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Exploring Reading Interests of College Students of University of Delhi

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Abstract

This study investigated the reading interests of undergraduate students of select colleges affiliated to University of Delhi by studying the various aspects of reading interests and habits such as reading likeness, preference for various categories of information, purpose of reading, preference for fiction and non-fiction books and time spent on various activities per day.The structured questionnaires were distributed to get the responses from male and female respondents of different disciplines. The collected data was analysed using SPSS (Statistical Package for Social Science, Version-25) applying different statistical tests i.e. One-way analysis of variance (ANOVA) with Brown-Forsythe and Welch test and Weighted Mean.

The study revealed that majority of 89.9 percent undergraduate students like reading and 68.2 percent respondents were at the age group of 19-20 years from sciences, social sciences and humanities discipline. Female respondents were more inclined towards reading in compare to the male counterparts. Both male and female respondents prefer reading books followed by newspapers and magazines. The maximum number of male and female respondents was found strongly inclined reading information sources for academic purpose followed by general knowledge. Fiction genre read by females include short stories, mystery and adventure. Whereas, male respondents read science fiction and historical fiction. Non-fiction includes self-help books and essays were frequently read by females whereas, the majority of the males read the biographies. It also depicted that female respondents preferred reading more of print resources. Whereas, male respondents read print and online resources equally.

Keywords: Fiction and Non-Fiction Books, Online Information, Information Sources, Undergraduate students, Academic libraries, University of Delhi

1. Introduction

Reading has been private and social activity throughout history. It has changed accordance with the life style, technology development, the motivations for reading and the actual needs of a reader. It is considered a foundational skill for academic success from childhood through adulthood. It is not only an important part of many adult's lives but also plays a critical role in their overall development. Thus, it is critically important to encourage students to engage students in reading activities for developing both reading interests and academic achievement (Suhua Huang et al., 2016). Anderson and other (as cited in Sarkhel & Das, 2010) defined "reading is a process, a mode of thinking, a kind of real experience, and involves many complex skills: the ability to perceive printed words, to skim for information and then perhaps read intensively." Whereas, reading interests refers variously to an individual's interest in doing reading itself, as measured by the amount of reading actually done; what a reader wants to read "about" as expressed by a list of topics or subject areas or genres that the reader reads by preference; or the elements within a text, sometime referred to as "appeal factor," that engage a particular reader with text (Ross, 2009). The classification of reading text that can be of interest to the students include books, newspapers, magazines, journals articles and other electronic resources for academic, recreation, general knowledge, current information, personality development and employment purpose etc.(Khairuddin,2013,Kapur, n.d.). In reading literature,

considerable work relevant to readers' motivation has been outlined in connection with attitudes towards reading. "Reading attitude typically are defined as readers' affect towards reading (Baker & Wigfield, 1999). Attitude and interest toward reading can be interconnected with learners' spirit and feeling to learn or in this situation it can be insisted best with the readers' spirit to read. (Shahriza Abdul Karim & Hasan, 2007). It is found from the existing literature that research studies on reading interests of different user groups are quite inconstant and scanty especially with regard to the male and female respondents across the disciplines. Thus, the present study made an attempt to focus on the reading interests of the undergraduate students of twelve colleges affiliated to the University of Delhi which helps in adding appropriate reading literature in the college libraries. The University of Delhi is the premier university having North and South Campus. "At present, there are 16 faculties, 86 academic departments and approximately 74 colleges affiliated to the University of Delhi. These 74 colleges of University of Delhi are spread across different zone of Delhi namely East, West, North and South Delhi offering undergraduate, postgraduate and diploma/certificate courses in different areas of knowledge. It has 8 colleges in East Delhi, 17 colleges in West Delhi, 22 colleges in North Campus and 27 colleges in South Campus of the university. It has 52 coeducational and 22 women colleges offering wide array of course of study of three years duration with honours and pass program". These courses are grouped under three categories in the discipline of sciences, social science, humanities: i) Bachelor of Arts (B.A.) ii) Bachelor of Science (B.Sc.) iii) Bachelor of Commerce (B.Com). It also offers professional, vocational and certificate courses in different domains.

2. Background

The reading activity of an individual starts together with the beginning of the school age and continues throughout their lifetime. After acquiring the basic reading skills, it is essential to ensure that these skills are sustained throughout life. In the world today where technology imposes constant changes and knowledge is growing fast. Thus, students are expected to have high level of reading skills. (Ahmed, 2013) analysed the reading habits and attitudes of ISLM students of Dhaka University in the digital environment which figured out the students preference for reading various categories of information sources. It clearly revealed that the majority of students read fiction/novels followed by newspapers (59.3 percent) and magazines (41.2 percent) during their leisure time. These are the three most popular reading materials among the respondents. It also emphasised on the total time devoted by them on reading print and electronic resources. The maximum number of 43.1 percent respondents spent more time on reading print material and 54.3 percent spent less time on reading electronic material. Another study by (Erdem, 2015) determined the reading habits of Ankara University and Erciyes University by analysing their interest in reading different literary genre. It was found that students read newspapers, magazines and novels in their spare time. The most enjoyed literary genres were psychological, historic, romantic and entertaining-humorous. Though, they could not get enough time for reading books due to the preparation for examination, intensity of lessons and spending time on the computer/internet. Reading variety of literature not only makes an effect on the accuracy of information but also in their attitudes, moral beliefs and judgements. In addition, it impacts on advancement of their personal development in particular and social progress in general. (Tveit, 2012) investigated

the literature preference among young adults in Oslo, Norway. Literature preference analysis detected that girls' and boys' preference for reading media varies and difference in their literary taste was also discovered. The study suggested encouraging young adults for reading and also recruiting them as an advisor for recommending the titles for building the strong library collection. Another significant study by (Mueller et al., 2017) investigated the patron preferences for recreational reading in an academic library of Sam Houston State University. It was noted that greater understanding of patrons' preferences empowers the libraries in expanding the recreational readings to all the patron demands. The study investigated mystery, suspense/thriller, fantasy and thriller were the top fiction genres read by the respondents. On contrary, the most read non-fiction includes entertainment & humor, history, autobiography and biography, cookbooks & food and current events & politics. Reading is an important skill which has great role in overall development. Thus, encouraging students to engage in academic and extracurricular reading is critically important in developing reading interests and academic achievement. "Regular reading sharpens the intellect, refines the emotions and elevates tastes; and thereby prepares for an effective civilizing force tending to unite social groups through the dissemination of common experiences" quoted in (Ahmed, 2013). (Liu & Huang, 2008) explored gender difference to highlight the changing reading behavior in the online environment. The results revealed that males have strong preference for online reading, whereas females have greater satisfaction with paper as reading medium. The study demonstrated that despite being difference in gender or culture, preference for printed text remains the strong among the respondents. (Jafre Zainol Abidin et al., 2011) examined the reading preferences of Malaysian Chinese students and emphasised the early intervention in reading influence the current reading habits of the students. The results revealed that students preferred reading electronic media for leisure and printed media to pass the exams. 75 percent of the students spend less than two hours per day on reading. 42 percent of the students read text books and 37 percent prefer reading light material such as magazines, newspapers and comics. Only 2 students like to read story books or novels. Another study by (Thanuskodi, 2011)) emphasized on very prevalent modern saying "Today's Readers are tomorrows Leader". Also described the role and importance of reading in overall personality development of students by not just reading their course books but beyond that. "Reading to learn" is an essential tool which helps not only in their self- improvement but also in life-long learning. Reading makes students more knowledgeable by introducing to the new facts and learning new skills as it has the unique power of transforming readers. (Suhua Huang, Capps, Blacklock, & Garza, 2014) in their study explored the "reading habits of college students in the United States" and found that students spent 7.72 hours, 4.24 hours and 8.95 hours weekly on academic reading, extracurricular reading and internet respectively. Some of the problems affecting the reading habits of the students were: lack of awareness of information, sitting arrangement, inadequate information resources and lack of good illumination. (Suhua Huang et al., 2016) investigated reading practices among the U.S. and Chilean students. The study revealed U.S. students spent 4.94 hrs on academic reading and 16.4 hrs. on Facebook. However, Chilean students devoted their 13.17 hrs. and 14.00 hrs. respectively per week. Online reading material was the most preferred type of material used by the U.S. and Chilean students followed by Newspapers/ magazines, graphic novel books and non-major academic books. (Loan, 2011) identified the media preference of college students

for different electronic and print media activities and how much time they devote upon these activities such as internet surfing, online chatting, electronic games, watching television and listening to music. The results revealed that good number of students preferred using internet surfing, online chatting and playing electronic games over reading. However, comparing time allocation on different activities, it was found that reading surpasses all other activities including watching television and listening to music too. The present study reviewed the related literature which analysed the various aspects of reading interests of students emphasising particularly on their preference in using various categories of information sources for differ ent purposes; the most preferred literary genres, time devoted on different activities and their media preference for reading and learning activities. Whereas, this new piece of work fills the gap in the existing research by measuring the level-wise, gender-wise and discipline-wise reading interests of undergraduate students of University of Delhi.

3. Research Questions

The study analysed the reading interests of undergraduate students of twelve coeducational colleges affiliated to University of Delhi. Out of twelve colleges, it selected four colleges for sciences i.e. Acharya Narendra College, Dyal Singh College, Hansraj College and Shivaji College and another four colleges i.e. Aryabhatta College, Delhi College of Arts and Commerce, Ramjas College and Shri Venkateswara College for social sciences and the remaining four colleges i.e. Hindu College, Ramanujan College, St. Stephen College and Zakir Husain Delhi College for humanities to get the complete mix of population from all the three disciplines to examine their reading interests. The study addressed the following specific research questions to get the adequate responses from the undergraduate students:

1. To find out the preference of reading various categories of information sources?
2. To study the purpose of reading various categories of information sources?
3. To analyse the preference for reading fiction and non-fiction book genres?
4. To find out the total time spent on various activities by respondents?

4. Hypotheses of the Study

The study addressed the following specific hypotheses:
1. There is a decline in the reading of information sources in the digital environment.
2. There is no significant difference in the reading habits of male and female respondents with regard to various categories of information sources.

5. Research Design

The structured questionnaire was designed consulting the extant literature on reading habits and interests of different users' groups using the offline and online databases such as LISA, LISTA and several open access portals i.e. ERIC, SSRN and DOAJ etc. The present study determined the various categories of fiction and non-fiction genres by asking open-ended questions from the respondents while conducting the pilot study i.e. "The most frequently read fiction and non-fiction genre" along with referring different internet sources. Multistage sampling method was used for the purpose of selection of twelve colleges of University of Delhi. The selection of a representative sample of colleges from University of Delhi was

made in various stages. The first stage sampling unit was colleges and sampling frame was the preparation of list of 74 colleges along with the subjects taught in the respective college. From this list, a sample of coeducational colleges was obtained using stratified sampling method. Amongst the coeducational colleges, three separate lists of colleges were made dealing with the sciences, social sciences and humanities. It selected four colleges i.e. Acharya Narendra Dev College, Dyal Singh College, Hansraj College and Shivaji College offering two common subjects i.e. physics and chemistry in the field of sciences, another four colleges i.e. Aryabhatta College, Delhi College of Arts and Commerce, Ramjas College and Shri Venkateswara College for economics and political Science in social sciences and the remaining four colleges i.e. Hindu College, Ramanujan College, St. Stephen College and Zakir Hussain College for English and philosophy in humanities. Also, simple random sampling was used for the distribution of 1197 questionnaires among the total population of 5298 students belonging to the sciences, social sciences and humanities disciplines of twelve affiliated colleges. The study considered the sample of 506 completed questionnaires which was quite larger than the calculated sample size of 362 determined using the following formula postulated by (Krejcie & Morgan, 1970).

$$s = X^2NP(1-P)/d^2(N-1) + X^2P(1-P).$$

Although, total 506 questionnaires were analysed to examine the various aspects of reading interest of undergraduate students of University of Delhi. Table-1 demonstrated the discipline-wise response rate of the respondents of twelve colleges.

Table-1: Response Rate of the Respondents from Different Disciplines

College Name		Sciences	Social Sciences	Humanities	Total
Acharya Narendra Dev College	f	**43**	0	0	43
	%	**8.5%**	0.0%	0.0%	8.5%
Dyal Singh College	f	**39**	0	0	39
	%	**7.7%**	0.0%	0.0%	7.7%
Hansraj College	f	**44**	0	0	44
	%	**8.7%**	0.0%	0.0%	8.7%
Shivaji College	f	**42**	0	0	42
	%	**8.3%**	0.0%	0.0%	8.3%
Aryabhatta College	f	0	**38**	0	38
	%	0.0%	**7.5%**	0.0%	7.5%
Delhi College of Arts and Commerce	f	0	**37**	0	37
	%	0.0%	**7.3%**	0.0%	7.3%
Ramjas College	f	0	**45**	0	45
	%	0.0%	**8.9%**	0.0%	8.9%
Shri Venkateswara College	f	0	**41**	0	41
	%	0.0%	**8.1%**	0.0%	8.1%
Hindu College	f	0	0	**46**	46
	%	0.0%	0.0%	**9.1%**	9.1%
Ramanujan College	f	0	0	**44**	44

	%	0.0%	0.0%	**8.7%**	8.7%
St. Stephen College	f	0	0	**45**	45
	%	0.0%	0.0%	**8.9%**	8.9%
Zakir Husain Delhi College	f	0	0	**42**	42
	%	0.0%	0.0%	**8.3%**	8.3%
Total	f	168	161	177	506
	%	33.2 %	31.8%	35.0%	100.0%

It can be seen from Table-1 that the highest response of 8.7 percent was received from Hansraj College and the lowest response of 7.7 percent from Dyal Singh College in sciences. 33.2 percent was the overall response rate in sciences. On the other hand, the maximum response rate of 8.9 percent from Ramjas College and the lowest response rate of 7.3 percent from Delhi College of Arts and Commerce in social sciences. The aggregate response rate in social sciences was 31.8 percent. While the highest response rate of 9.1 percent received from Hindu College and the lowest response rate from Zakir Husain Delhi College with 8.3 percent in humanities. The total response rate in humanities was 35.0 percent which was the highest response rate among all the three disciplines.

Table-2: Gender-wise Distribution of the Respondents

College Name			Male	Female	Total
Sciences	Acharya Narendra Dev College	f	33	10	43
		%	6.5%	2.0%	8.5%
	Dyal Singh College	f	27	12	39
		%	5.3%	2.4%	7.7%
	Hansraj College	f	33	11	44
		%	6.5%	2.2%	8.7%
	Shivaji College	f	33	9	42
		%	6.5%	1.8%	8.3%
Social Sciences	Aryabhatta College	f	20	18	38
		%	4.0%	3.6%	7.5%
	Delhi College of Arts and Commerce	f	23	14	37
		%	4.5%	2.8%	7.3%
	Ramjas College	f	13	32	45
		%	2.6%	6.3%	8.9%
	Shri Venkateswara College	f	18	23	41
		%	3.6%	4.5%	8.1%
Humanities	Hindu College	f	14	32	46
		%	2.8%	6.3%	9.1%
	Ramanujan College	f	18	26	44
		%	3.6%	5.1%	8.7%
	St. Stephen College	f	15	30	45
		%	3.0%	5.9%	8.9%
	Zakir Hussain Delhi College	f	22	20	42
		%	4.3%	4.0%	8.3%

Total				
Total	f	269	237	506
	%	53.2%	48.2%	100.0%

Many higher education institutions run wide range of generic and professional courses. Thus, it become essential to know the total strength of male and female students in the respective course of study as they are the ones who are utilizing the resources and services of the library and information centres. Gender and discipline-wise analysis of reading interests of students are considered the most important aspects which affect the use of library and also help the librarians to get a complete framework on the utilization of library collection and services.

It was found from the above table that the equal number of 6.5 percent of male students was enrolled in Acharya Narendra Dev College, Hansraj College and Shivaji College in the field of sciences, whereas the highest number of 6.3 percent of female students were enrolled in Ramjas College in social sciences. On contrary, the maximum number of 6.3 percent female respondents in Hindu College followed by 5.9 percent in St. Stephen College and 5.1 percent in Ramanujan College for humanities. Overall, it concluded that the majority of male respondents were enrolled in sciences and females in social sciences and humanities.

6. Results

6.1 Age Group
Determining age of the respondent is regarded as one of the crucial aspects in any of the research activity. It not only helps in ascertaining their level of awareness and preferences for variety of information sources but also in deciding their level of competence for locating them in libraries for academic and non-academic activities. Table-3 gives the age-wise distribution of the undergraduate students of different disciplines.

Table-3: Age-wise Distribution of Respondents

Age		Sciences	Social Sciences	Humanities	Total
≤18	f	38	44	35	117
	%	7.5%	8.7%	6.9%	23.1%
19-20 Yrs.	f	116	105	124	345
	%	**22.9%**	**20.8%**	**24.5%**	**68.2%**
21-22 Yrs.	f	14	12	18	44
	%	2.8%	2.4%	3.6%	8.7%
Total	f	168	161	177	506
	%	33.2%	31.8%	35.0%	100.0%

As respondents were asked to mark their age group within the range of ≤18 to 21-22. Horizontal Analysis of Table-3 revealed that the maximum number of 8.7 percent respondents were at the age group of ≤18 in social sciences and the minimum number of 6.9 percent in humanities. Whereas, the highest number of 24.5 percent respondents at the age group of 19-20 years were from humanities and lowest number of 20.8 percent from social sciences. As far as the respondents at the age group of 21-22 years were concerned, the maximum number of 3.6 percent respondents was from humanities and the lowest number of 2.4 percent from social sciences. Vertical analysis in all the three disciplines clearly depicted that maximum number of

22.9 percent science respondents, 20.8 percent social science respondents and 24.5 percent humanities were of the age group of 19-20 years. Overall, it was found that 68.2 percent respondents were at the age group of 19-20 years followed by 23.1 percent were of ≤18 years and 8.7 percent were at the group of 21-22 years.

6.2 Preference for Reading

Libraries add numerous titles in its collection every year on the basis of the course curriculum. However, it was observed that apart from their syllabus, students also found interested in reading books for recreational purpose during their leisure time. Thus, the present study analysed the various aspects of the reading interests and habits of male and female students of different disciplines from different colleges of University of Delhi.

6.2.1 Discipline-wise Reading Likeness

Students generally carry varied tastes for reading. Thus, analysis of the responses on reading likeness helps librarians in utilizing the budget for building the library collection accordingly.

Table-4: Reading Likeness among Undergraduate Students

Discipline		Reading Likeness	Reading Unlikeness	Total
Sciences	f	151	17	168
	%	29.8%	3.4%	33.2%
Social Sciences	f	143	18	161
	%	28.3%	3.6%	31.8%
Humanities	f	161	16	177
	%	**31.8%**	3.2%	35.0%
Total	f	455	51	506
	%	89.9%	10.1%	100.0%

Table-4 revealed that Out of 35.0 percent students in humanities, majority of 31.8 percent students preferred reading followed by science students (29.8 percent) out of 33.2 percent. Whereas, the lowest number of 28.3 percent students out of 31.8 percent in social sciences were inclined for reading.

6.2.2 Gender-wise Reading Likeness

Gender also being an important factor helps in determining the proportion of male and female respondents liked reading varied literary or non-literary genres. Table-5 clearly indicates the gender-wise likeness for reading.

Table-5: Gender-wise Likeness for Reading

Gender		Reading Likeness	Reading Unlikeness	Total
Male	f	234	35	269
	%	46.2%	6.9%	53.2%
Female	f	221	16	237
	%	43.7%	3.2%	46.8%
Total	f	455	51	506
	%	89.9%	10.1%	100.0%

Table-5 depicted that Out of 53.2 percent of male respondents, 46.2 percent were interested in reading. Whereas, majority of 43.7 percent of females were interested in reading out of 46.8 percent respondents. It confirmed that there is no decline in the reading of information sources in the digital environment. However, the results revealed that female respondents found more inclined towards reading various information sources in compare to the male respondents.

Table-6: Preference for Reading Various Categories of Information Sources

Categories		Male	Female	Total	Rank
Books	*f*	193	196	389	**I**
	%	38.1%	38.7%	76.9%	
Dictionaries	*f*	27	33	60	**VI**
	%	5.3%	6.5%	11.8%	
Encyclopaedias	*f*	43	49	92	**V**
	%	8.5%	9.7%	18.2%	
Journals	*f*	64	58	122	**IV**
	%	12.6%	11.5%	24.1%	
Magazines	*f*	88	114	202	**III**
	%	17.4%	22.5%	39.9%	
Newspapers	*f*	175	125	300	**II**
	%	34.6%	24.7%	59.3%	
Total	*f*	590	575	1165	
	%	50.6%	49.4%	100.0%	

Note: It cannot be added upto 100% because these are multi responses questions

Table-6 clearly demonstrates that the majority of 38.7 percent female respondents preferred reading books followed by newspapers (24.7 percent) and magazines (22.5 percent), journals (11.5 percent), encyclopaedias (9.7 percent) and dictionaries (6.5 percent). Whereas, the highest number of 38.1 percent male respondents preferred books followed by newspapers (34.6 percent), magazines (17.4 percent), journals (12.6 percent), encyclopaedias (8.5 percent) and dictionaries (5.3 percent). The Analysis of Variance (ANOVA) test was also applied to observe the statistically significant difference in the reading interests of male and female undergraduate students with regard to the various categories of information sources.

Table-6 (a): ANOVA for Measuring the Preference for Various Categories of Information Sources among Male and Female Respondents

Purpose of Reading		Sum of Squares	df	Mean Square	F	Sig.
Books	Between Groups	1.512	1	1.512	8.615	**.003**
	Within Groups	88.435	504	.175		
	Total	89.947	505			
Newspapers	Between Groups	1.910	1	1.910	8.008	**.005**
	Within Groups	120.224	504	.239		
	Total	122.134	505			
Journals	Between Groups	.006	1	.006	.032	.859

	Within Groups	92.579	504	.184		
	Total	92.585	505			
Magazines	Between Groups	2.983	1	2.983	12.701	**.000**
	Within Groups	118.376	504	.235		
	Total	121.360	505			
Encyclopaedias	Between Groups	.277	1	.277	1.862	.173
	Within Groups	74.996	504	.149		
	Total	75.273	505			
Dictionaries	Between Groups	.190	1	.190	1.821	.178
	Within Groups	52.695	504	.105		
	Total	52.885	505			

Results from Table-6 (a) revealed that homogeneity of variance was found for all the variables i.e. books, newspapers, magazines, encyclopaedias and dictionaries except for journals which is one of the assumptions of ANOVA. However, it was noted that according to levene statistics, all the variables have significantly different variance carrying the significance level below the chosen alpha of 0.05. ANOVA test results also revealed significance values for journals, encyclopaedias and dictionaries greater than 0.05 except for books, newspapers and magazines which was as $F(1,504)=8.615$, $p=.003$; $F(1,504)=8.008$, $p=.005$; $F(1,504)=12.701$, $p=.000$. Thus, Welch and Brown-Forsythe tests were performed particularly for these variables.

Table-6 (b): Robust Tests of Equality of Means

Information Sources		Statistics	df1	df2	Sig.
Books	Welch	8.805	1	502.899	**.003**
	Brown-Forsythe	8.805	1	502.899	**.003**
Newspapers	Welch	7.961	1	489.354	**.005**
	Brown-Forsythe	7.961	1	489.354	**.005**
Journals	Welch	.032	1	494.737	.859
	Brown-Forsythe	.032	1	494.737	.859
Magazines	Welch	12.600	1	486.492	**.000**
	Brown-Forsythe	12.600	1	486.492	**.000**
Encyclopaedias	Welch	1.839	1	479.509	.176
	Brown-Forsythe	1.839	1	479.509	.176
Dictionaries	Welch	1.788	1	470.613	.182
	Brown-Forsythe	1.788	1	470.613	.182

Table-6 (b) demonstrates the significance values after performing the Welch and Brown-Forsythe tests on various categories of information sources, particularly for analysing books, newspapers and magazines as an information source. It revealed that the significance values of all these variables were still lesser than the required 0.05 alpha level. The results confirmed the non-acceptance of the null hypothesis which revealed that there is a statistically significant difference in the preference for reading various categories of information sources i.e. books, newspapers and magazines among male and female respondents. Comparing the mean values of male and female respondents, it revealed that

female respondents found interested in reading books and magazines. Whereas, majority of male respondents read newspapers.

6.3 Purpose of Reading

Undergraduate students' purpose of reading was enquired by permitting them to mark the multiple answers on the given options in Table-7 i.e. academic, recreation, general knowledge, current information, personality development, employment, information integration or any other. Table-7 showcased the undergraduate students' purpose of reading at different levels of course of study.

Table-7: Purpose of Reading of Undergraduate Students at Different Levels of Study

Purpose		Ist Year	IInd Year	IIIrd Year	Total
Academic	f	122	133	152	407
	%	6.6%	7.2%	8.3%	**22.1%**
Recreation	f	69	47	75	191
	%	3.8%	2.6%	4.1%	10.4%
General Knowledge	f	115	130	142	387
	%	6.3%	7.1%	7.7%	21.0%
Current Information	f	85	105	115	305
	%	4.6%	5.7%	6.3%	16.6%
Personality Development	f	91	95	95	281
	%	4.9%	5.2%	5.2%	15.3%
Employment	f	37	40	37	114
	%	2.0%	2.2%	2.0%	6.2%
Information Integration	f	50	47	45	142
	%	2.7%	2.6%	2.4%	7.7%
Any Other	f	2	4	6	12
	%	0.1%	0.2%	0.3%	0.7%
Total	f	571	601	667	1839
	%	31.0%	32.7%	36.3%	100.0%

Note: It cannot be added upto 100% because these are multi responses questions

Table-7 depicted that majority of students at all the levels read for academic purpose followed by general knowledge. However, it was worth noted that Ist year students preferred reading for personality development whereas, IInd and IIIrd year students for current information. Overall results revealed that students at all the levels read for academic purpose, general knowledge and for current information. It also considered the multiple responses to analyse the purpose of reading by the male and female respondents.

Table-8: Gender-wise Purpose of Reading

Reading Purpose		Male	Female	Total
Academic	f	211	196	407
	%	11.5%	10.7%	**22.1%**
Recreation	f	72	119	191
	%	3.9%	6.5%	10.4%
General Knowledge	f	206	181	387
	%	11.2%	9.8%	21.0%
Current Information	f	171	134	305
	%	9.3%	7.3%	16.6%

Personality Development	f	140	141	281
	%	7.6%	7.7%	15.3%
Employment	f	71	43	114
	%	3.9%	2.3%	6.2%
Information Integration	f	86	56	142
	%	4.7%	3.0%	7.7%
Any Other	f	5	7	12
	%	0.3%	0.4%	0.7%
Total	f	962	877	1839
	%	52.3%	47.7%	100.0%

Note: It cannot be added upto 100% because these are multi responses questions

Table-8 revealed that the majority of (11.5 percent) male respondents read for academic purpose followed by general knowledge (11.2 percent), current information (9.3 percent) and personality development (7.6 percent). The lowest number of respondents (3.9 percent) read for employment and recreation purpose. On contrary, the maximum number of females read for academic purpose (10.7 percent) followed by general knowledge (9.8 percent), personality development (7.7 percent), and current information (7.3 percent). The minimum number of female respondents (2.3 percent) read for employment purpose. It also indicated that 5 (0.3 percent) male and 7 (0.4 percent) female respondents read information sources for other purposes. It includes searching information, general comprehension and writing text.

The analysis of variance ANOVA test was also applied to analyse the purpose of reading information sources among the male and female respondents. Levene statistics revealed that homogeneity of variance was found in all the variables namely academic, recreation, current information, personality development and employment as level of significance was below 0.05 except for general knowledge. Therefore, Welch and Brown-Forsythe tests were performed on these variables as there may be enough chances for non-applicability of anova results on them.

Table-8 (a): ANOVA for Measuring the Purpose of Reading among the Male and Female Respondents

Purpose of Reading		Sum of Squares	df	Mean Square	F	Sig.
Academic	Between Groups	.229	1	.229	1.453	.229
	Within Groups	79.402	504	.158		
	Total	79.630	505			
Recreation	Between Groups	6.926	1	6.926	31.171	**.000**
	Within Groups	111.978	504	.222		
	Total	118.903	505			
General Knowledge	Between Groups	.001	1	.001	.003	.956
	Within Groups	91.013	504	.181		
	Total	91.014	505			
Current Information	Between Groups	.622	1	.622	2.603	.107
	Within Groups	120.534	504	.239		
	Total	121.156	505			
Personality Development	Between Groups	.699	1	.699	2,836	.107

	Within Groups	124.251	504	.239		
	Total	124.951	505			
Employment	Between Groups	.858	1	.858	4.943	**.027**
	Within Groups	87.459	504	.174		
	Total	88.316	505			
Information Integration	Between Groups	.877	1	.877	4.363	**.037**
	Within Groups	101.274	504	.201		
	Total	102.150	505			
Any Other	Between Groups	.015	1	.015	.651	.420
	Within Groups	11.700	504	.023		
	Total	11.715	505			

Observing the F tests values along with the degree of freedom and the level of significance for all the variables, it was found that all values favoured the acceptance of the null hypotheses except the recreation, employment and information integration purpose. Therefore, Welch and Brown-Forsythe tests were used especially on three variables i.e. recreation, employment and information integration purpose. It revealed that the significance values of these values were still less than 0.05 alpha level. Hence, it confirmed that there is a statistically significant difference among the male and female respondents in their reading for recreation, employment and information integration purpose. Comparing the mean values of male and female respondents especially on these variables, it depicted that male respondents read more for employment purpose. Whereas, females spent more time for reading information sources for recreation and information integration purpose. It is equally important to know the purpose of reading various categories of information sources from the respondents from the discipline of sciences, social sciences and humanities.

Table-9: Purpose of Reading Various Categories of Information Sources

Reading Purpose	Discipline		Books	Dictionaries	Encyclopaedias	Journals	Magazines	Newspapers	No Preference	Total
Academic Purpose	Sciences	f	130	3	11	4	1	2	17	168
		%	25.7%	0.6%	2.2%	0.8%	0.2%	0.4%	3.4%	33.2%
	Social Sciences	f	116	9	10	12	3	3	8	161
		%	22.9%	1.8%	2.0%	2.4%	0.6%	0.6%	1.6%	31.8%
	Humanities	f	126	4	14	22	0	4	32	177
		%	24.9%	0.8%	2.8%	4.3%	0.0%	0.8%	6.3%	35.0%
Total		f	372	16	35	38	4	9	32	506
		%	73.5%	3.2%	6.9%	7.5%	0.8%	1.8%	6.3%	100.0%
Current Information	Sciences	f	6	0	0	12	15	110	24	167
		%	1.2%	0.0%	0.0%	2.4%	3.0%	21.8%	4.8%	33.1%
	Social Sciences	f	3	0	2	2	29	111	14	161
		%	0.6%	0.0%	0.4%	0.4%	5.7%	22.0%	2.8%	31.9%
	Humanities	f	4	1	3	7	29	106	27	177
		%	0.8%	0.2%	0.6%	1.4%	5.7%	21.0%	5.3%	35.0%
Total		f	13	1	5	21	73	327	65	505
		%	2.6%	0.2%	1.0%	4.2%	14.3%	64.8%	12.9%	100.0%
Employment Purpose	Sciences	f	23	2	1	3	17	37	85	168
		%	4.5%	0.4%	0.2%	0.6%	3.4%	7.3%	16.8%	33.2%
	Social Sciences	f	15	3	3	5	13	30	92	161
		%	3.0%	0.6%	0.6%	1.0%	2.6%	5.9%	18.2%	31.8%
	Humanities	f	18	2	10	6	13	35	93	177
		%	3.6%	0.4%	2.0%	1.2%	2.6%	6.9%	18.4%	35.0%
Total		f	56	7	14	14	43	102	270	506
		%	11.1%	1.4%	2.8%	2.8%	8.5%	20.2%	53.4%	100.0%
General Knowledge	Sciences	f	24	3	4	5	35	76	21	168
		%	4.7%	0.6%	0.8%	1.0%	6.9%	15.0%	4.2%	33.2%
	Social Sciences	f	18	3	19	4	27	77	13	161
		%	3.6%	0.6%	3.8%	0.8%	5.3%	15.2%	2.6%	31.8%
	Humanities	f	19	1	20	9	42	68	18	177
		%	3.8%	0.2%	4.0%	1.8%	8.3%	13.4%	3.6%	35.0%
Total		f	61	7	43	18	104	221	52	506
		%	12.1%	1.4%	8.5%	3.6%	20.6%	43.7%	10.3%	100.0%

Reading Purpose	Discipline		Books	Dictionaries	Encyclopaedias	Journals	Magazines	Newspapers	No Preference	Total
Information Integration	Sciences	f	27	6	13	13	4	22	83	168
		%	5.3%	1.2%	2.6	2.6%	0.8%	4.3%	16.4%	33.2%
	Social Sciences	f	35	7	12	8	5	25	69	161
		%	6.9%	1.4%	2.4%	1.6%	1.0%	4.9%	13.6%	31.8%
	Humanities	f	27	6	13	21	6	25	79	177
		%	5.3%	1.2%	2.6%	4.2%	1.2%	4.9%	15.6%	35.0%
Total		f	89	19	38	42	15	72	231	506
		%	17.6%	3.8%	7.5%	8.3%	3.0%	14.2%	45.7%	100.0%
Personality Development	Sciences	f	47	10	2	7	33	12	57	168
		%	9.3%	2.0%	0.4%	1.4%	6.5%	2.4%	11.3%	33.2%
	Social Sciences	f	55	10	1	9	23	16	47	161
		%	10.9%	2.0%	0.2%	1.8%	4.5%	3.2%	9.3%	31.8%
	Humanities	f	56	9	8	13	23	17	51	177
		%	11.1%	1.8%	1.6%	2.6%	4.5%	3.4%	10.1%	35.0%
Total		f	158	29	11	29	79	45	155	506
		%	31.2%	5.7%	2.2%	5.7%	15.6%	8.9%	30.6%	100.0%
Recreation Purpose	Sciences	f	21	2	10	5	32	12	86	168
		%	4.2%	0.4%	2.0%	1.0%	6.3%	2.4%	17.0%	33.2%
	Social Sciences	f	39	2	6	2	48	15	49	161
		%	7.7%	0.4%	1.2%	0.4%	9.5%	3.0%	9.7%	31.8%
	Humanities	f	48	1	9	7	57	15	40	177
		%	9.5%	0.2%	1.8%	1.4%	11.3%	3.0%	7.9%	35.0%
Total		f	108	5	25	14	137	42	175	506
		%	21.3%	1.0%	4.9%	2.8%	27.1%	8.3%	34.6%	100.0%

Table-9 revealed that the maximum number of 73.5 percent of respondents read books and the lowest number of 0.8 percent read magazines for academic purpose. Whereas, newspapers were read by 64.8 percent respondents the lowest number of 0.2 percent read dictionaries for current information.

Majority of 20.2 percent read newspapers and the lowest number of 1.4 percent read dictionaries for employment purpose. Whereas, newspapers were read by 13.4 percent respondents and the lowest number of 0.2 respondents read dictionaries for general knowledge.

The maximum number of 17.6 percent respondents read books and the lowest number of 3.0 percent respondents read magazines for information integration purpose. Whereas, books were read by 31.2 percent respondents and the lowest number of 2.2 percent encyclopaedias for personality development. The highest number of 27.1 percent respondents read magazines and the lowest number of 1.0 percent dictionaries for recreation purpose.

Overall, it can be inferred that majority of 73.5 percent respondents read books for academic purpose followed by 31.2 percent for personality development and 17.6 percent for information integration purpose. Whereas, the highest number of 64.8 percent respondents read newspapers for current information purpose followed by 13.4 percent for general knowledge and the maximum number of 27.1 percent respondents read magazines for recreation purpose.

6.4 Frequency of Reading Fiction and Non-Fiction Books

Apart from reading the course books, wide range of genre of fiction and non-fiction books are read by students in their leisure time. Hence, the frequency of reading various fiction books such as adventure, classic, comics, crime, fable, fairy tale, fantasy, historical fiction, humour, horror, legend, mystery, mythology, political fiction, science fiction, short story, western etc. and non-fiction books such as biography, essay, instructional manual, travelogue, memoir, narrative non-fiction, self-help books and speeches etc. among the undergraduate students was assessed. The analysed results will be of great help in evaluating the amount of library budget spent on the purchase of titles is actually being utilized by the students for their reading purpose. Thus, the data in Table-10 demonstrated the frequency of reading the vast array of literature by male and female respondents on three-point Likert scale using always, sometimes and never.

Table-10: Frequency of Reading Variety of Fiction Books

Book Genre: Fiction			Male	Female	Total
Adventure	AL	f	59	48	107
		%	11.7%	9.5%	21.1%
	ST	f	104	133	237
		%	20.6%	26.3%	46.8%
	NV	f	106	56	162
		%	20.9%	11.1%	32.0%

		WM	81.8	77.7	159.5
Total		f	269	237	506
		%	53.2%	46.8%	100.0%
Classic	AL	f	25	38	63
		%	4.9%	7.5%	12.5%
	ST	f	82	109	191
		%	16.2%	21.5%	37.7%
	NV	f	162	90	252
		%	32.0%	17.8%	49.8%
		WM	66.8	70.3	137.1
Total		f	269	237	506
		%	53.2%	46.8%	100.0%
Comics	AL	f	47	50	97
		%	9.3%	9.9%	19.2%
	ST	f	81	108	189
		%	16.0%	21.3%	37.4%
	NV	f	141	79	220
		%	27.9%	15.6%	43.5%
		WM	74.0	74.2	148.2
Total		f	269	237	506
		%	53.2%	46.8%	100.0%
Crime	AL	f	42	62	104
		%	8.3%	12.3%	20.6%
	ST	f	100	90	190
		%	19.8%	17.8%	37.5%
	NV	f	127	85	212
		%	25.1%	16.8%	41.9%
		WM	75.5	75.2	150.7
Total		f	269	237	506
		%	53.2%	46.8%	100.0%
Fable	AL	f	7	22	29
		%	1.4%	4.3%	5.7%
	ST	f	38	78	116
		%	7.5%	15.4%	22.9%
	NV	f	224	137	361
		%	44.3%	27.1%	71.3%
		WM	53.5	59.8	113.3
Total		f	269	237	506
		%	53.2%	46.8%	100.0%
Fairy Tale	AL	f	6	27	33
		%	1.2%	5.3%	6.5%
	ST	f	45	87	132

			8.9%	17.2%	26.1%
	NV	f	218	123	341
		%	43.1%	24.3%	67.4%
		WM	54.3	63.0	117.3
Total		f	269	237	506
		%	53.2%	46.8%	100.0%
Fantasy	AL	f	40	78	118
		%	7.9%	15.4%	23.3%
	ST	f	71	80	151
		%	14.0%	15.8%	29.8%
	NV	f	158	79	236
		%	31.2%	15.6%	46.8%
		WM	50.0	128.9	148.7
Total		f	269	237	506
		%	53.2%	46.8%	100.0%
Historical Fiction	AL	f	66	60	126
		%	13.0%	11.9%	24.9%
	ST	f	85	77	162
		%	16.8%	15.2%	32.0%
	NV	f	118	100	218
		%	23.3%	19.8%	43.1%
		WM	81.0	72.3	153.3
Total		f	269	237	506
		%	53.2%	46.8%	100.0%
Horror	AL	f	40	47	87
		%	7.9%	9.3%	17.2%
	ST	f	84	90	174
		%	16.6%	17.8%	34.5%
	NV	f	145	100	245
		%	28.7%	19.8%	48.4%
		WM	72.2	70.2	142.3
Total		f	269	237	506
		%	53.3%	46.8%	100.0%
Humor	AL	f	44	69	113
		%	8.7%	13.6%	22.3%
	ST	f	76	101	177
		%	15.0%	20.0%	35.0%
	NV	f	149	67	216
		%	29.4%	13.2%	42.7%
		WM	72.2	79.3	151.5
Total		f	269	237	506
		%	53.3%	46.8%	100.0%

Legend	AL	f	47	50	97
		%	9.3%	9.9%	19.2%
	ST	f	72	95	167
		%	14.2%	18.8%	33.0%
	NV	f	150	92	242
		%	29.6%	18.2%	47.8%
		WM	72.5	72.0	144.5
Total		f	269	237	506
		%	53.2%	46.8%	100.0%
Mystery	AL	f	83	92	175
		%	16.4%	18.2%	34.6%
	ST	f	82	87	169
		%	16.2%	17.2%	33.4%
	NV	f	104	58	162
		%	20.6%	11.5%	32.0%
		WM	86.2	84.7	170.8
Total		f	269	237	506
		%	53.2%	46.8%	100.0%
Mythology	AL	f	45	67	112
		%	8.9%	13.2%	22.2%
	ST	f	66	69	135
		%	13.0%	13.6%	26.7%
	NV	f	158	101	259
		%	31.2%	20.0%	51.2%
		WM	70.8	73.3	144.2
Total		f	269	237	506
		%	53.2%	46.8%	100.0%
Political Fiction	AL	f	64	41	105
		%	12.6%	8.1%	20.8%
	ST	f	65	67	132
		%	12.8%	13.2%	26.1%
	NV	f	140	129	269
		%	27.7%	25.5%	53.2%
		WM	77.0	64.3	141.3
Total		f	269	237	506
		%	53.2%	46.8%	100.0%
Science Fiction	AL	f	68	51	119
		%	13.4%	10.1%	23.5%
	ST	f	103	89	192
		%	20.4%	17.6%	37.9%
	NV	f	98	97	195
		%	19.4%	19.2%	38.5%

		WM	84.7	71.3	156.0
Total		f	269	237	506
		%	53.2%	46.8%	100.0%
Short Story	AL	f	69	106	175
		%	13.6%	20.9%	34.6%
	ST	f	96	94	190
		%	19.0%	18.6%	37.5%
	NV	f	104	37	141
		%	20.6%	7.3%	27.9%
		WM	83.8	90.5	174.5
Total		f	269	237	506
		%	53.2%	46.8%	100.0%
Western	AL	f	26	62	88
		%	5..1%	12.3%	17.4%
	ST	f	72	91	163
		%	14.2%	18.0%	32.2%
	NV	f	171	84	255
		%	33.8%	16.6%	50.4%
		WM	65.5	75.3	140.8
Total		f	269	237	506
		%	53.2%	46.8%	100.0%

Note: AL=Always, ST=Sometimes, NV=Never, WM=Weighted Mean

On the basis of weighted mean, Table-10 indicated that the majority of 174.5 undergraduate students preferred reading short story followed by mystery (170.8), adventure (159.5), science fiction (156.0) and historical fiction (153.3). Whereas, the lowest number of respondents have interest for fairy tale (117.3) and fable (113.3).

The top five fiction books frequently read among students was as follows: First, short story was always read by 20.9 percent of females and sometimes by 19.0 percent male respondents. Second, mystery book genre was always read by 18.2 percent of females followed by 16.4 percent of male respondents. Third, adventure books were sometimes read by 26.3 percent of females followed by 20.6 percent of male respondents. 20.0 percent of the female respondents sometimes read humor books followed by 15.0 percent of males. Whereas 20.4 percent male respondents sometimes read science fiction followed by 17.6 percent of the female respondents. Fifth, historical fiction was also read sometimes by 16.8 percent male respondents followed 15.2 percent females. On contrary, Fairy Tale, the lowest preferred fiction books were sometimes read by 17.2 percent of the females followed 8.9 percent male respondents. Fable, another low preferred fiction book was sometime read by 15.4 percent females followed by 7.5 percent male respondents. Overall, it can be concluded that the highest number of females read short stories, mystery, adventure, humor. Whereas, the majority of male respondents read science fiction and historical fiction.

Table-11: Frequency of Reading Non-Fiction Books

Book Genre: Non-Fiction			Male	Female	Total
Biography	AL	f	50	30	80
		%	9.9%	5.9%	15.8%
	ST	f	134	131	265
		%	26.5%	25.9%	52.4%
	NV	f	85	76	161
		%	16.8%	15.0%	31.8%
		WM	83.83	71.3	155.2
Total		f	269	237	506
		%	53.2%	46.8%	100.0%
Essay	AL	f	25	47	72
		%	4.9%	9.3%	14.2%
	ST	f	115	117	232
		%	22.7%	23.1%	45.8%
	NV	f	129	73	202
		%	25.5%	14.4%	39.9%
		WM	72.3	74.7	147.0
Total		f	269	237	506
		%	53.2%	46.8%	100.0%
Instructional Manual	AL	f	14	12	26
		%	2.8%	2.4%	5.1%
	ST	f	66	82	148
		%	13.0%	16.2%	29.2%
	NV	f	189	143	332
		%	37.4%	28.3%	65.6%
		WM	60.5	57.2	117.7
Total		f	269	237	506
		%	53.2%	46.8%	100.0%
Travelogue	AL	f	20	33	53
		%	4.0%	6.5%	10.5%
	ST	f	77	89	166
		%	15.2%	17.6%	32.8%
	NV	f	172	115	287
		%	34.0%	22.7%	56.7%
		WM	64.3	65.3	129.7
Total		f	269	237	506
		%	53.2%	46.8%	100.0%
Memoir	AL	f	9	16	25
		%	1.8%	3.2%	4.9%
	ST	f	61	68	129
		%	12.1%	13.4%	25.5%

	NV	f	199	153	352
		%	39.3%	30.2%	69.6%
		WM	58.0	56.2	92.7
Total		f	269	237	506
		%	53.2%	46.8%	100.0%
Narrative Non-Fiction	AL	f	26	39	65
		%	5.1%	7.7%	12.8%
	ST	f	66	90	156
		%	13.0%	17.8%	30.8%
	NV	f	177	108	285
		%	35.0%	21.3%	56.3%
		WM	64.5	67.5	132.0
Total		f	269	237	506
		%	53.2%	46.8%	100.0%
Self-help Book	AL	f	62	52	114
		%	12.3%	10.3%	22.5%
	ST	f	88	99	187
		%	17.4%	19.6%	37.0%
	NV	f	119	86	205
		%	23.5%	17.0%	40.5%
		WM	80.2	73.3	153.5
Total		f	269	237	506
		%	53.2%	46.8%	100.0%
Speech	AL	f	38	38	76
		%	7.5%	7.5%	15.0%
	ST	f	95	90	185
		%	18.8%	17.8%	36.6%
	NV	f	136	109	245
		%	26.9%	21.5%	48.4%
		WM	73.3	67.2	140.5
Total		f	269	237	506
		%	53.2%	46.8%	100.0%

Note: AL=Always, ST=Sometimes, NV=Never, WM=Weighted Mean

Table-11 depicted that Biographies were the most frequently read non-fiction book genre among the students with 155.2 weighted mean followed by self-help books (153.5), essays (147.0), speech (140.5), narrative non-fiction (132.0), travelogue (129.7), instructional manual (117.7) and memoir (92.7). It also revealed the frequency of reading non-fiction books by male and female respondents. It was found that biography, the most preferred non-fiction book was read sometimes by 26.5 percent of males followed by 25.9 percent female respondents. Self-help books were the second most preferred non-fiction book. 19.6 percent female respondents sometimes read them followed by 17.4 percent male respondents. Essays were the third most preferred non-fiction book. 23.1 percent of the

female respondents sometimes read essays followed by 22.7 percent male respondents. Memoir was the lowest preferred non-fiction books among the students. The majority of 13.4 percent of female sometimes followed by 12.1 percent of male respondents. In total, it concluded that self-help books, essays and memoir were frequently read by females whereas, the majority of the males read the biographies.

6.5 Time Spent on Activities

Undergraduate students are usually involved into various activities which help in their overall personality development. In this regard, students of all the twelve colleges were asked about the number of hours they spent per day on cocurricular activities, online information reading, reading print resources and watching television etc.

Table-12: Number of Hours Devoted on Various Activities

Activities			Male	Female	Total
Cocurricular Activities	≤1 hr.	f	141	99	240
		%	31.6%	22.2%	53.8%
	2 -3 hrs.	f	54	66	120
		%	12.1%	14.8%	26.9%
	3-5 hrs.	f	25	37	62
		%	5.6%	8.3%	13.9%
	≥ 5 hrs.	f	5	19	24
		%	1.1%	4.3%	5.4%
Total		f	225	221	446
		%	50.4%	49.6%	100.0%
Online Information (Screen Reading)	≤1 hr.	f	119	81	200
		%	24.5%	16.7%	41.2%
	2 -3 hrs.	f	99	83	182
		%	20.4%	17.1%	37.4
	3-5 hrs.	f	26	49	75
		%	5.3%	10.1%	15.4%
	≥ 5 hrs.	f	10	19	29
		%	2.1%	3.9%	6.0%
Total		f	254	232	486
		%	52.3%	47.7%	100.0%
Reading Print Resources	≤1 hr.	f	100	83	183
		%	20.7%	17.2%	38.0%
	2 -3 hrs.	f	99	101	200
		%	20.5%	21.0%	41.5%
	3-5 hrs.	f	37	25	62
		%	7.7%	5.2%	12.9%
	≥ 5 hrs.	f	16	21	37
		%	3.3%	4.4%	7.7%
Total		f	252	230	482

		%	52.3%	47.7%	100.0%
Watching Television	≤1 hr.	f	151	132	282
		%	35.1%	30.7%	65.6%
	2 -3 hrs.	f	43	44	87
		%	10.0%	10.2%	20.2%
	3-5 hrs.	f	21	19	40
		%	4.9%	4.4%	9.3%
	≥ 5 hrs.	f	9	11	20
		%	2.1%	2.6%	4.7%
Total		f	224	206	430
		%	52.1%	47.9%	100.0%

Table-12 revealed that the maximum number of 35.1 percent of male respondents spent ≤1 hour on watching television and 31.6 percent on cocurricular activities, 20.4 percent spent 2-3 hours on reading online information and 20.5 percent spent 2-3 hour on reading print resources. On contrary, the highest number of 30.7 percent female respondents followed by 22.2 percent spent ≤1 hour on watching television and cocurricular activities respectively. Whereas 21.0 percent spent 2-3 hours on reading print resources and 17.1 percent spent 2-3 hours reading online sources.

It inferred that maximum number of male and female respondents spent ≤ 1 hour on watching television and cocurricular activities. The same number of 20.4 percent and 20.5 percent of male respondents spent 2-3 hours on reading online and print resources. Whereas, 21.0 percent of female respondents spent 2-3 hours on reading print resources followed by 17.1 percent on reading online information.

Thus, it concluded that female respondents preferred reading more of print resources whereas, male respondents found interested in reading print and online resources equally. The interest in cocurricular activities and watching television was found decreasing among the male and female respondents. The study further demonstrated the age-wise distribution of online information frequently accessed by the undergraduate students in Table-13.

Table-13: Age-wise Access to Online Information

Information		≤18 Year	19-20 Years	21-22 Years	Total
Online News	f	52	188	24	264
	%	3.7%	13.5%	1.7%	19.0%
Online Articles	f	53	180	18	251
	%	3.8%	12.9%	1.3%	18.0%
Online Movies	f	45	145	17	207
	%	3.2%	10.4%	1.2%	14.9%
Online Games	f	22	62	7	91
	%	1.6%	4.5%	0.5%	6.5%
Online Videos	f	60	195	20	275

		4.3%	14.0%	1.4%	19.8%
Social Media	f	74	202	28	304
	%	5.3%	14.5%	2.0%	21.8%
Total	f	306	972	114	1392
	%	22.0%	69.8%	8.2%	100.0%

Note: It cannot be added upto 100% because these are multi responses questions

It revealed that majority of 14.5 percent students' accessed social media followed by online videos (14 percent) and online news (13.5 percent) at the age bracket of 19-20 years. Whereas, students at the age group of ≤18 years also practised almost the same trend by accessing social media (5.3 percent) followed by online videos (4.3 percent) and online articles (3.8 percent). The difference lies in online articles accessed by ≤18 years students in the place of online news accessed by 19-20 years students. Overall, it revealed that majority of 69.8 percent students at the age group of 19-20 years were found accessing online information followed by 18 years age of (22 percent) and 8.2 percent students of 21-22 year of age. It was worth noted that Overall, the lowest number of 6.5 percent respondents at all ages access online games.

7. Discussion

Analysed data revealed that 43.7 percent female out of 46.8 percent whereas, 46.2 percent male out of 53.2 percent were found more inclined to reading. Overall, it concluded that female were more inclined towards reading than male counterparts. The existing literature (Jafre Zainol Abidin et al., 2011; Erdem, 2015) related to first research question supports the first hypothesis showcasing the ranking of various categories of information sources which revealed that there is a decline in the reading of information sources as the maximum number of both male and female respondents preferred reading limited information sources i.e. books followed by newspapers and magazines in the digital environment. Whereas, (Adeyoyin et al., 2013) found that books followed by journals, newspapers and magazines were the most used library collection among the undergraduate students of Nigerian University of Agriculture. Application of ANOVA along with Welch and Brown-Forsythe tests on various categories of information sources further revealed the non-acceptance of second hypothesis that there is a statistically significant difference in the preference for reading various categories of information sources i.e. books, newspapers and magazines among male and female respondents. Comparing the mean values of male and female respondents, it demonstrated that female respondents read more of books and magazines. Whereas, majority of male respondents read newspapers.

Another finding that the maximum number of respondents read for academic activities also found consistent with the literature (SuHua Huang et al., 2014). However, the present study further analysed gender-wise purpose of reading which revealed that the male respondents (11.5 percent) read for academic purpose followed by general knowledge (11.2 percent) and current information (9.3 percent). The lowest number of male respondents (3.9 percent) read for employment and recreation purpose. On

contrary, majority of females read for academic purpose (10.7 percent) followed by general knowledge (9.8 percent) and personality development (7.7 percent). The minimum number of female respondents (2.3 percent) read for employment purpose. Use of ANOVA along with the Welch and Brown-Forsythe tests confirmed the statistically significant difference among the male and female respondents in their reading for recreation, employment and information integration purpose. In addition, it depicted that male respondents read more for employment purpose. Whereas, females spent more time for reading information sources for recreation and information integration purpose. Further, it was noted that the authors (He et al., 2012) used variety of online information resources i.e. search engines, online encyclopaedias/dictionaries, online databases, online academic discussion forums, community based question-answering sites, academic blogs and social networking sites for preparing class assignments, preparing a research paper and preparing for exam/test. In similar lines, the present work analysed the purpose of reading various categories of information sources which revealed that the maximum number of 73.5 percent respondents read books for academic purpose followed by 31.2 percent for personality development and 17.6 percent for information integration purpose. Whereas, the highest number of 64.8 percent respondents read newspapers for current information purpose followed by 13.4 percent for general knowledge and the maximum number of 27.1 percent respondents read magazines for recreation purpose.

Mueller et al., 2017 analysed the patrons' preference for recreational activities in academic libraries in general. Braguglia, 2011 found one half of the students tend to read novels, non-fiction, fiction, poetry and comic books on weekly basis and Erdem, 2015 determined that students at Ankara University and Erciyes University enjoyed reading literary works, entertaining-humorous, historic, romantic and psychological genres the most. Also, (Wicks, 1995) mentioned that fifteen year old boys mainly read adult novels and the use of non-fiction was very low among them. Whereas, the present work elaborated on the existing literature by investigating the gender-wise preference for fiction and non-fiction genres which specifically revealed that females read short stories, mystery, adventure and humor book genre whereas, male respondents read science fiction and historical fiction under fiction books. On contrary, self-help books, essays and memoir were frequently read by female respondents under the non-fiction category whereas, male respondents read biographies.

Another point at which our findings are consisted with the literature of (Ahmed, 2013) that the maximum number of 43.1 percent respondents spent more time on reading print material and 54.3 percent spent less time on reading electronic material. Also, the exiting research work of (Liu & Huang, 2008) revealed that female respondents preferred reading more of print resources whereas, male respondents found interested in reading print and online resources equally. Overall, results depicted that despite the advancement of technology, the preference for reading print resources still remain common among the male and female respondents is also consistent with the research work of (Mizrachi, 2015) which mentioned that students preferred print over electronic for learning purposes. In addition, age-wise revelation of access to variety of online information is an

extension to the exiting literature. It demonstrated that the maximum number of 14.5 percent students at the age group of 19-20 years found accessing social media followed by online videos (14 percent) and online news (13.5 percent) years. In total, the majority of 69.8 percent students of 19-20 years were found accessing variety of online information that include social media, videos, news and articles followed by 18 years students (22 percent) and the lowest number of only 8.2 percent students at the age bracket of 21-22 years.

8. Conclusion

The study concluded that the majority of 89.9 percent students (Table-4) found interested in reading out of which females were more interested in reading than male counterpart (Table-5). It also clearly shows (Table-6) that students prefer reading variety of information sources. They mainly read books, newspapers and magazines which satisfy not only their academic needs but also recreational needs. Undergraduate students at all levels read for academic purpose, general knowledge and for current information. However, it was worth noted that the small portion of 10.4 percent students read the information sources for the recreation purpose (Table-7). Apart from reading the information sources for academic purpose, it further revealed that male respondents read more for employment purpose (Table-8) whereas, females for recreation and information integration purpose. Also, the students' purpose of using various categories of information sources (Table-9) i.e. books for academic purpose, personality development and for information integration purpose; newspapers for current information and general knowledge purpose; magazines for recreation purpose assist the library managers in judiciously allocating the financial resources on collection development. In addition, the depiction of complete framework of various categories of fiction and non-fiction genre read by male and female respondents during their leisure time is a very well explained criterion undertaken in this research work which helps the administrators in determining accurately the proportion of literary and non-literary genres to be procured in their libraries as per their reading interests. It precisely demonstrated in Table-10 that females preferred reading short stories, mystery, adventure, humor. Whereas, male respondents read science fiction and historical fiction. On contrary, (Table-11) revealed that self-help books, essays and memoir were read by females and males read biographies in non-fiction category. It also depicted that female respondents preferred reading more of print resources (Table-12) whereas, male respondents found interested in reading print and online resources equally. The level of interest in cocurricular activities and watching television was found decreasing among the male and female respondents. Analysis of various aspects of reading interests of undergraduate students would certainly serve as a roadmap for the authorities particularly in academic institutions in judicious utilization of organisational resources and also motivating them in developing reading habits according to their interests as it is well said that "Knowledge is power" and it could be acquired through reading. Good reading habits improve national education quality which in turns improves human resources quality (Khatoon, 2010). This young generation will

be the future leaders and their improved reading skills play a significant role in policy and decision making.

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