

## Comparison of Reading Habits between Research Scholars and Postgraduate Students of Pondicherry University: A Survey

Chennupati K. Ramaiah\* and Bonty M. Daimari

*Department of Library and Information Science, Pondicherry University, Puducherry - 605 014, India*

*\*E-mail: ckramaiah.pu@gmail.com*

### ABSTRACT

This study examined the reading habits among Research scholars and Postgraduate (PG) students in Pondicherry University. Out of the 13 schools of Pondicherry University, 6 schools were selected for the study based on simple random sampling. The purposes of using the various types of reading materials, the accessibility and the use of the Internet and online reading materials and the problems faced while reading were looked at in this study. The survey method and questionnaire tool are used in conducting this study. The findings highlighted some of the factors related to reading habits and interest in Pondicherry University. The study is expected to stimulate further in-depth studies that may help improve reading habits and interests and increase the value of the Central library of Pondicherry University. The findings also revealed that their reading habits changed after joining the university. Most respondents enjoy reading for pleasure and read 2-3 hours during weekends and 4-6 hours during exam days, preferably during the night. While reading, they took small breaks and their break time varied from 5-20 minutes. The majority of them are reading to gain knowledge, preparing for exams. Most of them also confirmed that their reading certainly impacted their academic performance and helped in their vocabulary, learning new facts, and gaining more knowledge. It is observed that the majority of the Research Scholars and PG Students stated the main reasons that are negatively affecting their reading habits is because of their busy schedule of classes. The majority of the respondents indicated that due to lack of concentration, they are not able to read well.

**Keywords:** Reading habits; Research scholars; PG students; Pondicherry university

### 1. INTRODUCTION

Reading is an activity engaged in by most of the people throughout their lifetime. In the present IT era, rapid changes took place in information, information resources, and access to information. Reading and reading habits are two aspects which received increasing attention in recent years. In the evolving knowledge society, reading is considered as a crucial exercise for gaining the required information and insights, which prepare a person to face the diverse challenges of modern times. Having reading a habit and sustaining it throughout life is the basic objective of education. A habit is a characteristic behavioural pattern that is learnt and reinforced in a manner realised in every case automatically<sup>1</sup>. The habit of reading is the basis of lifelong learning. During the process, students were also taught by parents and teachers to convert their reading into a habit that will help them to develop a much needed rich language<sup>2</sup>, better personality<sup>3</sup>, better academic performance<sup>4</sup>, self-confidence in knowledge<sup>5</sup> and many other aspects<sup>6</sup>. That is the stage of transition, where reading from a permanent language function and skill becomes an individual habit. We are currently witnessing an explosion in a variety of digitally created information and entertainment content. The Internet has changed the world in several ways including the way

people communicate, publish, share and receive information<sup>7</sup>. It has evolved as an excellent platform for publishing, sharing, and quickly receiving a large volume of information.

Reading habit is an essential component of a literate society in the present world. It shapes individuals' personalities and helps them develop proper thinking methods and create new ideas. Reading is a mental process and makes use of our brain. It helps to improve our vocabulary and meaning of the sentences, disciplines, concentration, memory, and focus on the reading. Continuous reading generates more skills and knowledge and that gives us more confidence and finally self-esteem. Reading opens the door to the accumulated knowledge of centuries which helps to enrich, illuminate the minds, and widen the mental and spiritual horizon of the reader because the continuous reading of material will serve as a means of strengthening the development of reading<sup>8</sup>.

Reading for enjoyment has been shown to have a significant impact on children's academic achievement in studies. Similarly, evidence suggests that youngsters who read for pleasure every day not only score better in reading exams than those who do not, but also develop a better vocabulary, broader general knowledge, and a better understanding of different cultures. Reading is beneficial to everyone, not just children and teenagers. There are 30 reasons why reading is important on the internet, but the Young Readers Foundation

narrowed it down to 15 well-supported reasons<sup>9</sup>. Having a diverse selection of books to choose from helps the children to discover what interests them. Reading is crucial because words are the foundation of life. Keyser reviewed and discussed all the benefits of reading in her paper on Why is Reading Important?<sup>10</sup>

This study is conducted to find out the various types of reading habits among research scholars and PG students at Pondicherry University. Understanding the reading habits and their various modes of reading will help them to take the necessary measures in promoting the reading habits among the research scholars and PG students.

### 1.1 Aim & Objectives

The study's main aim is to compare the reading habits between research scholars (RS) and PG students at Pondicherry University. The specific objectives are: i) to find out the various types of reading habits among the research scholars and PG students in Pondicherry University; ii) to observe the amount of time spent for daily reading by the research scholars and PG students in Pondicherry University; iii) to identify the purposes of reading the various types of materials by the research scholars and PG students; iv) to ascertain the impact of reading on the academic performance, and v) to find out the problems faced by the research scholars and PG students while reading.

### 1.2 Significance of the Study

Reading habits are calculated as how much a person reads, how often they read when they read, and what they read. Reading can be summarised as a habit of reading books, articles and electronic materials. It varies differently of how each material can effect on their reading habits. It is observed that many students have performed poorly in tests and examinations due to lack of proper reading habits<sup>11</sup>. There is a need for good reading materials to increase the reading habits among the students<sup>12</sup>. At present, due to the influence of the mass media, people do not show much interest in reading printed books, magazines and journals. One of the many issues confronting students nowadays is perhaps their inability to read and their lack of interest<sup>13</sup>. The reading habit can determine the relationship between their reading attitudes and how the surroundings might affect them in the university<sup>14</sup>. To find out the students' reading habits, it is essential to understand their attitudes towards reading, the environment, and the materials they prefer. This research aims to look in-depth and compare the reading habits of research scholars and PG students at Pondicherry University.

### 1.3 Scope and Limitations

This study investigates and compares the reading habits among research scholars and PG students at Pondicherry University. Due to time constraints, only 6 schools were selected for this study though the scope is to cover all the research scholars and PG students from the total 13 schools of Pondicherry University. Due to time, manpower and money resources limitations, the number of participants taken from each school is restricted to 30 respondents.

## 2. LITERATURE REVIEW

The reading pattern may differ from what is currently known or what will be known in the future. Reading habits research will have to be updated to reflect contemporary technological developments. By using computers, PDAs, and mobile phones instead of printed documents, technology has made reading more time-efficient and non-linear. Reading is essential for gaining information, skills, and the ability to express oneself, especially in this current day of science and technology. Gender differences in reading materials, Internet usage, and library usage have all been studied. The majority of these pupils nowadays have bad attitudes and poor reading habits, and they do not grasp well. Students should be encouraged and motivated to read a variety of texts. Lecturers should give special attention to developing positive attitudes to expand their vocabulary, read for enjoyment, and learn new things.

Undergraduates' reading habits and academic performance were evaluated in a study and discovered that they had substituted reading with watching movies, playing computer games, and surfing the internet<sup>15</sup>. It has been discovered that watching home movies had a detrimental impact on their academic performance, and they did poorly<sup>16</sup>. Some ideas for improving student reading habits and academic achievement include associating with clever students, reading books to enhance spoken and written English, and spending more time reading rather than watching video entertainment. As a result, parents should keep an eye on their children at home by limiting their exposure to technological devices.

Students prefer to choose leisure reading on their own rather than having it imposed on them. The majority of students stated that they read in their leisure time for three reasons: enjoyment and relaxation, learning new things, and boredom<sup>17</sup>. The majority of the reading is done after school or at night. Reading techniques and learning styles have a link<sup>18</sup>. The learning tactics were 'visual learner' and 'auditory learner,' with three performance levels: 'low, average, and high,' while the reading ways were 'oral' and silent.' The results revealed that the use of different reading methods, such as oral vs silent reading strategies, had no significant effect on EFL learners' reading comprehension.

Kutay(2014)<sup>19</sup> looked at the reading habits of Turkish high school students and how they are impacted by their family, teacher, and peer group. In addition, the study looked at the relationship between students' reading habits and their gender, school type, and geographic location. Gender is the most important element influencing students' reading habits, with females outnumbering males in the reading culture. Females were shown to be more closely related with many different characteristics of reading motivation than males in a study<sup>20</sup> that looked at gender differences in reading proficiency. There was no gender difference in the reading habits of public sector college students, according to the findings. The findings also demonstrated that both male and female students have good opinions regarding reading habits, but with minor differences<sup>21</sup>.

Younger readers are more prone to acquire screen-based reading habits in today's digital world. To cope with the

overflow of information, they are revitalised various tactics (such as surfing and keyword spotting)<sup>22</sup>. Readers, on the other hand, will continue to rely on printed media for their reading needs, particularly for an in-depth reading that requires annotation and highlighting. People's love for paper as a reading medium also suggests that paper will not vanish in the digital era. A variety of digital reading devices have been created to aid in the effective reading of electronic materials. Print-based reading, on the other hand, continues to dominate throughout the world, resulting in increased paper consumption<sup>23-25</sup>.

### 3. METHODOLOGY

The data was collected using a survey method and a questionnaire tool. The survey method and a questionnaire tool. The survey approach allows respondents to provide more accurate answers to quantitative and qualitative questions in a cost-effective manner. A questionnaire is a tool that consists of a collection of questions related to objectives or research questions that are asked to participants, gathers data or views, and then analyses and interprets the responses. For these reasons, the survey method and questionnaire tools are chosen for conducting this study.

#### 3.1 Population and Sample

The study's total population covers 1000 research scholars and 6000 PG students of the Pondicherry University studying in 13 schools and 35 departments. Due to time limitations, only 6 schools (Table 1) were selected, covering all the major subjects for the study based on simple random sampling. A total of 180 questionnaires were randomly distributed in six major schools, covering 30 questionnaires to each school, however,

160 filled-in questionnaires only received back with 88.89 per cent response rate. An attempt is made to maintain equal ratio in gender and degrees pursuing but the response of RS and females were a bit low compared to others in the group. The survey was conducted from 1<sup>st</sup> March to April 10<sup>th</sup> 2019.

### 4. DATA ANALYSIS

The MS-Excel software was used to analyse the collected data. The descriptive statistics including the percentages and graphic representation, provide a general picture of participants of the selected six schools (Table 1) of Pondicherry University. Data is analysed based on the study's objectives and presented in tables and graphs along with necessary explanations.

#### 4.1 Demographics

Of the total 160 respondents surveyed, 58.75 per cent were males, 43.75 per cent were research scholars, and 56.25 per cent were PG students. Due to time constraints, it was difficult to collect an equal number of questionnaires from RS as they were busy with their research work hence there was a slight imbalance in the sample between gender and degree. These 160 respondents come from 6 schools as indicated in Table 1, covering 13 per cent - 16 per cent of the candidates from each school in this survey.

#### 4.2 General Reading Habits

Of the total, a quarter (25.72 %) of RS read sometimes, and over half (55.14 %) of them read every day and the remaining read-only whenever needed. On the other hand, over a third (37.77 %) of the PG students read sometimes, 41.11 per cent read every day, and the remaining fifth (21.11 %) read whenever needed. It is found that the majority (55.14 %) of the RS and less than half (41.11 %) of the PG students were reading every day.

##### 4.2.1 Reading Newspapers

It is a good habit to update the general knowledge and daily news, so the same was asked to these participants. It was found that half of the research scholars and 40 per cent of PG students read the newspaper(s) daily but over a quarter (27.14 %) of the research scholars and over a third (37.78 %) of the PG students read sometimes, and the remaining reads whenever they need it. All hostels are getting newspapers, but many students are not reading because they may be checking the news on their mobiles. It is found that there is a lot of similarity between the general and newspaper reading habits between research scholars and PG students but PG students are not that serious both in general and newspapers reading and concentrating on their course books to pass the exams. Lifelong learning habits would benefit these students in acquiring general knowledge to help them face the various types of entrance exams at a later stage.

##### 4.2.2 Pleasure Reading

One of the reasons for reading for pleasure and the same was asked with these participants. It is found that the majority of the RS (87.14 %) and PG students (77.77 %) feel that they enjoy while reading their favourite books such as fantasy,

Table 1. Sample of the study

School of	No. of questionnaires distributed	No. of respondents	% of the respondents
Physical-Chemical & Applied Science	30	26	14.44
Life Sciences	30	25	13.89
Humanities	30	25	13.89
Social Science & International Studies	30	30	16.67
Media & Communication	30	30	16.67
Management	30	24	13.33
Total	180	160	88.89
Gender			
Males	106	94	58.75
Females	74	66	41.25
Degree			
Research scholars	79	70	43.75
PG Students	101	90	56.25

**Table 2. Factors encouraging/ motivating to read**

Motivated factors	No. of RS (N=70)	% of RS	No. of PG students (N=90)	% of PG students
Self Interest	46	65.71	44	48.88
Parents	29	41.42	28	31.11
Teachers	16	22.85	17	18.88
Friends	10	14.28	8	9
Desire to achieve Goal	2	2.85	9	10

Note: allowed to select more than one option so the percentage is more than 100

mythology, fiction, comics, novels etc. particularly but there is not much difference in their reading habits between the RS and the PG students for their enjoyment.

#### 4.2.3 Language Preference

About their language preference, besides 'English', the majority of the research scholars (82.85 %) and PG students (68.88 %) are reading newspapers in their mother tongue including Hindi, Tamil, French, Odiya, Bengali, Bodo, Assamese, Nepali, Malayalam, Telugu etc. to keep up-to-date with the news from their state. Interestingly, only 17.15 per cent of RS and 31.12 per cent of PG students read in the English language because of language proficiency problems noticed among them.

Students who are preparing for their exams read textbooks and other related materials more than once so that they remember well and answer questions accurately in the exam. Therefore, these participants were asked the same and found that 62.85 per cent of RS and 57.78 per cent of PG students indicated that they read a book more than once. Here, the majority of the respondents are reading a book more than once to understand and remember better for their exams.

#### 4.2.4 Visiting Book Exhibitions

Book Exhibitions play an important role in encouraging reading habits among people of all age groups. It is found that the majority (78.57 %) of the RS and a third (33.33 %) of the PG students only visit book exhibitions. PG students depend on textbooks and some reference books which they can get from Pondicherry University Central Library for that they avoid going to books exhibitions whereas RS have to write research papers in scholarly journals so they need to keep up-to-date with the latest literature both from books and journal articles. Hence, it is obvious that the majority of the RS are visiting book exhibitions but not PG students.

#### 4.2.5 Factors Encouraging/Motivating to Read

The majority of respondents indicated that their reading is based on their self-interest, followed by the encouragement/motivation of their parents, teachers, friends and their desire to achieve the goal. Table 2 shows that two thirds (65.71 %) of the RS and 48.88 per cent of the PG students read in their interest. Since research scholars have a scholarship time limit and supervisors' pressure on research work, their self-interest is more than PG students. It is interesting to know that parents are the next motivating factor better than teachers in both groups. Of the total, 41.42 per cent of RS and 31.11 per cent of PG students are encouraged/motivated by their parents.

Unfortunately, teachers come third in encouraging/motivating their students to read which is supposed to be first. Here 22.85 per cent of RS and 18.88 per cent of PG students were encouraged/ motivated by their teachers. At the university level, students are expected to be self-motivated and self-directed in managing their reading and learning. At the university level, the teachers are given the freedom to the students to read independently, thus working as guides by giving timely advice but not compelling them to read as it is done at primary and secondary schools. Then 14.28 per cent of RS are encouraged by their friends and 10 per cent of PG students read to achieve their own goal. Influence of parent's & faculty's role on university students to read is given in Table 2.

#### 4.2.6 Frequency of Reading

Table 3 shows the reading frequency if the choice is given to the participants based on their degree. It is observed that 8.57 per cent of RS and 18.88 per cent of PG students are not at all interested in reading but this data does not explain why they have joined courses. It is found the majority of the PG students (63.32 %) and 44.27 per cent of RS want to read 1-5 times a week. Only 12 per cent of the population could read and write in 1820, but now, 86 per cent of the population is literate<sup>26</sup>. Digital media involvement is now becoming more prevalent in classrooms and at home as children grow up in a digital world. More and more young people from all walks of life are utilising interactive and mobile media regularly. Young children's use of digital gadgets is growing as the 21st

**Table 3. Frequency of reading**

Frequency of reading	No. of RS	% of RS	No. of PG students	% of PG students
Not at all	6	8.57	17	18.88
1-2 times a week	10	14.28	19	21.11
2-3 times a week	11	15.71	22	24.44
4-5 times a week	10	14.28	16	17.77
Everyday	33	47.14	16	17.77
Last time reading of a book				
Last Week	35	50	47	52.22
Last Month	15	21.42	17	18.88
Within the last three months	9	12.85	9	10
Don't remember	11	15.71	17	18.88

century progresses, and portable and mobile devices, such as smartphones and tablets, have become readily available. Nowadays many students read either on their computers or mobiles but the percentage of people reading printed books is still higher than eBook readership<sup>27</sup>.

#### 4.2.7 Last Time Reading a Book

When asked that their last to read a book, half of the RS (50 %) and PG students (52.22 %) said last week. Nearly one-fifth of RS (21.42 %) and 18.88 per cent of PG students said they read in the previous month. Unfortunately, 18.88 per cent of PG students and 15.71 per cent of RS can't recall the last time they read the book. In this regard a countrywide project on the reading campaign in making reading fun for kids to be started. Thus, on July 5, 2021, the Department of School Education and Literacy announced NIPUN Bharat, a National Mission for Foundational Literacy and Numeracy<sup>28</sup> which is supposed to improve reading habits among students.

#### 4.2.8 Rating the Reading Habits

Participants were asked to give themselves a rating based on their reading habits. The majority of RS (60 %) and less than half of PG students mainly considered themselves to be competent readers. These individuals are aware that they are poor readers, yet they are failing to improve their reading habits. In this sense, universities and colleges should make an effort to develop their reading habits, as reading is a basic necessity in every society/country<sup>29</sup>.

### 4.3 Time Spend on Reading

About the amount of time they spend on reading in a week, 17.15 per cent of RS and 23.33 per cent of PG students spent 0-1 hour on reading in a week, 32.85 per cent of RS and 34.44 per cent of PG students spent about 2-3 hours reading in a week, 28.57 per cent of RS and 18.88 per cent of PG students spent 4-6 hours a week, while 21.43 per cent of RS and 16.65 per cent of PG students spent over 6 hours reading in a week. Table 4 indicates that the majority of the RS and PG students spend 2-3 hours reading in a week. It is good to know that over half of the RS and 35.53 per cent of PG students read daily for 4 hours which is a good sign in the university. All the students read one hour or less to be motivated to improve their reading skills.

#### 4.3.1 Time Spent on Reading during Weekends

In total, 38.58 per cent of RS and 35.56 per cent of PG students said that they read for 0-1 hour on weekends, whereas

40 per cent of RS and 41.22 per cent of PG students said they read for 2-3 hours on weekends. However, 11.42 per cent of RS and 10 per cent of PG students spent 4-6 hours reading on weekends, while the remaining 10 per cent of RS and 13 per cent of PG students spent more than 6 hours reading. During weekends, the majority of respondents (both RS and PG students) spend 2-3 hours reading.

#### 4.3.2 Time Spent on Reading during Exam Days

During their exam days, less than a third of RS (31.42 %) and half of PG students (50 %) spend 4-6 hours reading. However, 67 per cent of RS and a quarter of (25.71 %) PG students spend 7-8 hours reading during test days, while 15.56 per cent of research scholars and the remaining 27.16 per cent of PG students spend above 9 hours reading. On exam days, 15.71 per cent of RS and 17.77 per cent of PG students spend 0-1 hour reading, which is not beneficial for these students; consequently, some counselling /mentoring may be offered to help them improve their reading habits. Overall, PG students spend more time studying for examinations than RS, who devote the majority of their time to research.

#### 4.3.3 Time Spent on Sleeping during Exam Days

Less than a third of RS (31.42 %) and half of PG students (50 %) spend 4-6 hours reading on their exam days. During exam days, 67 per cent of RS and a quarter (25.71 %) of PG students spend 7-8 hours reading, while 15.56 per cent of RS and the remaining 27.16 per cent of PG students spend more than 9 hours reading. On exam days, 15.71 per cent of RS and 17.77 per cent of PG students spend 0-1 hour reading, which is not advantageous to these students; as a result, counselling or mentorship may be given to assist them to improve their reading habits. In general, PG students spent more time preparing for exams than RS, who spend the majority of their time researching.

#### 4.3.4 Breaks are Taken while Reading

Continuous reading for long hours may be somewhat boring and start losing concentration on the subject slowly thus it is always better to take a small break while reading. It is found that most of the research scholars (92.85 %) and the majority (87.77 %) of the PG students took small breaks except a small percentage of them do not take breaks while reading.

Of the total, 11.42 per cent of RS and 14.44 per cent of PG students take 5 minutes to break in their reading and 18.57 per cent of RS and 18.9 per cent of PG students take 10 minutes to break, 30 per cent of RS and 20 per cent of PG students take

**Table 4. Time spent on reading at different situations**

	Reading time in a week		Reading time during weekends		Reading time during exam days	
	% of RS	% of PG students	% of RS	% of PG students	% of RS	% of PG students
0-1 Hour	17.15	23.33	38.58	35.56	15.71	17.77
2-3 Hours	32.85	34.44	40	41.22	-	-
4-6 Hours	28.57	18.88	11.42	10	31.42	50
7-8 Hours	21.43	16.65	10.00	13	25.71	16.67
over 9 Hours	=	=	=	=	27.16	15.56

15 minutes break and 22.85 per cent of RS and 21.11 per cent of PG students take 20 minutes to break while reading. Finally, 17.14 per cent of RS and 25.56 per cent of PG students take more than 20 minutes to read. Overall, it is found that less than a third (29.99 %) of RS and a third (33.34 %) of PG students took 5-10 minutes break and 39.99 per cent of RS and 46.67 per cent of PG students took 20 minutes to break taken while reading (Table 5).

**Table 5. Breaks taken while reading**

Breaks taken while reading	No. of RS	% of RS	No. of PG students	% of PG students
5 min.	8	11.42	13	14.44
10 min.	13	18.57	17	18.90
15 min.	21	30	18	20
20 min.	16	22.85	19	21.11
More than 20 min.	12	17.14	23	25.56

#### 4.3.5 Preferred Time to Read

Analysis shows that 51.43 per cent of RS and 41.12 per cent of the PG students preferred to read during the night which most sought out of all but 24.28 per cent of RS and 23.33 per cent of PG students prefer to read in the mornings which is the ideal time for reading. Since these students are reading late at night, they are unable to get up in the morning which may not be an ideal way for them. Due to their classes, Lab and other works, only a small percentage of RS (2.85 %) and PG students (2.22 %) prefer to read in the afternoon, but 21.43 per cent of RS and 33.33 per cent of PG students do read in the evenings. While 8.57 per cent of RS and 11.11 per cent of PG students prefer to read after coming from their classes and before dinner time. It is found that the majority of the respondents prefer to read during the night time which is common in university education.

#### 4.4 Purposes of Reading Books

According to the findings, the majority of RS (85.71 %) and PG students (82.22 %) read books to gain knowledge, whereas less than two-thirds of RS (61.42 %) and PG students (62.22 %) read for exams. People began using mobile phones for reading after they were launched<sup>30-31</sup>, and many students are becoming increasingly distracted as a result of this<sup>32-34</sup>, thus half of the RS (55.71 %) and PG students (52.22 %) read for pleasure. Only 42.22 per cent of PG students read to keep themselves updated, even though almost two-thirds of RS (68.57 %) read to keep themselves informed. After reading, all RS and 87 per cent of PG Students thought their knowledge had improved. People in India are the first in the world to read 10.42 hours per week, according to World Reading Habits in 2020<sup>35</sup>, thus universities must establish a similar kind of environment to improve reading habits among students.

##### 4.4.1 Reasons Negatively Affecting their Reading Habits

Despite their interest to read, there are some reason(s) that is/are negatively affecting their reading habits. The analysis shows that the majority of RS (81.42 %) and PG students

(77.77 %) are busy with their classes and scheduled research work so unable to spend more time reading. Online Social Networking tools like Facebook, Snapchat, Instagram, etc are distracting these students, so 47.14 per cent of RS and over half of the PG students (55.55 %) are distracted from their studies. Because of these tools, time spent with friends also increased with the majority of the RS (62.85 %) and 45.55 per cent of PG students. Though these students come to the university for studies, only 45.55 per cent of Research scholars and 40 per cent of the PG students are spending a small amount of time reading general studies and the remaining are busy preparing for their exams (Table 6).

**Table 6. Reasons negatively affecting their reading habits**

Reasons	No. of RS (N=70)	% of RS	No. of PG students (N=90)	% of PG students
Busy Schedule/ Class	57	81.42	70	77.77
Social Networks	33	47.14	50	45.55 55.55
Time spent with friends	44	62.85	41	45.55
Preparation for exams	32	45.71	36	40
Simply don't want to read	0	0	2	2.86

#### 4.5 Impact of Reading on the Academic Performance

The participants were asked whether reading has brought any changes in their academic performance. The majority of RS (95.72 %) and PG Students (85.55 %) fully agreed that reading certainly helps in improving their academic performance. Several studies examined the correlation between academic performance in reading and academic performance in literature. Results of prominent studies show the relationship between the various study skills and academic performance of university students found that teaching study skills to university students will improve their academic performance<sup>36</sup>. Similarly, the impact of pleasure reading on academic success<sup>37</sup>, cognitive-based reading strategies made significant relationships between the academic performance of University Students in Malaysia<sup>38</sup>. In this study also, the majority (68 %) of RS and (86.66 %) PG Students believe that reading increases pleasure and enthusiasm, helps them improve their vocabulary, learn new facts, and gain more knowledge.

Group discussion is one type of reading which is better than individual reading. Here a fifth (21.42 %) of RS and 18.88 per cent of PG students discuss almost every day and over a third (38.57 %) of RS and PG students (34.44 %) discuss once or twice a week with their friends. Overall, more than half of RS (59.99 %) and PG students (53.32 %) do discussion-based studies daily or twice a week which is a very good sign. Of the total, 22.85 per cent of RS and 30 per cent of PG students do their reading daily but conduct discussions with their friends once or twice a month. Unfortunately 17.14 per cent of RS

and 16.66 per cent of PG students do not have the habit of discussion so this group has to be motivated. However, on another occasion, most RS and PG students indicated that they discuss with their friends reading once or twice a week.

#### 4.6 Problem(s) Faced while Reading

Table 7 shows about half of the RS (50 %) and PG students (48.88 %) faced problems while reading due to lack of concentration. In addition to that, RS (41.42 %) were facing Poor time management problems because of their supervisors' liberty, but only a fifth (22.22 %) of PG students faced due to their fixed timetables and scheduled exams. Because of friends and other activities, students cannot manage their time and tend to postpone many important things, including day-to-day studies. In this case, 22.85 per cent of RS and 28.88 per cent of PG students indicated that procrastinating is the main reason for postponing or delaying reading. Then a fifth (21.14 %) of RS and 25.55 per cent of PG students are not interested in reading and may be busy with other activities. On the other hand, 14.28 per cent of RS and 12.22 per cent of PG students are not motivated and do not have self-interest and about a tenth (11.42 %) of RS and 11.11 per cent of PG students are unable to read due to lack of sleep.

**Table 7. Problems faced while reading**

Problems	No. of RS	% of RS	No. of PG students	% of PG students
Lack of concentration	35	50	44	48.88
Lack of self-believe/ motivation	10	14.28	11	12.22
Lack of interest	19	21.14	23	25.55
Procrastinating	16	22.85	26	28.88
Poor time management	29	41.42	20	22.22
Lack of sleep	8	11.42	10	11.11

## 5. CONCLUSIONS

Of the total 160 respondents, 58.57 per cent of respondents were males, 43.75 per cent were RS and 56.25 per cent were PG Students. In total, half (55.14 %) of the RS and PG students (50 %) have the habit of reading newspapers every day and over fifth of RS (22.86 %) and PG students (22.22 %) read-only as and when needed.

The majority of the RS (87.14 %) and PG Students (77.77 %) enjoy reading their favourite books. In this case, most of them indicated they are reading out of their self-interest. According to new research, the early motivational dynamics related with the improving the reading skills may be more complex than previously thought. The discovered dynamics could have consequences for the formation of reading ability during this particular era of developmental change<sup>39-40</sup>. Similarly most of these respondents are encouraged / motivated by their parents<sup>41</sup>, teachers<sup>42</sup>, friends<sup>43</sup> and a few of them read to achieve their goals<sup>44</sup> and these results are similar to cited studies.

The average literacy rate in India was 73 per cent according to the 2011 census, and 77.7 per cent in 2017-18,

according to the National Statistical Commission. Urban areas had a literacy rate of 87.7%, compared to 73.5 per cent in rural areas. In India, there is a significant gender gap in literacy rates, with men having literacy rate of 84.7 per cent and women having literacy rate of 70.3%. The mother tongue is always referring to the language that the child has used since birth and at important and influential moments in the child's life all over the world. Hindi is the primary reading language for 43.63 per cent of people in India however, 12.16 per cent of the people are able to read and write English language<sup>45</sup>. Only 5.3 per cent of recent graduates read newspapers, and 10 per cent of these are subscribing to magazine. The readership in English is also debatable because, 63.4 per cent of youth literates read newspapers for current events information. Besides the 'English' language, the majority of them read newspapers in their mother tongue however, 17.15 per cent of RS and 31.12 per cent of PG Students read-only in the English language. The majority (78.57 %) of the RS and 33.33 per cent of the PG Students know the latest books published in English in their field through book exhibitions.

All the RS and 92.22 per cent of the PG Students prefer reading for acquiring general knowledge but PG students specifically want for quiz programs, study purposes, current affairs and to explore new ideas. Two thirds (67.14 %) of RS prefer analytical reading for research purposes, but 46.66 per cent of PG Students prefer analytical reading for their competitive exams, and better understanding. Overall, 32.85 per cent of RS and 60 per cent of PG Students prefer to study for exams and academic purposes. Comparatively, more RS (60 %) than PG students (48.88 %) prefer skimming while reading sports, daily news, job ads, etc.

Reading slowly can help youngsters understand the situation and theory, but it can also lead to their forgetting what they have just read. The issue of a wandering mind is minimised while reading quickly. While reading the majority of (58.57 %) RS and PG students (57.77 %) stated that they think to understand what they are reading. About two thirds of RS (64.28 %) and third of (36.33 %) PG students change their reading speed based on what they are reading and some of them take breaks and think about what they are reading so that helps them to understand better.

According to research, taking breaks from studying (anywhere from 5-60 minutes) to replenish the brain and body improves the energy, productivity, and capacity to focus. Scientists at the National Institutes of Health have discovered that the resting brain recalls compressed memories of what has recently been performed<sup>46</sup>. Comparatively, PG Students read more than RS because they have exams, so 45.71 per cent of RS stated that they sleep 7-8 hours during exams and half of the PG students (51.11) indicated that they sleep for 4-6 hours during exam days. The majority of RS (92.85 %) take a break after every 15 minutes and PG Students (87.77 %) take breaks after 20 minutes. Over a third of RS (41.42 %) and a third of PG students (33.33 %) prefer to study at the night.

The Journals (65.71 %), followed by books (64.28 %), electronic media (62.85 %), newspapers (55.71 %) and magazines (30 %) are preferred by the RS whereas, the majority of the PG Students preferred electronic media (63.33 %) to seek

information. The other preferred materials used by PG Students to seek information are books (58.88 %), newspapers (50 %), and journals (36.66 %) while magazines (28.88 %) are the least preferred materials. It is found that the majority of RS (65.71 %) and PG Students (58.88 %) prefer to use reference books to keep themselves updated with their subject. A good number of RS (58.57 %) prefers to use reference/textbooks while most preferred books by the PG Students are fiction (47.77 %) and reference/textbooks (47.77 %) followed by books on general knowledge/aptitude (42.22 %).

The majority of them borrowed books from the Central Library of Pondicherry University because of its rich collection. Since scholars having contignecy fund they are able to purchase books but PG students had no option except borrowing books from the library. The majority of the RS (84.28 %) would like to buy books and borrow books (82.85 %) from the university library and 14.28 per cent of them like to borrow books from their friends. Contrastingly, most (97.77 %) of the PG students have a habit of borrowing books from their University library and 64.44 per cent of them like to buy books and a small percentage (2.22 %) of them borrow books from friends. Most (95.72 %) of the RS and the majority (85.55 %) of the PG Students agreed that reading has brought changes in their academic performance. The majority of the RS read books for pleasure (85.71 %), 68.57 per cent of them read to be well informed, and 61.42 per cent read to prepare for the exam. A large percentage (82.22 %) of PG Students read books to gain knowledge, while 62.22 per cent of PG Students read to prepare for exams, 52.22 per cent of them read for pleasure and the remaining 42.22 per cent of them read books to be well informed. All RS and 96.66 per cent of the PG Students felt that their knowledge is improved after reading.

It is observed that the majority of the RS (81.42 %) and PG Students (77.77 %) indicated that their reading habits were negatively affected because of their daily busy scheduled classes. The majority of the respondents stated that due to lack of concentration, they are not able to read well. It is observed that the majority of RS and PG Students use dictionaries sometimes to figure out unknown words.

Future research may focus on ways to offer university students with access to a variety of reading resources from different genres during their free time. Larger studies could be organised with the goal of improving university students' reading habits. University students that have excellent reading habits may give presentations and share their own inspiring experiences with others about reading books, as well as research their impact on other students. Authors, journalists, and publishers may be invited to participate in activities, and university students may interact with them. Reseach may be conducted with the help of IT & ICT tools to improve the reading both for pleasure and serious reading related to their studies and research.

## REFERENCES

1. Erdem, A. Research on reading habits of university students: Sample of Ankara University and Erciyes University. *Procedia. Soc. Behav. Sci.*, 2015, **174**, 3983-3990.
2. Mudzielwana, Ndileleni H. The role of parents in developing reading skills of their children in the foundation phase. *J. Soc. Sci*, 2014, **41**(2), 253–264.
3. Skenderi, Lindita & Ejupi, Suzana. The reading habits of university students in Macedonia. In 15<sup>th</sup> International Conference “Knowledge in practice” 14-17 December 2017, Bansko, Bulgaria, 2017. <http://eprints.ugd.edu.mk/19108/1/PROGRAM%20BANSKO%2017.pdf> (Accessed on 01 October 2021).
4. Owusu-Acheaw, Micheal. Reading habits among students and its effect on academic performance: a study of students of Koforidua polytechnic. *Libr. Philos. Pract. (e-journal)*. 2014, **1130**. <http://digitalcommons.unl.edu/libphilprac/1130>. (Accessed on 01 October 2021).
5. Bendriss, Rachid & Golkowska, Krystyna. Early reading habits and their impact on the reading literacy of Qatari Undergraduate Students. *Arab World Engl. J.*, 2011, **2**(4) 37-57.
6. Darling-Hammond, Linda.; Flook, Lisa.; Cook-Harvey, Channa.; Barron, Brigid & Osher, David. Implications for educational practice of the science of learning and development, *Appl. Dev. Sci.*, 2020, **24**(2), 97-140 doi: 10.1080/10888691.2018.1537791
7. Dentzel, Zaryn. How the internet has changed everyday life. <https://www.bbvaopenmind.com/en/articles/internet-changed-everyday-life/> bbvaopenmind.com (Accessed on 01 October 2021)
8. Muogilim, E.S. An examination of factors inhibiting the development of effective reading ability among Nigerians. *J. Interdiscip. Stud.*, 2000, **2**(1), 63-67.
9. The young readers foundation. Importance of reading: Why we should read books every day. <https://youngreadersfoundation.org/importance-of-reading/> (Accessed on 01 February 2022).
10. Keyser, Adele. Why is reading important? <https://www.worksheetcloud.com/blog/why-is-reading-important/> (Accessed on 01 February 2022).
11. Ameyaw, Samuel Kwame & Anto, Sylvester Kwabena. Read or Perish: reading habits among students and its effect on academic performance: a case study of Eastbank Senior High School - Accra. *Libr. Philos. Pract. (e-journal)*, 2018, **1748**. [digitalcommons.unl.edu/libphilprac/1748](http://digitalcommons.unl.edu/libphilprac/1748) (Accessed on 01 February 2022).
12. Rabia, M.; Mubarak, N.; Tallat, H. & Nasir, W. A study on study habits and academic performance of students. *Int. J. Asian Soc. Sci.*, 2017, **7**(10), 891–897. doi: 10.18488/journal.1.2017.710.891.897
13. National research council. Preventing reading difficulties in young children. Washington, DC: The National Academies Press, 1998. doi: 10.17226/6023
14. Mlay, Samali V.; Sabi, Humphrey M.; Tsuma, Clive K. & Langmia, Kehbuma. Uncovering reading habits of university students in Uganda: Does ICT matter? *Int. J. Educ. Dev. Using Inf. Commun. Technol.*, 2015, **11**(2), 38-50.
15. Akabuike, I.G. & Asika, I.E. Reading habits of undergraduates and their academic performances: Issues and perspectives. *African Res. Rev.*, 2012, **6**(2), 246-257.
16. Yildiz, Y. Reading habit and its role on students' academic



- success at language preparatory school: A research on Tishk International University Preparatory School Students. *Amazonia Investiga*, 2020, **9**(27), 189-194. doi: 10.34069/AI/2020.27.03.20
17. Adetunji, A. Factors affecting reading habit of secondary school students in Osogbo metropolis. *The Social Sciences*, 2007, **2**(1), 102-105.
  18. Hughes-Hassell, S. & Rodge, P. The leisure reading habits of urban adolescents. *J. Adolesc. Adult. Lit.*, 2007, **51**(1), 22-33.
  19. Alharbi, M.A. Reading strategies, learning styles and reading comprehension: A correlation study. *J. Lang. Teach. Res.*, 2015, **6**(6), 1257-1268.
  20. Kutay, Veli. A survey of the reading habits of Turkish high school students and an examination of the efforts to encourage them to read. Loughborough University, 2014. PhD Thesis. 295p. <https://repository.lboro.ac.uk/account/articles/9415310> (Accessed on 01 October 2021).
  21. McGeown, Sarah.; Goodwin, Hannah.; Henderson, Nikola & Wright, Penelope. Gender differences in reading motivation: Does sex or gender identity provide a better account? *J. Res. Read*, 2012, **35**(3), 328-336.
  22. Hussain, Sajid & Asad, Iqbal Hussain. Impact of gender difference on reading habits of students in public sector college libraries: A case study of District, Gujranwala. *Int. J. Inf. Manag. Sci.*, 2017, **1**(1), 28-40. <http://www.ijms.org/index.php/IJMS/article/view/17> (Accessed on 01 February 2022).
  23. Liu, Z. Reading behavior in the digital environment: Changes in reading behavior over the past ten years. *J. Doc.*, 2005, **61**(6), 700-712.
  24. Hart, P.E. & Liu, Z. Trust in the preservation of digital information. *Commun. ACM*, 2003, **46**(6), 93-7.
  25. Liu, Ziming & Stork, David G. Is paperless really more? *Commun. ACM*, 2000, **43**(11), 94-97.
  26. Sundin, Mathias & Aschan, Magnus. Global literacy at record high level. WARP News. 06 March 2020. <https://www.warpnews.org/human-progress/global-literacy-at-record-high-level/> (Accessed on 01 February 2022).
  27. Allcott, Lisa. Reading on-screen vs reading in print: What's the difference for learning? Blog on October 11<sup>th</sup>, 2021. National Library Wellington. <https://natlib.govt.nz/blog/posts/reading-on-screen-vs-reading-in-print-whats-the-difference-for-learning> (Accessed on 01 February 2022).
  28. Department of School Education and Literacy, Ministry of Education. Guidelines on reading campaign a nationwide initiative for creating a joyful reading experience for children. 2021. [https://www.education.gov.in/sites/upload\\_files/mhrd/files/Guidelines\\_on\\_Reading\\_Campaign.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/Guidelines_on_Reading_Campaign.pdf) (Accessed on 01 February 2022).
  29. Sellen, A. & Harper, R. The myth of the paperless office, MIT Press, Cambridge, MA, 2002.
  30. West, Mark & Ei, Chew Han. Reading in the mobile era: A study of mobile reading in developing countries, UNESCO, 2014. ISBN: 978-92-3-100023-2
  31. Shimray, S.R.; Keerti, C. & Ramaiah, C.K. An overview of mobile reading habits. *DESIDOC J. Libr. Inf. Technol.*, 2015 **35**(5), 364-375. doi: 10.14429/djlit.35.5.8901
  32. Tanil, C.T., Yong, M.H. Mobile phones: The effect of its presence on learning and memory. *PLoS ONE*, 2020, **15**(8): e0219233. <https://doi.org/10.1371/journal.pone.0219233> (Accessed on 01 February 2022).
  33. Kuznekoff, J.H. & Titsworth S. The impact of mobile phone usage on student learning. *Commun. Educ.*, 2013 Jul 1; **62**(3), 233–52.
  34. Mendoza, J.S.; Pody, B.C.; Lee, S. & Kim, M. McDonough IM. The effect of cellphones on attention and learning: The influences of time, distraction, and nomophobia. *Comput. Hum. Behav.*, 2018, **86**, 52–60.
  35. Cabrera, Isabel. World reading habits in 2020 [Infographic]. Blog Details 06 Nov 2020, <https://geediting.com/world-reading-habits-2020/> (Accessed on 01 February 2022).
  36. Danladi, Diyoshak Rhoda & Yohanna, Soko Rejoice. The role of school libraries in promoting reading culture among secondary school students: A case study of Federal Government College, Jos. *Libr. Philos. Pract. (e-journal)*, 2018, **2058**. <http://digitalcommons.unl.edu/libphilprac/2058> (Accessed on 01 February 2022).
  37. Whitten, Christy.; Labby, Sandra & Sullivan, Sam L. The impact of pleasure reading on academic success. *J. Multidiscip. Grad. Res.*, 2016, **2**(4), 48-64.
  38. Pudin, C.S.J.; Storey, J.M.; Len, L.Y.; Swanto, S.; Din, W.A. & Suki, N.M. Impact of English academic reading strategies and proficiency on academic performance: A study of Malaysian Public University Foundation Students. *Solid State Technol.*, 2020, **63**(6), 822-834.
  39. Krapp, Andreas. Interest, motivation and learning: An educational-psychological Perspective. *Eu. J. Psychol. Edu.*, 1999, **14**, 23–40.
  40. Walgermo, Bente R.; Frijters, Jan C. & Solheim, Oddny Judith. Literacy interest and reader self-concept when formal reading instruction begins. *Early Childhood Res. Q.*, 2018, **44**, 90-100.
  41. Xia, T.; Gu, H. & Li, W. Effect of parents' Encouragement on reading motivation: The mediating effect of reading self-concept and the moderating effect of gender. *Front. Psychol.*, 2019, **10**, 609. doi: 10.3389/fpsyg.2019.00609.
  42. Johnson, Davion. The role of teachers in motivating students to learn. *BU J. Graduate Stud. Edu.*, 2017, **9**(1), 46-49.
  43. Berndt, T.J.; Laychak, A.E. & Park, K. Friends' influence on adolescents' academic achievement motivation: An experimental study. *J. Educ. Psychol.*, 1990, **82**, 664-670.
  44. Mikami, Yuka. Goal setting and learners' Motivation for extensive reading: Forming a virtuous cycle. *Reading in a Foreign Language*, 2020, **32**(1), 28–48.
  45. National Statistical Commission. Household social consumption on education in India (Report), 2018. <https://www.niip.gov.in/web/nsc> (Accessed on 01 April 2022).
  46. Thomas, Christopher G. Study shows how taking short breaks may help our brains learn new skills. National Institutes of Health, News Release on June 8, 2021, <https://www.nih.gov/news-events/news-releases/study-shows-how-taking-short-breaks-may-help-our-brains-learn-new-skills> (Accessed on 01 April 2022).

## CONTRIBUTORS

**Prof. Chennupati K. Ramaiah** is working as Dean, School of Media and Communication, Professor in the Department of Library and Information Science and also working as Director, Directorate of Distance Education at Pondicherry University. His research interests are Multimedia, Hypertext, CAI, User Interfaces, HCI, Web/e-Publishing, Healthcare, LIS and Archival Informatics.

He has conceived the project, guided the research work and prepared the paper.

**Ms Bonty M. Daimari** is a graduate student of the Dept. of Library and Information Science, Pondicherry University, Puducherry. She has done a graduate degree in Philosophy and PG diploma in IT. She is working in a B2B company in Bangalore. Her research interests are reading habits, mobile reading habits, Digital libraries.

She has collected and analyses the data.