Relationship between reading habits, university library and academic performance in a sample of psychology students

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Resumen

El presente estudio investigó la relación entre los hábitos lectores, el uso de la biblioteca universitaria y el rendimiento académico de estudiantes de psicología por medio de una encuesta-instrumento con respuestas tipo Likert. Es un estudio de tipo observacional-transversal con una muestra aleatoria y estratificada de 321 estudiantes de psicología. Se encontraron correlaciones estadísticamente significativas del rendimiento académico sólo con algunos componentes del hábito lector, como la actitud frente a la lectura (ρ =.413; p<.001) y con la frecuencia que reporta la persona acerca de las estrategias que utiliza para buscar información en la biblioteca (ρ =.239; p<.001), entre otros.

Palabras clave:
- Hábito lector
- Biblioteca universitaria
- Rendimiento académico

Abstract

This paper aims to describe the relationship between reading habits, use of the university library and the academic performance of psychology students by means of a survey-type instrument with Likert-type responses. It is an observational study with a cross-sectional stratified random sample of 321 psychology students. Academic performance showed statistically significant correlations with some components of reading habits, such as attitudes toward reading (ρ =.413, p <.001) and with the frequency reported by the person about strategies used to find information in the library (ρ =.239, p <0.001), among others.

Key words:
- Reading habit
- University library
- Academic performance

Introduction

A significant number of studies have shown the effect of reading habits and use of the university library on academic achievement. Raul Arias Lovillo, rector of the Universidad Veracruzana, has highlighted the importance of reading as a means to foster critical minds, recognizing that college students should not only be trained in the professional field, but also as thinking and reflective beings (Rodríguez, 2007).

Reading is an indivisible and comprehensive process (Solé, 2006: 19) as well as strategic (Carlino, 2006: 68). Many authors agree that reading is an essential tool for knowledge transfer (Forero, 2005: 94; González, 2004; Lerner, 2004: 126). In this sense, the habit of reading is an academic activity that increases skills in reading strategies (Murillo *et al.,* 2003: 15, Mendoza, 1998: 170). In Mexico, studies report that people read more in school than in other contexts *(e.g.* SEP, 2008: 8).

The 2005 Mexican National Census found the following data: 12% of the population between 6 and 14 do not read or write, that is, 7 out of 100 men and 10 out of 100 women 15 years or older, are illiterate (INEGI, 2005). The states where the highest percentage of literate population over the age of 15 are, the Federal District (97.09%), Nuevo León (96.68%), Baja California (96.47%), Coahuila (96.13%) and Baja California Sur (95.79%), those with lower percentages of literate population aged 15 + are Chiapas (77.06%), Guerrero (78.43%), Oaxaca (78.51%), Hidalgo (85.08%) and Veracruz (85.13%) (CONACULTA, 2003).

According to the National Survey of Reading in Mexico the following information was obtained describing the status of reading in the nation: the highest levels of book reading are between 18 to 22 years and 12 to 17 years with 69% and 66.6% respectively, reading books for school is strongly associated with age; the 12-17 year old group has higher levels of daily reading with 49.7% and the percentage decreases as age increases, the most frequent reading material are textbooks with 30.8% and finally, 56.4% of Mexicans read books, 42.0% newspapers, 39.9% magazines and 12.2% comics books (CONACULTA, 2006).

This reading situation in the Mexican student community (high school and college) faces weaknesses or significant shortfalls both regionally and globally (OECD, 2002: 21; UJAT, 1996: 47). Mexico's president has even acknowledged the neglect of reading in Mexican society despite efforts in the direction of improving the network of public libraries and increasing the number of classroom libraries (Avilés, Mateos and Jimenez, 2009: 4). In Mexico, most college students lack the basic reading skills needed to improve the quality of their academic and cultural learning (Ortega, 2007: 88; Gutierrez and Montes de Oca, 2004: 12), and consequently, the education system recognizes the national need to improve the reading skills of children and young Mexicans at school, so that the act of reading is not limited to the context of school learning (SEP, 2008: 8). These patterns in terms of reading should nevertheless

be assessed in perspective: there are signs of a transformation in the media in which reading is the base to incorporate new technologies. For Roxana Morduchowicz, director of Media Education at the Ministry of Education in Argentina, the fact that young people read fewer books does not necessarily mean they read less (Montaño Garfias, 2010: 5). An alternative to the traditional book is the use of information and communication technologies that allow handling significant amounts of written information with relatively low costs. Its portability is an advantage that can be exploited, for example, during city travel times (Herrera-Batista, 2009: 1).

According to several authors, the indicators to determine the presence of reading habits are: the amount of reading, or number of books read in a given time and space, usually a year or semester (*e.g.* Katsikas and Leontsini, 1996), the amount of time reading or number of hours spent reading for pleasure in a given unit of time, usually a week (Anderson, Wilson and Fielding, 1988: 287), and the frequency of library attendance and attitudes toward reading, as variables related to reading habits (Gilardoni, 2006: 26; Murillo *et al.,* 2003: 37). A later study (Mar, Oatley, Hirsh, De la Paz and Peterson, 2006: 1) in which study habits were examined, it is mentioned that the topic itself is difficult to assess given the social desirability, and the fact that reading is linked to the idea of intelligence and sophistication. This thought may overestimate the perception about how much you read.

The development of reading habits is a socialization process, determined by the learning that takes place in different contexts (family and school) (Larrañaga and Yubero, 2005: 43). In the school context, the promotion of reading not only depends on knowledge or skill, but also on the student wanting to read (values and attitudes) (Colomina, 2004: 48). The university library is a resource that promotes reading to a certain extent. In a recent analysis published in 2008, Orera (2008: 24) stated that one purpose and function of a library is to make its collections available to society. Therefore, the library as a learning organization is determined to implement new strategies and ways to find information (Sanchez, 2004: 100). This leads students to learn a new literary competence. This ability is acquired through the habit of reading, which allows for greater integration and pragmatic contextualization (surveys, delineations, references, sensations and associations) that a particular text is able to develop in the reader (Mendoza, 1998: 170).

In relation to the behavior of where books read come from, library use may relate to the student's reading habits (Murillo *et al.,* 2003: 37). To identify the frequency of attendance and use of library resources it is necessary to evaluate the library services (Escalona, 2004: 13), it is recommended to determine the "level of effectiveness," which is the extent a service meets the demands of its users (Lancaster and Joncich, 1983: 1). Today it is known that high levels of academic performance are dependent on many family, institutional and individual factors. Institutional factors include the training of teachers (Arenas and Fernández, 2009, 15), methods of teaching and the principles for developing a teaching strategy (Stenhouse, 2003: 53), as well as the campus infrastructure (Flórez , 2005). Regarding individual factors,

the findings of Almeida, Guisande, Primi and Lemos (2008: 57) conclude that the IQ is a factor that influences academic performance.

This study investigated the relationship between reading habits, use of university libraries and the academic performance of psychology students. A survey-type instrument with Likert responses was modified, tested and implemented to determine the self-perception of reading habits, university library usage patterns and the academic performance (grades for the semester) of psychology students. From these data, we predict that students with more developed reading habits and increased use of the university library will have greater academic achievement. An analysis of responses to the questionnaire allowed finer correlations between the components of reading habits, use of the library and academic performance.

Method

This is a prospective cross-sectional study, which aims to find through a scale with Likert-type responses if there is a relation between the reading habit, the university library and the academic performance of students as well as the degree of relationship between these variables.

Description of variables

Indicators of reading habits

Attitude toward reading is the reason that the person reports on the attitude and behavioral cognitive-affective attitude towards reading. It is considered as the sum of the response to the questions: How often do you read on weekdays, weekends, and holidays? (never = 0, very little = 1, somewhat = 2; quite a bit = 3, a lot = 4) and the degree of agreement or disagreement reported by the respondent with the statements "I like to read" and "I'd like to read more."

Reading frequency is the frequency at which the person reports to read books in their spare time. It is considered from the frequency reported in questionnaire item 5.

Books read: The number of books that the person reports having read in the last three months. It is considered from the amount reported in question 6 of the questionnaire.

Time spent on academic reading: is the time that the person reports to devote to reading books on his or her study subjects. It is considered from the time reported as devoted to "Books for Class" in questionnaire item 9.

Time spent on non-academic reading: is the time that the respondent reports to devote to reading books that are not directly related to the subjects of his or her studies. It is considered from the time reported as devoted to "Books that are not for class", questionnaire item 9.

Motivation in the family environment is often reported by the person on the purchase of books, recommending books and reading interest in the family. It is considered as the sum of the reported incidence in question 2 of the questionnaire (never = 0, almost never = 1, sometimes = 2, frequently = 3, very often = 4).

Motivation in the academic environment is the frequency the student reports on the teacher using activities to promote contact with psychology literature. It is considered as the sum of the reported incidence in question 11 (never = 0, almost never = 1, sometimes = 2, frequently = 3, very often = 4).

University library indicators

Library Attendance is the frequency the person reports to go to the Faculty of Psychology library. It is considered from the frequency reported in item 12.
Techniques for information retrieval is the frequency reported by the person about the strategies used to find the bibliographic material in the school library. It is considered as the sum of the frequency reported by the person in questionnaire item 14 (never = 0, sometimes = 1, frequently = 2, very often = 3).

Achievement in the search for information is the frequency that the respondent reports to be successful in finding the information he or she needed. It is considered from the frequency reported by the person in question 17 (never = 0, almost never = 1, sometimes = 2, almost always = 3, always = 4).

Indicators of achievement

Academic Performance Index is the performance percentage shown by the student during a semester of the 2006/2007 school year. The API is obtained through the following formula:

$$API \quad \frac{(Subjet \; averange) \; (\sum_{1}^{n=n \; subjects} Examination \; Type)}{3 \,(Nsubjects) \,(Max \; Mark)}$$

Where: *Subject Average* = The average marks achieved in the various subjects per semester or during the period assessed; *Examination type* = The value for the type of examination to pass each subject, there must be as many values as subjects in the period assessment, regular or Final = 3, Extraordinary = 2 and Regularization = 1; *Nsubjects* = Number of subjects during the evaluation period; *Max mark* = The maximum mark that can be obtained in each subject of the period being evaluated.

Participants

We took a stratified random sample of 321 students, 257 women and 64 men. Aged between 18 and 30 years, for semesters 2, 4, 6 and 8 who were enrolled in the 2007-2008 cycle at the School of Psychology at the Universidad Michoacana de San Nicolás de Hidalgo (umsnh, acronym in Spanish). To achieve this objective, ten regular students (that had passed all subjects from previous semesters) of each section (2nd, 4th, 6th and 8th semesters) were randomly selected.

Procedure

Surveys were conducted during class time going to each section (2nd, 4th, 6th and 8th semesters) at the School of Psychology. 15 minutes were requested from the teacher on duty for the implementation of the survey. First, the purpose, objective and application procedure were explained, then a count was made to select students who would answer. They were given the questionnaire and instructions on how to fill it in. For the fourth step, students were given 10 minutes to answer the questions, after which the survey was collected and, finally, students and teacher were thanked for their participation and collaboration.

Results

With regard to the *history of reading habits,* 41% reported, they never or almost never read books when younger, while only 20.6% reported that they did, between often and frequently. In the *item* "Were you asked about what you read?", 51% reported that this occurred between never and rarely, while 25% answered between often and frequently.

Around the *reader's favorite subjects,* 18% of respondents reported reading a lot of *Self-Help books.* Following in frequency are the themes *Classical Literature, Music, Science and Technology, Poetry and Biographies or Autobiographies* to 8.8%, 7.9%, 7.8%, 7.6% and 6.8% respectively. In other words, the topic of *Self-Help* was three standard deviations above the mean on the number of people who read a lot on any topic.

Only 11% of respondents reported to *read books every day in their spare time,* while 48% admitted doing so only once a month (Figure 1). In comparison, the 8th semester students reported that 16.7% *read books every day in their spare time* in contrast to the of 2nd S. students of which only 9% admitted to do so.

Figure 1	Bookreading in free time as reported by Psychology students

Once a month	**48%**
Never	**5%**
Every day	**11%**
Every other day	**12%**
Twice a week	**24%**
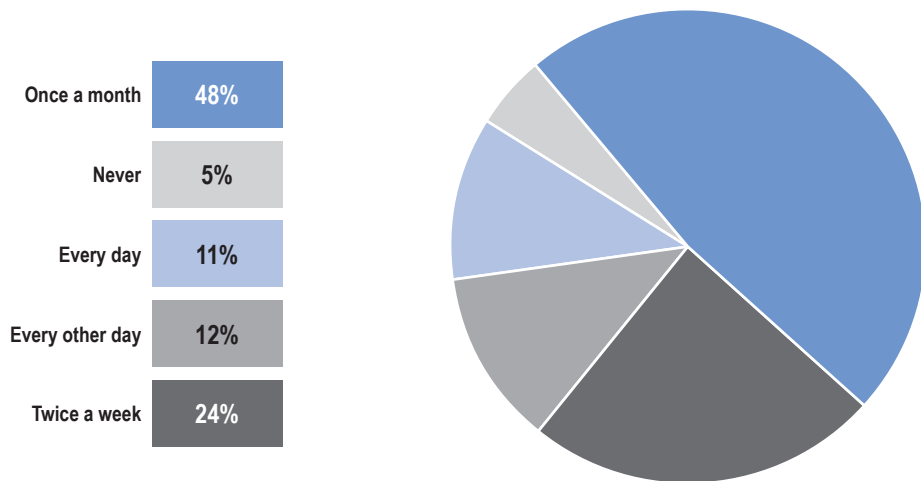
Regarding the *criteria for the selection of reading material,* 58% said they always or almost always select according to teacher recommendation. Followed in frequency by friends recommendations (32%) and being drawn to the author (32%).

75.4% of respondents reported devoting five hours a week to *reading books for class,* 24.7% reported devoting from 7 to 11 hours. While 48%, 12% and 20% said they spend 3 hours a week or more reading books, newspapers and magazines, respectively, that are not for class. Compared to 8th semester students, 29% reported spending from 7 to 11 hours a week reading books for class, while only 17.9% of 2nd semester students expressed spending that much time reading books for class. The average number of *books read in the last three months* for students is 1.97. Even when 88.1% of students reported now to read more or a lot more than when they entered the university, only 34.6% of students read that many books each trimester.

Regarding the frequency of the *motivation of family environment for reading,* 39% reported that books are bought at home often or very often, and 51.7% said they are often or very often recommend books at home. However, only 25.5% reported that often or very often interest in what they read is shown at home, while only 32% claimed that often or very often books are discussed at home.
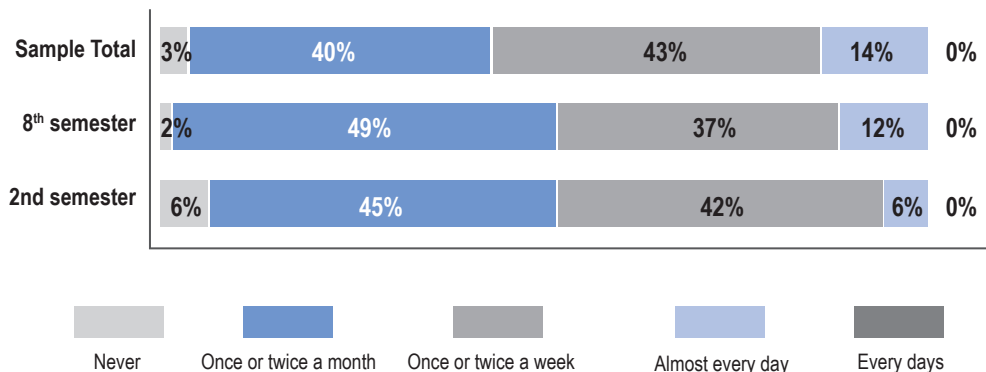
On the frequency of *motivation for reading in the academic environment* (such as recommending the use of the library, encouraging book exchange, commenting on readings, organizing book discussions, making class presentations on diverse issues, commenting on scientific journal papers), 39% of respondents said these activities never or almost never happen, while only

29% reported that they do between often and very often. 43.3% of the sample reported *attending the library* once or twice a week (Figure 2). However, 12.2% of 8th semester students reported attending the library almost every day as opposed to only 6.4% of 2nd semester students.
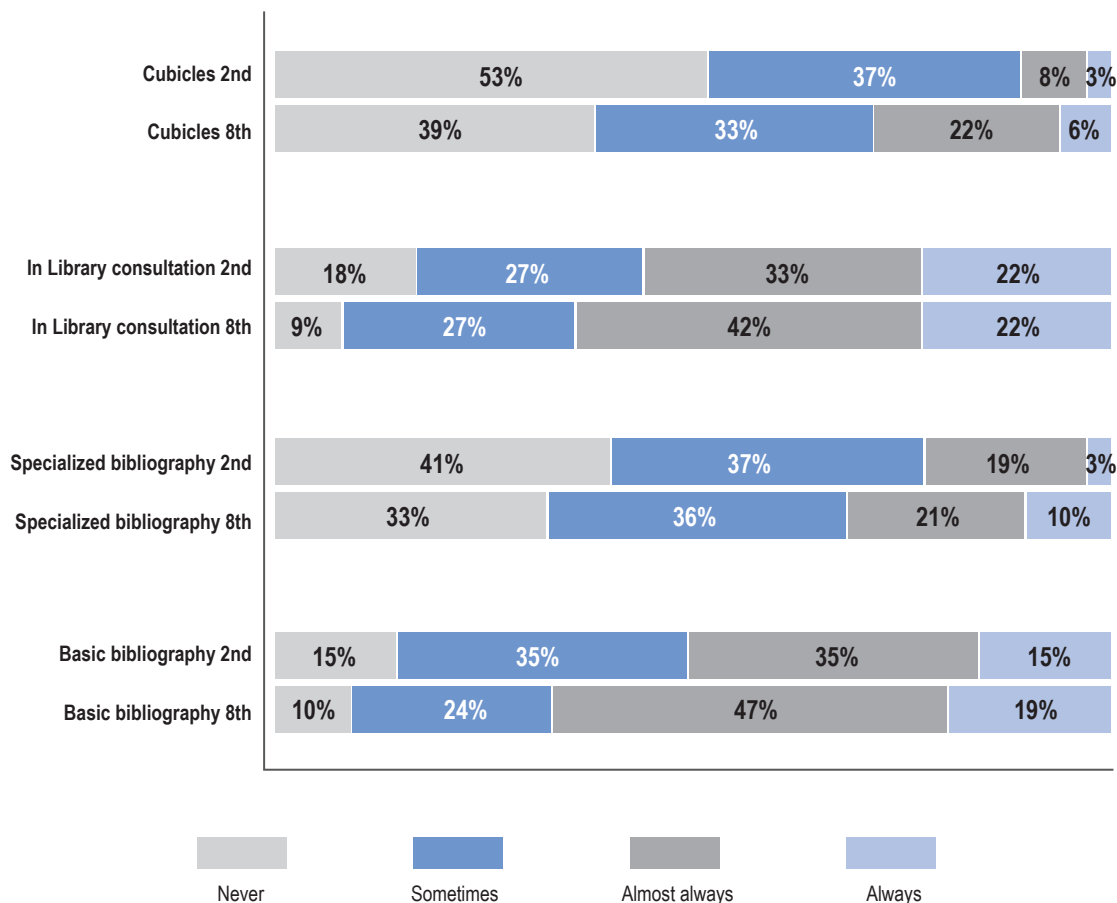
Figure 2	Frequency of attending the Library reported by the Faculty of Psychology students

	Never	Once or twice a month	Once or twice a week	Almost every day	Every days
Sample Total	3%	40%	43%	14%	0%
8th semester	2%	49%	37%	12%	0%
2nd semester	6%	45%	42%	6%	0%

In a comparison on the use of services and collections (Figure 3), 55.1% of 2nd semester students declared that they use the books in the library as opposed to checking them out, while 64.2% of 8th semester students do so. A similar increase occurs with other services and collections.

Figure 3	Comparison between 2nd and 8th semester students on the use of services and collections at the FPL

Cubicles 2nd: Never 53% | Sometimes 37% | Almost always 8% | Always 3%
Cubicles 8th: Never 39% | Sometimes 33% | Almost always 22% | Always 6%

In Library consultation 2nd: Never 18% | Sometimes 27% | Almost always 33% | Always 22%
In Library consultation 8th: Never 9% | Sometimes 27% | Almost always 42% | Always 22%

Specialized bibliography 2nd: Never 41% | Sometimes 37% | Almost always 19% | Always 3%
Specialized bibliography 8th: Never 33% | Sometimes 36% | Almost always 21% | Always 10%

Basic bibliography 2nd: Never 15% | Sometimes 35% | Almost always 35% | Always 15%
Basic bibliography 8th: Never 10% | Sometimes 24% | Almost always 47% | Always 19%

Legend: Never | Sometimes | Almost always | Always

The opposite happens with the use of *photocopying* and the use of *online information services.* While, 44.9% of 2nd semester students reported always or almost always using photocopying and 25% online information services, only 33.3% and 13.3% respectively of 8th semester students do so. Regarding *techniques for information retrieval,* students report that the strategies they use frequently and very often are *consulting directly from the shelves* with 57.6% (55.7% of 8th semester compared to 42.3% on 2nd semester) followed by *requesting support from a librarian* with 56.7%. However, 28.2% of 2nd semester students, reported frequently and very frequently *checking the online catalog* while only 17.8% of 8th semester students reported doing so.

On the *achievement in the pursuit of information,* 58.3% of students reported that when using the library they always or almost always find what they need. This happened for 59% of 2nd and only for 47.7% of 8th semester students.

In turn, 60% of 8th and 61% of 2nd semester students reported being satisfied with the library. The mean on the *academic performance index* reported by students in the Faculty of Psychology is 7.98. However, 49.9% of 2nd compared to 68.8% of 8th semester students reported an average of 8 or higher.

As demonstrated by the two-tailed Spearman correlation, the *attitude towards reading* has a significant correlation with the history of reading habits (r =. 290, p <.001) and with the motivation for reading in the family environment (r =. 375, p <.001). *Academic performance* is positively correlated (Table 1) with the attitude towards reading (r =. 413, p <.001), the reported strategies used to find information at the library (r =. 239, p <.001), the frequency people report finding what they look for at the library (r =. 156, p <.001) and with the reported frequency people attend the library (r =. 129, p <.005).

Table 1
Statistically significant Spearman correlations
with academic performance

Attitude towards Reading	ρ = .413**
Strategies for finding information	ρ = .239**
Class books	ρ = .301**
Achievement in information retrieval	ρ = .156**
Library attendance	ρ = .129*
*ρ = <.005; **ρ = <.001.	

The frequency people report *going to the library* showed a positive correlation with the motivation in the academic environment for reading (r =. 190, p <.001), strategies used to find information at the school library (r = .271, p <.001), and with the frequency reported for finding what students are looking for at the library (r =. 181, p <.001) (Table 2).

Table 2
Statistically significant Spearman correlations with attendance
at the university library

Motivation in academic environment	ρ = .190*
Strategies for information gathering	ρ = .271*
Achievement in information search	ρ = .181*
*ρ = <.001.	

Through a *comparison of 2nd and 8th semesters,* the positive correlations with academic achievement were as follows (Table 3): *the attitude towards reading* for 2nd was (r =. 320, p <.001), while the 8th semester presented an increase in this correlation (r =. 405, p <.001), this is also shown in *the time spent on academic readings* (r =. 241, p <.005) for 2nd, in contrast to 8th (r =. 413, p <.001). However, for the *frequency people report finding what they look for in the library* there is no significant correlation for 8th semester (r =. 089), in contrast to 2nd semester students (r =. 341, p <.001).

Table 3
Statistically significant Spearman correlations with academic achievement among students of 2nd and 8th semesters

	2º Semestre	8º Semestre
Attitude towards Reading	ρ = .320**	ρ = .405**
Books for class	ρ = .241*	ρ = .400**
Achievement in information search	ρ = .341**	ρ = .089

ρ = <.005*; ρ = <.001**.

Discussion

The results have led to better understanding the links between reading habits and the academic performance of psychology students. The reading habit factors related to academic performance are the attitude the student has towards reading and the frequency of library attendance, although these ratios are medium and small, respectively. In a similar study by Molina (2005: 6) it was concluded that there is a close relationship between student achievement and the love of reading, judged on the basis of reading habits.

In turn, information about library usage patterns allowed us to find small effect, statistically significant factors, related to psychology students' academic performance. The factors involved are the skills for finding needed information in the library and the achievement of finding the bibliographic material students are looking for in the library. A 2003 study by Diaz and Gamez, from the University of La Laguna, Spain, compared the preference for genre. It was found that topics considered to have the greatest effect on student achievement were also reported as less often read. In this study, the *Self-Help* topic is the most frequently read despite the its level of discourse being far from ideal in terms of its contributions to the training of future psychologists. Therefore, psychology students very often read topics that are not suitable for their professional development.

In another Spanish study, Spain's Ministry of Culture (2008: 27) found that within the category of "6 hours or more", the percentage of weekly books read is greater the higher the level of studies. Therefore, in this study less than half of the participants are "common readers." The rest of the population is below the level required to read texts included in the curriculum (Mercado, Suarez, Ramirez, Kort and Zendejas, 1976). In 2006, the National Reading Survey by CONACULTA, Mexico (2006: 115), reported that the average number of books read in a year by Mexicans with college education is 5.1. In contrast, in the present survey, this average is higher by 2.7 books. Most students feel that they read a lot during their studies, but this phenomenon can not be considered very favorable because only one third of the participants reported this previous average of books read in a year.

Moreno (2001) found a close relationship between parental encouragement to read books outside of school, as well as receiving books as gifts from parents and family with the affinity towards reading. This study found something similar: student's attitude towards reading is related to their reading habit history and the motivation in the family environment, *i.e.* the act of reading and the joy of reading is strongly related to the family encouragement that students received when younger, as well as the current family interest in what the student reads.

The family environment is a valid model for developing activities to encourage reading (Moreno, 2001). For him, children may be confused when the family only encourages reading for academic purposes and as such children might associate reading with school obligations. This study found that the encouragement given to the student by the family to read is partial because about half of the respondents reported to buy and be recommended books at home, but only a third reported that their families show interest in what they read and discuss or talk about books at home.

Encouragement to read from teachers has a relationship with the use of the university library. However, this relationship is only present in a third of the sample, which is not very favorable for this university population. According to the mission of the Psychology Faculty Library (PFL) to meet the bibliographic information needs of their students, student satisfaction with the university library is relatively low. Therefore, this phenomenon is a factor contributing to some students' low attendance to the PFL. On the patterns of library use, while 8th semester students use strategies to find information, they often use basic and specialized bibliography, read books at the library and take them home more frequently, and therefore attended the PFL more, they reported less success in finding the literary material at the library than 2nd semester students. Because our measurement instrument did not ask why students did not find the literary material they needed, we can only suggest that the basic and specialized collection at the PFL is insufficient for the needs of the advanced level curriculum.

Conclusions

This study only describes the relationship between variables without changing any of them, a possible reason why we found low correlations (Pardo and San Martín, 2001: 22). However, this does not mean that there is no relationship between variables, although the interactions between variables can not be generalized because the results may vary depending on the measuring instrument, the study population and their contexts.

Judging by quantity and frequency, Psychology students at the Universidad Michoacana de San Nicolás de Hidalgo, read more than the norm for the Mexican college student population. Although this factor is relevant for a descriptive study, at an explanatory level, the institution's objective is not aimed at book consumption, but tries to develop an affinity for reading in various types and levels of difficulty to improve the quality of students' academic performance, their cultural background and further social and labor development.

The Psychology Faculty Library partially delivers to a generation of analytical, critical and self-regulatory and knowledge wise students. In a globalized world, the reorganization of the library must adopt both, technology as well as social and cultural patterns, in order to encourage reading skills over the time period spent as a university student. This integration facilitates both the educational development (academic performance), professional and cultural life of an individual, as much as the progress in educational programs, and of nations.

Suggestions

For a future study on this topic we suggest the following scheme. Designing an experimental study in which there would be two groups (control and experimental), the experimental being to implement a course or workshop to encourage reading and the use of the university library. Thereby exploring the cause and effect phenomenon of reading habits and library use on academic performance. In turn, the analysis of the data would allow a level of explanatory inquiry, to establish causal relationships between events *(e.g.* Pardo and San Martín, 2001: 22).

In relation to the measuring instrument we suggest the following. On reading genre or issues preferred, Stanovich and West (1989: 402) propose using the *Author Recognition Test* (ART)*,* where respondents must list those names they identify as writers. While this is not a measure of how much the respondent reads, it is considered an index of exposure to literature (To be considered for further evaluation: first asking how much students read and then apply the ART). Regarding considerations about the importance of reading we suggest making questions directly related to academic performance, to then improve the correlations between reading and academic

performance. Barca y Peralbo (2002), suggest that to find higher correlations with academic performance, formats that include approaches to the curricular learning situation work best. Likewise the situation of activities carried out in the library and its relationship to academic performance.

When we refer to the database, in addition to a descriptive analysis of data, we suggest using covariance programs to analyze the information. This, in turn, allows an assessment of the effects of latent variables on each other and on other observed variables (Kerlinger and Howard, 2002: 785).

In relation to promoting a love of reading there are two basic points: first, to generate new concepts on reading such as knowing the functions of different parts (cover, back, content, summary, etc.) of various texts (books, magazines, dictionaries, articles), differentiating the diversity of texts and knowledge, as well as distinguishing the multiple purposes for reading. After integrating these ideas, fostering creativity, by promoting associations and making distinctions (expressed in oral or written essays) between texts with similar elements, texts with different elements, texts with contextual elements or even, the texts as linked to one's own life.

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Appendix 1. Questionnaire

Reading habits, library use and academic performance survey.

INSTRUCTIONS	
Below you will find a series of questions regarding you and your school environment. The answers to this questionnaire will remain anonymous, please try to answer it truthfully. There are no right or wrong answers. Try to answer all of the questions.	
Age / Gender / Semester / Date	
1 At home when you were younger,	Never / Almost Never / Sometimes / Often / Very Often
• Were you read to?	
• Were you bought or given books?	
• Were you asked about what you were reading?	
2 And at home now,	Never / Almost Never / Sometimes / Often / Very Often
• Are books bought?	
• Are you recommended books?	
• Is there interest shown in what you read?	
• Are books discussed?	
3 How often do you read books from the following genres?	Never / Seldom / Sometimes / Often / Very Often
• Mystery/ Espionage	
• Romance	
• Health and Fitness	
• Adventure	
• Science Fiction	
• Horror	
• Poetry	
• Politics/ History	
• Humor	
• Science and Technology	
• Travel/ Nature	
• Music	
• Classical Literature	
• Biographies/ Autobiographies	
• Self Help	

4 Why do you think reading is important for you? (check all of the boxes you consider to be true for you) If you do not place an importance on reading go onto question 5.	
Because… • I learn a lot • it helps me imagine things and situations • it teaches me how to better express myself • it makes me feel good • I learn new words • it helps me get ahead in my studies • I enjoy it • I´m forced to • it complements my studies • it keeps me from getting bored	
5 Do you read books in your spare time?	
• Never • Once a month • Twice a week • Every other day • Everyday	
6 How many books have you read in your spare time over the last three months?	
None / One / Two / Three / Four / More than four	
7 Do you read more or less now in comparison to when you started University?	
Much less / Less / Same / More / Much more	
8 How often do you use the following criteria when deciding which books to read?	Never / Almost Never / Sometimes /Almost Always / Always
• Recommendations from friends • Recommendations from my professors • Recommendations from family members • Books I have been given • I like the author • I like the cover • Popularity or advertising	
9 On average how many hours a week do you spend reading?	1 hour or less / 3 hours / 5 hours / 7 hours / 9 hours /11 hours

• Books for class	
• Books that aren't for class	
• Newspapers	
• Magazines	
• Comic books	
10 How much do you read?	Nothing / Very little / Some / A lot / A great deal
• On work days?	
• On weekends?	
• On vacations?	
11 How often do your professors…	Never / Almost never / Sometimes / Often / Very often
• recommend going to the library	
• encourage sharing books	
• comment on class readings	
• organize debates on books	
• encourage giving presentations on the topic	
• comment on articles in scientific journals	
12 How often do you visit the school library?	
• never	
• once or twice a month	
• once or twice a week	
• almost every day	
• every day	
13 How often do you do the following activities in the library?	Never / Almost never / Sometimes / Often / Very often
• Clarify information	
• Apply what was learned in class	
• Investigate topics that interest me	
• Look for new topics	
• Study or refresh topics previously learned	
14 How do you find what you need?	Never / Sometimes / Often / Very often
• Check the electronic catalogue	
• Ask the librarian for assistance	
• Check the library shelves	

15 How often do you use these collections in the Psychology Library?	Never / Sometimes / Almost always / Always
• Newspaper publications	
• Thesis and term papers	
• Special Collections	
• Basic Bibliography (text books)	
• Reference Books	
• Specialized Bibliography	
• C.D. ROM	
• Video Archives	
• Psychometric Tests	
16 How often do you use the following services in the department of psychology library?	Never / Sometimes / Almost always / Always
• User Orientation	
• Consult Catalogues	
• Consult Kardex	
• Borrow materials to take home	
• Borrow materials for in library use	
• Reading Room	
• Information Services online	
• C.D. ROM	
• Photocopying	
• Cubicles	
17 Do you find what you need when using the school library?	Never / Almost never / Sometimes / Almost always / Always
18 What were your marks in the subjects you studied over the past semester? Subject / Marks / Type of Exam	
Ord. / Extra/ Retake	
19 Indicate your level of agreement or disagreement with the following statements 1. Strongly disagree 2. I disagree 3. I agree 4. Strongly agree	

• I like to read	
• I read a lot	
• My professors encourage me to use the library	
• I would like to read more	
• I am aware of what is in the library	
• I find the books I am looking for in the library	
• Help is available to me when I am using the library	
• I am satisfied with the library	
THANK YOU FOR YOUR PARTICIPATION	