The correlation between the reasons for study and reading behaviour among graduate students

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Abstract

This study aimed at knowing the reasons for the study of the graduate students, their reading behaviour and the correlation between them. Participants were 135 postgraduate students. Data were collected by using questionnaires and analyzed using descriptive statistics. The results showed the reason for the study of the students got an average mean score dose to the strong category with the dominant aspects of career and investment; while reading behaviours fell into a strong category, where dominant aspects based on the type of reading and duration. The coefficient correlation between the two variables was 0.189 and this was a very weak correlation. The findings implied that continuing studies to a higher level is not automatically coupled with better reading behaviour. They may attend the school not for learning but for a piece of certificate as a future invest or career and salary. Therefore, engaging those students in the process of learning is more important.

Keywords: Reasons for study, reading behaviour, graduate students.

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1. Introduction

My observation during teaching undergraduate program, many students reported verbally that they had difficulties in reading textbooks. When there is no assignment or exam, they had a problem in reading, and mostly the duration of reading range between 5 and 15 minutes and ended up with generally sleepy. This condition might not indicate that the students were not interested in reading at all. They may come from the family that not support reading habit at home (Roman & Pinto, 2015; Wollscheid, 2014), and some may be because of their earlier education at elementary school (Metsapelto et al., 2017). Some of my students reported that they actually read novels and other stories but mostly things from social media while reading from social media may bring risk behaviour (Groth, Longo & Martin, 2017). However, in the era of what people called digital (Clarke, 2012), it is difficult to find students without a smartphone or laptop, especially those in Graduate School. How is their reading behaviour, because those who go to graduate school are assumed to read a lot of reading tasks.

Using smartphones, laptops and other electronics, especially among college students are prevalent among college students (Liu & Huang, 2016) and this reflects the era of digital revolution and artificial intelligence (Clarke, 2012; Makridakis, 2017). With digital audio-visual, students are entertained and learn fast but not so deep or comprehend (Singer Trakhman, Alexander & Silverman, 2018) and even can be misled and create addiction (Groth et al., 2017; Przepiorka, Blachnio & Diaz-Morales, 2016; Smith, Mattick, Jamadar & Iredale, 2014) and then the passive person. The ideas use electronic devices because of the accessibility and low cost compared to buying textbooks and other printed materials; however, their actual behaviour of the students prefer the printed materials (Mizrachi, 2015) because they can concentrate well (Baron, Calixte & Havewala, 2017).

For graduate students, smartphone or laptop is used not only for reading the academic materials but also for browsing, listening to the music, reading email, watching movies and chatting through social media simultaneously. So, students right now tend to do multitasking (Baron et al., 2017), but multitasking may risk the learning performance and self-efficacy of those students (Wu, 2017). E-library that reinforces the students to read the materials and all information electronically, actually students can learn many things independently, but why they still want to attend the class; however, in the end, they mostly work through the electronic devices? So, this research aimed at knowing what is the reasons for the study of the fresh graduates continuing their study at the graduate school, how is their reading behaviour, and how is the correlation between the reasons for study and their reading behaviour?

2. Method

This research used a survey–correlational method. It was conducted at Graduate School, Universitas Negeri Malang. There were 135 students who responded to the questionnaires and returned to the researcher. The respondents were students who still have regular classes and majoring in education. The variables in this study are the reason of study and reading behaviour. In addition, sample demographic data were also collected to map the results of the research into more specific categories. Instruments in this research were questionnaires of the reasons for study, and the reading behaviour developed by the researcher based on literature review and university context. The instruments of reasons for study and the reading behaviour had been tried out to determine its validity and reliability. Validity is done by calculating the correlation of each item with the total item, while the reliability of the instrument was obtained by looking at Cronbach's Alpha score. For the instrument of the reason for the study, with reliability Cronbach's alpha equal to 0.835; and the validity of items with a correlation coefficient $\geq r$ table 0.285—obtained 16 items that are valid and reliable to be used in this study. While reading behaviour instruments had reliability 0.870, and the validity of items with a correlation coefficient ≥ 0.30 obtained 23 items that are valid and reliable. Data collected were analyzed by using descriptive statistics and correlations to describe the reasons for continuing study and reading behaviour, as well as the relationship between the reasons for study and reading behaviour

3. The results and discussion

Based on the data collected, the following is the summary of descriptive statistics for each variable (reasons for study and reading behaviour).

Table 1. Descriptive statistics

	Mean	Std. Deviation	N
Reasons for Study	3.7163	0.47197	135
Reading Behaviour	4.0214	0.30621	135

3.1. The reasons for study

Table 2. Data of the reasons for study

Indicators	Items	Mean per item	Mean per Indicators
Career/Future Invest	1	4.37	28.15/7= 4.02
	2	3.47	
	3	3.98	
	4	3.94	
	5	4.28	
	6	3.84	
	7	4.27	
Motivation to Learn	8	4.03	7.92/2 = 3.96
	9	3.89	
Funding	10	3.36	6.38/2 = 3.19
	11	3.02	
Social Support	12	3.7	3.7
Personal	13	3.86	14.33/4 = 3.58
	14	3.04	
	15	3.59	
	16	3.84	

From Table 1, the data showed that the mean for each item started from 3.02 to 4.37. This data indicated that all were not so strong in their reasons for continuing their study.
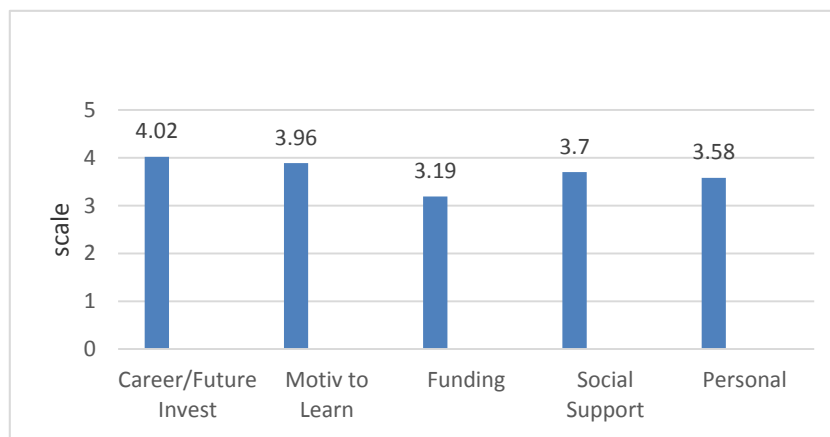

Figure 1. Mean of each indicator of the reasons for study

Based on Figure 1, career/investment appears to be the highest reason that students continue their studies and are also supported by the motivation to learn and socially support from parents. While funding and personal factors are not the main reason, they continue further studies. This showed that

more students continue to study more due to career desire and investment. Even though the postgraduate study is more on preparing students to become more professional and skilled in their fields, the reality through this research showed that education is still seen as a stepping stone for career development and investment as well. On the contrary, the personal reasons that students continue to study is still relatively low. Also, the second thing that high enough is motivation to learn; it is encouraging because respondents not only focus on career and investment but also focus on positive aspects of learning itself.

In detail, the reasons for the study of the students going to graduate school got the total mean score of 3.7163. This means that the reasons for continuing their study not so strong. And indicators from the reasons for a study that got the highest mean score was career/future invest (4.02), and in the second place, it was motivation to learn (3.96); and the rest indicators got lower mean scores. In short, the reasons for the study of the students are not so strong; and they continued their study because of the career or future investment that they want to pursue (Tucker, 2017). Somehow, job environment in the Indonesian context seems that a piece of a certificate from higher education, especially from graduate school, means a lot. The persons will be promoted or accepted in a job vacant because of their level of formal education and not so much attention is given on how many the skills and how much the experiences the persons have. This situation when related to the results of other indicators such as funding, personal and social support seem that these indicators not considered so much as reasons for study for those students. Why because parents mostly encourage them and support with funding to enroll at the graduate school. That is why their reasons for the study were for career or future invest; moreover, they tend to choose the career in higher education and job with high salary.

3.2. Reading behaviour

Table 3. Data of reading behaviour

Indicators	Items	Mean per item	Mean per indicator
Types of Reading Materials	1	4.21	28.92/7 = 4.13
	2	4.07	
	3	4.16	
	4	4.05	
	5	4.06	
	6	4.09	
	7	4.28	
Reading Frequencies	8	3.94	12.17/3 = 4.06
	9	3.71	
	10	4.52	
Reading Duration	11	4.16	24.43/6 = 4.07
	12	3.83	
	13	4.48	
	14	3.9	
	15	3.76	
	16	4.3	
Time of occurrence	17	3.85	11.9/3 = 3.97
	18	4.01	
	19	4.04	
Reading Percentage	20	3.63	3.63
Reasons for Reading	21	4.65	13.1/3 = 4.37
	22	4.54	

From Table 3, the data showed that the mean for each item started from 3.97 to 4.37. This data indicated that all were not so strong in their reading behaviour.
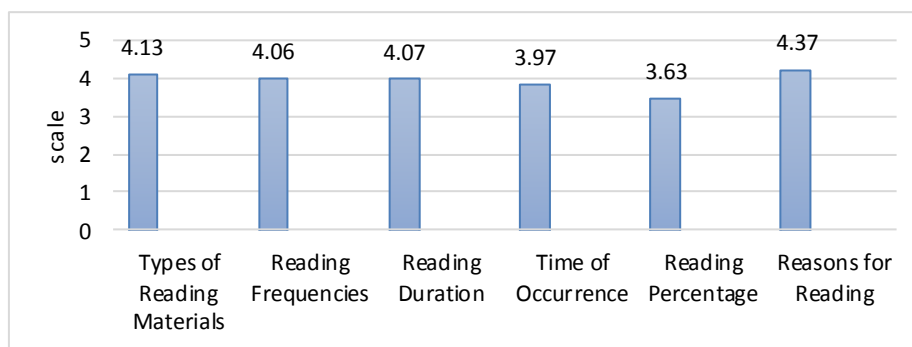
Figure 2. Mean of each aspect of the reading behaviour

From Figure 2, the results for reading behaviour of the students going to graduate school got the total mean score 4.02—and this indicates that their reading behaviour is not so strong. While reading, their behaviour was mostly influenced by the type of materials, the duration and the reasons and frequencies of reading. They prefer reading but the type is mostly non-academic materials with high duration (more than 1 hour compared to academic materials) and frequencies. The reasons for reading are mostly because of the exam or assignment. This finding showed that even though the students can read but they may not have built the behaviour for reading academic materials. Reading academic materials such as textbook or journal, someone needs high concentration to proceed the information and this also can refer to analytical and critical thinking (Petrova, Jansone & Silkane, 2014); and this means that when people can read, it does not mean that he/she can read comprehensively because reading academic materials demand a lot of cognitive processes and metacognitive skills (Ochsner & Gross, 2005; Tamm, Nakonezny & Hughes, 2014).

3.3. Correlation between the reasons for study and the reading behaviour

Based on the data collected, the following is the summary of the correlation between the two variables (reasons for study and reading behaviour).

Table 4. Correlations

		ALASAN STUDI	PERILAKU BACA
ALASAN STUDI	Pearson Correlation	1	0.189[*]
	Sig. (2-tailed)		0.028
	N	135	135
PERILAKU BACA	Pearson Correlation	0.189[*]	1
	Sig. (2-tailed)	0.028	
	N	135	135

*Correlation is significant at the 0.05 level (2-tailed).

For the correlation between the reasons for the study and the reading behaviour, the result showed the coefficient correlation was 0.189. The probability is 0.028; and this figure, smaller than 0.05 (0.028 < 0.05), and showed that there is a significant correlation between the variables. This finding showed that even though the correlation is positive and significant, it is too small and weak. These findings mean that pursue studies at graduate school may not be based on strong reasons for study and also may not be supported with a strong reading behaviour. The determinant coefficient is found only 3.6%, and this means that the reasons for the study contributed too small (3.6%) to the reading behaviour.

Therefore, the reading behaviour of the students may relate more to other things. From the literature, reading is related to the habit (Akanda, Hoq & Hasan, 2013; Owusu-Acheaw & Larson, 2014), reading comprehension skills (Garcia-Madruga, Vila, Gomez-Veiga, Duque & Elosua, 2014), attitude

toward reading (Pfost, Schiefer & Artelt, 2016), medium of the materials presented (Singer Trakhman et al., 2018), parental involvement (Wollscheid, 2014), motivation and experience in elementary school (Chaves-Sousa et al., 2017).

4. Conclusion

The reasons for the study of the students were not so strong for study or learning the knowledge and skills but mostly for career and future investments. Their reading behaviour was not so strong also and depended on the type of the material and reasons for reading. And the correlation between these two variables was so weak and can be stated that there is no correlation.

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