

Reading Habits of Students of Bifurcated Pre-University Colleges: A Study

Somanagouda Shankargouda Patil¹; Dr. Ramesh B. Kuri²

Research Scholar¹; Assistant Professor²; Department of Library & Information Science, Rani Channamma University, Belagavi, Karnataka, India^{1,2}

somanagoudapatil.sp5@gmail.com; rameshkuri.rcu@gmail.com

ABSTRACT

Reading plays a vital role in higher education by enhancing critical thinking, expanding knowledge, and fostering intellectual growth allowing students to engage with diverse perspectives. This study explores the reading habits of students of bifurcated Pre-University (PU) colleges, examining the factors that shape their reading behaviors and preferences. Researchers adopted a descriptive survey method with a quantitative approach, focusing on students of bifurcated PU colleges in Belagavi. To gather samples, stratified random sampling technique was employed. Data was collected through a structured questionnaire based on a five-point Likert scale and analyzed using MS Excel and SPSS. The results show that a notable number of students read daily, with most dedicating 1-2 hours to reading. Students primarily read for exam preparation and as a leisure activity. However, they face obstacles like excessive mobile phone use, challenging family circumstances, and a lack of engaging books that hinder their reading habits. Despite these hurdles, students generally hold a positive view of reading. The study underscores the importance of improving access to affordable and captivating reading materials and offers recommendations for students, educators, libraries, institutions, and policymakers to cultivate a reading culture that supports both academic success and personal growth.

KEYWORDS: Reading, Reading Habits, Reading Preferences, Reading Pattern, Pre-university Colleges, Education.

1. INTRODUCTION

Reading is a vital skill that greatly influences the intellectual and academic development of students before they enter university. As they are promoted to higher education from secondary school, the way they read becomes crucial in determining their success in future studies and beyond. Recognizing the importance of reading during this transition is key which ensures that students are ready to tackle the barriers of higher education and their future careers (Mansor et al., 2013). The value of reading goes well beyond just gaining knowledge as it nurtures critical thinking, comprehension, and analytical abilities (Schwabe et al., 2023). For students on the brink of university,

consistent reading enhances their capacity to understand complex ideas, evaluate information, and apply it in various situations. These skills are requisite for thriving in higher education, where students are expected to engage deeply with academic texts and participate in discussions that demand a high level of intellectual involvement. While academic reading like textbooks, research papers, and class materials remains at the center of a student's education, non-academic reading also plays a substantial role in shaping their overall intellectual growth (Kuri & Patil, 2023). Delving into novels, newspapers, and online articles expands students' horizons, enriches their vocabulary, and sharpens their writing skills. These non-academic reading experiences introduce students to a variety of ideas and perspectives, which is essential for developing well-rounded individuals capable of critical thought and meaningful conversation. However, students' reading habits are being shaped by the rise of digital technology. The ease and accessibility of digital content, such as social media, blogs, and videos, have made it simpler for students to consume information in quick, digestible formats.

The capacity to read a lot and do it well can differentiate how well a student performs academically. When students regularly read, they tend to remember information better, think more critically, and build the skills necessary for writing assignments, projects and exams (Fatiloro et al., 2017). As they gear up for higher education, sharpening these skills through consistent reading will help them thrive in a more challenging academic setting. The reading habits of Pre-University (PU) students play a critical role in their intellectual development and overall academic success. Reading not only helps them cultivate critical thinking, analytical, and comprehension skills essential for higher studies but also prepares them for future obstacles (Chachar et al., 2023). Promoting a reading culture through various initiatives and ensuring students have access to a wide range of reading materials can empower PU students with the knowledge and skills they need for success in their academic and professional journeys. PU Colleges in Karnataka are divided into categories such as Government, Aided, Bifurcated, Corporation and Unaided. Bifurcated Pre-University (PU) colleges refer to institutions that are split into separate streams from the degree colleges. This system, implemented to promote subject-specific education and cater to cultural preferences, aims to provide students with a more focused and comfortable learning environment. These colleges offer streams like Science, Commerce, and Arts, allowing students to specialize according to their interests (Samson & Vyjayanthi, 2013). Bifurcation helps address logistical challenges such as infrastructure and safety, ensuring better management of resources. Hence, this research paper aims to delve into the current reading habits of students at bifurcated PU colleges, looking at the types of materials they engage with and the factors influencing these habits. By concentrating on the reading habits of this age group, educators, parents, and policymakers can set more efficient strategies to encourage reading and ensure that students are well-prepared for both higher education and their future careers.

2. REVIEW OF LITERATURE

The reading habits of PU students have become a hot topic in educational research, mainly because they play a decisive role in academic success and cognitive growth (Pushpalata, 2017). A lot of studies have highlighted that reading, especially beyond just textbooks boosts various cognitive skills like comprehension, vocabulary, and critical thinking (Abiodun-Asanre et al., 2024). Mugambi (2015) emphasizes that students who regularly dive into a variety of reading materials from academic articles to novels and newspapers gain a richer understanding of their subjects and sharpen their ability to analyze and synthesize information. These skills are especially necessary for PU

students as they gear up for higher education, where tackling complex texts and crafting well-structured arguments is key (Dar et al., 2019). However, the rise of digital technology has noticeably shifted reading habits. With smartphones, social media, and online entertainment taking center stage, many students find themselves distracted from traditional reading (Ho & Lau, 2018). Studies imply that this transformation has led to a drop in sustained reading, with students leaning towards shorter, less challenging content online, that can hinder their ability to engage deeply with more substantial academic materials (Loh & Sun, 2019). This digital distraction is viewed as a major factor impacting students' academic performance, as it makes it harder for them to focus on longer texts and engage in deep reading (Patil & Kuri, 2024).

Along with the changing nature of reading habits, socioeconomic factors have been observed as a major determinant of students' reading behaviors (Sage et al., 2019). Generally, students from economically strong families have better access to resources like books, libraries, and the Internet, which leads to more frequent and varied reading experiences (Asia Naz et al., 2022). These students often encounter a broader selection of reading materials, helping them develop stronger reading habits and achieve better academic results (Ji et al., 2014). On the flip side, students from lower-income families might struggle to find both physical and digital reading resources (Abbas et al., 2024). This gap in access creates unequal reading habits, that can impact negatively their academic readiness and performance (Hussain & Asad, 2017). Research by McGeown et al. (2020) shows that students from disadvantaged backgrounds frequently lack the support systems or resources that promote regular reading, resulting in significant gaps in their literacy development. To tackle these challenges, schools have rolled out various reading programs designed to encourage reading beyond the classroom, including book clubs, library initiatives, and reading challenges (Butler, 2020). These initiatives target not only to instill a love for reading but also to bridge the divide between students of different economic backgrounds (Juyandegan, 2016). By highlighting the importance of both academic and leisure reading, these programs strive to equip students with the skills they need for academic success, especially as they move towards higher education (Prakaash et al., 2021). Even with the hurdles posed by digital distractions and socioeconomic inequalities, fostering a reading culture among PU students is essential for their intellectual growth and future academic success.

3. OBJECTIVES

1. To assess the reading preferences of PU students of bifurcated colleges in Belagavi city.
2. To determine the frequency and average time of reading among students.
3. To explore the preferred places and languages for reading among students.
4. To analyze the purposes of reading among students.
5. To identify the factors hindering reading among students and suggest measures to overcome them.

4. HYPOTHESES

1. There is no significant difference in the purposes of reading between students of different colleges.
2. There is no significant association between discipline and factors hindering reading among students.

5. METHODOLOGY

The researcher adopted the descriptive survey method with a quantitative approach as this research design measures the characteristics, opinions, attitudes and behaviors of a large group of students by facilitating the data collection process. The population for this study consists of students of 6 bifurcated colleges in Belagavi city i.e. Gogte PU (GPU) College, Govindram Seksaria Science (GSS) College, JA Savadatti (JAS) College, Lingaraj College, Raja Lakhamagouda Science (RLS) College and Rani Parvathidevi (RPD) College. The samples were selected from the population by utilizing stratified random sampling technique considering three streams i.e. Arts, Commerce and Science. To fulfill the objectives, questionnaire tool was employed in the study. A well-structured questionnaire was constructed based on five-point Likert scale in printed form to collect the primary data from students. Therefore, 120 copies of questionnaires were directly distributed to students in their classrooms during the academic year 2024-25. The data collected was analyzed using MS Excel and SPSS, that included frequencies, percentages, mean, and standard deviation presented in tables. The hypotheses formulated for this study were tested using Pearson Chi-square and One-way ANOVA tests at 0.05 significance level.

6. DATA ANALYSIS AND INTERPRETATION

Out of the 120 distributed questionnaires, a total of 104 filled copies were returned with the response rate of 86.66%, of which 90 copies were discovered valid and usable. The analysis is done for 90 sample respondents with 10 respondents from each discipline in every selected college.

Table 1. Demographic Information

Characteristics	Categories	Male	%	Female	%	Total	%
College	GPU College	10	22.22	10	22.22	20	22.22
	GSS College	5	11.11	5	11.11	10	11.11
	JAS College	5	11.11	5	11.11	10	11.11
	Lingaraj College	10	22.22	10	22.22	20	22.22
	RLS College	5	11.11	5	11.11	10	11.11
	RPD College	10	22.22	10	22.22	20	22.22
Discipline	Arts	10	22.22	10	22.22	20	22.22
	Commerce	20	44.44	20	44.44	40	44.44
	Science	15	33.33	15	33.33	30	33.33
Year	First Year	18	40.00	27	60.00	45	50.00
	Second Year	27	60.00	18	40.00	45	50.00
Locality	Rural	19	42.22	13	28.89	32	35.56
	Urban	26	57.78	32	71.11	58	64.44

Table 1 shows the demographic distribution of the respondents. The total sample consists of 90 students, with 45(50%) males and 45(50%) females. Among the respondents, 20(22.22%) students each are from GPU College, RPD College, and Lingaraj College, while 10(11.11%) students each are from GSS and RLS College. In terms of discipline, commerce students represent the largest group with 40(44.44%) students, followed by science with

30(33.33%) students and arts with 20(22.22%) students. Year-wise, there are 45(50%) first-year students and 45(50%) second-year students. Regarding locality, 32(35.56%) students are from rural areas, and 58(64.44%) are from urban areas. This distribution reflects a diverse representation across various categories.

Table 2. Frequency of Reading

Frequency	Respondents	%
Occasionally	4	4.44
Once a Month	3	3.33
Once in 15 Days	7	7.78
Once a Week	9	10.00
Twice a Week	18	20.00
Everyday	49	54.44

Table 3. Average Time Spent Reading

Average time	Respondents	%
Less than 1 hour	22	24.44
1-2 Hours	41	45.56
3-4 Hours	19	21.11
5-6 Hours	7	7.78
Above 6 Hours	1	1.11

Table 3 shows the frequency of reading among respondents, with 49(54.44%) respondents reading every day, making it the most common response. Additionally, 18(20%) respondents read twice a week, 9(10%) read once a week, 7(7.78%) read once in 15 days, 3(3.33%) read once a month, and 4(4.44%) read occasionally. The table presents the average time spent reading by respondents. The majority, 41(45.56%) respondents spend 1-2 hours reading. Additionally, 22(24.44%) respondents read for less than an hour, 19(21.11%) read for 3-4 hours, 7(7.78%) read for 5-6 hours, and only 1 respondent read for more than 6 hours.

Table 4. Preferred Places for Reading

Places	Morning	Afternoon	Evening	Night	Not at all
Classroom	42(46.67)	12(13.33)	12(13.33)	6(6.67)	18(20.00)
Bedroom	29(32.22)	8(8.89)	29(32.22)	18(20.00)	6(6.67)
College Library	22(24.44)	28(31.11)	23(25.56)	8(8.89)	9(10.00)
Hall	19(21.11)	28(31.11)	25(27.78)	7(7.78)	11(12.22)
Toilet	17(18.89)	1(1.11)	10(11.11)	13(14.44)	49(54.44)
While travelling	17(18.89)	12(13.33)	18(20.00)	10(11.11)	33(36.67)
Garden	16(17.78)	9(10.00)	25(27.78)	13(14.44)	27(30.00)
Public library	15(16.67)	16(17.78)	28(31.11)	10(11.11)	21(23.33)
Temple	15(16.67)	2(2.22)	18(20.00)	15(16.67)	40(44.44)
Friend's house	2(2.22)	17(18.89)	25(27.78)	15(16.67)	31(34.44)

*Values in the parentheses are their percentages

Table 5. Preferred Languages of Information for Reading

Languages	Always	Often	Sometimes	Rarely	Never	M	SD
Kannada	50(55.56)	3(3.33)	12(13.33)	7(7.78)	18(20.00)	3.67	1.649
English	50(55.56)	16(17.78)	19(21.11)	2(2.22)	3(3.33)	4.20	1.062
Hindi	19(21.11)	26(28.89)	24(26.67)	13(14.44)	8(8.89)	3.39	1.224
Marathi	14(15.56)	9(10.00)	13(14.44)	19(21.11)	35(38.89)	2.42	1.476
Urdu	2(2.22)	1(1.11)	9(10.00)	16(17.78)	62(68.89)	1.50	0.890
Tamil	-	3(3.33)	10(11.11)	9(10.00)	68(75.56)	1.42	0.821
Telugu	-	2(2.22)	12(13.33)	7(7.78)	69(76.67)	1.41	0.806

*Values in the parentheses are their percentages

Table 4 presents respondents' preferred places for reading at different times of the day. The classroom is most favored in the morning, with 42(46.67%) respondents. The bedroom is popular in the evening for 29(32.22%) respondents and at night for 18(20%) respondents. The toilet room is least preferred for reading, with 49(54.44%), indicating they do not read there. Table 5 shows respondents' preferences for reading in different languages. Kannada and English are most frequently chosen, with 50(55.56%) respondents indicating they always read in these languages. In contrast, Urdu, Tamil, and Telugu are rarely preferred, with 62-69% of respondents never reading in these languages. The mean and standard deviation further reflect the varying preferences.

Table 6. Preferred Formats of Information for Reading

Formats	Arts	%	Commerce	%	Science	%	Total	%
Printed Resources Only	8	40.00	10	25.00	5	16.67	23	25.56
Printed Resources Mostly	1	5.00	9	22.50	5	16.67	15	16.67
Both equally	7	35.00	15	37.50	20	66.67	42	46.67
E-Resources Mostly	3	15.00	6	15.00	-	-	9	10.00
E-Resources Only	1	5.00	-	-	-	-	1	1.11

Table 7. Preferred Information Resources for Reading

Time	Arts	%	Commerce	%	Science	%	Total	%
Textbooks	20	100.00	36	90.00	28	93.33	84	93.33
Newspapers	18	90.00	24	60.00	21	70.00	63	70.00
General books	16	80.00	23	57.50	18	60.00	57	63.33
Storybooks	16	80.00	18	45.00	12	40.00	46	51.11
Dictionaries	15	75.00	17	42.50	10	33.33	42	46.67
Maps/Atlases/Globe	15	75.00	14	35.00	21	70.00	50	55.56
Magazines	14	70.00	18	45.00	19	63.33	51	56.67
Novels	14	70.00	22	55.00	16	53.33	52	57.78
Biographies	13	65.00	20	50.00	13	43.33	46	51.11
Yearbooks	12	60.00	25	62.50	22	73.33	59	65.56
Journals	12	60.00	18	45.00	8	26.67	38	42.22

Table 6 shows the preferred formats of information for reading across disciplines. A majority, 42(46.67%) respondents, prefer both printed resources and e-resources equally. In contrast, 23(25.56%) respondents prefer printed resources only, while only 9(10%) favor e-resources mostly. The preference for printed formats is higher in arts and commerce disciplines. Table 7 reveals preferred reading resources across disciplines. Textbooks are the most preferred by all disciplines, with 84(93.33%) respondents choosing them. Newspapers, general books, and storybooks are also popular, with 70%, 63.33%, and 51.11% of respondents selecting them, respectively. Dictionaries, maps, magazines, and novels show moderate popularity, with varying preferences in arts, commerce, and science disciplines. Biographies, yearbooks, and journals are less preferred, but still notable, with 42.22% of respondents mentioning journals.

Table 8. Preferred Contents of Information for Reading

Information	Always	Often	Sometimes	Rarely	Never
Subject related	61(67.78)	12(13.33)	9(10.00)	5(5.56)	3(3.33)
Sports	27(30.00)	19(21.11)	26(28.89)	10(11.11)	8(8.89)
Stories	26(28.89)	16(17.78)	23(25.56)	22(24.44)	3(3.33)
Food	26(28.89)	23(25.56)	23(25.56)	11(12.22)	7(7.78)
Sales	25(27.78)	12(13.33)	25(27.78)	17(18.89)	11(12.22)
Fashion	23(25.56)	18(20.00)	19(21.11)	19(21.11)	11(12.22)
Health	22(24.44)	18(20.00)	24(26.67)	18(20.00)	8(8.89)
Jokes	22(24.44)	16(17.78)	32(35.56)	13(14.44)	7(7.78)
Weather	22(24.44)	13(14.44)	30(33.33)	20(22.22)	5(5.56)
Competitive exam information	21(23.33)	16(17.78)	34(37.78)	13(14.44)	6(6.67)
Historical information	21(23.33)	21(23.33)	22(24.44)	16(17.78)	10(11.11)
Movie reviews	21(23.33)	14(15.56)	21(23.33)	20(22.22)	14(15.56)
News	20(22.22)	32(35.56)	22(24.44)	13(14.44)	3(3.33)
Political Information	20(22.22)	21(23.33)	17(18.89)	17(18.89)	15(16.67)
Linguistics	17(18.89)	16(17.78)	27(30.00)	15(16.67)	15(16.67)
Science & Technology	16(17.78)	22(24.44)	24(26.67)	17(18.89)	11(12.22)
Religious information	14(15.56)	25(27.78)	25(27.78)	13(14.44)	13(14.44)
E-mail Contents	13(14.44)	16(17.78)	31(34.44)	16(17.78)	14(15.56)

*Values in the parentheses are their percentages

Table 8 presents respondents' preferences for different types of information. Subject-related content is the most favored, with 61(67.78%) respondents reading it always. Sports, stories, and food content are also commonly read, with 27(30%) and 26(28.89%) respondents indicating they read them always. Sales and fashion-related content are always read by 25(27.78%) and 23(25.56%) respondents, respectively. Health, jokes, and weather are moderately preferred, with 22(24.44%) respondents always reading them. Other topics like competitive exam information (23.33%) and political information (22.22%) are less frequent but still notable.

Table 9. Purposes of Reading

Purposes	Always	Often	Sometimes	Rarely	Never	F	Sig.
For course exams	49(54.44)	16(17.78)	20(22.22)	4(4.44)	1(1.11)	2.498	0.037
To update the knowledge	37(41.11)	10(11.11)	24(26.67)	16(17.78)	3(3.33)	1.933	0.097
Reading as a hobby	33(36.67)	29(32.22)	13(14.44)	12(13.33)	3(3.33)	2.564	0.033
To develop personality	33(36.67)	13(14.44)	18(20.00)	20(22.22)	6(6.67)	3.803	0.004
For competitive exams	28(31.11)	13(14.44)	34(37.78)	11(12.22)	4(4.44)	2.568	0.033
Parents/teachers ask me to read	24(26.67)	22(24.44)	21(23.33)	15(16.67)	8(8.89)	2.398	0.044
For homework/assignments	24(26.67)	17(18.89)	20(22.22)	22(24.44)	7(7.78)	3.344	0.008
For fun/pleasure	22(24.44)	16(17.78)	21(23.33)	15(16.67)	16(17.78)	2.940	0.017
For entertainment	17(18.89)	13(14.44)	37(41.11)	15(16.67)	8(8.89)	1.668	0.151

*Values in the parentheses are their percentages

Table 9 presents the purposes of reading among respondents. Preparing for course exams is the most frequent purpose, with 49(54.44%) respondents stating they always read for this reason. To update knowledge follows closely, with 37(41.11%) respondents reading for this purpose. As a hobby, 33(36.67%) respondents always read. Developing personality and motivation is another common reason, with 33(36.67%) respondents indicating this as their primary purpose. Preparing for competitive exams is important for 28(31.11%) respondents, while 24(26.67%) respondents read because their parents or teachers asked them to. Other purposes include homework (24.44%), reading for fun (24.44%), and entertainment (18.89%). One-way ANOVA test revealed significant differences in the purposes of reading between students of different colleges except in the case of updating knowledge and passing time with significant values 0.097 and 0.151. Hence, hypothesis 1 is rejected.

Table 10. Factors Hindering the Reading

Factors	Very true	True	Somewhat true	Slightly true	Untrue	Chi-square	Sig
Use of mobile/computer	44(48.89)	16(17.78)	15(16.67)	6(6.67)	9(10.00)	9.190	0.327
Poor family status	17(18.89)	15(16.67)	24(26.67)	18(20.00)	16(17.78)	5.053	0.752
Lack of interesting books	17(18.89)	14(15.56)	23(25.56)	21(23.33)	15(16.67)	2.744	0.949
Home environment	16(17.78)	14(15.56)	29(32.22)	22(24.44)	9(10.00)	10.866	0.209
Playing games/sports	14(15.56)	20(22.22)	27(30.00)	18(20.00)	11(12.22)	4.521	0.807
Expensive prices of books	13(14.44)	19(21.11)	21(23.33)	23(25.56)	14(15.56)	7.221	0.513
Inadequate books	13(14.44)	11(12.22)	29(32.22)	29(32.22)	8(8.89)	8.880	0.353
Chatting with friends	12(13.33)	15(16.67)	20(22.22)	29(32.22)	14(15.56)	6.600	0.580
Mere laziness	12(13.33)	10(11.11)	26(28.89)	19(21.11)	23(25.56)	9.924	0.270
Do not like reading	11(12.22)	18(20.00)	42(46.67)	15(16.67)	4(4.44)	7.806	0.453
Watching TV	10(11.11)	17(18.89)	19(21.11)	24(26.67)	20(22.22)	7.227	0.512
Lack of time	9(10.00)	17(18.89)	22(24.44)	27(30.00)	15(16.67)	12.814	0.118
Health issues - Eye strain	8(8.89)	19(21.11)	26(28.89)	26(28.89)	11(12.22)	7.363	0.498

*Values in the parentheses are their percentages

Table 10 identifies factors hindering reading among respondents. The most prominent factor is the use of mobile/computers, with 44(48.89%) respondents. Playing games and sports (22.22%) and inadequate books (32.22%) also play significant roles. Other factors include poor family status (18.89%), lack of interesting books (18.89%), and expensive book prices (14.44%). While chatting with friends (16.67%) and laziness (13.33%) are mentioned, they seem less impactful. Health issues such as eye regression (8.89%) and lack of time (10.00%) show lower hindrances. Chi-square tests suggest no statistically significant associations between discipline and factors hindering reading with significant values of 0.118 to 0.949. Hence, hypothesis 2 is accepted.

DISCUSSION

Reading facilitates creativity and broadens perspectives, supporting students to think analytically and empathetically. It nurtures a lifelong passion for learning, which not only fuels personal growth but also equips students to tackle future challenges, both in their studies and in social situations. The study sheds light on some interesting trends regarding the reading habits of PU students. A notable number of students read every day, with most dedicating about 1-2 hours to this activity. Kannada and English top the list of preferred languages, and there is a clear preference for printed materials, especially in the arts and commerce fields. Mornings are often spent reading in the classroom, while evenings and nights are cozy times for reading in bed. Textbooks lead the way as the main source of information, followed by newspapers and general books, with subject-related content being the most popular. The motivation to read mainly stems from preparing for exams and as a hobby, with fewer students reading just for fun or to pass the time. Unfortunately, challenges like excessive mobile phone use, financial constraints, and a lack of engaging books can get in the way of reading. Still, the respondents show a positive outlook on reading, even though issues like insufficient book availability and high prices are significant hurdles. Overall, the study highlights how crucial reading is for both academic success and personal development, while also pointing out areas that could be improved to foster better reading habits. To enhance their reading practices, students should set aside specific times for reading that go beyond just exam prep, finding a balance between their studies and leisure reading. Teachers can help by incorporating a variety of reading materials into their lessons and promoting independent reading to cultivate a love for books. Libraries should aim to offer accessible and affordable reading resources, especially in subjects that pique students' interest, and consider providing digital options to lessen the dependence on mobile devices. Educational institutions should also champion reading programs and create environments that encourage reading.

CONCLUSION

The study provides valuable insights into the reading habits of PU students, highlighting the vitality of regular reading, language preferences, and the dominant role of textbooks in their educational environment. While students generally have a positive outlook on reading, they face several hurdles, including too much screen time, financial limitations, and a shortage of engaging resources. The findings show a strong preference for printed materials and highlight the need for better access to affordable books. Looking ahead, it is essential for educators, institutions, and policymakers to work together to tackle these issues and create an environment that encourages reading beyond the classroom. Future research could delve into how digital reading materials and platforms affect students' reading habits, as well as explore ways to minimize distractions from mobile phones. Moreover, additional studies could investigate how family support and socioeconomic status impact reading behavior and pinpoint specific

interventions to assist underprivileged students. Concentrating on these aspects, helps in gaining a deeper understanding of how to nurture lifelong reading habits, ensuring that students not only thrive academically but also cultivate a genuine passion for reading, which will enrich their intellectual growth and personal development over time.

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