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DOES THE GENDER INFLUENCE THE READING HABITS, PREFERENCES AND ATTITUDES OF SCHOOL STUDENTS? : A CASE STUDY

RAMASAMY K Dr.
M V MUTHIAH GOVERNMENT ARTS COLLEGE FOR WOMEN,DINDIGUL,TAMILNADU,INDIA,
ramasamy1975@gmail.com

PADMA P (Dr.)
MADURAI KAMARAJ UNIVERSITY, MADURAI, TAMILNADU, INDIA

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Ramasamy, K (Dr.)

College Librarian, M V Muthiah Government Arts College for Women, Dindigul, Dindigul District Tamilnadu, India. Email: ramasamy1975@gmail.com

Padma, P (Dr.)

Assistant Professor, Department of Library and Information Science, Madurai Kamaraj University, Madurai. Email: ppadmajournal@gmail.com

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Abstract

The present study aims at investigating the effect of gender on the reading habits, reading preferences and attitudes towards reading among the school students. Survey research with a well-structured questionnaire was employed by the researchers. Five matriculation schools of Madurai City, Tamil Nadu State, India are the unit of study. The secondary and higher secondary students form the sample of the study. Out of 250 questionnaires distributed, 200 duly filled questionnaires were received back. The study reveals that : More boys than girls prefer non-fiction, prefer science fiction, crime and fantasy stories, prefer biographies and autobiographies and essays, spend 1-2 hours per week on reading, prefer Tamil language materials to read, read to pass time and get a job, prefer lips reading, decide to read a book based on table of contents, depend on school library, prefer to read in the early morning, spend 5-10 minutes to read newspaper every day, read GK magazines, visit the library daily, visit the library to borrow books and read newspapers, prefer to visit the library during lunch breaks and read e-magazines. More girls than boys prefer horror stories, motivational books, spend 3-4 hours per week on reading, read to improve knowledge and relax, decide to read a book based on authors, depend on own collection, prefer to read before bed hours, read comics, visit the library once in a week, visit the library to read books, prefer to visit the library during library hours and read e-newspapers. Both boys and girls prefer both fiction and non-fiction, prefer to read English language materials, prefer silent reading, prefer to read at home, prefer Tamil newspapers, prefer to read newspapers in the morning, look for local news and entertainment news in the newspaper, prefer Dinamalar newspaper, prefer Tamil magazines, read subject magazines, prefer to use laptops and desktops, spend less than one hour, read e-books, use search engines to access required e-materials, e-read for time pass,

prefer PDF files. Thus, there are instances where gender influences and there are few instances where gender does not influence the reading habits and preferences of the school students.

INTRODUCTION

Promotion of reading habits among the early years is a strong step towards developing a reading society in our country, in contrast to chatting society. The school is the right place for us to initiate this essential process. The school libraries play a vital role in developing the reading interest of the students with various ways and means.

Reading habit refers to the behaviour which expresses the likeness of reading of individual types of reading and tastes of reading (Sangkaeo 1999). It is a pattern with which an individual organizes his or her reading.

Scales and Rhee (2001) identified reading habits, as how often, how much, and what students read. The concept of reading habit is defined as "how often, how well, and what adults like to read"

REVIEW OF LITERATURE

a.GENERAL READING HABITS

Andayani and Marayam(2018) analysed and portrayed Reading Habit and Interest of Tangerang City's Community. Reading is an important activity in improving people's life quality, and therefore it needs to grow and breed into a habit. This descriptive study investigated reading habit and interest of Tangerang City community which spread throughout 13 subdistricts. To collect the data, the study utilized a questionnaire distributed to 350 target respondents. The study revealed that 40% of the people like to spend their leisure time for reading activities. They preferred reading newspapers articles about religious affairs to other topics. To get their reading need, they often bought religious books from the bookstore. In addition, they also acknowledged that the family played an important role in providing the conducive environment that contributed the growth and development of reading habits. There must be any efforts from the family and government to help them increase their reading habit and interest so that they can be well informed.

Wema (2018) investigated the reading culture among students in higher learning institutions in Tanzanisome. It is the quantitative method in which a convenient sampling technique was used to administer questionnaires to a total of 200 students .The study findings indicate that students spend their spare time reading print and e-newspapers, books and magazines, and access social media that cover aspects such as sports, economic, technological and social issues. They are motivated to read by their desire to learn new aspects of life, expanding their vocabularies, improving reading skills, and acquiring new information. The findings also indicate that students spend their time watching TV, talking to friends, listening to radio, playing and watching games. Furthermore, it was revealed that too much academic work, limited internet connection and family responsibilities are among factors that inhibit their reading habits. The study recommended that academic libraries should work out means to create conducive reading environment for students by stocking more reading resources, conduct more outreach programs to attract more readers, create reading and writing clubs at schools to empower students in education at large and launch TV programs which will attract more students to read and learn when undertaking extracurricular activities

Florence, Adesola and Alaba (2017) undertook a survey study on reading habits among college of education students in the information age. The study was a descriptive survey with a validated questionnaire on "Reading Habits among Colleges of Education students in the Information Age" (RHCESIA). A total number of two hundred (200) students were used from the two Colleges of Education in Oyo town, with gender and age as the moderating variables. The findings showed that almost all the respondents understand the importance of reading. 65.5% love to read from their various fields of specialization on a daily basis while 25.0% love reading from their fields of specialization every week. The study confirmed that good reading habits enhance academic performance. The study recommended that courses on communication skills should be included for the first year (100 level) students and prose work and fiction such as novels should be a compulsory course for second year students (200 level).

Jayamma (2017) conducted a study on the reading habits of women PG students at Govt. Science College, Bangalore. The total population of the study is 83 students. The results revealed that 72% of the respondents opined that their self interest is the inspiration for reading books. Majority of the respondents read books to acquire information and to be an informative person. The findings also show that 72% of the respondents opined that mobile, internet and using social media reduces the reading habit. 67% felt that they are comfort in using electronic devices to read online information. The study suggested that students should spend their leisure time for reading useful books for recreation and for to get information for various needs. Parents, teachers, as well as librarians should encourage the students in making use of libraries from the school days. To improve the general awareness and to get useful information for the day to day life, it is suggested that all the students should invariably read news papers, magazines and journals. In order to increase reading interests

among the students "Book display programs", "Celebration of book festivals "within the library can be held

Swaminathan (2017) undertook a study on **newspaper reading habits** among the students of Arts Colleges in Madurai, Tamilnadu. A total of 220 questionnaires were administered to the students, and 174 were received and the response rate was 79%. From the analysis it was discovered that majority of respondents read newspaper daily (66.09%) and time spent was less than 30 minutes. 92 (52.87%) use library for newspaper reading. The study found that newspapers are the tool for creating and generating reading habits among the students.

. **Adnan, Akram and Akram (2016)** explored the factors that are influential in promoting the reading habits of students. The data was collected from 1050 students of three public universities of Punjab with the help of a questionnaire. The study reveals the fact that reading habits are being nurtured from home in which parents play a vital role. Along with parents, teachers nourish this reading habit through their continuous guidance and support. It is recommended that parents and teachers should work in collaboration with one another and create a healthy atmosphere that increases the interest of students in reading. This self-interest and support of parents and teachers help in promoting the reading habits of students. It is recommended on the basis of findings that both parents and teachers should work in collaboration to develop interest of students to read healthy material. Along with this, libraries should also be equipped with numerous sort of electronic and printed material as more than 50% students consult libraries to get reading material.

Chiang (2016) intended to understand the Reading Habits, Language Learning Achievements and Principles for Deep Knowledge. The study aimed at understanding how the nine principles for deep knowledge (PDK) affect reading habits and language achievements by conducting a small-scale, experimental and statistical study. All 32 students participating in this study exhibit significant traits of PDK. The results suggest that inner-connection principle significantly correlates with academic performances. Deep-and-down and alternating principles significantly correlate with reading habits. Meanwhile, inner-connection principle effectively predicts academic performances and deep-and-low principle effectively forecasts reading habits. The mediating effect of PDK on language achievement is not statistically significant, possibly due to sample size, but nonetheless relevant and valuable to the prediction of reading habits. The development of reading habits for English-language materials takes a long time and good reading habits absolutely have profound impacts on the effectiveness of language learning. The integration of PDK characteristics into the establishment of reading habits can help build good habits in a more effective manner.

Rani and Murugan (2016) carried out a study on Reading Habits of PG Students with Special Reference to Anna University Regional Centre in Tirunelveli. Today library has changed from

traditional library to hybrid library. This study collected data from 87 respondents. The research concluded that most of the respondents (51.73%) are II year students, majority of the students visit the library daily (59.78%), use printed materials for reading students, make use of newspapers (31.06%) and conduct web searching for reading communication (21.84%),

Murugan (2015) carried out a study on the Reading Habits of students in University VOC College of Engineering Anna University Thoothukudi Campus. The samples of 166 students selected randomly were studied. The finding reveals that : 85 (51.20%) respondents spend up to 1 hour for reading, 65(39.16%) of the engineering students read to get up-to-date information, 41(24.70%) use Text books and 41 (24.70%) use printing materials frequently.

Kantaria and Nileshkumar (2014) undertook a study in order to examine the reading interest of teacher trainees of B. Ed Colleges in Surendanagar City. This study emphasizes the importance of reading in knowledge acquisition and knowledge management. It highlights reading as a vital behavioural factor in a knowledge-based society and an emerging knowledge economy. The responses collected from 131 persons proved that only one variable, i.e., the educational achievement of teacher trainees had any effect on their reading interest. It is recommended that institutions such as colleges and faculties of colleges should motivate Teacher trainees to read widely. Some kind of incentives can be given to encourage reading beyond their subjects.

Murugan (2014) evaluated a study on the Reading Skills among Library Users in Universal College of Engineering and Technology. This is a survey of the reading skills of the 40 faculty members and 50 students of Universal College of Engineering and Technology in Vallioor. The findings of the study reveals that : Majority of the faculty members (42.50%) and students (38%) visit the library daily. The major purpose of reading among students (42%) and faculty members is Educational (40%). Majority of the faculty members use Reference books (27.50%) and students use print materials like newspapers (30%). Majority of the faculty members use E- journals (30%) and E-news Papers (24%).

Owusu-Acheaw and Larson (2014) conducted a study on reading habits among students and their effects on their academic performance. The study was conducted in Koforidua Polytechnic situated in the Eastern Region of Ghana. A questionnaire was used for the data collection. The data collected were analyzed quantitatively with the use of Statistical Package for Social Science (SPSS). Figures and tables were used to present the results of findings. From the total of 1052 copies of questionnaire distributed, 1000 copies, representing 95.0% were filled and returned. The findings showed that majority of the respondents acknowledge the importance of reading, 81.9% of the respondents neither read novel nor fiction within the last two semesters while 62.0% of the respondents only read for the purpose of passing examination. The study confirmed that reading habit

has influence on academic performance and there is a relationship between reading habit and academic performance. The study recommended among others that lecturers should be advised to stop providing handouts to students but rather encourage them to use the library for research and also, the current system of assessing students should be given a second thought with respect to the formulae of assessment.

Rajput (2014) discussed the reading skills, prospects and challenges of the students. A study was conducted among students of Government Arts and Commerce College, Indore, M.P., India. Questionnaire method was used to collect responses from the students. 350 students were randomly selected out of which 300 gave proper response. Majority of the respondents spend 2 – 4 hours daily for reading. Many of the students have got guidance to promote reading skills. The problems faced by the students in reading are mainly the lack of latest information, insufficiency of time due to busy schedule of classes, etc. The important recommendations given by the investigator are the need of collection development in libraries, utilization of library tools, updating of the collection, providing library service on holidays including Sundays, availability of Information and Communication Technology, etc.

Annamalai and Muniandy (2013) examined the reading habit and attitude among Malaysian polytechnic students. It was a descriptive study. 119 students from Engineering and Business departments were chosen randomly as the respondents. The paper explains types of reading material, time spent on reading and activities during their leisure time. The study reveals that majority (68.9 per cent) of students read newspaper daily. The polytechnic students do not enjoy reading as much as other activities that involve technologies. They find reading as difficult and causing reading anxiety. They also felt that there are other ways to learn new things than by reading as they find reading boring and not motivating. Other than conventional books, the technology based reading will motivate them to read more as the students, who are digital-natives, are more keen to use computers for and technologies for learning. By increasing their motivation to read, the students will be reading more, which will lead to improvement in their language proficiency

Ravanan, Murugan and Lawyed Stephen (2013) investigated the reading Habits among the Users of Vellore District Public Library, Tamil Nadu by collecting data from 120 users. Finding reveals that : the majority number of respondents (55, 50.95%) visit the library once a week. Majority of respondents (43, 39.81%) read for the purpose of gaining Information and rest of them (39, 36.11%) for Entertainment, Updating knowledge (24, 22.22%) and other purposes (5, 4.62%). It is suggested that the library may conduct awareness programme. The text books section may be strengthened and current reference books may be added. The library may provide air conditioned reading hall to attract more and more number of users. Story telling sessions for children may be conducted. The library may introduce innovative service like ICT Tool and Digitization.

Thanuskodi (2011) conducted a questionnaire based survey study on reading habits among library and information science students in the Directorate of Distance Education, Annamalai University, Tamil Nadu. The author found that : one third of the students (30.12 %) sometimes read library and information science connected materials on the internet and 29.82 % of students rarely read library and information science newsletters. 77.48 per cent respondents use more time for reading books. About 20 percent of the respondents never read nonfiction, internet publications, comic books, poetry and novels. The author concludes that the library is the best place for silent study for at least a few times a week and 57.1 per cent of students read magazines.

Sudha and Harinaranyana (2009) attempted a study on the Role of Teachers in Promoting Reading Habits of Professional and Non Professional College Students. A total of 1757 professional and non-professionals students from 52 colleges served as the sample for the present study. The study found out the difference between course type and gender on various issues. Professional students, female students and students from urban areas indicated more involvement than their respective counterparts in searching for the information. Non-professional students and female students indicated more involvement in projects and assignments by their teachers than their respective counterparts. Non-professional students, and female students, indicated more involvement in knowing current affairs by their teachers than their respective counterparts. Non-professional students, students from Kannada medium and students studying in urban area indicated more encouragement by their teachers than their respective counterparts. Professional students, female students and students from urban area indicated more encouragement by their teachers than their respective counterparts.

b.NEWSPAPERS /MAGAZINE READING HABITS

Ambikal and Uthirasamy (2018) studied the newspaper reading habits among postgraduate students of Periyar University, Tamil Nadu. The sample was selected by means of random sampling to collect the data. 200 questionnaires were distributed among the PG students of all the disciplines of the university. Out of which, 179 were returned with a response rate of 89.5%. It is found that majority of the students, that is, 94.97% read Tamil newspapers and most of them (65.36%) read newspapers at library. However, 50.27% students spend 1½ an hour a day for reading newspaper. Indeed, 46.36% of students are self subscribers of the newspapers and the number of students who access the newspapers in library is marginal, that is, 18.37%. In this digital environment, almost all the students seem to be tech savvy, but 89.94% of the students prefer print newspapers and only 10.05% of them read newspaper on Internet. The suggestion of the study is to increase subscription of the newspapers and inspire the students to make use of newspapers in the library through user education programs. Awareness has to be created on the use of online newspapers, which may, ultimately, help for the cause of environmental protection. Majority of the students are not aware of

news portals. Therefore, libraries should promote the use of different news portals among library users by creating awareness through orientation programs.

Koril and Mulla (2018) explored the Newspaper Reading Habits among the Users of SarvajanikaVachnalaya Belagavi, Karnataka, India. Study was conducted through structured questionnaire. A total of 150 questionnaires were distributed among the users and 101 filled questionnaires were received. Around 200-300 people per day visit the library. Study shows that users mostly prefer to read in the morning time. Majority of the respondents read newspapers to improve general knowledge (31, 30.7%), to get information (24, 23.8%), as hobby (13, 12.9%) and for passing leisure time (1, 1%). Most of the users preferred library as the place to read newspaper. The study has also revealed that retired and government workers use the libraries mainly to read the newspapers.

Kumar, Nagarajan and Prabakar (2017) reported a study on the newspaper reading habits. The random sample selection from four management colleges in Chennai city includes 250 Postgraduate students. The study makes evident that majority of the management students like to read English newspaper. Moreover, the researcher found that economic Times newspaper, mind newspaper national, international advertisement, and business oriented sections are the most preferred. Similarly the respondents highly access the online newspaper. The respondents like to read in the library reading hall and the printed news and some respondents subscribe to own newspaper while large number of students prefers the laptop to read online newspaper.

Padma and Ramasamy (2016) analysed the newspaper reading habits and internet use pattern of the randomly selected 100 boy students of Government Boys Higher Secondary School, Aundipatty, Theni District, Tamilnadu. Questionnaire was used as the data collection tool. It is found out that: 100 % of the respondents have the habit of reading newspapers; 46 (46%) respondents spend less than an hour in reading newspapers. While 22 (22%) respondents spend 1 hour to read newspapers, 32 % (32) of the respondents spend 2 hours to read newspapers; 42 % (42) of the respondents get newspapers and magazines from the school library followed by 25 % (25) of the respondents who get them from the public library; Advertisement section is preferred by 54 (54%) respondents followed 15 % (15) of the respondents who read cinema news; 44 (44%) respondents have the habit of taking notes sometimes, while 29 (29%) respondents take notes always; 100 % of the respondents use internet; 41(41%) respondents access internet at computer lab followed by 49 % of the respondents who use internet at cyber cafes; 47 (47%) respondents spend less than an hour in surfing internet; 70 (70%) respondents use internet daily; 57 (57%) respondents use Google as their favourite search engine; 59 (59%) respondents use Gmail, being the most favoured free e-mail service among the students.

Nagashetti, and Kenchakkanavar (2015) examined the News Paper Reading Habits among the Students of Municipal Arts and Commerce College, Laxmeshwar. The present study adopted questionnaire based survey method. A total of 250 questionnaires were distributed among the students and 216 filled questionnaires were received. Finding reveals that : Most of the respondents (47.22%) spent two to three hours for reading news papers in a day and majority of students (55.09%) preferred Kannada language newspapers. Majority of respondents preferred to read Prajavani (52.77%) and Vijayavani (50.46%) news papers. Most of the respondents preferred political/social issues (40.27%) and sports news (24.53%) section. Most of respondents are getting the benefits of current awareness (52.33%) and education purpose (43.05%). Majority (52.33%) of respondents are highly satisfied and most (34.25%) of the respondents are satisfied with reading newspapers.

Devendra Kumar, Rajkumar Singh and Siddiqui (2011) conducted a study on the newspaper reading habits of students of Chaudhary Charan Singh University, India. A total of 350 questionnaires were administered and 341 filled in questionnaires were obtained from the users. The findings of the study were : The majority of students read newspapers in Hindi or English language. The majority of them spent one to two hours daily on reading newspapers. The majority of the students read newspapers to get information and improve their general knowledge. The main sources of newspapers are individual subscription, followed by the university library and student hostels. The most popular Hindi and English newspapers among the university students are Danik Jagran and The Times of India. Students prefer to read editorial sections, followed by sports and politics. The study recommended that the best way of serving the users is by proper display of newspapers and notifying users about new information related to education. In library there should be adequate newspapers to accelerate reading habits.

c.ONLINE READING HABITS

Shimray, Keerti and Ramaiah (2015) reported a study on Mobile Reading. This study reviewed all the developments related to mobile reading from print to online reading, online reading habits, students' attitude and behaviour to e-books, the move to mobile reading and its advantages and disadvantages. Also looked into are the roles of several independent variables such as gender, age, culture, and socioeconomic background of mobile users and their impact on mobile reading habits. Though mobiles are convenient to use, using them on a daily basis for longer hours, will cause a lot of health related problems such as cancer, stress, and neck pain. The microwave radiations (MWR) from mobile phones is harmful to all people particularly on children and unborn babies. Higher level mobile phone use is associated with sleep disturbances and symptoms of depression in men. This

paper provided a detailed review of mobile reading habits and how people shifted from printed form to online then to mobile form along with the advantages and disadvantages.

Vandenhoek (2013) examined a study on the screen reading habits among university students. A total of 630 students completed the survey. The finding reveals that the general preferences and habits of university students when reading academic articles, specifically their use of annotations and other means of interacting with a text. The data reveals several tensions in the preferences and habits of these students and suggested that a knowledge gap may exist which could hamper their ability to interact with digital texts. Students would have had hands-on training in screen reading along with a series of other ICT tools which will be of use to them.

Chauhan and Lal (2012) investigated a study on the impact of Information Technology on Reading Habits of college students.100 valid survey questionnaires were collected from four college students in a H.P. University, govt. college Sanjauli Shimla. ,R.K.M.V college Shimla, Rajiv Gandhi college Kotshera Shimla and Govt.college, Karsog. The results indicated that in these four college students reading habits changed from paper-based to internet-based reading 98% of students read online information after every day and 24% of them read emails every day. In contrast only 19.2% of them read newspaper and 25% of them read magazines often every day. The top 8 things students do online : daily checking emails 22%, listening to music 96%, chatting with friends 96%, using MSN 95%, reading online information 84%, viewing online photo albums 60%, using Yahoo Messenger 50% and shopping online 54%. Students read more online news, emails, sales information, and movie review and fashion news that only other information. As to the topics of internet the remaking sequence that students indicated is entertainment, news and media, Computer and internet, recreation and sports, references, cuts and humanities and health. The results also indicated that gender, age, education, scores, employment states, online hours and college students reading habits are related.

Abidin, Pour-Mohammadi and Jesmin (2011) carried out a study on the Online Reading Habits of Rural Secondary School Students in Malaysia. The sample consisted of 200 secondary school students. The findings revealed that online reading is a highly potent strategy in enhancing reading habits among these students. Concerning gender and hours spent on online reading males appeared to read more hours than females. Th recommendation of the study is that E-newspapers, e-magazines and e-books could be utilized maximally as teaching aids. A qualitative research is recommended to see the real effectiveness of online reading.

Doiron (2011) explored the issues around using e-books and e-readers to Promote Reading in School Libraries. The findings reveals that access to e-reading materials for inquiry and information literacy, downloading an e-book for personal reading or establishing online book clubs and e-reading blogs, school libraries are experiencing mounting pressure to find ways to connect their traditional reading promotions goals with the online world where so many students spend so much

time. Drawing from recent research on the influence and penetration of e-books and e-readers, examples from several school libraries and e-mail interviews, an informal analysis revealed several key ideas that should support other teacher librarians who want to address these issues. The study recommended that Teacher-librarians are encouraged to understand the motivational influence of these digital tools and to accept them as positive and useful in promoting reading and an important addition to the toolkits used to motivate positive reading habits.

Liu (2005) investigated the reading behaviour in the digital environment by analyzing how people's reading behaviour has changed over the past ten years. Two hundred and fifty copies of questionnaires were distributed in the summer and fall of 2003. 160 copies were distributed by mail to engineers, scientists, accountants, teachers, and managers in various organizations, and 90 copies were distributed to graduate students at San Jose State University in class. Therefore, this is a sample of convenience rather than a random sample. The findings reveal that with an increasing amount of time spent on reading electronic documents, a screen-based reading behavior is emerging. The screen-based reading behavior is characterized by more time spent on browsing and scanning, keyword spotting, one-time reading, non-linear reading, and reading more selectively, while less time is spent on in-depth reading, and concentrated reading. Decreasing sustained attention is also noted. The study highlights that reading is a common activity in the printed environment. However, this "traditional" pattern has not yet migrated to the digital environment when people read electronic documents.

Chen and Ke (n.d) analysed the digital reading behaviour of graduate students from a library and information science (LIS) program. Semi-structured interviews were conducted with 15 students at National Taiwan Normal University. The findings of this study indicate the emergence of digital reading behaviour of LIS graduate students. This study addressed the reading behaviour of graduate students and their use of digital resources. However, as the study sample was small, future research could expand to an interschool or interdisciplinary scale to understand the digital reading behaviour of different groups. More research is needed to better understand the specific factors affecting individuals' reading behaviour.

d.SCHOOL LIBRARY AND READING HABITS

Ameyaw and Anto (2018) examined reading habit among students and its effect on academic performance in Eastbank Senior High School in the Greater Accra Region of Ghana. A questionnaire was employed for data gathering. The Statistical Package for Social Science (SPSS) was used to analyze the collected data. The findings of the study revealed that 45.19% of the respondents recognized the importance of reading in their studies. The study revealed further that reading habits have affected the majority of students in their learning. The findings reported that the lack of conducive home environment hinders their reading habit when they are at home. Based on the findings it has been recommended that the school should design a timetable for library hours to allow

students to go to the library at least one and half hours in each day. Parents should help their children to have a serene reading environment when they are at home.

Danladi and Yohnna (2018) probed into the role of School Libraries in Promoting Reading Culture among Secondary School Students, Federal Government College, Jos. The descriptive survey method was used, and simple random sampling method was adopted. Total population was 1750. The results of the findings revealed that students do not have good reading habit. This was represented by 51.4% who read for only 1-2 hours on a daily basis, which is unsatisfactory. Also students depend largely on textbooks and lecture notes as sources of reading materials, hence they read only to pass examinations; this is an indication of poor reading habit. The findings also revealed that students do not have opportunities of borrowing books from the library, and the library is not integrated in the school curriculum. Also, it was revealed that major factors hindering students from reading include watching television, phone addiction/chatting on social sites, and lack of interesting books.

Anish and Joseph (2017) assessed the use of library service and reading habits of higher secondary school students. The study was conducted in ten Higher Secondary Schools under the Corporate Educational Agency, Archdiocese of Thalassery. Findings showed that the number of regular library users is less than one third of the sample population. That means the school library is not well used by the students. Only less than 5% students spend at least two hours per week in the library. Students prefer to read mainly novels, stories, comics, etc. and books related to sports, games, cinema, etc. Biographies or autobiographies, poems, spiritual or inspirational books, etc. are not preferred by many for reading. It means that students read mainly for pleasure. More than 75% of the respondents do not use the reference books for any purpose. The reference section of the libraries remains less used in all the schools. It is recommended that : different extension activities such as book week celebration, formation of readers clubs, reading and writing workshops, book talks, quiz and other competitions, etc. can be easily conducted in the libraries in order to attract more students to the library. The help of different subject teachers can also be sought for these activities. Parents' orientation programme also can be conducted if needed to make them aware of the need of developing reading habits in students.

Hanfi, Karamali, Zohreel and Amini (2017) investigated the methods of developing book reading among the elementary schools students from their Teacher point of view in Tehran. The methodology of the present study applied descriptive research design of a survey type. The studied population were the total number of 93584 elementary schools teachers in Tehran city during 2013-14. 382 teachers were chosen from the study population through the multistage random cluster sampling method. The result showed that according to Tehran city elementary teachers' point of view each of the mentioned methods as family's culture enhancement, students' personality traits, the level of teachers' scientific attitude and improvement of schools facilities and equipment confirmed as the

main ways to develop book reading among the elementary schools students. The study recommended that increasing teachers' scientific attitude level is a promoting strategy for reading among students of elementary schools. Thus teachers ought to pay more attention to this point in ways such as reading story books in students' free time or enhancing their speed reading skill.

Majid (2017) undertook a study to understand the Reading Habits of Children in Singapore. A pre-tested questionnaire was used for collecting data and 440 upper primary students participated in the study. The data for this study was collected from 12 upper primary classes of three schools. The findings suggest that a majority of the participating students were motivated to read for academically-related reasons, such as to improve language skills and to obtain better grades in examinations. Reading was the third most preferred leisure activity after hobbies and playing on computer or the Internet. It was also found that girls were generally more avid readers than boys. This paper suggested that for promoting reading habits among children : Teachers and parents can play an important role in educating children how to keep a balance in their leisure activities, including the fun reading. Similarly, school and public libraries need to make concerted efforts in providing access to more interesting and engaging reading materials.

Edeole and Adejoke (2016) explored the role of Library & ICT on promoting reading habit among secondary school students in Lagos state. Extensive reading habit is an imperative tool for improving academic performance of students. The important of library and ICT among secondary students reading habit in Lagos cannot be over emphasized. This is because the library and ICT are the backbone of any successful student. Education as we all know is the bedrock of any nation and if the students cannot stand up to their colleagues in other parts of the world, then the main aim of schooling is defeated. This paper discussed the roles of teachers, parents, environment and materials on students reading habit. It also highlights the use of ICT resources, factors affecting reading habit and strategies to promote reading habit.

Jayakumar and Tamilselvan (2016) attempted to identify high school students' reading and library use behaviour at L'école Internationale, Puducherry, India. This user study was conducted with 100 ninth and tenth graders. It is revealed that : 88% students liked reading books but only 59 had the habit of borrowing the school library books. 45% of them preferred to buy their own books to read. Only a limited 29 accessed the subject references available in the library collection while others preferred reading literature for leisure. 84 out of 100 expressed satisfaction in being able to locate their desired genre of books from the library. The study suggested that the children are yet to convert fully to technology savvy and still rely on traditional printed materials. Their interest in reading is at a healthy level when comparing to the leisure time they get after their busy study schedule. However they need to learn to utilize library materials for reference purposes also apart from resorting just to

textbooks. This will be helpful for them in future when they have to compulsorily rely on library and external reference materials for their academics. As the library keeps updating its collection twice a year, by adding approximately 500 books per year, the students are almost satisfied with its collection.

Nagaraj and Jesudoss Manalan (2016) briefed a study on Reading habits and reading preferences of secondary school students. The study surveyed 80 secondary school students of IX and X standard students by using structured questionnaire to collect the necessary data for analysis. The findings of the study reveal that secondary school students read regularly books, newspapers and magazines. The preferred language for reading is English and they read on an average 1-2 hours every day. The most preferred type of book is fictions of adventures and horror in nature. The major motivating factors for reading are to get a good job and to become a public speaker. Study also reveals that mother play a major role in encouraging the students to read and the latest e-reading devices are not made much impact on the students.

Haliru, Abdulkarim and Dogara (2015) assessed the reading habit among secondary schools in Kaduna metropolis. This study was conducted among ten secondary schools using simple random sampling as the sampling technique. Stratified Random Sampling Technique was used to select ten secondary schools out of forty secondary schools in the area used for this study. Out of five hundred (500) questionnaires distributed, four hundred and eighty (480) were found useful which constitute ninety six percent (96%) of the total copies administered. The data was analyzed using tables and simple statistics. The findings revealed that most students are female (56%). Most students always reads textbooks, they spend 1 – 2 hours reading. They further claimed that watching television, chatting through social networks had negative influence on their academic performance. Spending more time on reading and providing library time in their school timetables can improve the students reading habit and academic performance. Parents should encourage their children and wards to read at home, and watch children educational television programmes.

Haliru, Abdulkarim, Mohammed and Dangani (2015) reported a study entitled "An assessment of reading habit among secondary schools in Kaduna metropolis". Five hundred students were randomly selected from ten secondary schools. The findings revealed that most students are female (56%). Most students always reads textbooks, they spend 1 – 2 hours reading. Students rarely read and whenever they feel like reading. Majority of the students see chatting through social networking as distraction to their studies. They further claimed that watching television, chatting through social networks had negative influence on their academic performance. The study suggested that students should spend more time on reading and library time should be provided in their school timetable to improve the students reading habit and academic performance. Parents should encourage their children and wards to read at home, and watch children educational television programmes.

Teachers must acknowledge the importance of reading skills and must plan an effective programme of reading instruction with a focus on promoting reading habit among students in their schools.

Oriogu (2015) conducted a study entitled "Catch Them Young: Developing and Improving of School Libraries and Reading Habit of Secondary School Students in Nigeria". The study reviewed the basis of reading skills, reading skill as a prerequisite of students' development, strategies for improving reading habit in schools, guidelines for improving reading habit and the influence of new technology in child development. The study finally recommended that school administrators should see the library as a necessity in the development and improvement of teaching and learning and should employ professional librarians and, or, media specialist to direct and coordinate the activities of the school library

Bernard and Dulle (2014) carried out a study to examine the access and use of the library information resources by students of secondary schools in Morogoro Municipality. The study was conducted in five advanced level schools. Data were collected from 150 respondents. The study followed a case study research design and used combination of methods such as documentary review, questionnaires, interviews and personal observation to collect both quantitative and qualitative data. The findings reveal that the most frequently used library information sources by secondary school students are only books and novels. The students face many constraints in using school library including lack of current and up-to-date reading materials, restricted reading hours, lack of sitting facilities, lack of assistance of professional librarian etc. The study emphasizes the need of current and adequate school library information resources, provision of accommodation facilities, provision of professional school librarians, etc. for the effective use of school libraries

Inderjit (2014) attempted to show the readings trends and relate the importance of reading and conditioning this behavior towards a habitual way of life amongst Malaysian students.. Finding reveals that that Malaysians still read an average of two books a year which is very alarming. Through reading, the readers acquire new ideas and knowledge, obtain needed information, relax the minds, and improve our command of language and vocabulary. The general trend of reading is for examinations rather than for information or pleasure. Research has proven that Malaysian do not read enough and the mainstream of readers are students reading books for examinations rather than knowledge and pleasure. The paper suggested some of the methods of improving reading among students like participation in classes, homework to improve reading comprehension, developing the survey, question, read, recite and review (SQ3R) method and peer teaching.

Mishra (2014) reported a case study on reading survey carried out among the senior secondary students at Ujjain city M.P. A well-structured questionnaire was designed and used for collecting data. The sample for the study was selected purposefully from those noticed in the school library more frequently. 400 questionnaires were distributed to the senior secondary students. Total of

357 questionnaires were returned and used for this study. The results of the findings were the various aspects of reading habits like aims of the study, reading materials borrowed from library, time spent in library, use reference materials, which medium reading material preferred by students, place of reading, and to develop some suggestions for solution of the problems. There are still barriers to create a reading environment that will inculcate good reading habits in senior secondary school students. The library is still the best place for quiet study. The study suggested that : there should be adequate reading area and related facilities to accelerate reading habits in library. Book club in each school may be encouraged by the authorities in order to cultivate healthy reading habits among students.

Shenton (2014) carried out a study in a high school in Northern England in order to explore the purpose of school libraries. The investigator collected the ideas of the young students themselves. Quantitative data were collected using questionnaire. This study was based on a quantitative data contributed by 245 students. The data was coded indicatively and frequency counts were generated in order to determine the balance of data in relation to individual themes. The data contributed by the students reveal that the students understand library only as an area where books are made available for pleasure reading or academic purpose. None of the respondents are aware of the work of the librarians or the value of libraries in enabling the users to find information they need. The study points to the fact that most of the students are not aware of the potential of a school library. The investigator suggests that this is to be rectified by managers by developing the school library facilities in such a way that it serves to demonstrate effectively to students the role that the school library can play in diversity of situations.

Walia, Paramjeet and NituSinhav (2014) made an attempt to answer the questions like what, why and how do the teenagers in Delhi read. For the study, a survey among 223 school-going teenagers was done using semi-structured questionnaire. The findings of the study reveal a decline in sports and outdoor recreational activities during leisure. Only 20.6% teenagers preferred reading during leisure. Majority of the students prefer fictions for reading. Non fictions also are preferred by a considerable number of students. The study reveals that the reading preferences of the children are affected by their age, gender and the type of schools they attend. A significant inverse relationship of television watching and movie-going was observed with reading time. The authors point out that by knowing the current reading trends, leisure time habits and exposure to different means of information technology, the choice of medium for knowledge dispersal could be done.

Kolawole (2009) explored the atmosphere available in selected secondary schools in Oyo State, Nigeria for cultivating reading habits. The descriptive survey design was adopted for this study. Out of the total of 200 teachers that were interviewed, 120(60%) of them claimed that 'they thought that reading was to be handled by language teachers who they further argued were taught reading

during their training'. The remaining 80(40%) indicated that they encouraged students to read their books/notes if they wished to do well in their academic work. Close to 90% of the schools visited had no functional library and the remaining 10% indicated that they had libraries, had no adequate and comfortable furniture, current and adequate books in school subjects for students. The study revealed that reading is not given adequate attention in the schools the way it ought to, all the subject teachers do not handle the teaching of reading while the reading activities in the school are left to the discretion of students. Among the teachers who give attention to reading, the study found a majority of them who failed to give students the necessary motivation to strengthen their interest in reading. It was also found out that most school heads contributed to the poor reading culture of the students by their attitude to issues that bother on reading and how it can be promoted in their schools. This is because most of the schools have no functional libraries and other facilities that can promote effective reading of reading.

Abeyrathna and Zainab (2004) performed a study on the status of Reading Habit and Interests among 300 secondary school students from 10 schools in Sri Lanka. The study also observes the students attitude towards reading, their use of the school library and knowledge of how the school library are organised for locating needed materials. The problems students face in obtaining reading materials is also identified. The study uses a structured questionnaire as the survey instrument. The findings generally indicate that the students read regularly outside school hours. This reading however, is mainly confined to textbooks and mainly carried out for the purpose of acquiring knowledge or for study. Consequently, the library is used mainly to study or do homework rather than to borrow items to read at leisure. Most students indicate positive attitude towards the library for providing them with the facility to carry out their study or meet friends, but hardly use the services the library provides. Most express dissatisfaction with their library's collection.

3 OBJECTIVES

The following are the broad objectives of the present study:

A. To know the socio-demographic details of the secondary and higher secondary students   of two matriculation schools in Madurai.

B. To examine the following aspects of the reading habits of students in terms of Gender

B1. To understand the general reading habits of the students

❖ To know the types of books preferred, time spent on reading, preferred language, sources to get materials and convenient time and place to read among the respondents

B2. To examine their newspaper reading habits.

❖ To know preferred language, preferred time, preferred sections, favourite newspapers and preferred place to read newspapers

B3. To analyze their magazine reading habits

❖ To know preferred language, preferred place, favourite magazines, kind of magazines preferred and awareness of various magazines.

B4. To investigate the role of school libraries in promoting reading habits

❖ To know the frequency and purpose of visiting library, time spent, number of books borrowed, preferred time of visit and library atmosphere.

B5. To probe into their e-reading habits

❖ To know devices used, hours spent, reasons to prefer e-reading, types of e-reads, method of accessing, purpose and preferred format of e-reading.

B.6 To unearth the benefits and the factors that hinder the reading habits among the students.

4. HYPOTHESES

❖ There is no significant difference between gender of the respondents and the benefits / impact of reading.

❖ There is no significant difference between gender of the respondents and the hindering factors of reading.

5. RESEARCH DESIGN

5.1 Population

The population for the study comprises of the secondary and higher secondary students of 10 different Higher Secondary schools of Madurai city, Tamilnadu, India.

5.2 Sample Size

200 students were randomly selected in all. 100 students each from the classes IX, and XI constitute the samples for the study.

5.3 Sampling

The researcher has adopted simple random sampling technique to collect data from the school students. A total of 50 questionnaires each were distributed to all the 5 schools and 200 duly filled questionnaires were received back. The response rate was 80%. These 200 questionnaires were considered and included for data analysis.

5.4 Research Type

The study undertaken by the researcher belongs to descriptive research study. The researcher has used survey method in his study.

5.5 Nature of the Data

The data required for the study was collected from primary as well as secondary sources. The primary data was collected from the secondary and higher Secondary School Students through questionnaires. The Secondary data was collected from various books, periodicals, hand books, e-journals, conference proceedings, book chapters, theses, reports etc.

5.6 Tools for data collection

A well-structured questionnaire was prepared with 46 questions designed to collect required data from the selected 200 respondents. The questionnaire has 7 parts.

- Section- I: Socio-demographic information of the respondents
- Section-II: General Reading Habits
- Section-III: Newspaper Reading Habit
- Section-IV; Magazine Reading Habits
- Section-V: School library and Reading Habits
- Section-VI: E- Reading Habits
- Section-VII: Benefits of Reading Habits and factors hindering Reading Habits

5.7 Data collection period and Method of Data Collection

The data was collected during the month of June 2019. Questionnaires were distributed personally to users. The researcher had personally visited the school, got due permission from the school authorities and distributed the questionnaires as per the samples selected. The students were selected randomly using accidental sampling.

5.8 Statistical Tools used

The researcher has made use of the following statistical tools for the present research work.

- ❖ Simple percentage analysis
- ❖ Independent Samples 't' test

6 SCOPE AND LIMITATIONS OF THE STUDY

The following are the scope and limitations of the study.

- The present study is intended to study the Reading habits among the school students only.
- It is restricted to the co-educational Secondary and Higher Secondary schools.
- It is limited to the Matriculation schools of Madurai City only.
- The survey is limited to 10 matriculation schools only.
- It is limited to the selected students of classes IX and XI only.

7 DATA ANALYSIS AND INTERPRETATION

1. The data collected through the questionnaires was entered in PSPP.
2. PSPP software was used to calculate the total and percentages needed for various tables.
3. Needed tables were prepared using PSPP software.
4. Percentage analysis is the tools used to draw inferences.
5. MS Excel 2007 was used to prepare necessary charts – to graphically illustrate the inferences drawn with the help of tables – like pie chart, bar chart, stacked bar chart etc.

8 STYLE OF IN-TEXT CITATION AND REFERENCES

In-text citations and references required for the study are prepared following American Psychological Association Standard 6th Edition. Zotero software was used for generating the references according to APA 6th Edition.

9 DATA ANALYSIS

9.1 PERSONAL PROFILE OF THE STUDENTS

Table 1

Personal Profile of the Respondents

Independent Variable	Components	Count	%
Class	IX	100	50.0%
	XI	100	50.0%
	Total	200	100.0%
Gender	Boys	118	59.0%
	Girls	82	41.0%
	Total	200	100.0%
Type of Family	Nuclear Family	121	60.5%
	Joint Family	79	39.5%
	Total	200	100.0%
Nativity	Rural	99	49.5%
	Semi Urban	101	50.5%
	Total	200	100.0%
Previous schooling	Same school	127	63.5%
	Other school	73	36.5%
	Total	200	100.0%
Educational qualification of Mother	Up to XII	117	58.5%
	UG	67	33.5%
	PG	16	8.0%
	Total	200	100.0%
Education Qualification of Father	Up to XII	82	41.0%
	UG	71	35.5%
	PG	47	23.5%
	Total	200	100.0%

(Source: Primary data)

Reading habits of secondary and higher secondary students are influenced by their personal characteristics namely class, gender, type of family, nativity, previous school, educational qualification of mother and father. Table 1 shows the information about personal profile of the respondents.

Class

100 respondents study class IX and another 10 respondents study class XI. Thus, the questionnaire has been equally distributed to the respondents of IX and XI classes.

Gender

Out of 200 respondents, 118(59.0%0) respondents are boys and the remaining 82(41.0%) respondents are girls.

Type of Family

121(60.5%) respondents belong to nuclear family and 79(39.5%) respondents belong to joint family. This indicate that majority of respondents are hailed from nuclear family.

Nativity

101(50.5%) respondents belong to semi urban area and 99(49.5%) respondents belong to rural area. It is inferred that majority of the respondents are hailed from semi urban areas.

Previous schooling

Out of 200 respondents selected as samples for the presents study, 127(63.5%) respondents studied the previous class in the same school and the remaining 73(36.5%) respondents studied the previous class in other schools.

Mother Qualification

Out of 200 respondents' mothers, 117(58.5%) have completed higher secondary education while 67(33.5%) have graduate education and 16(8.0%) have post graduate education.

Father Qualification

Out of 200 respondents' fathers, 82(41.0%) have completed higher secondary education while 71(33.5%) have graduate education and 47(23.5%) have post graduate education.

9.2 GENERAL READING HABITS

Table 2

Types of books preferred for reading Vs Gender of the respondents

Gender	Types of books preferred for reading			Total
	Fiction	Non Fiction	Both	
Boys	28 (23.7)	58 (49.2)	32 (27.1)	118
Girls	22 (26.8)	32 (39.0)	28 (34.1)	82

	50 (25.0%)	90 (45.0%)	60 (30.0%)	200
Total				

(Source: Primary data)

Table2 shows the types of books preferred by boys and girls.

Boys

The analysis revealed that a majority of 58(49.2%) boys preferred to read non-fiction and 32 (27.1 %) boys preferred to read both fiction and non –fiction. The least number of 28 (23.7%) boys preferred to read to fiction.

Girls

A majority of 32 (39.0%) girls preferred to read non-fiction followed by 28(34.1%) girls who preferred to read both fiction and non-fiction while the least number of 22 (26.8%) girls preferred read to fiction.

Thus majority of the boys and girls preferred to read the non-fiction books.

Table 3

Types of Fiction preferred for reading Vs Gender of the respondents

Type of fiction preferred for reading	Gender		Total
	Boys	**Girls**	
Science fiction	29 (24.6)	18 (22.0)	**47 (23.5%)**
Crime-detective stories	18 (15.3)	11 (13.4)	**29 (14.5%)**
Adventure stories	11 (9.3)	4 (4.9)	**15 (7.5%)**
Humor/Comedy	29 (24.6)	23 (28.0)	**52 (26.0%)**
Fantasy	18 (15.3)	9 (11.0)	**27 (13.5%)**
Horror stories	5 (4.2)	12 (14.6)	**17 (8.5%)**
Animal stories	5 (4.2)	3 (3.7)	**8 (4.0%)**
Others	3 (2.5)	2 (2.4)	**5 (2.5%)**
Total	**118**	**82**	**200**

(Source: Primary data)

Table 3 shows the types of fiction preferred for reading and Gender of the respondents.

Boys

Out of 118 boys, a majority of 29(24.6%) boys preferred to read science fiction and humor/comedy fiction while the least number of 3(2.5%) boys preferred to read other fictions. 18(15.3%) boys preferred to read crime-detective stories and fantasy fiction while 11(9.3%) boys preferred to read adventure stories and 5(4.2%) boys preferred to read horror stories and animal stories.

Girls

A majority of 23(28.0%) girls preferred to read science fiction followed by the least number of 2(2.4%) girls who preferred to read others fictions. 18(22.0%) girls preferred to read science fiction while 12(14.6%) girls preferred to read horror stories and 11(13.4%) girls preferred to read crime-detective stories. While 9(11.0%) girls preferred to read fantasy fiction, 3(3.7%) girls preferred to read animal stories.

Thus majority of the boys and girls respondents preferred to read the science-fiction books.

Table 4

Type of non -fiction preferred for reading Vs Gender of the respondents

Type of non-fiction preferred for reading	Gender		Total
	Boys	**Girls**	
Essays	50 (42.4)	29 (35.4)	**79 (39.5%)**
Biography/auto-biography	77 (22.9)	18 (22.0)	**45 (22.5%)**
Self-help(motivational)books	24 (20.4)	19 (23.2)	**43 (21.5%)**
General knowledge	7 (5.9)	9 (4.5)	**16 (8.0%)**
History	8 (6.8)	5 (6.1)	**13 (6.5%)**
Personality development	2 (1.7)	2 (2.4)	**4 (2.0%)**
Total	**118**	**82**	**200**

(Source: Primary data)

Table 4 shows the types of non- fiction preferred for reading and Gender of the respondents.

Boys

Out of 118 boys, the least number of 2(1.7%) boys preferred to read personality development books followed by a majority of 77(22.9%) boys who preferred to read biographies /auto biographies. 50(42.4%) boys preferred to read essays and 24(20.4%) boys preferred to read self-help books. While 8(6.8%) boys preferred to read history books, 7(5.9%) boys preferred to read general knowledge books.

Girls

A majority of 29(35.4%) girls preferred to read essays followed by 19(23.2%) girls who preferred to read self-help books and 18(22.0%) girls who preferred to read biographies/auto biographies. While 9(4.5%) girls preferred to read general knowledge books, 5(6.1%) girls preferred to read history books and the least number of 2(2.4%) girls preferred to read personality development books.

Table 5

Time Spent on reading per week Vs Gender of the respondents

Time Spent on reading per week	Gender		Total
	Boys	**Girls**	
1 to 2 hours	73 (61.9)	50 (61.0)	**123 (61.5%)**
3 to 4 hours	12 (10.2)	15 (18.4)	**27 (13.5%)**
5 to 6 hours	27 (22.9)	11 (13.4)	**38 (19.0%)**
>6 hours	6 (5.1)	6 (7.3)	**12 (6.0%)**
Total	**118**	**82**	**200**

(Source: Primary data)

Table 5 and Fig. 1 show the time spent by the boys and girls per week on reading.

Boys

Out of 118 boys, majority of 73(61.9%) boys read for 1 to 2 hours and the least number of 6(5.1%) students read for more than 6 hours in a week. While 27(22.9%) boys preferred to read for 5 to 6 hours, 12(10.2%) boys preferred to read for 3 to 4 hours.

Girls

The majority of 50(61.0%) girls read for 1 to 2 hours while 15(18.4%) girls read for 3 to 4 hours and 11(13.4%) girls read for 5 to 6 hours. The least number of 6(7.3%) girls read for more than 6 hours in a week.
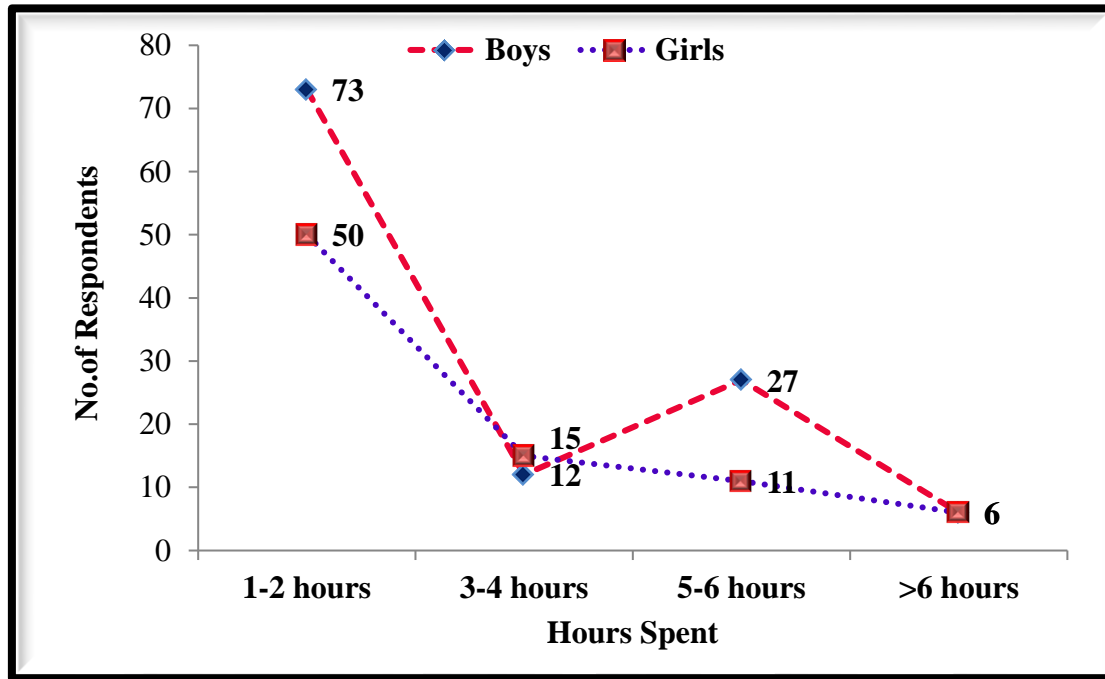
Figure 1 : Time Spent on reading per week Vs Gender of the respondents

Table 6

Preferred language for reading Vs Gender of the respondents

Preferred Language for reading	Gender		Total
	Boys	Girls	
Tamil	80 (67.8%)	46 (56.1%)	**126 (63.0%)**
English	25 (21.2%)	28 (34.1%)	**53 (26.5%)**
Any other	13 (11.0%)	8 (9.8%)	**21 (10.5%s)**
Total	**100**	**100**	**200**

(Source: Primary data)

Table 6 and Fig.2 show the language preferred by boys and girls for reading.

Boys

The analysis revealed that a majority of 80(67.8%) boys preferred to read in Tamil language followed by 25(21.2%) boys who preferred to read in English language. The least number of 13(11.0%) boys preferred to read in other languages.

Girls

A majority of 46(56.1%) girls preferred to read in Tamil language followed by 28(34.1%) girls who preferred to read in English language. The least number of 8(9.8%) girls preferred to read in other languages.

Thus majority of the boys and girls preferred to read in Tamil language.
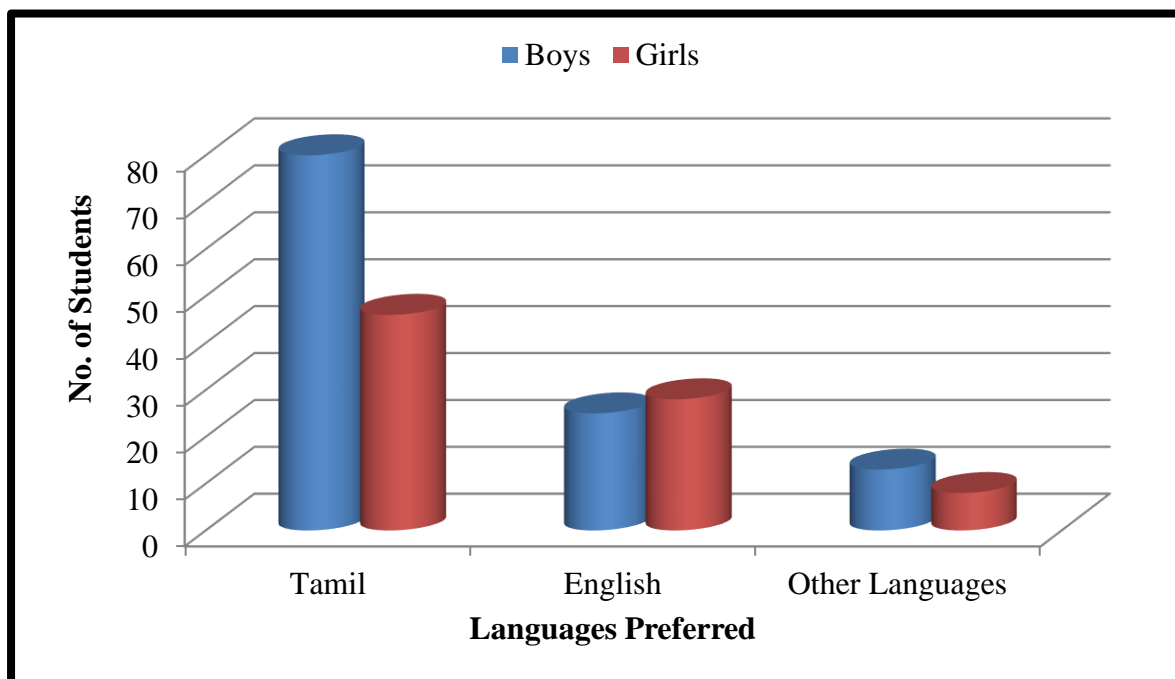
Figure 2 : Preferred language for reading Vs Gender of the respondents

Table 7

Purpose of reading Vs Gender of the respondents

Purpose of reading	Gender		Total
	Boys	**Girls**	
To pass time	42 (35.0%)	18 (22.0%)	**60 (30.0%)**
To relax	24 (20.3%)	15 (18.3%)	**39 (19.5%)**
To get a job	22 (18.6%)	12 (14.6%)	**34 (17.0%)**

To know current affairs	8 (6.8%)	4 (4.9%)	**12 (6.0%)**
To improve my knowledge	20 (16.9%)	25 (30.5%)	**45 (22.5%)**
To write competitive exams	1 (0.8%)	7 (8.5%)	**8 (4.0%)**
To prepare for morning assembly and Co-curricular activities	1 (0.8%)	1 (1.2%)	**2 (1.0%)**
Total	**118**	**82**	**200**

(Source: Primary data)

Table 7 shows the purpose of reading and Gender of the respondents.

Boy respondent analysis

Out of 118 boys, a majority of 42(35.0%) boys read to pass time and the least number of 1(0.8%) boys reads to write competitive exams and to prepare for morning assembly programmes and Co-curricular activities. It is followed by 24(20.3%) boys who read to relax, 22(18.6%) boys who read to get a job, 20(16.9%) boys who read to improve their knowledge while 8(6.8%) boys who read to update them with latest current affairs.

Girl respondent analysis

A majority of 25(30.5%) girls read to improve their knowledge followed by 18(22.0%) girls who read to pass. 15(18.3%) girls read to relax while 12(14.6%) girls read to get a job and 7(8.5%) girls read to write competitive exams. 4(4.9%) girls read to keep abreast with latest current affairs while the least number of 1(1.2%) girl reads to prepare for morning assembly programmes and Co-curricular activities.

Table 8

Style of Reading Preferred Vs Gender of the respondents

You prefer	**Gender**		**Total**
	Boys	**Girls**	
Silent reading	35 (29.7%)	33 (40.2%)	**68 (34.0%)**
Loud reading	23 (19.5%)	13 (15.9%)	**36 (18.0%)**
Lips reading	60 (50.8%)	36 (43.9%)	**96 (48.0%)**
Total	**118**	**82**	**200**

(Source: Primary data)

Table 8 shows the style of reading preferred and gender of the respondents.

Boys

Out of 118 boys, a majority of 60(50.8%) boys preferred lips reading and the least number of 23(19.5%) boys preferred loud reading. 35(29.7%) boys preferred silent reading.

Girls

A majority of 36(43.9%) girls preferred lips reading followed by the least number of 13(15.9%) girls who preferred loud reading and 33(40.2%) girls who preferred silent reading.

Table 9

Deciding Factors Vs Gender of the respondents

Deciding Factors	Gender		Total
	Boys	**Girls**	
Cover page	39 (33.1%)	24 (29.3%)	**63 (31.5%)**
Authors	20 (16.9%)	27 (32.9%)	**47 (23.5%)**
Table of contents	43 (36.4%)	15 (18.3%)	**58 (29.0%)**
Preface/Summary	16 (13.6%)	16 (19.5%)	**32 (16.0%)**
Total	**118**	**82**	**200**

(Source: Primary data)

Table 9 and Fig. 3 reveal the factors that make the boys and girls decide to read a book.

Boys

The least number of 16(13.6%) boys decide to read books based on the preface/summary while a majority of 43(36.4%) of the boys go through the table of contents and decide whether to read or not. 39(33.1%) boys see the cover page of the book and 20(16.9%) boys browse through about authors before deciding to take up a book to read.

Girls

A majority of 27(32.9%) girls browse author information and the least number of 15(18.3%) girls go through the table of contents of books before deciding to read a book. 24(29.3%) girls glance at the cover page and 16(19.5%) girls go through the preface/Summary of the books to decide whether to read or not.
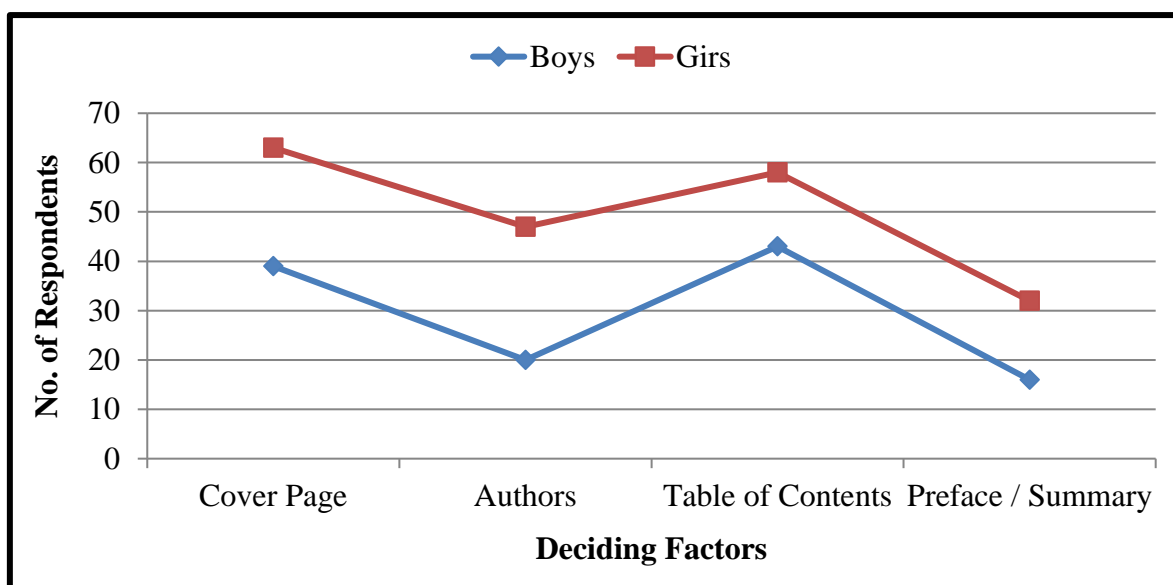
Figure 3 : Deciding Factors Vs Gender of the respondents

Table 10

Sources for getting materials to read Vs Gender of the Respondents

Sources of get materials to read	Gender		Total
	Boys	**Girls**	
Own collection	30 (25.4%)	28 (34.1%)	**58 (29.0%)**
Private lending library	8 (6.8%)	2 (2.4%)	**10 (5.0%)**
Friend's Books	12 (10.2%)	11 (13.4%)	**23 (11.5%)**
School library	42 (35.6%)	8 (9.8%)	**50 (25.0%)**
Online library	14 (11.9%)	18 (22.0%)	**32 (16.0%)**
Subscribed	2 (1.7%)	1 (1.2%)	**3 (1.5%)**
Public library	8 (6.8%)	6 (7.3%)	**14 (7.0%)**
CD ROMs	2 (1.7%)	8 (9.8%)	**10 (5.0%)**
Total	**118**	**82**	**200**

(Source: Primary data)

Table 10 shows the sources used by the boy and girl students to get books to read.

Boys

The analysis revealed that among 118 boys, a majority of 42(35.6%) boys get books from school library while 30(35.4%) boys have their own collection of books and 14(11.9%)

girls get books from online library. 12(10.2%) boys get books from their friends while 8(6.8%) boys get books from Public library and Private lending library and 2(1.7%) boys read subscribed books and the books in CD ROMs.

Girls

The large number of 28(34.1%) girls read books available in their own collection followed by 18(22.0%) girls who read the books available in online libraries, 11(13.4%) girls who get books from their friends. 8(9.8%) girls read books available in CD ROMs and School libraries while 6(7.3%) girls get books from the public libraries. 2(2.4%) girls get books from Private lending libraries and just 1(1.2%) student get subscribed books.

Table 11

Person encouraging and suggesting to read Vs Gender of the Respondents

Who encourage and suggest you to read?	Gender		Total
	Boy	**Girl**	
Mother	30 (25.4%)	22 (27.5%)	**52 (26.0%)**
Father	14 (11.9%)	3 (3.8%)	**17 (8.5%)**
Sister	14 (11.9%)	3 (3.8%)	**17 (8.5%)**
Brother	16 (15.3%)	16 (20.0%)	**32 (16.0%)**
Grandparents	18 (15.3%)	9 (11.3%)	**27 (13.5%)**
Teacher	8 (6.8%)	9 (11.3%)	**17 (8.5%)**
Friends	8 (6.8%)	7 (8.8%)	**15 (7.5%)**
School librarian	10 (8.5%)	7 (8.8%)	**17 (8.5%)**
Others	0 (0.0%)	4 (5.0%)	**4 (2.0%)**
Total	**118**	**80**	**200**

(Source: Primary data)

Table 11 shows the persons who encourage and motivate the students to read.

Boys

The analysis revealed a majority of 30(25.4%) boys are encourage and motivated by their mothers to read while 18(15.3%) boys are motivated to read by their grandparents and 16(15.3%) boys are motivated by their brothers. 14(11.9%) boys are encouraged to read by

their fathers and sisters while 10(8.5%) boys motivated by School librarian and 8(6.8%) boys are encouraged to read by their teachers and friends.

Girls

The large number of 22(27.5%) girls are encouraged and motivated by their mothers to read followed by 16(20.0%) girls who are motivated by their brothers and 9(11.3%) girls who are motivated by their Grandparents and Teacher to read. 7(8.8%) girls get motivation from their school librarians and Friends, 4(5.0%) girls get encouragement from Others while 3(3.8)%) girls are motivated and encourage by their Fathers and Sisters to read more.

Table 12
Convenient and preferred time for reading Vs Gender of the respondents

Convenient and preferred time for reading	Gender		Total
	Boy	**Girl**	
Early morning	32 (27.1%)	13 (15.9%)	**45 (22.5%)**
During breakfast	11 (9.3%)	11 (13.4%)	**22 (11.0%)**
While travelling to read	27 (22.9%)	17 (20.7%)	**44 (22.0%)**
Evening	31 (26.3%)	17 (20.7%)	**48 (24.0%)**
Before going to bed	17 (14.4%)	24 (29.3%)	**41 (20.5%s)**
Total	**118**	**82**	**200**

(Source: Primary data)

Table 12 shows the convenient and preferred time for reading among the respondents.

Boys

The analysis revealed that a majority of 32(27.1%) boys preferred to read in the early morning, while 31(26.3%) boys preferred to during evening hours. 27(22.9%) boys preferred to read while travelling and 17(14.4%) boys preferred to read before going to bed, The least number of 11(9.3%) boys preferred to read during breakfast time.

Girls

The large number of 24(29.3%) girls preferred to read before going to bed followed by 17(20.7%) girls who preferred to read while travelling and during Evening hours. 13(15.9%) girls preferred to time in the early morning while the least number 11(13.4%) girls preferred to read during breakfast hours.

Table 13

Convenient Place for reading Vs Gender of the respondents

Convenient place for reading	Gender		Total
	Boy	Girl	
Home	40 (33.9%)	32 (39.0%)	**72 (36.0%)**
School	22 (18.6%)	9 (11.0%)	**31 (15.5%)**
School library	17 (18.6%)	2 (2.0%)	**19 (9.5%)**
Public library	19 (16.1%)	14 (17.1%)	**33 (16.5%)**
While travelling	14 (11.9%)	24 (29.3%)	**38 (19.0%)**
Any other	6 (5.1%)	1 (1.2%)	**7 (3.5%)**
Total	**118**	**82**	**200**

(Source: Primary data)

Table 13 shows the convenient place for the boys and girls to read.

Boys

The analysis revealed that a majority of 40(33.9%) boys opined that Home is the Convenient Place for reading while 22(18.6%) boys expressed that School is the convenient Place for reading. Public library is the convenient place of reading for 19(16.1%) boys while school library is convenient place for 17(18.6%) boys to read. 14(11.9%) boys felt it convenient to read while travelling while the least number of 6(5.1%) boys stated that other places are convenient for reading.

Girls

The large number of 32(39.0%) girls opined that home is the convenient place for them to read followed by 24(29.3%) girls who said that they love to read while travelling. , 14(17.1%) girls felt that public libraries are convenient places of their reading while 9(11.0%) girls prefer to read in Schools. School libraries are convenient point of reading for just 2(2.0%) students.

9.3 NEWSPAPER READING HABITS

Table 14

Language preferred for reading Vs Gender of the respondents

Class	Language preferred for reading			Total
	Tamil	**English**	**Hindi**	
Boy	90 (76.3%)	18 (15.3%)	10 (8.5%)	118
Girl	62 (75.6%)	12 (14.6%)	8 (9.8)	82
Total	**152 (76.0%)**	**30 (15.0%)**	**18 (9.0%)**	**200**

(Source: Primary data)

Table 14 shows the language preferred by the boys and girls to read newspapers.

Boys

The analysis revealed that a majority of 90(76.3%)boys preferred to read Tamil newspapers followed by 18(15.3%) boys who preferred to read English newspapers. The least number of 10(8.5%) boys preferred to read Hindi newspapers.

Girls

Among 92 girl students, a majority of 62(75.6%) girls preferred to read Tamil newspapers and 12(14.6%) girls preferred to read English newspapers while the least number of 8(9.8%) girls preferred to read Hindi newspapers.

Thus, majority of the Boys and Girls preferred to read Tamil newspapers.

Table 15

Preferred time to read newspaper Vs Gender of the respondents

Gender	Preferred time of reading			Total
	Morning	**Evening**	**Night**	
Boy	51 (43.2%)	45 (38.1%)	22 (18.6%)	118
Girl	54 (65.9%)	18 (22.0%)	10 (12.2%)	82
Total	**105 (52.5%)**	**63 (31.5%)**	**32 (16.0%)**	**200**

(Source: Primary data)

Table 15 shows the time preferred by the boys and girls to read newspapers.

Boys

The analysis revealed that among the 118 boys, a majority of 51(43.2%) boys preferred to read newspapers in the morning hours and 45(38.1%) boys preferred to read

newspapers in the evening hours. The least number of 22(18.6%) boys preferred to read the newspaper at night.

Girls

Among 82 girls, a majority of 54(65.9%) girls preferred to read newspaper in the morning time and 18(22.0%) girls preferred to read newspapers in the evening hours while the least number of 10(12.2%) girls preferred to read newspapers at night.

Thus majority of the Boy and Girl respondents preferred to read newspapers in the morning hours.

Table 16

Duration of Per Day Newspaper Reading Vs Gender of the Respondents

Gender	How long do you read newspaper a day?			Total
	5-10 minutes	**11-30 minutes**	**>30 minutes**	
Boy	71 (60.2%)	33 (28.0%)	14 (11.9%)	118
Girl	53 (64.6%)	21 (25.6%)	8 (9.8%)	82
Total	**124 (62.0%)**	**54 (27.0%)**	**22 (11.0%)**	**200**

(Source: Primary data)

Table 16 shows the time spent by the respondents to read newspapers in a day.

Boys

The analysis revealed that among the 118 boys, a majority of 71(60.2%) boys read newspapers 5-10 minutes every day followed by 33(28.0%) boys who read 11-30 minutes and 14(11.9%) boys who read newspapers >30 minutes every day.

Girls

The analysis revealed that among the 82 girls, a majority of 53(64.6%) girls read newspapers 5-10 minutes every day followed by 24(24.0%) girls who read 11-30 minutes and 12(12.0%) girls who read newspapers >30 minutes a day.

Thus majority of the Boy and Girl respondents preferred to read newspapers 5-10 minutes per day.

Table 17

Preferred sections of newspaper Vs Gender of the respondents

Preferred sections of newspaper	Gender		Total
	Boy	Girl	
Local news	39 (33.1%)	24 (29.3%)	**63 (31.5%)**
National news	12 (10.2%)	11 (13.4%)	**23 (11.5%)**
Entertainment& cinema news	31 (26.3%)	23 (28.0%)	**54 (27.0%)**
International news	7 (5.9%)	5 (6.1%)	**12 (6.0%)**
Political news	14 (11.9%)	4 (4.9%)	**18 (9.0%)**
Educational news	13 (11.0%)	9 (11.0%)	**22 (11.0%)**
Puzzles and crossword	1 (0.8%)	2 (1.0%)	**3 (1.5%)**
Sports news	1 (0.8%)	3 (3.7%)	**4 (2.0%)**
Other news	0 (0.0%)	1 (1.2%)	**1 (0.5%)**
Total	**118**	**82**	**200**

(Source: Primary data)

Table 17 shows the preferred sections of the respondents in the newspapers.

Boys

The analysis revealed that among 118 boys, a majority of 39(33.1%) boys preferred to read local news while 31(26.3%) boys preferred to read Entertainment & cinema news and 14(11.9%) boys preferred to read Political news. 13(11.0%) boys preferred to read Educational news while 7(5.9%) boys preferred to read International news. Only one student (0.8%) preferred to read Sports news and Puzzles and crossword section of the newspaper.

Girls

The large number of 24(29.3%) girls preferred to read Local news followed by 23(28.0%) girls who preferred to read Entertainment & Cinema news and 11(13.4%) girls who preferred to read National news. While 9(11.0%) girls preferred to read Educational news, 5(6.1%) girls preferred to read International news and 4(4.9%) girls preferred to read Political news. 3(3.7%) girls preferred to read sports news and 2(1.0) girls preferred to read Puzzles and crossword section while just one girl (1.2%) preferred to read other news.

Table 18

Favorite newspaper Vs Gender of the respondents

Your favorite newspaper	Gender		Total
	Boy	Girl	
Dinamalar	44 (37.3%)	25 (30.5%)	**69 (34.5%)**
Dinathanthi	15 (12.7%)	17 (20.7%)	**32 (16.0%)**
The New Indian Express	22 (18.6%)	13 (15.9%)	**35 (17.5%)**
The Hindu	13 (11.0%)	2 (2.4%)	**15 (7.5%)**
Malaimalar	11 (9.3%)	14 (17.1%)	**25 (12.5%)**
Dhinakaren	8 (6.8%)	5 (6.1%)	**13 (6.5%)**
The Hindu(Tamil)	2 (1.7%)	3 (3.7%)	**5 (2.5%)**
Others	3 (2.5%)	3 (3.7%)	**6 (3.0%)**
Total	**118**	**82**	**200**

(Source: Primary data)

Table 18 shows the preferred newspapers of the respondents.

Boys

The analysis revealed a majority of 44(37.3%) boys preferred to read Dinamalar, while 22(18.6%) boys preferred to read 'The new Indian express'. 15(12.7%) boys preferred to read Dinathanthi and 13(11.0%) boys preferred to read 'The Hindu'. While 11(9.3%) boys preferred to read Malaimalar, 8(6.8%) boys preferred to read Dhinakaren and 2(1.7%) boys preferred to read 'The Hindu(Tamil)'. 3(2.5%) boys preferred to read others newspapers.

Girls

The large number of 25(30.5%) girls preferred to read Dinamalar followed by 17(20.7%) girls who preferred to read Dinathanthi and 14(17.1%) girls who preferred to read Malaimalar. While 13(15.9%) girls preferred to read 'The new Indian express', 5(6.1%) girls preferred to read Dhinakaren and 3(3.7%) girls preferred to read 'The Hindu(Tamil)'. 2(2.4%) girls preferred to read 'The Hindu'.

Thus, a majority of the Boys and Girls preferred to read Dinamalar.

Table 19

Preferred place to read newspaper Vs Gender of the respondents

Gender	Where do you read newspaper?			Total
	Home	Library	Friend's house	
Boy	75 (63.6%)	30 (25.4%)	13 (11.0%)	118
Girl	45 (54.9%)	18 (22.0%)	19 (23.2%)	82
Total	**120 (60.0%)**	**48 (24.0%)**	**32 (16.0%)**	**200**

(Source: Primary data)

Table 19 shows the preferred place of the respondents to read newspapers.

Boys

The analysis revealed that among the 118 boys, a majority of 75(63.6%) boys preferred to read newspapers at home followed by 30(25.4%) boys who preferred to read newspapers in the library. The least number of 13(11.0%) boys preferred to read newspapers in their friends' house.

Girls

The analysis revealed that among the 82 girls, a majority of 45(54.9%) girls preferred to read newspapers at home followed by 18(22.0%) girls who preferred to read newspapers in the library and 19(23.2%) girls who preferred to read newspapers in their friends' house.

Thus majority of the Boys and Girls preferred to read newspaper at home.

9.4 MAGAZINE READING HABITS

Table 20

Preferred languages to read magazines Vs Gender of the respondents

Gender	You love to read magazine in			Total
	Tamil	English	Hindi	
Boy	74 (60.2%)	36 (30.5%)	8 (6.8%)	118
Girl	49 (59.8%)	22 (26.8%)	11 (13.4%)	82
Total	**123 (61.5%)**	**58 (29.0%)**	**19 (9.5%)**	**200**

(Source: Primary data)

Table 20 shows the languages preferred by the respondents to read magazines.

Boys

The analysis revealed that among 118 boys, a majority of 74(60.2%) boys preferred to read magazines in Tamil language followed by 36(30.5%) boys who preferred to read magazines in English language. The least number of 8(6.8%) boys preferred to read magazines in Hindi language.

Girls

The large number of 49(59.8%) girls preferred to read magazines in Tamil language followed by 22(26.8%) girls who preferred to read magazines in English language. The least number of 11(13.4%) girls preferred to read magazines in Hindi language.

Table 21

Preferred places to read magazines Vs Gender of the respondents

Gender	Where do you read magazines?			Total
	Home	**Library**	**Friend's house**	
Boy	67 (56.8%)	40 (33.9%)	11 (9.3%)	100
Girl	50 (61.0%)	19 (23.2%)	13 (15.9%)	100
Total	**117 (58.5%)**	**59 (29.5%)**	**24 (12.0%)**	**200**

(Source: Primary data)

Table 21 shows the preferred places of the respondents to read magazines.

Boys

The analysis revealed that among the 118 boys, a majority of 67(56.8%) boys preferred to read magazine at home followed by 40(33.9%) boys who preferred to read magazines in the library. The least number of 11(9.3%) boys preferred to read magazines in their friends' house.

Girls

The analysis revealed that among the 82 girls, a majority of 50(61.0%) girls preferred to read magazines at home followed by 19(23.2%) girls who preferred to read magazines in the library. The least number of 13(15.9%) girls preferred to read magazines in their friends' house.

Table 22

Kinds of magazines read Vs Gender of the respondents

What kind of magazines you read?	Gender		Total
	Boy	**Girl**	
Subject	49 (41.5%)	23 (28.0%)	**72 (36.0%)**
Comic	9 (7.6%)	15 (18.3%)	**24 (12.0%)**
G.K	22 (18.6%)	13 (15.9%)	**35 (17.5%)**
Sports	14 (11.9%)	3 (3.7%)	**17 (8.5%)**
News papers	18 (15.3%)	14 (17.1%)	**32 (16.0%)**
Others	6 (5.1%)	14 (17.1%)	**20 (10.0%)**
Total	**118**	**82**	**200**

(Source: Primary data)

Table 22 and Fig. 4 show the kind of magazines read by the boys and girls of the study.

Boys

The analysis revealed that among 118 boys, a majority of 49(41.5%) boys read subject magazines while 22(18.6%) boys rad GK magazines and 18(15.3%) boys read newspaper type magazines. 14(11.9%) boys read sports magazines and 9(7.6%) boys read comic magazines. 6(5.1%) boys read other kinds of magazines.

Girls

The large number of 23(28.0%) girls read subject magazines followed by 15(18.3%) girls who read comic magazines and 14(17.1%) girls who read newspaper type of magazines. 13(15.9%) girls read G.K magazines while 3(3.7%) girls read Sports magazines.

A majority of both Boys and Girls read subject magazines.
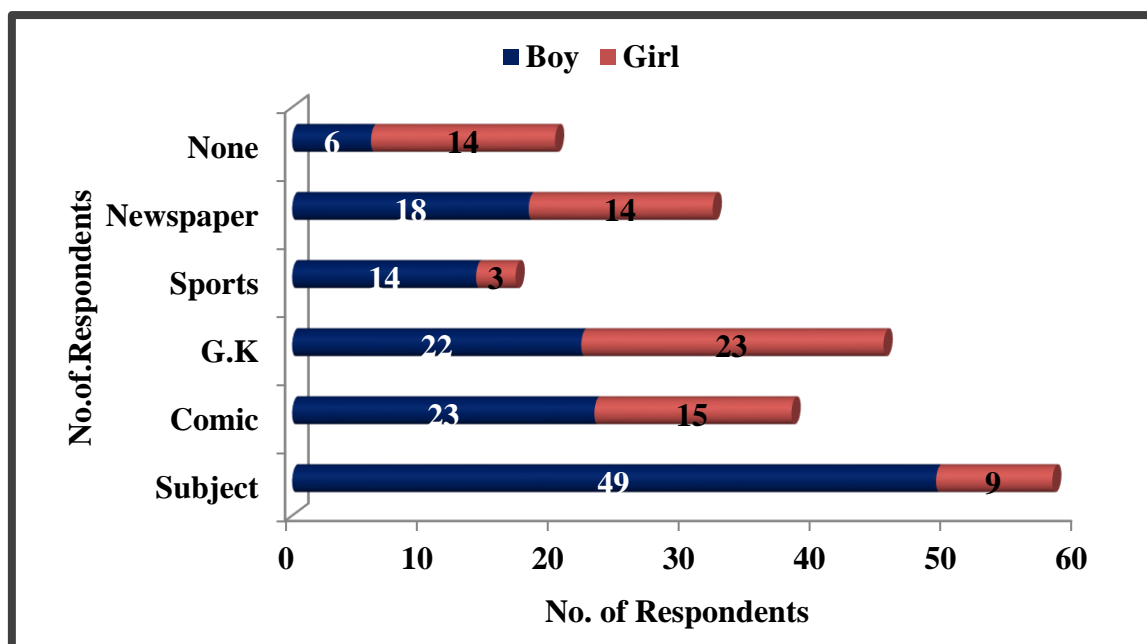
Figure 4 : Kinds of magazines read Vs Gender of the respondents

9.5 SCHOOL LIBRARY AND READING HABITS

Table 23

Frequency of visiting the library and Gender of the respondents

Frequency of visiting the library	Gender		Total
	Boy	**Girl**	
Daily	33 (28.0%)	17 (20.7%)	**50 (25.0%)**
Alternative days	31 (26.3%)	19 (23.2%)	**50 (25.0%)**
Weekly	17 (14.4%)	21 (25.6%)	**38 (19.0%)**
Monthly	26 (22.0%)	12 (14.6%)	**38 (19.0%)**
Occasionally	11 (5.5%)	13 (15.9%)	**24 (12.0%)**
Total	**118**	**82**	**200**

(Source: Primary data)

Table 23 shows how frequently the boys and girls visit the school library.

Boys

The analysis revealed that among 118 boys, a majority of 33(28.0%) boys visit the library daily followed by 31(26.3%) boys who visit the library in alternative days and

26(22.0%) boys who visit the library once in a month. 17(14.4%) boys visit the library once in a week and the least number of 11(5.5%) boys visit the library occasionally.

Girls

The large number of 21(25.6%) girls visits the library once in a week followed by 19(23.2%) girls who visit the library in alternative days and 17(20.7%) girls who visit the library daily. 13(15.9%) girls visit the library occasionally while 12(14.6%) girls visit the library once in a month.

Table 24

Purpose of visiting the library Vs Gender of the respondents

Purpose of visiting the library	Gender		Total
	Boy	**Girl**	
To borrow books	46 (39.0%)	17 (20.7%)	**63 (31.5%)**
To read books	19 (16.1%)	21 (25.6%)	**40 (20.0%)**
To read newspaper	30 (25.4%)	21 (25.6%)	**51 (25.5%)**
To read magazine	5 (4.2%)	5 (6.1%)	**10 (5.0%)**
To do project work	12 (10.2%)	15 (18.3%)	**27 (13.5%)**
To use online resources	3 (2.5%)	0 (0.0%)	**3 (1.5%)**
To do reference work	3 (2.5%)	1 (1.2%)	**4 (2.0%)**
To use question bank	0 (0.0%)	2 (2.4%)	**2 ()0.1%**
Total	**118**	**82**	**200**

(Source: Primary data)

Table 24 shows the purpose of visiting the library among the respondents.

Boys

The analysis revealed that among 118 boys, a majority of 46(39.0%) boys visit the library to borrow books while 30(25.4%) boys visit the library to read newspaper and 19(16.1%) boys visit the library to read books. 12(10.2%) boys visit the library to do project work and 5(4.2%) boys visit the library to read magazine while 3(2.5%) boys visit the library to use online resources and to do reference work.

Girls

The large number of 21(25.6%) girls visit the library to read books and to read newspapers followed by 17(20.7%) girls who visit the library to borrow books and 15(18.3%) girls who visit the library do project work. 5(6.1%) girls visit the library to read magazine and 2(2.4%) students visit the library to use question bank. Just one (1.2%) girl visits the library to carry out the reference work.

Table 25

Time spent in the library (per week) Vs Gender of the respondents

Time spent in the library	Gender		Total
	Boy	**Girl**	
< 1 hours	56 (47.5%)	41 (50.0%)	**97 (48.5%)**
1-2 hours	22 (18.6%)	15 (18.3%)	**37 (18.5%)**
2-3 hours	35 (29.7%)	14 (17.1%)	**49 (24.5%)**
> 3 hours	5 (4.2%)	12 (14.6%)	**17 (8.5%)**
Total	**118**	**82**	**200**

(Source: Primary data)

Table 25 shows the time spent by the boys and girls in the library in a week.

Boys

The analysis revealed that among the 118 boys, a majority of 56(47.5%) boys spend < 1 hour in the library in a week. It is followed by 35(29.7%) boys who spend 2-3 hours, 22(18.6%) boys who spend 1-2 hours and 5(4.2%) boys who spend more than 3 hours in the library in a week.

Girls

The analysis revealed that among the 82 girls, a majority of 41(50.0%) girls spend less than one hour in the library in a week. It is followed by 15(18.3%) girls who spend 1-2 hours, 14(17.1%) girls who spend 2-3 hours and 12(14.6%) girls who spend more than three hours in the library in a week.

Table 26

Number of books borrowed to read from the library in a month Vs Gender of the respondents

No. of books borrowed to read from the library in a month	Gender		Total
	Boy	**Girl**	
1	19 (16.1%)	28 (34.1%)	**47 (23.5%)**
2	37 (31.4%)	14 (17.1%)	**51 (25.5%)**
3	45 (38.1%)	22 (26.8%)	**67 (33.5%)**
4	8 (6.8%)	6 (7.3%)	**14 (7.0%)**
More than 4	9 (7.6%)	12 (14.6%)	**21 (10.5%s)**
Total	**118**	**82**	**200**

(Source: Primary data)

Table 26 shows the number of books borrowed to red from the library by the boys and girls.

Boys

The analysis revealed that among the 118 boys, a majority of 45(38.1%) boys borrow 3 books in a month followed by 37(31.4%) boys who borrow 2 per month. 19(16.1%) boys borrow 1 book per month while 9(7.6%) boys borrow more than 4 books per month from the library. The least number of 8(6.8%) boys borrow 4 books to read from the library in a month.

Girls

The large number of 28(34.1%) girls borrow 1 book per month from the library followed by 22(26.8%) girls who borrow 3 books per month and 14(17.1%) girls who borrow 2 books per month from the library. 12(14.6%) girls borrow more than 4 books per month and 6(7.3%) girls borrow 4 books per month from the library.

Table 27

Preferred time to visit the library to read Vs Gender of the respondents

When do you visit the library to read?	Gender		Total
	Boy	**Girl**	
Before school hours	39 (33.1%)	16 (19.5%)	**55 (27.5%)**
During library periods	13 (11.0%)	29 (35.4%)	**42 (21.0%)**

During lunch breaks	45 (38.1%)	18 (22.0%)	**63** **(31.5%)**
After school hours	21 (17.8%)	19 (23.2%)	**40** **(20.0%)**
Total	**118**	**82**	**200**

(Source: Primary data)

Table 27 shows the time preferred by the respondents to read in the library.

Boys

The analysis revealed that among the 118 boys, a majority of 45(38.1%) boys preferred to visit the library to read during lunch breaks and followed by 39(33.1%) boys who preferred to read before school hours. 21(17.8%) boys preferred to read after school hours in the library while 13(11.0) boys preferred to read during their regular library periods.

Girls

The large number of 29(35.4%) girls preferred to visit the library to read during library periods followed by 19(23.2%) girls who preferred to read after school hours and 18(22.0%) girls who preferred to read during lunch breaks. 16(19.5%) girls preferred to read in the library before school hours.

Table 28

Encouraging atmosphere of the school library Vs Gender of the respondents

Dose the atmosphere of the school library encourage you to read?	Gender		Total
	Boy	**Girl**	
Yes	88 (74.6%)	58 (70.7%)	**146** **(73.0%)**
No	30 (25.4%)	24 (29.3%)	**54** **(27.0%)**
Total	**118**	**82**	**200**

(Source: Primary data)

Table 28 shows whether the existing school library atmosphere encourages the respondents to read or not.

Boys

Out of 118 boys, 88(74.6%) boys agree that the atmosphere of the school library encourages them to read while 30(25.4%) boys do not agree that the atmosphere of the school library encourages them to read.

Girls

The majority of 58(70.7%) girls agree that the atmosphere of the school library encourages them to read while 24(29.3%) girls do not agree that the existing atmosphere of the school library encourages them to read.

Thus majority of the Boys and Girls agree that the library atmosphere encourages their reading. .

9.6 E-READING HABITS

Table 29

Devices used to e-read Vs Gender of the respondents

Devices used to read and class	Gender		Total
	Boy	Girl	
Desktop	37 (31.4%)	22 (27.2%)	**59 (29.0%)**
Laptop	60 (50.8%)	33 (40.2%)	**93 (46.5%)**
Tablet	13 (11.0%)	12 (12.2%)	**23 (11.5%)**
Smart phone	8 (6.8%)	17 (20.7%)	**25 (12.5%)**
Total	**118**	**82**	**200**

(Source: Primary data)

Table 29 shows the devices used by the respondents to e-read the materials.

Boys

The analysis revealed that among the 118 boys, a majority of 60(50.8%) boys use laptops for e-reading followed by 37(31.4%) boys who used desktops for e- reading. While 13(11.0%) boys use Tablet, 8(6.8%) boys use smart phones for e-reading.

Girl

The large number of 48(48.0%) girls used laptops for e-reading and 28(28.0%) girls used desktops for e- reading. 12(12.0%) girls use smartphone for e-reading.

Thus majority of the boys and girls use laptops for the purpose of e-reading.

Table 30

Number of hours of e-reading (per week) Vs Gender of the respondents

No. of hours of e-reading (per week)	Gender		Total
	Boy	**Girl**	
< 1hour	58 (49.2%)	36 (43.9%)	**94 (47.0%)**
1-2 hours	20 (16.9%)	11 (13.4%)	**31 (15.5%)**
2-3 hours	31 (26.3%)	19 (23.2%)	**50 (25.0%)**
> 3 hours	9 (59.0%)	16 (19.5%)	**25 (12.5%)**
Total	**118**	**82**	**200**

(Source: Primary data)

Table 30 shows the number of hours spent by the boys and girls on e-reading per week.

Boys

The analysis revealed that among the 118 boys, a majority of 58(49.2%) boys spend < 1 hour per week on e-reading followed by 31(26.3%) boys who spend 2-3 hours, 20(16.9%) boys who spend 1-2 hours and the least number of 9(59.0%) boys who spend > 3hours on e-reading per week.

Girls

The analysis revealed that among the 82 girls, a majority of 36(43.9%) girls spend < 1 hour per week on e-reading followed by 19(23.2%) girls who spend 2-3 hours, 16(19.5%) girls who spend >3 hours and the least number of 11(13.4%) girls who spend 1-2 hour every week on e-reading.

Table 31

E-Reading Materials Vs Gender of the respondents

What do you e-read?	Gender		Total
	Boy	**Girl**	
Books	66 (55.9%)	34 (41.5%)	**100 (50.0%)**
Newspaper	14 (11.9%)	21 (25.6%)	**35 (17.5%)**
Magazine	30 (25.4%)	19 (23.2%)	**49 (24.5%)**
Web page	8 (6.8%)	8 (9.8%)	**16 (8.0%)**
Total	**118**	**82**	**200**

(Source: Primary data)

Table 31 and Fig. 5 show the e-reading materials of the boys and girls.

Boys

The least number of 8(6.8%) boys read Web page. A majority of 66(55.9%) boys read e-books followed by 30(25.4%) boys who read e-magazines and 14(11.9%) boys who read e-newspapers.

Girls

A majority of 34(41.5%) girls read e-books and the least number of 8(9.8%) girls read web pages. 21(25.6%) girls read e-newspapers while 19(23.2%) girls read e-magazines.
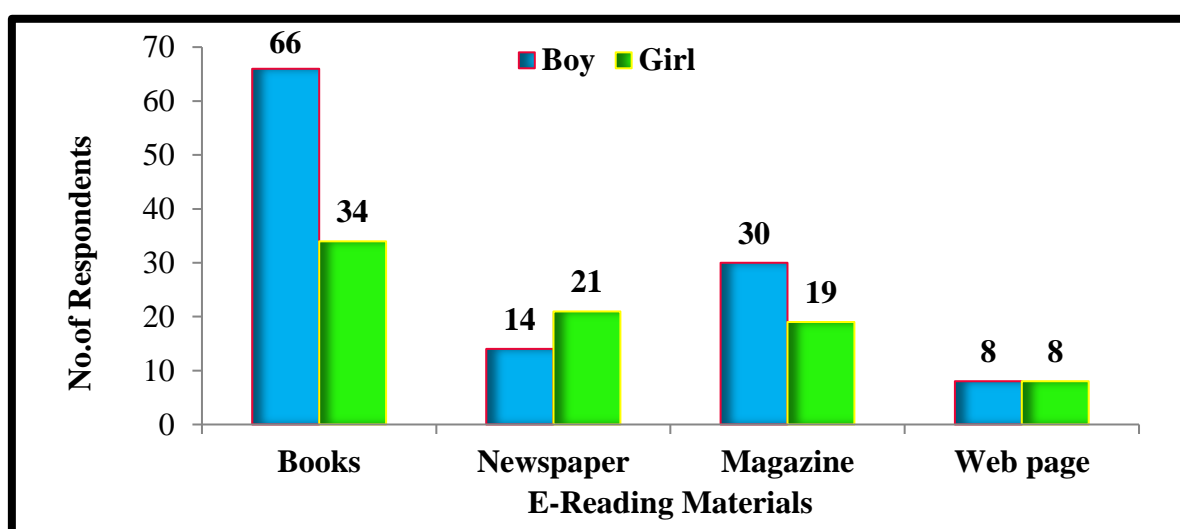
Thus majority of the Boys and Girls read e-books.

Figure 5 : E-Reading Materials Vs Gender of the respondents

Table 32

Method of accessing required reading materials Vs Gender of the respondents

How do you access required reading materials?	Gender		Total
	Boy	**Girl**	
Search engine like Google	95 (80.5%)	60 (73.2%)	**155 (77.5%)**
Typing the address bar directly	23 (19.5%)	22 (26.8%)	**45 (22.5%)**
Total	**118**	**82**	**200**

(Source: Primary data)

Table 32 shows how the respondents access the required reading materials online.

Boys

The analysis revealed that among the 118 boys, a majority of 95(80.5%) boys make use of Search engine like Google and the remaining 23(19.5%) boys type directly in the address bar to get required materials from the internet.

Girls

Among the 82 girls, a majority of 60(73.2%) girls make use of search engines like Google and the remaining 22(26.8%) girls type in the address bar directly to access required materials online.

Table 33

Purpose of e-reading Vs Gender of the respondents

Purpose of e-reading and class	Gender		Total
	Boy	**Girl**	
Time pass	51 (43.2%)	35 (42.7%)	**86 (43.0%)**
Competitive exams	14 (11.9%)	12 (14.6%)	**26 (13.0%)**
Question papers	4 (3.4)	8 (9.8%)	**12 (6.0%)**
Academics	32 (27.1%)	11 (13.4%)	**43 (21.5%)**
Assignment	10 (8.5%)	9 (11.0%)	**19 (9.5%)**
Class notes	7 (5.9%)	7 (3.5)	**14 (7.0%)**
Total	**118**	**82**	**200**

(Source: Primary data)

Table 33 shows the purpose of e-reading among the respondents in terms of gender.

Boys

The analysis revealed that among the 118 boys, a majority of 51(43.2%) boys e-read to pass time while 32(27.1%) boys e-read for their academic tasks. While 14(11.9%) boys e-read to prepare themselves for various Competitive exams, 10(8.5%) boys to complete Assignment, 7(5.9%) boys to prepare Class notes and the least number of 4(3.4%) boys e-read to get Question papers**.**

Girls

The large number of 35(42.7%) girls e-read to pass their time followed by 12(14.6%) girls who e-read for Competitive exams. 11(13.4%) girls e-read for performing better in their academics while 9(11.0%) boys to compete their assignment and 8(9.8%) boys to get Question papers and the least number of 7(3.5%) boys do e-reading to prepare their Class notes.

Thus, both the category of students mostly e-read to pass their time.

Table 34
Preferred format of e-reading Vs Gender of the respondents

Preferred format of e-reading	Gender		Total
	Boy	**Girl**	
PDF	49 (41.5%)	36 (43.9%)	**85 (42.5%)**
HTML	32 (27.1%)	27 (32.9%)	**59 (29.5%)**
Word	22 (18.6%)	8 (9.8%)	**30 (15.0%)**
TXT	15 (12.7%))	11 (13.4%)	**26 (13.0%)**
Total	**118**	**182**	**200**

(Source: Primary data)

Table 34 shows the e-reading formats preferred by the respondents.

Boys

The analysis revealed that among the 118 boys, a majority of 49(41.5%) boys preferred to read PDF documents and 32(27.1%) boys preferred to read HTML documents. While 22(18.6%) boys preferred to read Word documents, the least number of 15 (12.7%) boys preferred to read TXT documents.

Girls

Among 82 girls, a majority of 36(43.9%) girls preferred to read PDF documents followed by 27(32.9%) girls who preferred to read HTML documents and 11(13.4%) girls who preferred to read TXT documents. The least number of 8(9.8%) girls preferred to word documents.

9.7 BENEFITS AND HINDERING FACTORS OF READING

Table 35

Benefits/impact of reading Vs Gender of the respondents

Benefits/ Impact of Reading		Gender			
		Boy		Girl	
		Count	%	Count	%
Reading helps me to relax	strongly agree	92	66.2%	47	33.8%
	agree	22	46.8%	25	53.2%
	disagree	4	28.6%	10	71.4%
	Total	118	59.0%	82	41.0%
It stimulates my thoughts	strongly agree	74	70.5%	31	29.5%
	agree	40	49.4%	41	50.6%
	disagree	4	28.6%	10	71.4%
	Total	118	59.0%	82	41.0%
It enriches my knowledge	strongly agree	68	76.4%	21	23.6%
	agree	25	41.7%	35	58.3%
	disagree	25	49.0%	26	51.0%
	Total	118	59.0%	82	41.0%
I learn a lot of new things	strongly	63	69.2%	28	30.8%
	agree	45	57.0%	34	43.0%
	disagree	10	33.3%	20	66.7%
	Total	118	59.0%	82	41.0%
My vocabulary gets improved	strongly agree	59	68.6%	27	31.4%
	agree	44	48.4%	47	51.6%
	disagree	15	65.2%	8	34.8%
	Total	118	59.0%	82	41.0%
My spoken English is improved	strongly agree	49	54.4%	41	45.6%
	agree	49	67.1%	24	32.9%
	disagree	20	54.1%	17	45.9%
	Total	118	59.0%	82	41.0%
I am able to score better in academic	strongly agree	62	64.6%	34	35.4%
	agree	37	52.9%	33	47.1%
	disagree	18	54.5%	16	45.5%
	Total	118	59.0%	82	41.0%
I gain more confidence	strongly agree	42	55.3%	34	44.7%
	agree	65	66.3%	33	33.7%
	disagree	11	42.3%	15	57.7%
	Total	118	59.0%	82	41.0%
I understand things better	strongly agree	53	53.0%	47	47.0%
	agree	41	74.5%	14	25.5%
	disagree	24	54.5%	20	45.5%
	Total	118	59.3%	81	40.7%
It helps me to become a good public speaker	Strongly agree	42	49.4%	43	50.6%
	Agree	54	67.5%	26	32.5%

	Disagree	22	62.9%	13	37.1%
	Total	118	59.0%	82	41.0%
It helps to face any entrance examination easily	Strongly agree	45	55.6%	36	44.4%
	Agree	62	65.3%	33	34.7%
	Disagree	11	45.8%	13	54.2%
	Total	118	59.0%	82	41.0%
It helps to get recognition among friends and relatives	Strongly agree	37	56.1%	29	43.9%
	Agree	62	63.9%	35	36.1%
	Disagree	19	51.4%	18	48.6%
	Total	118	59.0%	82	41.0%
IT helps me to impress and satisfy my parents	Strongly agree	48	60.8%	31	39.2%
	Agree	40	61.5%	25	38.5%
	Disagree	30	53.6%	26	46.4%
	Total	118	59.0%	82	41.0%

(Source: Primary data)

Table 35 shows the benefits or impact of reading on the students in terms of their gender.

92 boys and 47 girls strongly agree, 22 boys and 25 girls agree that reading helps them to relax. 74 boys and 31 girls strongly agree, 40 boys and 41 girls agree that reading stimulates their thoughts. 68 boys and 21 girls strongly agree, 25 boys and 35 girls agree that reading enriches their knowledge. 63 boys and 28 girls strongly agree, 45 boys and 34 girls agree that reading helps them to learn a lot of things.

59 boys and 27 girls strongly agree, 44 boys and 47 girls agree that reading helps them to improve their vocabulary. 49 boys and 41 girls strongly agree , 49 boys and 24 girls agree that reading helps them improve their spoken English. 62 boys and 34 girls strongly agree , 37 boys and 33 girls agree that reading enables them score better in academics. 42 boys and 34 girls strongly agree , 65 boys and 33 girls agree that reading gives them more confidence.

53 boys and 47 girls strongly agree , 41 boys and 14 girls agree that reading helps them understand things better. 42 boys and 43 girls strongly agree , 54 boys and 26 girls agree that reading helps them become good public speakers. 45 boys and 36 girls strongly agree , 62 boys and 33 girls agree that reading helps them face all the competitive exams. 37 boys and 29 girls strongly agree , 62 boys and 35 girls agree that reading helps them get recognition among friends and relatives. 48 boys and 31 girls strongly agree , 40 boys and 25 girls agree that reading helps them impress and satisfy their parents.

Table 36

Independent sample t test : Gender of the Respondents Vs Benefits/ Impact of Reading

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Benefits	Boy	118	21.6017	3.75566	.34574
	Girl	81	23.1358	3.98043	.44227

Independent Samples Test									
Levene's Test for Equality of Variances			t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	MD	SED	95% CI of the Difference	
								Lower	Upper
Benefits EVA	.000	.994	-2.763	197	.006	-1.53411	.55531	-2.6292	-.4389
EVNA			-2.733	165.414	.007	-1.53411	.56137	-2.6424	-.4257

(Note. Source: Computed Data; EVA= Equal Variances Assumed; EVNA= Equal Variances Not assumed.)

Table 36 reveals the results of Levene's test of Equality of variances and t- test for equality of means which was conducted to test whether there is a significant difference between gender of the students and benefit/ impact of reading.

Levene's Test for Equality of Variances

The P value is more than the significant level of 0.05 for all the benefits of reading taken together. The null hypothesis is accepted. Thus it is assumed that population variances are relativity equal. Thus, the researcher should look at the 'EVA' (Equal Variance Assumed) row for the t- test result.

Interpretation of t- test

The p value is less than the significant level of 0.05. So, the null hypothesis is rejected and the alternative hypothesis is accepted. There is a significant difference between gender of the respondents and the 12 benefits /impacts of reading taken together.

Table 37

Factors hindering the Reading habits Vs Gender of the respondents

Statement	Gender					
	Boys			Girls		
	SA	A	DA	SA	A	DA

Not having many books to read in home	68 (34.0)	43 (21.5)	7 (3.5)	46 (23.0)	30 (15.0)	6 (3.0)
Library is not having books of my choice	66 (33.0)	41 (20.5)	11 (5.5)	28 (14.0)	35 (17.5)	19 (9.5)
Lack of time	55 (27.5)	39 (19.5)	24 (12.0)	22 (11.0)	39 (19.5)	21 (10.5)
Attending coaching classes	56 (28.0)	42 (21.0)	20 (10.0)	27 (13.5)	39 (19.5)	16 (8.0)
Attending tuition classes	49 (24.5)	53 (26.5)	16 (8.0)	28 (14.0)	37 (18.5)	17 (8.5)
Extracurricular work in school	47 (23.5)	53 (26.5)	18 (9.0)	47 (23.5)	22 (11.0)	13 (6.5)
Assisting parents in home	47 (23.5)	63 (31.5)	8 (4.0)	37 (18.5)	36 (18.0)	9 (4.5)s
Parents are not willing to buy the books	41 (20.5)	52 (26.0)	25 (12.5)	34 (17.0)	24 (12.0)	24 (12.0)
Parents are not motivating	33 (16.5)	60 (30.0)	25 (12.5)	34 (17.0)	34 (17.0)	14 (7.0)
No Library hours in the school	47 (23.5)	46 (23.0)	25 (12.5)	30 (15.0)	43 (21.5)	9 (4.5)
No public library near my residence	27 (13.6)	65 (32.7)	26 (13.1)	25 (12.6)	44 (22.1)	12 (6.0)
We don't get newspaper at home	29 (14.5)	56 (28.0)	33 (16.5)	24 (12.0)	39 (19.5)	19 (9.5)
Teachers don't encourage extra reading	45 (22.7)	40 (20.2)	31 (15.7)	32 (16.2)	32 (16.2)	18 (9.1)
Friends tease me while reading	38 (19.0)	57 (28.5)	23 (11.5)	28 (14.0)	31 (15.5)	23 (11.5)
Use social networks like facebook & Whatsapp	38 (19.0)	49 (24.5)	31 (15.5)	26 (13.0)	33 (16.5)	23 (11.5)
Watching TV	42 (21.0)	48 (24.0)	28 (14.0)	26 (13.0)	32 (16.0)	24 (12.0)
Prefer to play video games	42 (21.0)	46 (23.0)	30 (15.0)	36 (18.0)	35 (17.5)	11 (5.5)
Prefer to spend time with friends	37 (18.7)	37 (18.7)	44 (22.2)	34 (17.2)	31 (15.7)	15 (7.6)s

(Source: Primary data)

Table 37 shows the Factors hindering the Reading habits of the respondents in terms of gender of the Respondents.

Boys

A sizeable number of boys students strongly agree that the factors like not having many books to read in home (68), library is not having books of my choice (66), lack of time (55), attending coaching classes (56), attention tuition classes (49), extracurricular work in

school, assisting parents in home and no library hours in the school (47). A large number of boys agree that the hindering factors of their reading include no public library near my residence (65), assisting parents in home (63), parents are not motivating (60), friends tease me while reading (57), we don't get newspapers at home (56), attending tuition classes (53), extracurricular work in school (53) and parents are not willing to buy books (52). They disagree that the factors like prefer to spend time with friends (44), we don't get newspapers at home (33), use social networks (31), teachers don't encourage extra reading (31), prefer to play video games (30) and watching TV (28).

Girls

The problems faced by girls in nurturing their reading habits, as they strongly agree, include extracurricular work in the school (47), not having too many books to read in home (46), assisting parents in home (37), prefer to play video games (36), parents are not willing to buy books (34), parents are not motivating (34) and prefer to spend time with friends (34). A good number of girls agree that the factors like no public library near my residence (44), no library hours (43), lack of time (39), we don't get newspapers in home (39), attending tuition classes (37), assisting parents in home (36) and prefer to play video games (35) hinder their reading. But they don't agree that such factors as parents are not willing to buy the books (24), watching TV (24), friends tease me while reading (23) and use of social networks (23) disturb their reading routines.

Table 38

Independent samples t test : Hindering factors Vs Gender of the Respondents

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Hindrances	Boy	116	32.7759	4.58369	.42558
	Girl	79	32.8608	4.09419	.46063

Independent Samples Test									
Levene's Test for Equality of Variances				t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	MD	SED	95% CI of the Difference
									Lower	Upper
Hindrances	EVA	.678	.411	-.132	193	.895	-.08490	.64074	-1.3486	1.1788
	EVNA			-.135	179.357	.892	-.08490	.62714	-1.3224	1.1526

(Note. Source: Computed Data; EVA= Equal Variances Assumed; EVNA= Equal Variances Not assumed.)

Table 38 reveals the results of Levene's test of Equality of variances and t- test for equality of means which was conducted to test whether there is a significant difference between gender of the respondents and the factors that hinder their reading habits.

Levene's Test of Homogeneity of Variances

The P value is more than the significant level of 0.05. The null hypothesis is accepted. Thus it is assumed that population variances are relativity equal. Thus, the researcher should look at the 'EVA' (Equal Variance Assumed) row for the t- test result.

Interpretation of t- test

The P value for all the hindering factors taken together is more than the significant level of 0.05. So, the null hypothesis accepted. There is no significant difference between the gender of the respondents and the factors that hinder their reading habits.

10 SUGGESTIONS

a.General Reading Habits

More students prefer to read non-fiction. So, the school libraries should build a good collection of non-fiction materials in the library. Of the fiction category, science, crime, humour and fantasy stories are popular among the students. So, the library should procure more varieties of such kinds of books for the students. Of the non-fiction category, most of the students want essays, biographies, autobiographies and motivational books. So, the library may concentrate on these species of books on their purchase routines.

Most of the students read 1-2 hours per week. As it is bit low, the students should be motivated to visit the library quite often. During the free periods or leisure hours, the students may be sent to the library. More library hours, if possible, may be incorporated in the school time table. Tamil and English are the most preferred language for reading among the students. So, books in these two languages should be made available more in number in the libraries.

Most of the students read to pass time and relax. The librarian should procure such kind of books that will enable the students to relax. The books that help the students to choose

different careers for their life and the books that will improve the general knowledge of the students may be preferred, as they are needed most by the students.

A good number of students decide to read a book after browsing its cover page, author and table of contents. The students should be trained to take into account other factors like publishers, reputation of the authors, foreword and abstract for taking decision on the books to be read.

Many students have own collection of books. These books may be displayed or circulated among the classmates or displayed in the library for the use of others. A marginal set of students get books from online libraries. The students may be oriented to the availability of various open source websites that will give them hundreds of free books to download. Sites like project Gutenberg, booksee.org, pdfdrive.com, archives.org may be introduced among the students.

Parents, grandparents and siblings may be invited for some informal gatherings while some reading activities are conducted in the school. They may be requested to motivate their wards / children to read by taking part in the combined reading sessions and storytelling sessions in homes.

Sizeable number of students prefers to read in the early morning and in the evening hours. So, the library may be kept open 30-45 minutes before the school hours and after the school hours to facilitated the students to get opportunities to read during their preferred time.

Home is the most convenient place for reading among the students. So, the parents may be directed to maintain a congenial reading atmosphere in their homes. Small libraries may be established in the homes. Books may be donated to the children by the parents on their birthdays.

 Public libraries are preferred by a mediocre number of students. The school library may take some initiatives to collaborate with the nearby public libraries. The students may be enrolled as the members of nearby public libraries. If the public librarian is interested, he/she can bring books to the school once or twice a week for the school student members to borrow or return the books.

b.Newspaper reading habits

The students prefer to read Tamil and English newspapers. So, the library should purchase newspapers both in Tamil and English in the schools. Multiple copies of newspapers may be purchased and made available in the library or class libraries. The schemes like NIE (Newspaper in Education) may be introduced in the schools. The student edition papers like 'Pattom' may also be subscribed in bulk for the benefit of the students.

As most of the students prefer to read newspapers both in the morning and evening hours, the library newspapers may be displayed in the prominent visiting areas like rest halls, lunch halls, hall corners etc., in newspaper stands.

Most of the students don't read sports news, puzzles, crosswords, political news and international news. The students should be motivated to read all the sections of the newspapers. The librarian may conduct some competitions joining hands with the subject teachers to increase the curiosity of the students in these sections.

Dinamalar, Dinathanthi and The New Indian express are the most favoured newspapers. The students should be motivated to other newspapers too. The importance of analyzing a particular news items from the point of view of a couple of different newspapers will give them different insights. They should be taught to analyze the news items by going through many newspapers.

Most of the students prefer to read newspapers at home. So, the parents may be directed to subscribe to at least one newspaper in home. If not, the students may be oriented to online newspapers for reading at home. The websites like onlinenewspapers.com may be introduced to them. Mobil apps for Tamil and English News may be introduced among the students.

c.Magazine Reading Habits

Majority of the students love to read magazines in Tamil and English. When magazines are purchased or subscribed, the librarian should see that more Tamil magazines are ordered in addition to sufficient magazines in English.

The librarian may take a survey of magazines the students love to read. The magazines preferred by the students may be subscribed for. Even the online magazines may be subscribed for the use of maximum number of students.

The students love to read subject magazines, comic and GK magazines. So, the library may purchase more subject magazines like maths today, chemistry today, physics today, biology

today, English for you, PC Quest may be purchased to quench the thirst of the students. A good number of GK magazines like GK Today, CSR, GK Refresher, Junior Science Refresher, Competition wizard, Civil services chronicle, Exam Master etc may be purchased for the use of students. Comic magazines like Chandamama, Champak, Magic Pot, Gokulam, etc may be purchased for the students.

d.School library and Reading habits

Most of the students visit the library daily and in alternative days. This is a good practice that is to be furthered by the library staff. Other few students, who visit the library once a month, should be motivated to visit the library regularly.

Most of the students visit the library to borrow books and read newspapers. The borrowing procedures should be made simple and transparent. The borrowing process may be automated for the easy and fast circulation work. Very few come to the library to refer to question banks and use online resources. The users should be motivated to make use of question banks made available in the library. The students should be oriented to the existing online resources for their effective utilization.

A good number of students borrowed just one or two books from the library in a month. The students should be motivated to borrow more books from the library to read. The students who read more books may be awarded with some awards and rewards. Best library user awards may be inducted.

Most of the students prefer to visit the library during lunch breaks. So, the library staff should be directed to be available in the library for rendering services to the students during the lunch break time. He/she may be permitted to have lunch either earlier or later. A good number of students prefer to visit the library before school hours. The library may be kept open before the school hours too.

Few students felt that the school library atmosphere is not encouraging them to read. The librarian may conduct an intensive survey to find out the reasons for the same and the remedial measures may be initiated to make the library atmosphere more conducive and congenial for the reading of student community.

e.E-Reading Habits

Most of the students use desktop and laptop for e-reading. So, the school libraries may compile a compendium of free e-resources and the same may be given to all the students to read. A CD/DVD containing such free e-resources may be given to all the students.

Majority of the students read e-books and e-magazines. The school library may purchase e-books or collect the freely available e-books. These e-books may be stored in the computers kept in the library for the reading of the students. These copyright free books may be even uploaded in the school library blogs or shared in the facebook page of the school library.

Most of the students use search engines to access the required e-materials. The students should be taught on the special features of various search engines like google, yahoo, altavista, base etc. The advanced features available in these search engines may be introduced among the students.

Most of the students e-read to pass time. So, fictions, comics and such light reading e-materials may be made accessible among the school students. Apart from this, some students need e-materials to fulfill their academic needs. So, the library may also plan to purchase/ freely download some books / videos on different subjects in line with the curriculum standard of the school. These resources should be made accessible 24X7.

A majority of the students prefer to read e-materials in PDF and HTML file formats. So, the students should be taught on the method of saving, storing and handling PDF and HTML files. PDF printers and their installation methods may be instilled in the minds of students.

11 CONCLUSION

The hindering factors of reading should be analyzed and the librarian, the library staff and the school authorities should take suitable measures to alleviate the hindering factors. The home libraries are to be established. The library should get the suggestions of the students before deciding to purchase the books. Separate reading slots and reading hours should be allotted for all the students. Separate counseling sessions may be organized for the parents requesting them to create an encouraging atmosphere in the home for reading. Teachers should be directed to encourage extra reading among the students. The students should be motivated to make use of social media tools like WhatsApp, facebook etc to read and share good materials available in the internet ocean. Let the students, teachers and the parents work hand in hand to improve the reading habits of our techno-savvy young generation.

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