A Survey and Evaluation on the Inclination of the School and College Students towards Reading

M. Rishidev
Thiagarajar College of Engineering, India
https://orcid.org/0009-0009-0916-2990

T. Ram Prakash
Thiagarajar College of Engineering, India
https://orcid.org/0009-0006-7423-4354

V. Siva Priya
Thiagarajar College of Engineering, India
https://orcid.org/0009-0004-7310-3833

S. Swetha
Thiagarajar College of Engineering, India
https://orcid.org/0009-0008-7413-1114

Abstract
Reading habit is one if emulated judiciously is bound to reap rich benefits in the future. From being the most effective way in utilizing leisure time to the development of better cognitive ability, reading has an inevitable role. In this study an attempt has been made to enumerate the prevalence of reading habits among the school (6-12) and the college students. Survey is conducted in a hybrid mode, employing direct data collection pertinent to the school students and online survey for college students. Random sampling technique is employed and the data collected is analysed and interpreted in various ways. The comparison of the results of the school and the college students along with the overall trend has been deciphered. The results paint a grim picture of the plummeting reading tendency among the students and the utmost priority with which it should be addressed. An attempt has also been made to address the suitable alternatives in the near future to foster and inculcate reading among the young minds of the nation.
Keywords: Reading Habit, Digital Dementia, Social Media, Lockdown, Online Class, Books, Gadgets

Introduction

Reading habit is a function which is done regularly over a period of time to inculcate something into the human minds with understanding the essence of the material that is being read. Reading develops language skills and it is believed that it is a potent way to hone the vocabulary command of the individuals. It plays an inevitable role in the cognitive development of the mind and augments the decision-making capability of the humans. In a Capitalist world where the materialistic life over shadows the empathy, reading has a potent in empathizing the individuals. It is one of an effective way to mitigate the hectic burden of the life. Robin Sharma, who is a renowned writer emphasizes that, reading plays an indispensable role in strengthening the brain muscle. He points out that, like other muscles in our body, the brain is also a muscle and it expands only when we train it in an opt way. Reading is one such exercise to train the brain muscles. It is ascertained that the reading of fiction contents will embolden

the prefrontal cortex of the brain. Decades back reading was one of main hobbies of the plethora of people around the globe. As time progresses, with innumerable invention the reading habit of the individuals began to be placed in the backburner. The role of the television can't be withered away in the curtailed reading habits of the individuals. The rapid globalization and the advent of smartphones have further deteriorated the reading habit. The role of the digital distractions can't be sidelined in the decline of the reading culture among the students. Social Media, Smartphones and the countless entertainment media at the fingertip lures the focus of the students towards it. It drains not only their time but also corrodes the mental and cognitive ability. As a result, the students seldom find time to spend their time effectively in reading.

Literature Review

The COVID-19 pandemic and its detrimental impact on the reading was analysed by Alomari et al. (2023). In their study they found that 18% reported a dramatic decline in the reading. They attributed this decline pertinent to age, education, job type and income. The impact of the COVID-19 on the adolescent reading habit was enumerated through an online survey by Chalari and Vryonides (2022). The results were startling that many of the adolescents prefer to spend their time watching television, playing computer games and surfing the internet. Reading did not garner their attention. The role of the parents in the development of the reading capacity of the children was examined by Sénéchal and LeFevre (2002). It was vindicated that the involvement of the parent in the exposure of the child to the books plays a proactive role in the development of the early literacy rate of the children. Azmi et al. (2022) in a study, it was found that the majority of the students had traumatic experience on virtual learning during COVID lockdowns and close to 75% of the surveyed students had suffered from stress and fear of examination. In a study by Abid et al. (2023) of the relation between the reading habit and the academic performance of the students in the secondary level, it was found that there was a strong correlation between these two. The role of teachers and academic planners in incorporating

library timetables into the curriculum and ensuring their effective implementation was thoroughly examined. According to Rosli et al. (2018), reading is an attempt to comprehend the writer's message, however Alnahdi and Aftab (2020) argue that it is a gateway to all other knowledge, which may lead to a comprehension of the world outside the text. As a result, Al-Jarf (2021) and Dadzie (2008) argued that reading is a multifaceted cognitive activity of interpreting words written in textual form that enables readers to expand their knowledge for personal growth and academic achievement. Furthermore, Ogeyik and Akyay (2009), Erguvan (2016), and Mirza et al. (2021) said that reading is just a form of communication between the writer and the reader. Thus, Bhan and Gupta (2010) and Baron (2017) considered that reading is the process of decoding and comprehending messages from a variety of written materials such as books, periodicals, journals, newspapers, dictionaries, encyclopaedias, pamphlets, and diaries. According to Hassan et al. (2021), reading habits have an impact on reading materials, activities, time duration, reading location, and reader motivation. In this study, reading habits are regarded the students' reading preferences, interest in reading, attitude towards reading, and reading problems during secondary school study. Thus, Nguyen (2022) discovered that reading habits have an important influence in the development of pupils' writing skills. Furthermore, Hassan et al. (2021) discovered a substantial relationship between secondary school students' reading habits and reading achievement, concluding that reading habits contribute considerably to academic accomplishment. Tonka and Bakir (2020), on the other hand, discovered a negative association between reading anxiety and reading habits using a correlational study method. They concluded that reading anxiety influences students' performance and reading habits.

Apart from the articles in the journals, articles in various newspapers also vindicates that post pandemic many students failed to qualify the basic reading skills (Poorvaja, 2023). In an yet another article, it was justified that many prefer to consume news online rather than allocating time in reading it (The Hindu Data Team, 2023). In another survey,

a daunting outcome was revealed that the reading ability of the Indian students plummeted more than their mathematics skills (Radhakrishnan & Varghese, 2023). All these articles ascertain that reading habit of the students was the hard hit due to the prolonged closure of schools and colleges during the devastating pandemic.

The extensive literature survey reveals that there is an interdependence between the reading skills and the academic performance of the students. The reading habit among the students is in the downfall and it was further exacerbated by the COVID pandemic. Digit gadgets as the source of reading material is on the rise. Based on the acumen of the authors there is a scope to study the impact of the gadgets and the digitized reading sources on the reading habit of the students and to enumerate other possible outcomes pertaining to it. In this study, a survey has been carried both through the conventional in-person method and with the online surveying method to elucidate and evaluate the response from the school and the college students.

Methodology and Data Collection

The study focused on school and college students, encompassing those in classes sixth through twelfth for school students and college students. This selection was made due to their substantial exposure to the COVID era and heightened likelihood of utilizing digital gadgets. The survey employed a probability sampling method, specifically Simple Random Sampling, to ensure an unbiased representation. This method entails the random selection of units from the entire population, affording each unit an equal chance of inclusion. To safeguard participant privacy, the names of both participants and institutions were anonymized. Pertinent to data collection from school students, questions were asked to the school students in-person after they come out from the schools in the evening. The schools were chosen each in Chennai, Dindigul and Tuticorin. The method of choosing was based on the domicile and convenience of the authors who are engaged in the survey. The response obtained from the students are then entered in the Google Forms which facilitates better data collection and minimizes the possibility of the errors. With respect to college students the data is collected

through an online survey. Participants were queried on various aspects related to their preferred methods of reading and learning from books. Questions encompassed their frequency of distractions and the perceived quality of their reading experiences on mobile devices or laptops. The Table contains the data collected from the students. A total of 395 students participated in the survey which contains 163 school students and 232 college students. From the wider population, equal samples from school and college are taken up for better analysis and comparison. The survey results were subsequently tabulated and presented graphically for clarity and interpretation.

Table 1 Data Collection

Q. no	Questions Asked		Sample Responses	
			School	College
1	How do you prefer to spend your leisure time?	Playing	33	54
		Watching Television	26	18
		Reading	13	21
		Gadgets/ Social Media	80	115
		Other	11	24
2	How often do you visit Libraries?	Rarely	115	144
		Occasionally	30	32
		Often	18	56
3	Preferred method to read your curriculum books	Conventional Text Books	151	25
		Gadgets/ Online source/ PDF etc	12	207
4	Will you read books other than the regular curriculum books?	Yes	17	40
		No	123	155
		Sometimes	23	37
5	Do you have a smartphone specifically entitled to you?	Yes	22	232
		No	141	0

6	What impedes you from reading?	Lack of time	55	30
		Lack of Interest	68	159
		Other	40	43
7	While reading in gadgets how often will you be distracted?	Rarely	33	36
		Occasionally	31	44
		Most Often	99	152

In addition to this, three more questions have been asked, to enumerate other statistical analysis. The results of them are discussed in the upcoming sections. In order to have a fair and just comparison, out of the chosen population equal number of samples were drawn randomly from both school and college students. Steps have been taken to calculate the sample mean and sample Standard Deviation respectively.

Data Interpretation

To gain insight into the preferences, habits, and difficulties experienced by school and college students in the digital age, the study made heavy use of data interpretation as a critical tool. The Responses of 395 participants, 163 from Schools and 232 from College Students were recorded. For the purpose of easy normalization and unbiased comparison, a deliberate effort was made to consider a balanced sample of 120 students from both schools and colleges. This strategy ensures that the subsequent data interpretation endeavours reflect a representative snapshot of the larger student population.

Various Activities in which Students Spend their Leisure Time

The leisure time preferences data obtained from 120 students, comprising both school and college attendees, yields valuable insights into the diverse ways in which students opt to spend their free time (see Fig. 1). Varying patterns of leisure activities are observed among the two groups. Playing emerges as a popular leisure activity among students from both schools and colleges. However, a higher preference for playing is noted among the college group, indicating that leisure time is spent in playing 4% more by college students compared to their school

counterparts. Watching television is identified as a common leisure choice for both groups, with a slightly higher preference observed among school students. College students are observed to allocate less time to television compared to school students. Reading is identified as a least preferred activity for most of the students from both school and college, with a slightly higher inclination observed among the college group. Overall, only 8.3% of the students tend to spend their time in reading.
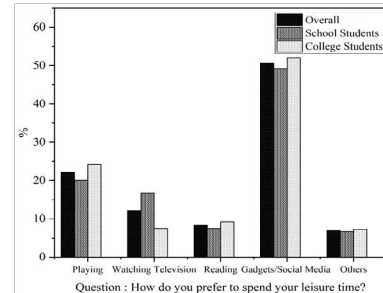

Figure 1 Leisure Time Activities of the Students

The use of gadgets and engagement with social media surfaces as predominant leisure activities for students from both schools and colleges, with a notably higher preference among the college group. In a nutshell, the data reveals a spectrum of leisure preferences among students, with commonalities and variations discernible between the school and college groups. The higher usage of gadgets and social media among college students implies a shift in leisure preferences influenced by the digital age. With reading occupying the least share among both school and college students symbolizes a worrying trend which requires an utmost priority.

Students and their Connect with the Libraries

Library and the reading are knitted together and hard Overall, 49.17% of the students are glued with social media in their leisure time. College students are found to spend 5% more time on social media than school students. To be parted. It could even be called the temple of reading. In our survey, a question has been asked to elucidate the connection between school and college students. It has been found that, close to 7 out of 10 students only visit it rarely which paints a bleak picture. The frequent usage of libraries among the college students is slightly higher than the school students by 3.34%. Only 10.83% of school

students visit the library frequently, this may be due to the hectic academic schedule of the school students and the overemphasize of marks rather than garnering knowledge. This may not entirely mean that the college students spend their time judiciously in reading. Only a meagre 12.50% of students replied that they visit the library often.
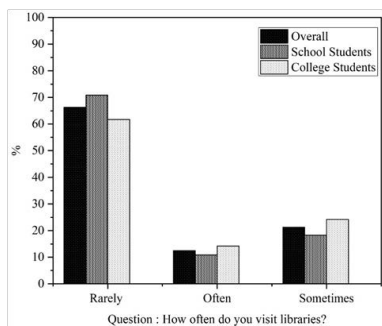

Figure 2 Library usage Among Students

Mode in which Students Prefer to Read their Textbooks

Post-Covid, there was rampant domination of the digital device among the students. The impact of the online classes has contributed to the paradigm shift. The result among the school and the college students is extremely skewed. From the survey, it was deciphered that 9 out of 10 school students prefer to study using their textbooks in conventional hardcopy. But the trend is entirely upside down pertaining to college students. Converse with the school students, 9 out of the 10 college students intended to use digital gadgets to read their material. In the macro level comprising both school and college students, 51.67% tend to read their books in the conventional hardcopy method, school students contribute much of the pool.
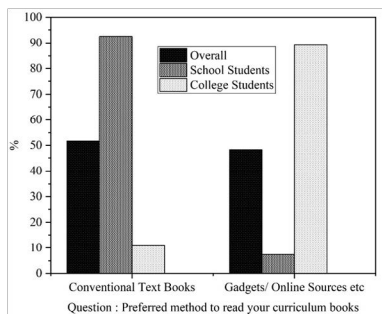

Figure 3 Ways in which Students Prefer to Read their Curriculum Books

Impact of Books Other than the School Books on the Students

A question was raised to know about the interest of the students towards books other than the textbooks. In the aggregate level 71.25 % of the students strongly ascertained that they would not engage themselves in the books other than the text books. Compared with college students, 2.5 % of school students seldom tend to read books other than the curriculum
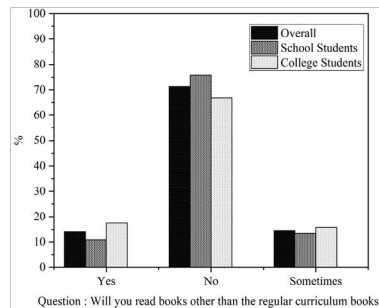

Figure 4 Students and their Exposure to Books Apart from the Curriculum Books

The trend among the school students is heart wrenching. Their exposure is limited and narrow. They can't bear the entire burden. Collective action from parents, civil society organisations and educational institutions is required to tackle this.
Student and smartphone possession

In a question enquiring about the possession of smartphone with the students, it was found that all the college students in our sample had a smartphone of their own. There is no surprise to the results. The outcomes are highly skewed with only 13.33 % of the school students had a smart phone which is specifically entitled to them. On cross-examining them, the authors came to know that, many of them rely on the smartphones of their parents to fulfil their needs. Further they also recorded their ordeals they faced during the lockdown with online classes. Lack of proper access to phone in most of the time, issues with data connectivity and some other also signifies a prevailing digital divide in the society. The pool containing school and college students, had 56.7% of the students who had a smartphone on their own. The mammoth increase in the percentage is attributed to the cent percent of college students with the smart phone.
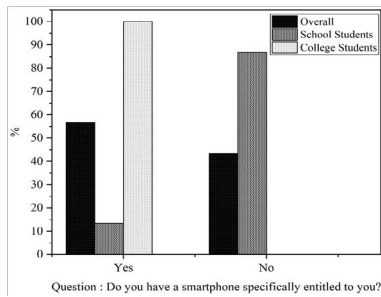
Figure 5 Smartphone Possession of the Students

Factors Contributing to the Dwindling Reading of the Students

Inquiries were directed towards the students concerning the factors hindering their reading habits. Approximately 35% of school students conveyed that they perceive a lack of time within their school schedules as a constraint to engaging in book reading. Conversely, a more moderate proportion, approximately 12% of college students, expressed a similar concern about time constraints. The majority of college students, constituting around 70%, voiced that their diminished interest in reading books is the primary obstacle. This observation underscores the impact of prolonged use of mobiles and other gadgets on the declining reading habits among students. Notably, only 20% of the students provided reasons beyond the identified factors. The observed trend suggests that the interest in reading has diminished among the students.
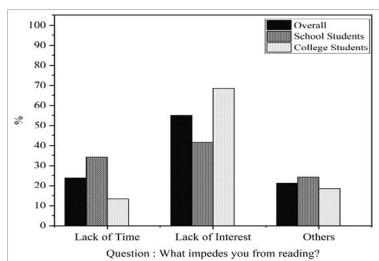

Figure 6 Factors Deterring Students from Reading

The Impact of Distraction Faced by the Students while using Gadgets

The survey's findings regarding distractions encountered by students while engaging in reading or studying on mobile devices or other gadgets underscore a trend that aligns with the challenges associated with maintaining focus. Only a modest

17% of the student respondents reported rare disruptions, managing to sustain concentration amid the numerous distractions posed by mobiles. Another 20% acknowledged occasional disturbances caused by notifications on their mobile devices. The majority of the surveyed population, totalling approximately 63%, conveyed a high likelihood of succumbing to distractions during their study sessions on mobiles or gadgets. Despite their intentions to concentrate on academic tasks, students admitted to being easily swayed by distractions emanating from social media or other notifications. Moreover, the survey also revealed that the act of turning off the notifications did not deter students from subsequently turning on their mobile devices to check for updates. It affects their readability and deter their cognitive skill growth.
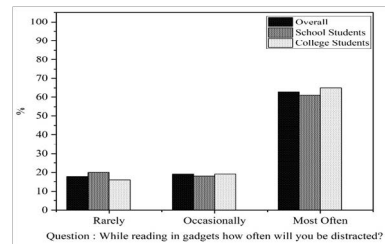
Figure 7 Distractions Experienced by Students while Reading in Gadgets

This observation underscores the persistent challenges students face in maintaining a focused and undisturbed study environment while utilizing mobile devices. These data strongly suggest that students face challenges in maintaining focus during their studies conducted on mobiles.

Exploring Perspectives on Readability and User-Friendliness

The readability and user-friendliness of digital content, including online sources and PDFs, were rated by participants in comparison to traditional textbooks on a scale of 1 to 10, with 1 indicating that digital content is not readable/user-friendly at all and 10 indicating that digital content is extremely readable/user-friendly.
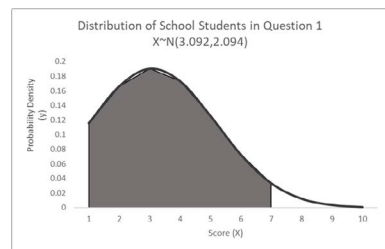
Table 2 Response Count of User-Friendliness of Digital Content Over Books Question

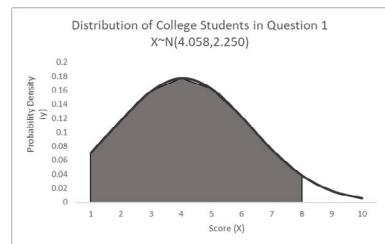| Readability and User-Friendliness of Digital content over Traditional books on a scale of 1 to 10 *1-Digital content is not readable/user-friendly at all 10-Digital content is extremely readable/user friendly*		
	Responses	
Scores	**School**	**College**
1	41	19
2	17	18
3	16	15
4	16	20
5	15	10
6	5	18
7	4	11
8	5	1
9	1	0
10	0	8

The Mean and Standard Deviation were calculated for the dataset, enabling the determination of Probability Density values for each score using the Normal Distribution formula. These values were then utilized to construct a Normal Distribution Curve, which illustrates a central tendency around the mean score. This curve provides valuable insights into the spread and concentration of the distribution, facilitating a deeper comprehension of the variability present within the dataset.

The population standard deviation was calculated to be 2.094 for school students and 2.250 for college students. The standard deviation graphs indicate that 77.1416294% of responses fell within the range of 1 to 5 for school students, and 68.5405199% fell within the same range for college students.

The graphs clearly show that the majority of the responses fall within scores 1 to 5, as they cluster closer to the peak of the curve.

Figure 8 User-Friendliness of Digital Content Over Traditional Books in School Students

Figure 9 User-Friendliness of Digital Content Over Traditional Books in College Students

Motivation to Overcome Distractions while Reading on Gadgets

The Students were also asked to rate their motivation in overcoming the distractions caused while reading on gadgets like laptops or mobiles on a scale of 1 to 10, with 1 indicating very low motivation and 10 indicating very high motivation.

Table 3 Response Count of Motivation to Overcome Distractions Question

Motivation to overcome distractions while reading on gadgets on a scale 1 to 10 *1-Very Low Motivation; 10-Very High Motivation*		
	Responses	
Scores	**School**	**College**
1	19	6
2	26	20
3	21	22
4	17	16
5	15	14
6	12	16
7	9	22
8	0	4

The Standard Deviation and Mean were computed from the dataset, enabling the calculation of Probability Distribution values utilizing these

statistical parameters. These values were then employed to derive Probability Distribution values, which, in turn, facilitated the construction of a Normal Distribution Curve.
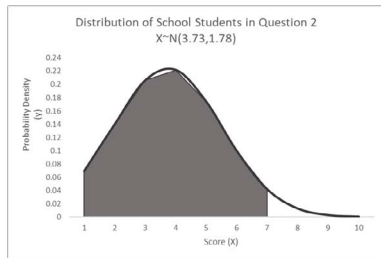
Figure 10 Motivation to Overcome Distraction by Gadgets in School Students
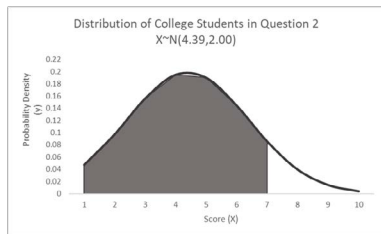
Figure 11 Motivation to Overcome Distraction by Gadgets in College Students

The mean ratings for both school and college students, at 3.731 and 4.394 respectively, provide insight into prevailing motivation levels. A substantial majority, comprising approximately 81.67% of school students and 65% of college students, reported ratings below 5, highlighting a significant lack of motivation in overcoming digital distractions.
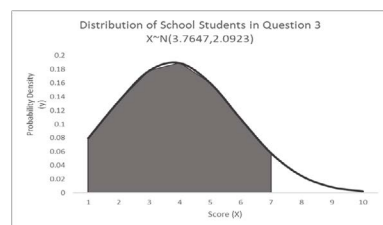
With standard deviation values of 1.780 and 2.005 for school and college students respectively, the data reveals a consistent pattern where most responses cluster closely around the mean. This uniformity in motivation levels among the surveyed students suggests a widespread challenge in maintaining focus and productivity amidst the distractions posed by modern technology. The findings underscore the need for interventions and support systems to bolster student motivation and enhance their ability to navigate digital learning environments effectively. Addressing this issue is crucial for fostering academic success and ensuring optimal learning outcomes in both school and college settings.

Understanding Level in Digital Reading Platform Compared to Traditional Print Materials

The students were asked to rate their understanding levels of concepts when comparing both digital reading and traditional materials on a scale of 1 to 10, with 1 indicating a struggle to understand and navigate digital platforms, and 10 indicating feeling very comfortable and proficient in understanding and navigating digital platforms.

Table 4 Response Count of Understanding in Digital Reading to Traditional Materials Question

Understanding Level in digital reading platforms compared to traditional print materials on a scale 1 to 10 *1-Struggle to understand and navigate digital platforms* *10-very comfortable and proficient in understanding and navigating digital platforms*		
	Responses	
Scores	**School**	**College**
1	23	36
2	17	25
3	16	14
4	18	13
5	17	8
6	15	14
7	11	9
8	0	1
9	2	0
10	0	0

Figure 12 Understanding Level in Digital Reading Platform Compared to Books in School Students
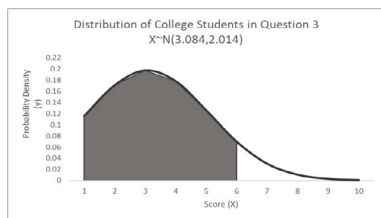
Figure 13 Understanding Level in Digital Reading Platform Compared to Books in College Students

The mean ratings for school students, calculated at 3.7647, and for college students, at 3.084, reveal a common struggle among both groups in grasping concepts presented through digital platforms. With standard deviation values of 2.0923 for school students and 2.014 for college students, the data suggests that most responses cluster closely around the mean, indicating a consistent trend. Specifically, about 75.833% of school students' responses fall below or equal to a rating of 5, highlighting a prevalent challenge in fully comprehending digital content. Similarly, roughly 80% of college students' responses register below or equal to a rating of 5, reinforcing the notion of a significant proportion facing difficulties with digital learning materials.

The responses collected from students highlight the considerable impact of digital learning platforms on their learning abilities. It is observed that students frequently face distractions and experience interruptions in their study flow due to notifications on mobile devices or laptops. Consequently, their motivation to overcome these distractions is notably diminished. Moreover, a significant majority of students have rated the user-friendliness of digital learning platforms as very low. Therefore, this issue requires careful attention and must be addressed promptly.

Initiatives for Advancing Reading Practices

The data analysis in our study paints a gloomy picture about the dwindling of reading habits among both school as well as college students. The gravity of the situation vindicates that there is a swift need in addressing these issues with utmost priority. In this study an effort has been made to analyse the existing steps to address this anomaly and other possible ways to tackle this. Some of them are as follows,

Responsible Parenting

The role of the parents in the development of the child cannot be withered away. The parents play an indispensable role in shaping the values, moral and the ethical behaviour of the children. Most of the child's action resonates with that of the parents. There was a time when parents used to tell moral stories to their children when they fed them. These stories, though they may appear modest, set the platform in honing the children. These are the values that they inherit from their parents. But in this digital era, mobile phones and children seem to be inseparable. The child cannot be blamed for this, it is the parents who thought that the mobile phone is a panacea to curb the tears of the child. They use it as a tool to mitigate their burden. Such children who are glued with gadgets seldom socialize themselves with the society.

The point of putting all those is that, to inculcate a reading habit among the children it is the ultimate onus upon the parents. If the role model of a child itself is bonded with gadgets then there is no substitute to it. A tweak in the attitude of the parents is the need of the hour. It is prudent to go to the past of reciting bed time stories. Children must be introduced with the book which they are comfortable with. A fairy tale and moral stories are the best to be introduced in childhood. It not only kindles the reading habit of the child but also plays a prominent role in shaping the attitude of the child. If the pleasure of reading is introduced in the young age, then it may develop as a habit over the period of time and we could have averted a situation of dwindling in the reading habit of the school and the college students. Change in home precedes the change in the society and such change in the former is the utmost need of the hour.

Role of the Educational Institutions

Educational institutions are the place where the students spend most of their time. The education institutions also have an equal role in shaping the life of the students. But in the majority of the institution the focus is on the academic records and reputation of the institution. Other activities scarcely receive their focus. In many schools the libraries are dilapidated and they seldom garner the attention of the management to be revamped. Many of the books

are wrapped with dust which exceeds the thickness of the cover of the book. Such is the condition of libraries in many of the schools. In the institution aided by the Government it is much more fractured. But there are some exceptions to it.

The libraries in the schools and the colleges should have collections which suit the aspiration of the students. Empathising with the needs of the students is important. Stipulated time earmarked for the libraries must be used only for them. In many schools the library period is the victim to the borrowings of the teacher to complete their portions. In colleges, students seldom go to the libraries. Libraries see a peak rush during the commencement of the semester. It is to take the sparse curriculum books. Digital transformation has wreaked havoc on that trend to. PDFs and PPTs are the major source now to the college students and the data analysed in our survey also vindicates it. A holistic reform is needed in this regard. It is time to bring back the glory of the libraries.

Strengthening the Local Governments

The 73rd and 74th constitutional amendment act gave constitutional status to the local governments in rural and urban areas. Powers have been bestowed upon them to embolden the grass root democracy and to enable them to function as effective self-government. The role of the Panchayats and the Municipalities can't be withered away in developing the local community. A robust library in each and every panchayat as well as in the municipality makes reading affordable to all the sections of the population irrespective of their financial strength. Educating the masses at the grassroot level is the much-needed empowerment.

Role of the Government

From time to time, the government has been toiling in developing policies that meet the aspirations of the citizens. The VasippuIyakkam (Reading Movement), a scheme introduced by the Tamil Nadu government in 2023 is one such. (Vijayakumar, 2022). This envisages library period at least twice a week to the school students and students are given a opportunity to travel abroad and stand out a chance for an All India level library tour if they came out

with flying colours in the necessary things of which many are pertinent to reading. All these efforts were made to ramp up the reading tendency of the students. It would be prudent if other states emulate this exemplary scheme.

Role of the Civil Society Organisations

Civil Society Organisations like NGOs play a vital role in fostering the reading habit of the students. Their active role in organizing various Book Fairs across the length and breadth of the country is commendable. This event encourages people to expose themselves to the lost glory of the books. In book fairs the enthusiasm shown by the school students is heartening. The money spent on the books is never ever an expenditure, it is an asset creating investment. The parents are duty bound to take their children to these places of wisdom.

On the other side, the readers club is slowly gaining the spotlight. Most of the membership of the club is thrown open to the public without a membership fee. People could make use of it. A reading movement organized by few people in which the venue is fixed and the details of the venue are disseminated through social media. (Nanisetti, 2023). There was a greater turn out of the people with many children. Organising many such types of events may kindle up the flare for reading in the young minds.

These are some of the recommendations according to the meagre wisdom of the authors to enhance the reading habit among the current generation. A lot of fundamental and structural revamping is required. If we envisage a change, it must begin from us. Rather than spending more on a sedentary lifestyle a portion could be earmarked for investment in books, which will reap rich dividends in the future.

Inference & Conclusion

The findings of the study underscore the critical importance of cultivating and nurturing reading habits among students. Despite the undeniable benefits of reading, such as enhancing cognitive abilities and utilizing leisure time effectively, our research reveals a concerning trend of declining reading habits among both school and college students. Through a hybrid survey approach,we explored that

- Overall, 49.17% of the students are glued with social media in their leisure time.
- College students are found to spend 5% more time on social media than school students.
- Only 12.50 % of students replied that they visit the library often.
- 9 out of 10 school students prefer to study using their textbooks in conventional hardcopy, conversely 9 out of the 10 college students intended to use digital gadgets to read their material.
- Majority of college students, constituting around 70%, voiced their diminished interest in reading books.
- Approximately 63% of school and college students, conveyed a high likelihood of succumbing to distractions during their study sessions on mobiles or gadgets.
- 81.67% of school students and 65% of college students provided lower ratings, highlighting a significant lack of motivation in overcoming digital distractions.

The comparison between school and college students, along with the overall trend, paints a grim picture of the plummeting reading tendency among the student population. This decline demands urgent attention and intervention to reverse the trajectory. Furthermore, the overwhelming evidence provided by more than 80% of the examined population reinforces the severity of the situation. It is imperative that measures be taken promptly to reverse this decline and reignite a passion for reading among the youth. As such, the study suggests exploring alternative strategies to promote and instil a culture of reading among the younger generation, ensuring a brighter future for education and intellectual enrichment.

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Author Details

M. Rishidev, *Thiagarajar College of Engineering, Madurai,* **Email ID***: rishidevmahadevan@gmail.com*

T. Ram Prakash, *Thiagarajar College of Engineering, Madurai,* **Email ID***: trrramprakash@gmail.com*

V. Siva Priya, *Thiagarajar College of Engineering, Madurai,* **Email ID***: jopriyavenkatesan@gmail.com*

S. Swetha, *Thiagarajar College of Engineering, Madurai,* **Email ID***: swethasenthil705@gmail.com*