent reading more than ten books. From the perspective of number of collected books, there are 13 percent of the students collecting 50 to 100 copies, only 11 percent of the students collecting more than 100 copies, and other 76 percent of the students collecting less than 50 copies, which indicates that most of the students read a few, only less than ten books in four months of a semester, and there are not many extracurricular books collected at at home.[4]

Reading Interests and Habits

Reading Interests.

Table 3 Reading interests

Reading Interests	Number of Students
Literature	259
Astronomy and geography	102
Philosophy and religion	110
Biography	234
Comic magazine	146
History	146
Other categories	112

This is a multiple choice, whose results show that a total of 259 students are fond of literature and account for the largest proportion, among whom there are 146 students majoring in literature and history. A total of 234 students, most of whom major in education and science and engineering, enjoy reading biographies. A total of 146 students, many of whom major in arts, enjoy reading comic magazines. Also a total of 146 students, among whom there are 49 students majoring in literature and history, enjoy reading history. From the perspective of the students' genders, most of the boys enjoy reading biographies, history, astronomy, and geography, while most of the girls enjoy reading literature and comic magazines. The survey of "Do you like Chinese or foreign classics" has shown that there are 30 percent of the students preferring Chinese classics, 14.5 percent of the students preferring foreign classics, 49 percent of the students selecting both, and only 6.5 percent of the students selecting neither of them. Students were asked to select out those books they have read from the list of 24 books, which are familiar to students. However, there are 12 students reading none of them, only 24 students reading all, 171 students reading four classics, showing that the categories of books that students read are very limited and single, while majors and genders have impacts on the categories of reading books.[5]

Reading Habits.

Table 4 Reading habits

During Reading	Proportion (%)	Having Something not to Understand	Proportion (%)
Writing down extracts	21.5	Turning to teachers and parents	5
Punctuating and commenting	16	Discussing with classmates	8
Reading while listening to music	34	Looking up relevant information on their own	71
Read only storyline	28.5	Later to think about it	16

Results of the survey show that when students have new words or something not to understand, there are more than 70 percent of them looking up relevant information by themselves, 13 percent of them turning to and discussing with other people, and 16 percent of them doing nothing. During reading, there are 37.5 percent of the total students punctuating and commenting and 28.5 percent of them reading only storyline. Also 34 percent of them read books while listening to music. The survey of "What would you do after reading a good book" has shown that 39 percent of the students taking notes, 81 percent of the students continuing to read similar books in the future, 50 percent of the students exchanging reading experiences with classmates, and 15 percent of the students forget it, which indicates that most of them have developed good reading habits, such as writing down extracts, taking notes.[6]

Reading Purposes and Methods

Reading Purposes. The survey of "What is the purpose of your reading" has shown that there were 190 students reading as a hobby, 98 students reading to kill time, only 12 students forced by teachers to read extracurricular books, and average number of students selecting other options, which indicates that the vast majority of students have healthy and positive purposes of reading extracurricular books.[7]

Reading Methods.

Table 5 Reading methods and book sources

Reading Method	Proportion (%)	Book Source	Proportion (%)
Paper reading	69	Borrowing from a library	36.5
Mobile reading	22	Downloading from the internet	33
Computer reading	3.5	Buying in a bookstore	21.5
Multimedia audio-visual reading	5.5	Recommended by teachers and classmates	9

The survey of "Which reading method do you prefer" has shown that there are 69 percent of the students preferring paper reading, 22 percent of the students preferring mobile reading, and a few students preferring computer reading and multimedia audio-visual reading. From the perspective of book sources, there are more than 36.5 percent of the students going to borrow books from the library and 33 percent of them downloading books from the internet.[8]

The survey of reading locations has shown that 90 percent of the students enjoy reading in the library and study room and only 10 percent of them choose to read at home and bookstores. The survey of "how to read extracurricular books" has shown that there are 154 students preferring intensive reading, 220 students preferring reading books they are interested in, 102 students

preferring extensive reading, and only 12 students reading at random, which indicates that college students have a certain purpose while reading, read books from their interests.[9]

Reading Attitude and Psychology

Reading Attitude. The survey of "Views on extracurricular reading" has shown that there are 305 students thinking that extracurricular reading not only improves their professional learning, also increases their extracurricular knowledge, 90 students reading only from their interests, 80 students reading just when they have time, and only 12 students being completely utilitarian and just reading those books closely related to their professions, which indicates that students in vocational and technical normal colleges enjoy extracurricular reading and think of it in a correct way.

The survey of "Do you think reading is helpful? Please state the reasons" has shown that almost all students think reading is a great help to themselves. Reasons includes the following: broadening their horizons, broadening their knowledge, guiding them to establish correct world outlook, outlooks on life and values, and other reasons.[10]

Reading Psychology.

Table 6 Attractive reading and purchase reason

Attractive Reading	Proportion (%)	Purchase Reason	Proportion (%)
Fine cover binding	11.5	Readable content	70.5
Rich and excellent content	45.5	Good price	11.5
Famous author	6	Famous author	6
Unique book title	37	Attractive book cover	12

Table 6 shows that there are 45.5 percent of the students reading books due to rich and excellent contents, 11.5 percent of the students being attracted by the fine binding cover, and 37 percent of the students preferring books with unique titles. The readable content is the main reason why most students buy a book, but price, title, or cover is not the main factor. The survey of "what are factors impact your reading" has shown that an important factor impacting reading is "no extra time", an option selected by most of the students. There are 71 students preferring watching TV to reading, 98 students not knowing what to read, which indicates that the media, such as network, and the surroundings have some influence on extracurricular reading.

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