

Reasons of Decline of Reading Habits in Youth

M.sc Thesis

T08229



Researcher

Sidra Shamraiz

97-MSCMC-09

Supervisor

Miss Sahifa Mukhtar

Department of Media and Communication Studies

**International Islamic University, Islamabad
2011**



Accession No TH 8229

(E)
m. d.
SIR

MS
418.4
SIR

Reading - Research

Dedication

I dedicate this research work to my beloved late

Grand maam

Who teach me most precious secrets of life.

2011

International Islamic University, Islamabad
Faculty of Social Sciences
Center for Media and Communication Studies

Date: 13-9-11

Final Approval

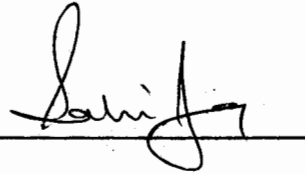
It is certified that we have read this thesis submitted by Miss Sidra Shamra It is our judgment that this thesis is of sufficient standard to warrant its acceptance by the International Islamic University, Islamabad for MSc in Media and Communication studies.

Viva Voice Committee

Supervisor:

Miss Sahifa Mukhtar

Signature: _____



External Examiner:

Dr. Farish Ullah

Signature: _____



Internal Examiner:

Sidra Chaudhry

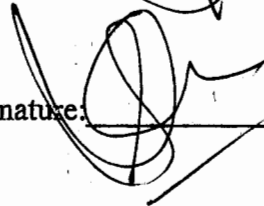
Signature: _____



Chairperson (DMCS-WC)

Sidra Chaudhry

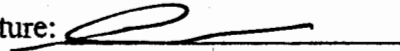
Signature: _____



Dean FSS

Prof. Dr. N. B Jumani

Signature: _____



Declaration

This thesis has been submitted as partial fulfillment of M.sc in Media and Communication Studies to the Center for Media and Communication Studies. I solemnly declare that this is my original work and no material has been plagiarized and any material quoted from a secondary source has been provided with proper citations and references.

Researcher:

+ Sidra

Sidra Shamraiz

Reg No: 97-FSS/MSCMC/F09

Dated: 15 Sept 2011

Certification

This is certified that the contents and form of the research report entitled “Reading Habits in Youth” by Sidra Shamraiz has been found satisfactory and fulfills the requirement of the degree.

Supervisor:

Miss Sahifa Mukhtar

Dated: _____

2011
International Islamic University, Islamabad
Faculty of Social Sciences
Center for Media and Communication Studies

TABLE OF CONTENTS

	Page
Chapter 1: Introduction	1
1.1 Statement of problem.....	3
1.2 Rationale.....	3
1.3 Objectives.....	4
1.4 Research Questions	4
1.5 Hypothesis.....	4
1.7 Significance	4
1.8 Limitations	5
Chapter 2: Literature Review	6
2.1 Theoretical Framework	11
2.1.1 Uses and Gratification approach.....	12
2.2 Conceptual Framework.....	14
Chapter 3: Methodology	16
3.1 Research Design.....	16
3.2 Population.....	16
3.3 Sample	16
3.4 Instrumentation/ Questionnaire.....	16
3.5 Pre-testing.....	17
3.6 Variable	17
3.6.1 Dependent Variables.....	17

3.6.2 Independent Variables.....	18
3.6.3 Other Variables.....	18
Chapter 4: Results.....	20
4.1 Hypothesis testing.....	31
4.1.1 Hypothesis 1.....	31
4.1.2 Hypothesis 2.....	33
Chapter 5: Discussion and Conclusion.....	36
References.....	40
Appendix 1: Questionnaire.	43

List of Tables and figures

Title	Page
Table 1 Demographic characteristics.....	21
Table 2 Statements.....	28
Table 3 Attitude.....	29
Table 4 Behavior.....	30
Figure 1 Attitude.....	29
Figure 2 Behavior.....	30
Figure 3 Comparison of reading attitude and new media preference.....	31
Figure 4 Comparison of time given to books and time spend on internet.....	32
Figure 5 Comparison of Reading frequencies on gender basis.....	33
Figure 6 Comparison of Reading attitudes on gender basis.....	34
Figure 7 Comparison of Reading behaviors on gender basis.....	35

Acknowledgement

First and foremost, this research would not have been possible without God's help and the support of Ma'am Sahifa Mukhtar, who provide me assistance in every shape and form.

The constant support provided to me by my teachers Ma'am Qurat-ul-ain and Ma'am Ayesha and encouragement given by my family including my parents, brother and friends.

Finally, I would like to acknowledge the help and support of the staff at the Department of Media and Communication Studies, IIU who took time out to lend a hand whenever I asked for it.

Abstract

Reading habits of students are rapidly declining with the development of new media. Here in this study researcher examined reading frequency, motivation and preference of students regarding reading. Attitude and behavior of students towards reading was also examined on the basis of gender. Researcher conducted survey with sample size of 150 respondents. For this purpose a close ended questionnaire was distributed among students of three major universities of Islamabad, Pakistan. The results showed that 100% of the respondents use internet and 38% students read regularly, it was also explored that students prefer new media instead of books to acquire information and knowledge. Results showed significant difference between attitude and behavior of male and female respondents. It was found that females were more affirmative towards reading than males and they had very much positive attitude towards reading. However it was exposed that females had less positive behavior than males. On the other side males had positive attitude correlated with positive behavior towards reading.

CHAPTER # 1

INTRODUCTION

It is thought that habits are those negative nagging things which are done without desire. But, believe it or not there are such things as 'good' habits things that enhance intellectual level, sharpen mind, and bring fulfillment every time they are successfully carried out. Reading is one of those habits that if developed in a person's life will great satisfaction, and sense of accomplishment to the reader. But it should be also noted that reading habit is 'developed' it doesn't happen overnight and it takes 6 weeks to develop a lasting habit, but only two to break it.

Now, in the new era of Information and Technology which declines reading habit drastically in youth, it is needed to encourage book reading. For this it is needed to make reading material easily available, to take the books to the people rather than wait for the people to come to the books and provide books that are easy enough for people to enjoy. Some programmes to encourage book reading in youth should also start for enhancement, fulfillment of potential and grooming. Encouraging reading is worthwhile one is its importance to the mental growth of the individual and the second is its importance to the economic growth of the state.

People start trying a new food or a new drink or any new experience because it becomes available in a familiar place and because it is enjoyable People make the new food part of their regular diet if it continues to be available long enough for them to decide they do not want to do without it. It is the same with books. Once

people have developed the reading habit they will come looking for the books. Normally students do not often have the reading habit. This is mostly because there have never been enough suitable books around to establish the habit. Reading tends to be associated with course work and difficulty, rarely with pleasure. Whatever their discipline students cannot fulfill their potential if they do not read widely. To combat this problem and to enable student for better achievements Book Program should be started, which is aimed at to get the students reading as a part of daily life, and to establish books as a habit that would always be needed and enjoyed.

It is important to encourage the reading habit so that people grow mentally and fulfill their potential at every level. Neither a farmer nor a graduate chemist can fulfill his or her potential without the cognitive growth that comes from reading widely and people will not read further than their immediate needs if they are not given the reading habit.

Most important of all it is necessary to spread the word, to create a general awareness of the importance of books to the mental growth of the individual and to the economic growth of the nation. It is necessary most of all to give books to the people, to give plenty of books which are both easy and interesting and to provide these in a manner that is culturally acceptable. Once people get the reading habit, they will pass it on, the demand for books will grow and the people of Pakistan will start to achieve as they should.

1.1 Problem Statement

Researcher aimed to find out factors declining reading habits in university students.

1.2 Rationale

Researcher selected this topic as now a day's students use other media for information than books which is destructive as accessibility of information is not only thing to be needed but it is observed that students lacks in knowledge because of declination of book reading in the students. Researcher felt that students spend too much time on use of technological devices instead of reading. They use the material on internet which may or may not be relevant to the topic of interest so they go throw from it not bother to have a look at it. Whereas book is a thing which is hold by you in your hands, you may use as you feel easy. You could read a book without any irritation in your eyes which might be caused by looking at screen continuously, you could read it with a deep look over it and it makes sense more vivid. It is more authentic, credible and has great influence than any other media. Many of the media have a lot of scattered information and are updated all the time but still books have their own importance and dignity which could not refused. Rationale of study can be summarized by Nutgall's (1996) cycle of growth: The more they read, the more they learn. The more they learn, the more they enjoy reading. The more they enjoy reading, the faster they read. The faster they read, the more they read. 1

1.3 Objectives

1. Whether students have interest in reading.
2. Whether university students have motivation towards reading.
3. To analyze about the time students spend on reading and use of technological devices like DVDs, computer etc.
4. Whether technology is a factor of decline in reading habits of students.

1.4 Research Question

RQ1. What is the approach of university students towards reading?

RQ2. What are the priorities of youth regarding book reading and use of technological devices?

1.5 Hypothesis

H1: Youth prefer technological sources than books to acquire knowledge.

H2: Females as compared to are more affirmative towards reading.

H2.i: Females as compared to have more positive attitude towards reading.

H2.ii: Females as compared to have more positive behavior towards reading.

1.6 Significance

This study is significant in nature as it aims to bring light on attitude of students towards reading and the priorities they have in this new era. Purpose is to take part in cultivation of reading habit and strengthen reading habit in the youth of

Pakistan. Through reading, we get new ideas and thoughts and learn many lessons which can shape our characters and mould us into better human beings as many of our behavioral attitudes can be attributed to readings. Students should give great importance to reading, which is invaluable not only in gaining knowledge, but also to develop critical thinking and independent learning.

1.7 Limitations

This study is limited in scope and results of the study cannot be generalized as sample of the study is only from the Universities of Islamabad.

CHAPTER # 2

LITERATURE REVIEW

Jeffres, Neuendorf and Atkin (2003) conducted research on Knowledge Gaps in the Internet Age. Variables used in this study are mass media and Internet, Use of the Internet and Access to Technologies, Social Categories and Status (gender, race, age, marital status, education, household income) Interpersonal communication network, Knowledge (about the local community, public affairs and about Internet/technology). They conducted telephone survey and interviewed total of 351 adults age 18 or older with a response rate a little below 50 percent. It is found that there is a knowledge gap for international public affairs information, community knowledge, and Internet knowledge, as well as overall knowledge. ²

Jensen, Jakob, Imboden, Kristen and Ivic, Rebecca (2004) of Chicago conducted research on High Sensational Seeking Children's Interest in reading and writing. Variables of this study are Demographics, Sensation seeking, Leisure reading and writing, Narrative transportation, Reader boredom, Power Analysis. Researchers conducted survey in a mid-size town located in the Midwest of America with population of 100,000. Fourth and fifth graders were recruited from two local schools. Results suggests that sensation seeking would be negatively related to leisure reading as HSS were less likely to enjoy leisure reading and the relationship between sensation seeking and leisure reading would be moderated by narrative transportation and mediated by reader boredom as HSS were less likely to engage in leisure reading if they failed to transport and thus became

bored with the activity and gender and sensation seeking are not meaningfully related to children's desire to engage in leisure writing. 3

Gladys Low and Abdus Sattar Chaudry (2001) of Singapore examine the attitudes, motivations and preferences that Xers have about reading which were cross examined with demographic variables of gender, education, marital status, and parenthood. It also reflects information source preferred, relationship between gender and reading, impact of academic attainment on reading, and preferences and possible impact of changing trends on focus of library services. Researchers had conducted a survey on Gen-Xers born between years 1965 – 1980 recruited randomly via social network and through emails. Results shown that among Xers reading was a popular leisure activity, after television and Internet. However, it was not a priority, more than half of the participants included reading in their leisure activities. Their attitudes, motivations and preferences in demographic segmentation offered deeper insight to Xers' reading habits. Xers were generally positive, more so among females, graduates, married, and those with children. Males, singles and respondents without children read more despite expressing greater lack of interest. Reading attitude was also correlated to practicality and convenience. Males, singles and non-graduates read for information and self development, using the Internet platform. Females were driven by needs. They saw reading fulfilling their affective needs of enjoyment and escape. Deterrents to reading were plenty, main being lack of time and energy. Education was a predictor of reading. Non-graduates were reluctant readers in general. They lacked interest and an idea of what to read. Newspapers were the most preferred

and popular publication. Results showed that three-quarters of respondents would include newspapers in their reading repertoire. Whereas, fiction was favored over non-fiction books. Genre preferences highlighted distinct gender discrepancies that rendered genres masculine and feminine. Reading motivation was a better predictor of the number of books read among the Xers. Work and family were the main barriers to reading, and include other competing activities such as television watching, engaged on the Internet and hobbies. The most preferred reading location was home. Some of those who needed to commute read on the journey. While Internet was the top choice for sourcing information, participants tend to acquire their materials from bookstores, followed by libraries. Participants trusted online sources and were comfortable navigating for information. Demographic variables revealed that gender did not have a significant effect on the number of books read; however, it had effect on reading preferences, different motivation, and attitude. Education was strong predictor for attitude, motivation and number of books read. Marital status was less significant unless it was paired with children. Singles were found to have similar reading patterns with respondents without children. Children or family were strong barriers to reading. Parents' priority in reading was largely focused on family-related topic – parenthood and children. ⁴

Verboord and Luijt (2007) of Dutch conducted research on Internet usage as threat to book reading which is the case of book abstract websites. Researcher conducted survey of more than 300 students at five schools in Dutch secondary education. Results show that almost every student reports knowing and

occasionally visiting scholieren.com. The other four sites which are leerlingen.com, samenvattingen.nl, collegenet.nl and studentsonly.nl are less known, and therefore less visited and less used. Scholieren.com is used by almost 90% of our student sample. No differences is found between boys and girls, or between age groups off-school media orientation variables, only an effect of off school reading is seen on using sites. It is also seen that the more students read books in their own time, the less they make use of book abstract sites. Affect of book abstract websites on authors read for reading the school curriculum is analyzed by performing multiple regression analyses and it shows that popularity of authors is related more to age than to gender or education level. There are no effects of literary education on popularity of authors read. It is also found that girls are more positive than boys, and younger students are slightly more positive than older ones to the extent to which students enjoy reading books for school. The use of Internet affects the enjoyment only to a small extent. However, students who often use book abstract sites are clearly less positive about school reading than their counterparts itself also influences the level of enjoyment both greater appreciation of the course and a larger freedom to choose increase this considerably. 5

Iaquinto, Stephanie (2009) of America conducted research on Rhetorical Analysis of a Literacy Public Service Announcement. Variables of this study are RIF Organization, "Shadows" campaign, rhetorical theme, Social, political, and pedagogical conceptions of literacy, Cultural influence, political influence, and economic influence, class, race, children's reading habits. RIF's public campaigns

had lasting impact for the children they reached. For many who are concerned that today's technological explosion threatens to overshadow basic reading habits, especially by children, the idea takes on a particular urgency, a reminder to not forget the humble book. For RIF's founder, however, the threat to literacy was not technology but poverty in 1960s. During its early years, however, RIF's advertisements, whether on television or in print, helped shaped social conceptions of what it meant to be literate, to own books, and the implications of both of those achievements for the individual and the nation. Good students, it was believed, made good citizens. This is a thread interwoven throughout the history of American education and continued well into the late 20th century. Educational reformers of the late 18th century stressed this link in advocating for an educated public, a public that included "all children," and "even the lower classes of people." The current debates over funding for at-risk schools, and the perception that public schools were failing, especially when it came to reading, and especially when it came to teaching reading to poor minority children. Basic message of campaign was that Children who don't read are destined for failure. The greatest obstacle to reading is the lack of interesting books. RIF project teachers and librarians reported that the students' interest in reading "spurred," and that teachers "read to the children many more books than they had ever read to them before." Teachers believed that "interest and pride in their library and knowledge that they would be able to take some books home to keep as their own at the end of the year seemed to make the children especially careful with them." The report concludes that "to stimulate the habit of reading spontaneously for fun,

books must be readily available at all times. For promotion of RIF a campaign “Shadows” was also started in 1970s to create the emotional appeal necessary for middle-class America to support a book distribution program for inner-city children, the children themselves had to take center stage, the transformation from despondency to optimism evident on their faces. By the mid-90s, however, it was concluded that reading motivation was a multi-faceted issue and not simply the presence and quality of books. As American children’s test scores continued to decline in the 1990s, legislators, educators, and parents became increasingly anxious about the state of literacy among children. Although the research is ambiguous on the correlation between the amounts of time spent reading and that spent with other media, much of the blame for kids’ rejection of books was placed on television, video games, and later the internet and other digital devices. Interest groups continued to combat the problem through these other media. The book industry’s “Get Caught Reading” campaign attempts to entice children and teens to books by framing reading as an illicit activity. Both real and fictional characters from the movie, television, music, and sports industries were in the act. If reading was “fundamental” in the 70s and 80s, it has to be so much more today. However, given the social and political conceptions of literacy, poverty, and race that dominated the late 1960s and early 1970s, RIF’s message may have been edgy enough. ⁶

2.1 Theoretical Framework

Here in this study researcher is using theory of uses and gratification as topic is “Reading habits in youth” and Most of the theories on media explained about the

effects media had on people. It is the theory which explains of how people use media for their need and gratification.

2.1.1 Uses and gratification theory

This theory states “what do people do with media” not “what do media do to people”. Also this theory is contradictory to the magic bullet theory which states the audience is passive. According to uses and gratification theory, it is not so people make use of the media for their specific needs. This theory can be said to have a user/audience-centered approach .Even for communication people refer to the media for the topic they discuss with themselves. They gain more knowledge and that knowledge is got by using media for reference. There are several needs and gratification for people they are categorized into five categories.

- Cognitive needs
- Affective needs
- Personal Integrative needs
- Social Integrative needs
- Tension free needs

1. Cognitive needs

People use media for acquiring knowledge, information etc., Among the audience some of them have intellectual needs to acquire knowledge this is not common to all only certain people have their need, each person have a different need for e.g. quiz programs on TV, in order to acquire knowledge and information you will watch news to satisfy the need, search engines in the internet, they make use of

these to gain more knowledge. Particularly for the internet search engine they can browse for any topic under the run with no time restriction.

2. Affective needs

It includes all kinds of emotions, pleasure and other moods of the people. People use media like television to satisfy their emotional needs. The best example is people watch serials and if there is any emotional or sad scene means people used to cry.

3. Personal Integrative needs

This is the self-esteem need. People use media to reassure their status, gain credibility and stabilize. so people watch TV and assure themselves that they have a status in society for e.g. people get to improve their status by watching media advertisements like jewelry ad , furniture's ad and buy products, so the people change their life style and media helps them to do so.

4. Social Integrative needs

It encompasses the need to socialize with family, friends and relations in the society. For social interaction now a day's people do not seems to have social gathering in weekend, instead they do such social interaction using media like the social networking sites like my space, facebook, orkut etc to satisfy their need. Another example is you may not watch the particular serial regularly but because

your friend watching, you also start watching so that you have common topics for discussion.

5. Tension free needs

People sometimes use the media as a means of escapism and to relieve from tension.e.g. People tend to relax watching TV, listening to radio and for satisfying their need for entertainment there by relaxing from all the tension, people watch films, films on TV etc.

Criticism of Uses and gratification theory

- The uses and gratification theory does not consider the power of media.
- More audience-centered.
- Positive point of the uses and gratification theory is it focuses attention on individuals in the mass communication process. 7

2.2 Conceptual Framework

Here, in this study researcher used Reading habits and Technology, attitude and behavior as variables.

Reading habit; in literal meaning reading is act of one who reads; perusal; also, printed or written matter to be read. 8 However, in this study reading habit is operational zed as reading habits of students. How they read and to what extent they read.

Technology is defined as the branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society, and the environment, drawing upon such subjects as industrial arts, engineering, applied science, and pure science. ⁹ However, in this study technology is operational zed as technological advancement in media i.e. internet, television, radio, mobile phone and others

Attitude; an attitude is a hypothetical construct that represents an individual's degree of like or dislike for something. Attitudes are generally positive or negative views of a person, place, thing, or event, this is often referred to as the attitude object. People can also be conflicted or ambivalent toward an object, meaning that they simultaneously possess both positive and negative attitudes toward the item in question. ¹⁰ However, in this study attitude is operational zed as attitude of students towards reading.

Behavior; is the manner in which one behaves. ¹¹ However, in this study behavior is operational zed as behavior of students towards reading.

CHAPTER # 3

METHODOLOGY

3.1 Research Design

For the purpose of this study a survey was conducted in which a closed ended questionnaire was distributed amongst the sample by using convenience sampling and data was put in SPSS to analyze the results.

3.2 Population

Students of International Islamic University, Fast National University and National University of Modern Languages, in the area of Islamabad, Pakistan are the population of the study.

3.3 Sample

Total sample size was 150 university students.

3.4 Instrument

A closed ended questionnaire was distributed amongst the sample which consisted 3 demographic questions (age, gender and university), 1 question about their frequency in reading, 1 question on their motivation to read, 1 question about activity preference in their leisure time, 2 questions were about purpose of reading and internet use to judge their need and use. It consist of 5 operationalize questions from which 2 were questions about books read and movies seen in last month, 3 questions were regarding time given to study course books, time spend

on internet and time spare on mobile phone.1 question was about accessibility of reading material and 1 question was about students' interest in reading material. This questionnaire also consist statements from which 6 statements were about attitude of students towards reading, 5 statements were about behavioral habits of students related to reading, 1 statement was about ease and 1 statement was about accessibility of reading material.

3.5 Pre-testing

To finalize the close ended questionnaire, pre-testing was done by distributing 20 questionnaires and minor changes were made accordingly.

3.6 Variables

Reading habits and Technology, attitude and behavior are the variables in this study.

3.6.1 Dependent Variable

Reading habit; in literal meaning reading is act of one who reads; perusal; also, printed or written matter to be read. ¹²

It means if you are in the habit of reading; it means that you read regularly. ¹³
However, in this study reading habit is operational zed as reading habits of students. How they read and to what extent they read.

3.6.2 Independent Variable

Technology; in literal meaning technology is the application of science or knowledge to commerce and industry. Many fields of science have benefited from technology, as well as commerce and industry over the many centuries of human history. ¹⁴

Technology is also defined as the branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society, and the environment, drawing upon such subjects as industrial arts, engineering, applied science, and pure science. ¹⁵

However, in this study technology is operational zed as technological advancement in media i.e. internet, television, radio, mobile phone and others which are affecting reading habits of students.

3.6.3 Other Variables

Attitude; an attitude is a hypothetical construct that represents an individual's degree of like or dislike for something. Attitudes are generally positive or negative views of a person, place, thing, or event, this is often referred to as the attitude object. People can also be conflicted or ambivalent toward an object, meaning that they simultaneously possess both positive and negative attitudes toward the item in question. ¹⁶

Attitude is also defined as manner, disposition, feeling, position, etc., with regard to a person or thing; tendency or orientation, especially of the mind a negative attitude; group attitudes. ¹⁷

However, in this study attitude is operational zed as attitude of students towards reading.

Behavior; is the manner in which one behaves. ¹⁸ Behavior is the way a person acts. ¹⁹

However, in this study behavior is operational zed as behavior of students towards reading.

CHAPTER # 4

RESULTS

The sample consisted of 150 students enrolled in three major universities of Islamabad, which were International Islamic University, National University of Modern Languages and Fast National University. For survey a Questionnaire was administered it was entitled "Reading Habits of Youth" was developed for this study. It consisted of 3 demographic questions (age, gender and university), 1 question about their frequency in reading, 1 question on their motivation to read, 1 question about activity preference in their leisure time, 2 questions about purpose of reading and internet use to judge their need and use. It also consist of 5 operationalize questions, 2 questions about books read and movies seen in last month, 3 questions regarding time given to study course books, time spend on internet and time spare on mobile phone, purpose of these operationalize questions is to compare reading frequency of students with use of new media. 1 question about accessibility of reading material and 1 question about students' interest in reading material. This questionnaire also consist statements from which 6 statements about attitude of students towards reading, 5 statements about behavioral habits of students related to reading, and 1 statement about accessibility of reading material. All results of survey are mentioned below.

Out of whole sample 16.3% were 16 to 19 years old, 64.6% were 20 to 23 years old, 15.6% were 24 to 27 years old and 3.4% were 28 to 31 years old. Aim was comparison of male and female students regarding reading habits and new media

use, so equal size of sample was taken of both male and female but 73 boys and 74 girls respond out of total 150 sample size.

Table 1

Demography

No. of Respondents	Age		Gender	
	147	16-19	16.3%	Male
20-23		64.6%		
24-27		15.6%	Female	50.3%
28-31		3.4%		

In the questionnaire, reading habit was measured by asking students that how often they read and results show 38.1% students of three universities read different reading material regularly, 3.4% students read sometime while 58.5 % student never read except for preparation of exams.

Motivation of reading was also accessed by asking students that what motivates them to read and results were 17.7% students read because of reading habit, 17.7% students read because of love for reading, 18.4% students read because of home environment, 46.3% students read because of importance of reading.

Students' preference regarding use of leisure time was measured by asking them what they prefer to do in their leisure time with options of different activities like read books, watch TV, listening radio, use internet. It was shown in results that 23.1% students prefer to "read books" in their leisure time, 36.1% students prefer to "watch TV" in leisure time, 5.4% students prefer to "listen radio" and 35.4% students prefer to "use internet" in their leisure time.

Purpose of internet use was measured by asking why they use internet with options for reading, socializing, surfing, for other purposes and results were found that 17% students use internet for "Reading", 27.2% students use internet for socialization only, 19% students use internet for "Surfing", 17.7% students use internet for "Other purposes", 3.4% students use internet for "All purposes" including Reading, socializing, Surfing and for Other purposes, 11.6% students use internet for Reading, Socialization and Surfing, while 4.1% students use internet for Reading and Other purposes.

Purpose of book reading was measured by asking students that why they read books with options of better grades in exams, for knowledge, for interest, other reasons and results were found that 24.5% students read books for "Better grades in exams", 34% students read books for "Knowledge", 27.2% student read books because of their "Interest", 2% students read books for "Other" purposes, 0.7% student read books for "All purposes", 9.5% students read books for "Better grades, Knowledge and because of their Interest", 2% students read books for "Knowledge, Interest and for Other purposes"

Reading behavior was operational zed by asking students to respond the number of books they read in last month of June but it should be keep in mind that June was the month of Exams in all of three universities. Here results were found that 19.7% students have not read any book in the last month of June, 42.9% students read 1 to 2 books in last month, 23.1% student read 3 to 4 books in last month, whereas 14.3% students read more than 5 books in the last month.

After reading behavior, new media use was operational zed by asking students how much Movies they had seen in the last month, purpose was to compare books read in last month with movies seen in last month of June but it should be keep in mind that June was the month of Exams in all of three universities. Here results found that, 32% student have not seen any movie in the last month, 34% students have seen 1 to 2 movies in the last month, 11.6% student have seen 3 to 4 movies in the last month, whereas 22.4% students have seen more than 5 movies in the last month.

Course books study of students was measured on daily basis by asking them that how much time they give to study daily and results found that 36.7% students gives average time of “Half hour” to study their course books on daily basis, 38.8% students gives average time of “1 to 2 hours” to study their course books daily, 18.4% students gives average time of “3 to 4 hours” to study their course books daily, whereas 6.1% students gives average time of “more than 5 hours” to study their course books on daily basis.

Internet usage of student was also measured on daily basis by asking students that how much time they spend on internet daily and it is found in results that 27.9% students spend average time of “Half hour” on internet daily, 42.2% students spend “1 to 2 hours” on internet daily, 19.7% students spend “3 to 4 hours” on internet daily, whereas 10.2% students spend “more than 5 hours” on internet daily.

Students average time sparing on Mobile phone was also measured on daily basis by asking students that how much time they spare at mobile phone and it is found

in results that 29.9% students spare “Half hour” on using mobile phones at daily basis, 34% students spare “1 to 2 hours” on using mobile phones at daily basis, 13.4% students spare “3 to 4 hours” on using mobile phones at daily basis, whereas 22.4% students spare “more than 5 hours” on using mobile phones at daily basis.

Sources of books were found to measure accessibility by asking students that from where they get books mostly. Here in the results it was found that only 0.7% students get books from “public library”. 21.8% students get books from “university library”, 45.8% students get books from “shops”, 15.6% students get books by “borrowing from others”, 2% students get books from all sources of public and university library, shops and also borrow from others, 4.8% students get books from libraries and shops, 3.4% students get books from shops and they borrow from others, whereas 6.1% students get books from university library, shops and also borrow from others.

Reading interests of students were measured by asking them that what they are interested to read with options of religious books, academic books, novel and fiction, newspaper, magazine or other reading material and here it was found that 11.6% students are interested to read “religious books”, 11.6% students are interested to read “academic books”, 25.9% students are interested to read “novels and fiction books”, 11.6% students are interested to read “newspaper”, 5.4% students are interested to read “magazines”, 4.8% students are interested to read “other reading material”, 3.4% students are interested to read “all reading material” like religious books, academic books, novels and fiction books,

newspaper, magazines and others, 7.5% students are interested to read “religious, academic and fiction books, novels and newspaper”, 10.2% students are interested to read “academic books, novels and fiction books, newspaper and magazines”, 2% students are interested to read “religious books, academic books and magazines”, 4.8% students are interested to read “religious books, academic books and newspaper”, whereas 1.4% students are interested to read “religious books, novels and fiction books and magazines”

Students behavior regarding visits to book stores were measured by statement and it was found that 12.9% students “never” visit book stores, 54.4% students visit book stores “sometimes”, 17% students “rarely” visit book stores, 14.3% students visit book stores “often”, whereas 1.4% students visit book stores “regularly.

Students’ behavior regarding visits to library was also measured by a statement and it was found that 10.2% students “never” visit library. 38.8% students visit library “sometimes”, 18.8% students visit library “rarely”, 23.1% students visit library “often”, 9.5% students visit library “regularly”,

Reading habit of students outside the university was measured by a statement and it was shown in results that 19% students “never” read outside of the university, 27.9% read “sometimes” outside of the university, 21.4% students “rarely” read outside of the university, 20.4% students “often” read outside of the university, 11.6% students “regularly” read outside of the university.

Attitude and behavior of students towards reading is measured by ten statements while ease and accessibility of books is measured by two statements. Out of these

statements reading attitude is measured by six statements and reading behavior is measured by four statements while accessibility is measured by 1 statement and ease is also measured by 1 statement. Here result shows, statement 1 was posed to check the attitude of students towards reading, they were asked whether reading is good use of time. According to the responses 91.8% respondent showed positive attitude while 1.4% of the respondents showed negative attitude. Statement no. 2 was also about assessment of attitude here students were asked to respond that whether Reading is important to increase knowledge. According to responses 97.3% respondents had positive attitude and 0.7% of the respondent had negative attitude. Statement no. 3 is also posed to access attitude and students were asked that whether reading enhances the intellectual level, 91.8% of the respondent showed positive attitude whereas 2% respondent showed negative attitude. Another statement is also about attitude of students towards reading they were asked about leisure time activity in statement no. 4, 72.1% respondents showed positive attitude while 9.5% respondent had negative attitude. Statement no. 5 is about assessing attitude of students by asking them whether books are better than any other source of information and knowledge, 66% of the respondents had positive attitude while 12.2% respondents showed negative attitude. Statement no. 6 is also about attitude of the students towards book reading, they were asked to respond whether they feel reading, a bring activity or interesting. According to the responses 76% of the respondents showed positive attitude and 6.1% of the respondents showed negative attitude.

Students' behavior regarding reading habit is measured by five statements. Statement no. 7 was about behavior of students they were asked to respond whether they are used to search of good and interesting reading material. 69.4% respondent had positive response while 9.5% students had negative response. Statement no. 8 was also about behavior of students regarding reading, they were asked to respond whether they read material other than my course books regularly, 57.1% students had shown positive response while 16.3% students had negative response. Statement 9 and 10 is about behavior of students regarding preference, they were asked to respond whether they prefer to watch a movie instead of reading any book, 43.5% students respond positively while 31.3% respond negatively. In statement no. 10 same as above behavior regarding preference is measured and students were asked to respond whether they prefer to use new media on reading material. According to responses, 48.3% respondent showed positive response whereas 25.9% respondents had negative response. In statement no. 11 ease is measured regarding book reading and new media, for this students were asked to respond whether it is easier to watch movie instead of reading, 55.1% students had shown positive response while 27.2% students showed negative response. Accessibility of books is measured in statement no. 12. For this, students were asked to respond whether they can get reading material of their interest easily. According to responses 59.9% students had shown positive response whereas 16.3% students had shown negative response. Results are shown in the table given below.

Table 2

S. no.	Statements	Yes	No
1.	Reading is a good use of time.	91.8%	1.4%
2.	Reading is very important to increase knowledge.	97.3%	.7%
3.	Reading enhances the intellectual level of readers.	91.8%	2.0%
4.	Reading is the best leisure time activity.	72.1%	9.5%
5.	Books are better than any other source of information/knowledge.	66.0%	12.2%
6.	Reading is very interesting.	76.2%	6.1%
7.	I am always in search of good and interesting reading material.	69.4%	9.5%
8.	I regularly read material other than my course books.	57.1%	16.3%
9.	I prefer to watch a movie instead of reading any book.	43.5%	31.3%
10.	I prefer to use new media rather than reading material	48.3%	25.9%
11.	It is easier to watch a movie instead of reading.	55.1%	27.2%
12.	I can get reading material of my interest easily.	59.9%	16.3%

Here attitude of students towards reading is measured and it was found that 96.6% of the respondent had positive attitude towards reading, while only 0.7% students showed negative attitude towards reading.

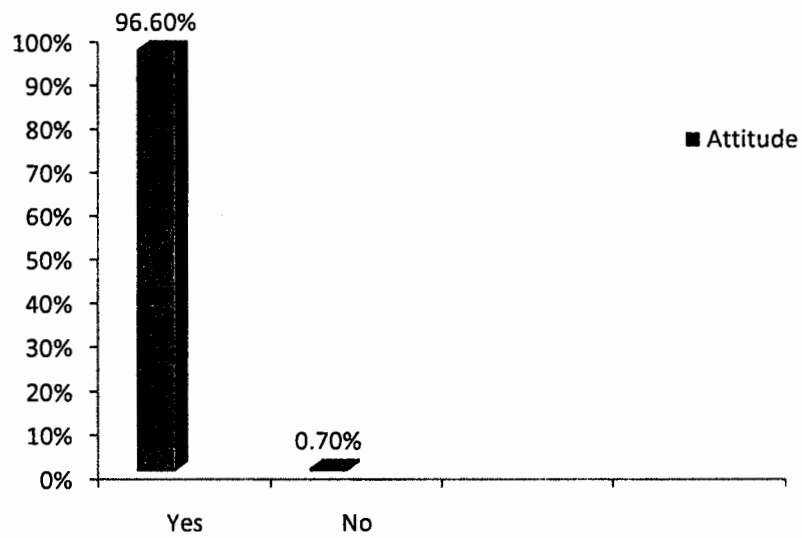
Table 3

Attitude		
Respondents	Response	
147	No	0.7%
	Yes	96.6%

TH 8229

Attitude

Figure 1



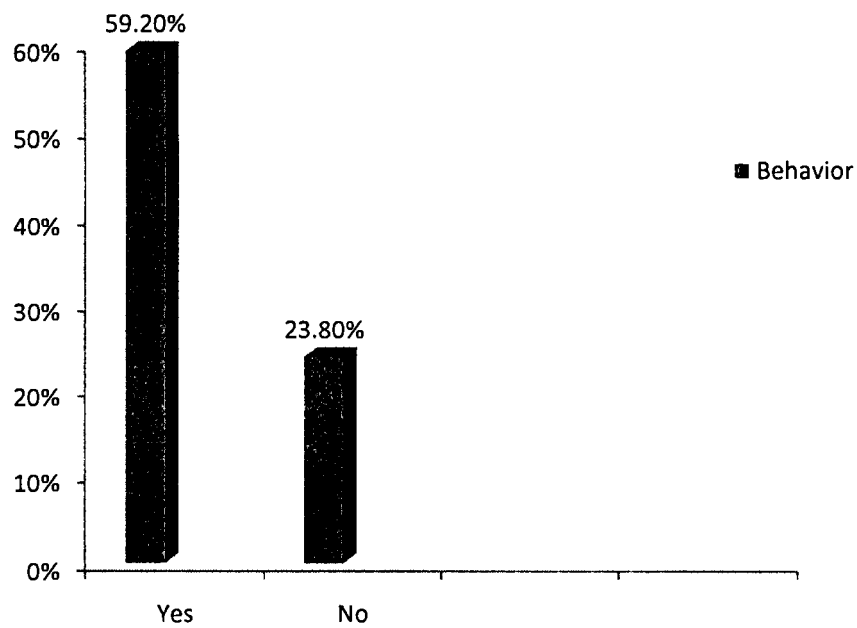
Here behavior of students towards reading is shown and it is found in results that 59.2% of the respondent had positive behavior towards reading while 23.8% of the respondent had negative behavior.

Table 4

Behavior		
Respondents	Response	
147	No	23.8%
	Yes	59.2%

Behavior

Figure 2

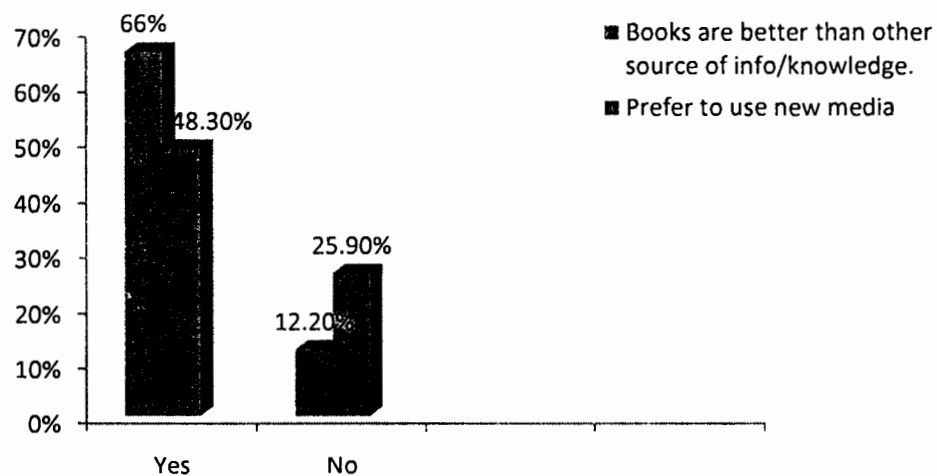


4.1 Hypothesis testing

4.1.1. H1; Youth prefer technological sources than books to acquire knowledge.

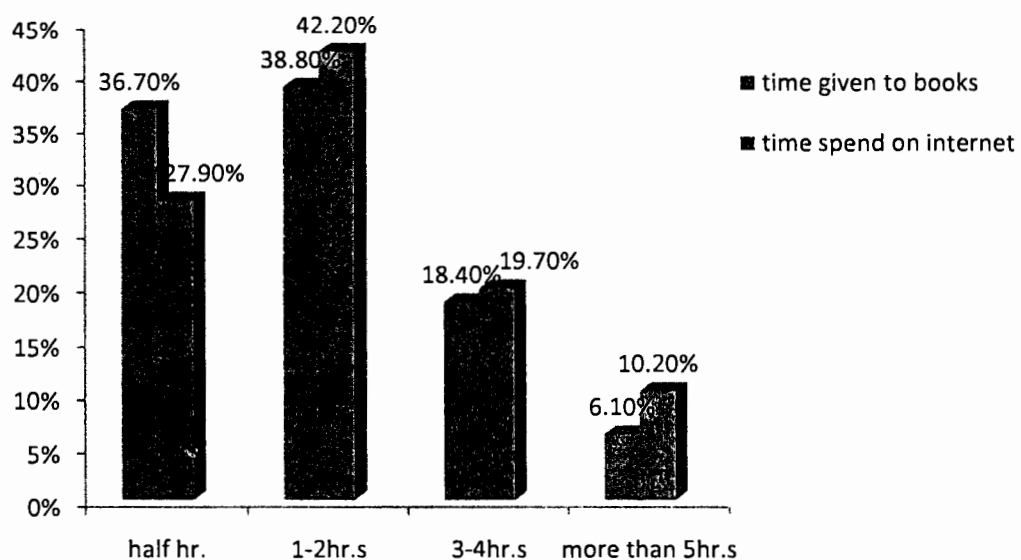
According to findings H1 is proved as there was significant difference in the behavior of the students to prefer new media but besides their attitude was also positive towards books. So, when their behavior was operationalized it was found that there is no significant difference in the time spend on new media i.e. internet and time given to books. According to the results it was shown that students prefer technological sources but there was no significant difference in their behavior to use new media. It might be because of some other reasons except their preferences. Here to assess H 1, students were asked to respond whether Books are better than any other source of information/knowledge, 66% of the respondents had positive attitude while 12.2% respondents showed negative attitude. Another statement was asked, whether they prefer to use electronic devices rather than books, 48.3% respondent showed positive response whereas 25.9% respondents had negative response.

Figure 3



However, this hypothesis is operationalized by asking respondents to respond, how much time they give to study their course books? And it was found that 36.7% students give average time of “Half hour” to study their course books on daily basis, 38.8% students give average time of “1 to 2 hours” to study their course books daily, 18.4% students give average time of “3 to 4 hours” to study their course books daily, whereas 6.1% students give average time of “more than 5 hours” to study their course books on daily basis. To compare their time given to books with time spent on technological devices, they were asked to respond, how much time they spend on internet? And it was found that 27.9% students spend average time of “Half hour” on internet daily, 42.2% students spend “1 to 2 hours” on internet daily, 19.7% students spend “3 to 4 hours” on internet daily, whereas 10.2% students spend “more than 5 hours” on internet daily.

Figure 4

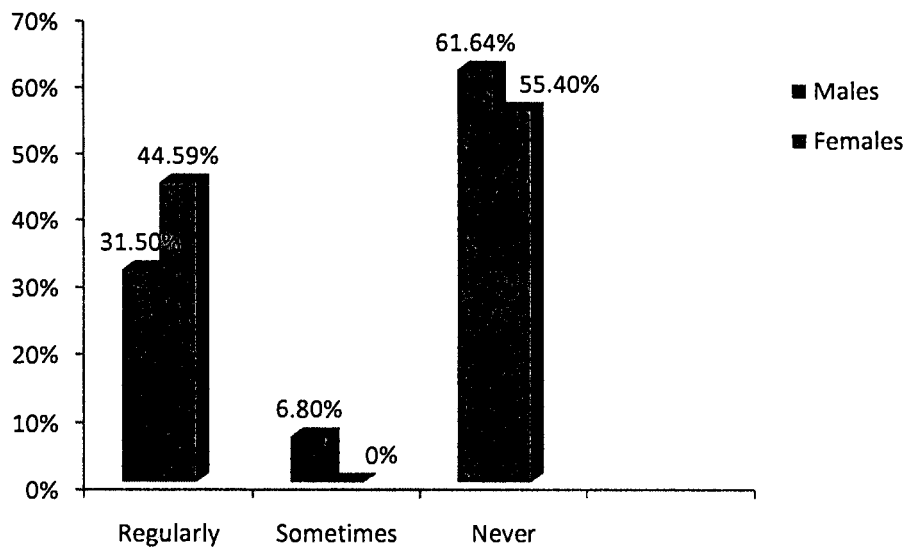


4.1.2. H2; Females are more affirmative towards reading.

According to the findings, H2 is proved as it is shown in results that females are more affirmative towards reading than males, those 44.59% females and 31.5% males read regularly, 6.8% male and no female read sometimes, and 55.4% female whereas 61.64% male never read any reading material.

Reading frequency

Figure 5



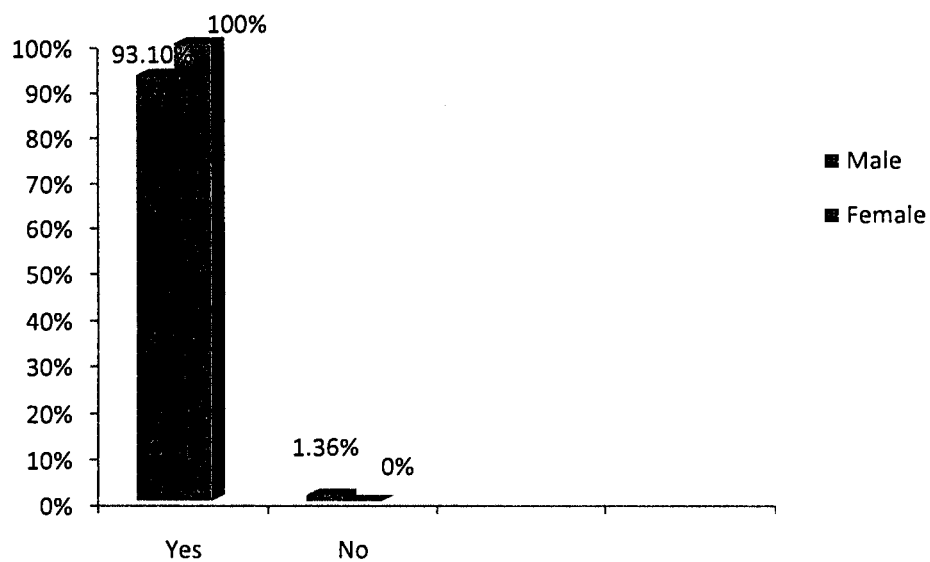
H2.I; Females had more positive attitude towards reading.

According to the findings, H2.I is proved as results show that female had more positive attitude towards reading than males but there is no significant difference.

Here it is shown that 100% females while 93.1% males had positive attitude towards reading. Whereas no female had negative attitude towards reading but 1.36% males had negative attitude towards reading.

Attitude

Figure 6

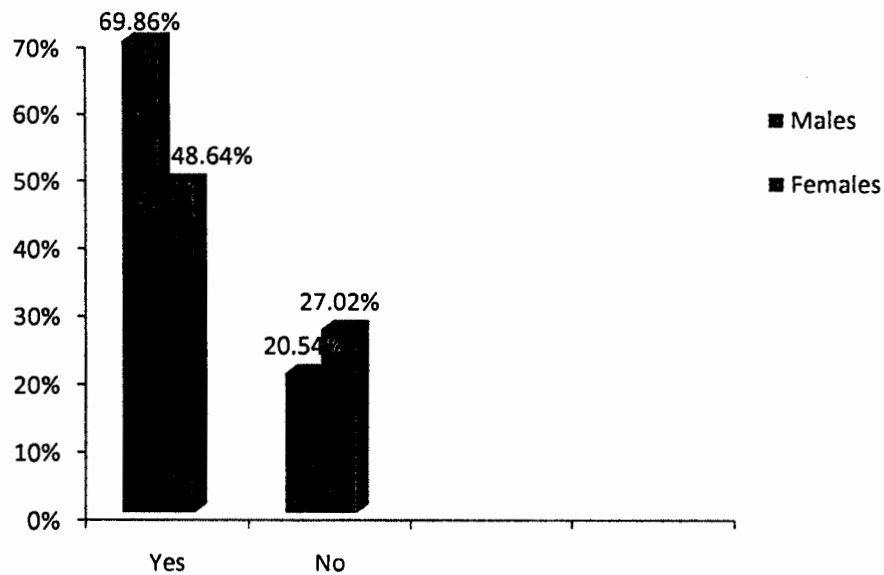


H2.II; Females had more positive behavior towards reading.

According to the findings, H2.II is disproved as females had not more positive behavior towards reading than males. Here it is shown in results that 48.64% females and 69.86% males had positive behavior towards reading while 27.02% females and 20.54% males had positive behavior towards reading.

Behavior

Figure 7



CHAPTER # 5

DISCUSSION AND CONCLUSION

Discussion

In this study, researcher investigated the reason of decline of reading habits amongst youth. Over 150 students were asked about their preference of new technology on books, 48.3% prefer new media and technology over books whereas 25.9% showed negative response. However, there is significant difference in the behavior of the students and since most of the students prefer new media. Now, when researcher assessed the attitude of the students by asking to respond whether books are better than any other source of information and knowledge, 66% of the respondent agrees whereas only 12.2% disagrees. There is significant difference in the attitude of the students conversely. According to the results it is shown that there is inverse relationship between attitude and behavior of the students regarding reading. As they agreed that books are better than any other source of information and knowledge but in the mean time they also prefer new media over books. Behavior of the respondents was also operational zed by asking them to respond how much time they give to books and time spend on internet daily. Results demonstrate no significant difference.

To assess the reading habits of males and females equal number of questionnaires were distributed between both of genders. In the response of question about reading frequency almost 45% female and 32% male read regularly whereas 62% males and 55% females never read. Here, it is shown that there is difference

between male and female reading frequency and females are more affirmative towards reading. However, females had very positive attitude towards reading as results show 100% positive attitude of females towards reading and 93% positive attitude of males. On the other side, females show less positive behavior than males towards reading. Moreover, there is also significant difference between attitude and behavior of the respondents. As results show that 49% female and 70% males had positive behavior towards reading. Hence, it is seen that females had very positive attitude but not very positive behavior whereas males had positive attitude and significantly positive behavior towards reading.

In present research it is found that reading is not preferred activity as 43.5% students prefer to watch a movie instead of reading any book, 48.3% students prefer to use electronic devices and new media instead of reading any material and 55.1% students feel it easier to watch a movie instead of reading. Present study is focused on uses and gratification theory and results show that males read for better grades and knowledge more while females read for interest and knowledge more whereas previous study revealed that males, singles and non-graduates read for information and self development and females were motivated by needs, they saw reading satisfying their affective needs of enjoyment and escape. In present study 32.7% students include newspapers in their reading repertoire. However, there was significant difference in numbers of books read by respondents as females read more than males whereas previous study revealed that gender did not have a significant effect on the number of books read. On the other hand present study found that 27.9% students spend half hour on internet

daily, 42.2% students spend 1 to 2 hour on internet, 19.7% students spend 3 to 4 hours and 10.2% student spend more than 5 hours on internet daily while Marc Verboord and Joost van Luijt (2007) also investigated case of book abstract websites and found that almost every student reports knowing and occasionally visiting scholieren.com. It is used by almost 90% of their student sample. Whereas present study found that 100% of the respondent use internet on daily basis but it varies on time spend by students; moreover 17% students use it for reading, 27% for socializing, 19% for surfing, and 17.7% for other purposes. Whereas they found that 80% of all students use the Internet on a daily basis. Effects of using book abstract sites on the way students read books for their reading report is furthermore analyzed by performing multiple regression analyses and results show 18.4% of the variance for finishing reading books, and 30.3% of the variance for enjoying reading books. Whereas in the present study it is analyzed that 76.2% students feel reading interesting, 69.4% student are always in search of good reading material and only 27.2% students find it difficult to read. In the present study, it is found that females had more positive attitude but less positive behavior than males towards reading but previous study found that girls are more positive than boys, and younger students are slightly more positive than older ones to the scope to which students enjoy reading books.

Conclusion

Among students reading is most preferred leisure activity after using internet and watching television. Almost half of the respondents read because of importance of reading and more than one third read books to acquire knowledge. While in

contrast, most of the students were interested to read novels and fiction. Nearly half of the respondent read 1-2 books and one third of the respondents had seen 1-2 movies in the last month. About Two by five of the respondents study 1-2 hrs, however more than them spend 1-2 hrs on internet and more than one third of the respondents spare 1-2 hrs on mobile phone at daily basis. It is also seen that half of the respondents get books from shops. When it comes to assess attitude and behavior of the students toward reading. It was found that almost cent percent students had positive attitude towards reading and large number of students read books regularly other then course books. However, besides they prefer to use new media instead of books to acquire information and knowledge. Here, H1 was about preference of technological sources on books by youth which was proved as behavior of students was not as positive as attitude. H2 and H2.I was about females that they are more affirmative and had more positive attitude towards reading. Both hypotheses were proved as it was also observed that females had higher reading frequency than males and they had more positive attitude towards reading than opponents. On the contrary, H2.II was about females that they had more positive behavior towards reading which was disproved as females had considerably less positive behavior towards reading than males, whereas males had positive attitude and corelatly positive behavior towards reading.

References

1. Nutgall's (1996) cycle of growth
<http://www.hkeaa.edu.hk/DocLibrary/SBA/HKDSE/Eng_DVD/ers_definition.html> retrieved on 15-05-2011
2. Jeffres, Neuendorf and Atkin (2003) "Knowledge Gaps in the Internet Age" <http://www.allacademic.com/meta/p111646_index.html> retrieved on 17-05-2011
3. Jensen, Jakob, Imboden, Kristen and Ivic, Rebecca (2004) "High Sensational Seeking Children's Interest in reading and writing" Chicago
<http://www.allacademic.com/met/p221356_index.html> retrieved on 20-05-2011
4. Gladys Low and Abdus Sattar Chaudry (2001) "Reading Profile of Generation-X". Singapore
<http://www.allacademic.com/met/p112347_index.html> retrieved on 26-05-2011
5. Verboord and Luijt (2007)"Internet Usage as Threat to Book Reading?"
<http://www.allacademic.com/meta/p182446_index.html> retrieved on 06-06-2011
6. Iaquinto, Stephanie (2009) "Fundamental Assumptions about Reading in America – A Rhetorical Analysis of a Literacy Public Service Announcement".<http://www.allacademic.com/meta/p182438_index.html> retrieved on 16-06-2011

7. Uses and Gratification theory in Communication Theory
<<http://communicationtheory.org/uses-and-gratification-theory/>> retrieved
on 21-06-2011
8. Reading
Habit<<http://www.brainyquote.com/words/re/reading210418.html>>
retrieved on 09-07-2011
9. Technology<<http://dictionary.reference.com/browse/technology>> retrieved
on 09-07-2011
10. Attitude<[http://en.wikipedia.org/wiki/Attitude_\(psychology\)](http://en.wikipedia.org/wiki/Attitude_(psychology))> retrieved on
11-07-2011
11. Behavior<<http://www.answers.com/topic/behavior>> retrieved on 11-07-
2011
12. Reading
Habit<<http://www.brainyquote.com/words/re/reading210418.html>>
retrieved on 14-07-2011
13. Reading Habit<<http://www.answers.com/reading%20habit>> retrieved on
14-07-2011
14. Technology<[http://www.yourdictionary.com/library/reference/word-
definitions/definition-of-technology.html](http://www.yourdictionary.com/library/reference/word-definitions/definition-of-technology.html)> retrieved on 15-07-2011
15. Technology<<http://dictionary.reference.com/browse/technology>> retrieved
on 09-07-2011
16. Attitude<[http://en.wikipedia.org/wiki/Attitude_\(psychology\)](http://en.wikipedia.org/wiki/Attitude_(psychology))> retrieved on
11-07-2011

17. Attitude<<http://dictionary.reference.com/browse/attitude>> retrieved on 20-07-2011
18. Behavior<<http://www.answers.com/topic/behavior>> retrieved on 11-07-2011
19. Behavior<<http://pimsleur.english-test.net/definitions/definition-of-baby-master-defeat-behavior-middle-far-public-cure-enjoy-heat.html#behavior>> retrieved on 20-07-2011

QUESTIONNAIRE

This questionnaire is for partial fulfillment of my M.sc Media & Comm. thesis.
Your cooperation in filling it out will be highly appreciated.

Age _____ Gender _____ University _____

1. How often you read?

- a) Regularly b) Never c) Sometimes

2. What motivates you to read?

- a) Reading habit b) Love of reading c) Home environment
d) Importance of reading

3. In your leisure time you prefer to;

- a) Read books b) watch television c) Listen radio
d) Use internet

4. You read books for;

- a) Better grades in exam b) For knowledge c) your interest
d) Any other reason (please specify) _____

5. How many books have you read in the last month?

- a) None b) 1-2 c) 3-4 d) more than 5 hrs

6. How many movies have you seen in the last month?

- a) None b) 1-2 c) 3-4 d) more than 5

7. How much time you give to study your syllabus books?

- a) Half hr b) 1-2 hrs c) 3-4 hrs d) more than 5 hrs

8. How much time you spend on internet?

- a) Half hr b) 1-2 hrs c) 3-4 hrs d) more than 5 hrs

9. Approximately how much time you spare on mobile messaging?

- a) Half hr b) 1-2 hrs c) 3-4 hrs d) more than 5 hrs

10. You get books from:

- a) Public library b) University library c) Shops d) borrow from others

11. You are interested to read:

- a) Religious books b) academic books c) Novel/ Fiction books
d) Newspaper e) Magazines

S.no.	Statements	Never	Sometimes	Rarely	Often	Regularly
12	You visit book stores.					
13	You go to Libraries.					
14	You read outside of university.					

S.no.	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
16	Reading is a good use of time.					
17	Reading is very important to increase knowledge.					
18	Reading enhances the intellectual level of readers.					
19	Reading is very interesting.					
20	I am always in search of good and interesting books.					
21	Book reading is the best leisure time activity.					
22	I regularly read books other than my syllabus books.					
23	Books are better than any other source of information/knowledge.					
24	I can get books of my interest easily.					
25	I prefer to watch a movie instead of reading any book etc.					
26	I prefer to use electronic devices/new media rather than books.					
27	It is easier to watch movie instead of reading any book.					

